

# **CELEBRATION 10**

**JULY, 1983**

1. We are one.  
 2. We are one.  
 3. We are one.  
 4. We are one.  
 5. We are one.  
 6. We are one.  
 7. We are one.

ECONOMIC GAPS

1. There is no economic gap.  
 2. There is a small economic gap.  
 3. There is a medium economic gap.  
 4. There is a large economic gap.  
 5. There is a very large economic gap.

POLITICAL TRENDS

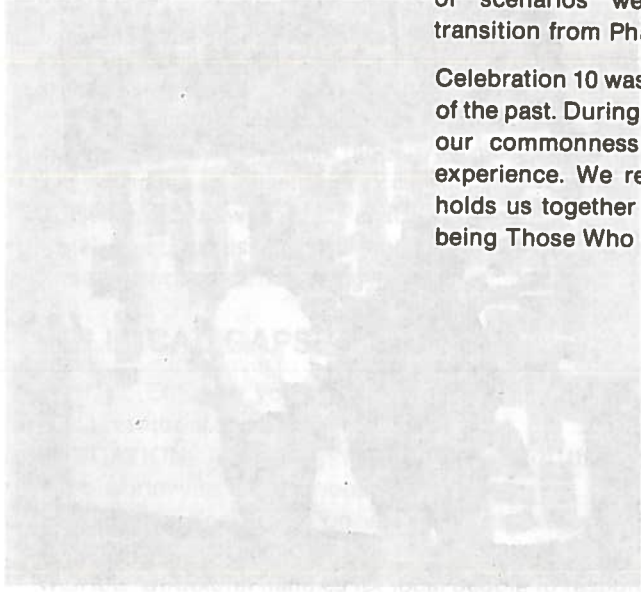
1. In the past, a change in the political arena was slow.  
 2. In the past, a change in the political arena was moderate.  
 3. In the past, a change in the political arena was rapid.  
 4. In the past, a change in the political arena was very rapid.  
 5. In the past, a change in the political arena was extremely rapid.

Celebration 10 was an event which brought together a group of people who had shared in a common experience and allowed them to reflect on the past, celebrate in the present, and look together at the future. This took place in the midst of many varied activities, including sports events, dramatic presentations, dancing, talking around the campfire, meal conversations, and workshops. This report will not even attempt to hold the experience of the entire three-day event, but will give images of the corporate power that was there by presenting the products of the two workshops.

The intent of the first workshop was to allow everyone to reflect together on the ten year journey of the Student House. This was done through a Wall of Wonder exercise followed by the creation of a song, story, and symbol to hold our common experience.

The second workshop focused on the future. We began by looking at the economic, political, and cultural arenas and naming the trends that are emerging and the gaps that are evident within each. Using this data as a backdrop, we went on to create scenarios for the future. The first set of scenarios dealt with options for Phase I program expansion. The second named key components of Student House curriculum (or, "What should people know on the other side of their time in the Student House?") The last set of scenarios were recommendations regarding the transition from Phase I to Phase II.

Celebration 10 was originally conceived of as a celebration of the past. During the three days it became quite clear that our commonness didn't end with our Student House experience. We realized that there is another bond that holds us together -- that bond has something to do with being Those Who Care.



Bruce Elsworth and Walter Heiges add data to the Wall of Wonder of the past ten years.

1. Basic skills not required - aptitude in Education.  
 2. Community involvement in education.  
 3. Tap into the power of the individual.  
 4. Community involvement in education.  
 5. Lack of concrete information.  
 6. Youth is pulling together.  
 7. Diversity of family forms.

THE STORY

During the past ten years one of the major focuses of the Student House has been developing a self-sustaining organization. In the process there have been numerous projects and programs initiated. One of the major focuses of the Student House has been developing a self-sustaining organization. In the process there have been numerous projects and programs initiated. One of the major focuses of the Student House has been developing a self-sustaining organization. In the process there have been numerous projects and programs initiated.

Recreational play events in the Student House look many forms, such as playing at the Memorial Day softball game, going to movies and amusement parks, and playing indoor sports and ping-pong. We learned that the Student House is a place where people can have fun and enjoy each other. We learned that the Student House is a place where people can have fun and enjoy each other. We learned that the Student House is a place where people can have fun and enjoy each other.



## THE SONG

### WE ARE ONE

(Tune: I Am I, Don Quixote)

## THE STORY

During the past ten years one of the major focuses of the Student House has been developing a self-sustaining unit. In the process there have been numerous projects explored to obtain a sufficient income. Our explorations have led us from working at dog shows and delivering advertisements to picking onions in California. Over the years we as the Student House have learned how to work together as a community, make any job fun, and to develop ways to work not only more efficiently, but also more effectively.

In our study life together we explored creative approaches to learning. From the traditional sessions in desk-lined study halls to a more modern approach with computers, we pioneered in corporate study. We experimented with the use of methods as we applied them to our study life, sharing our learnings as we went along. We journeyed together in priorship training, through RS-I pedagogy, ES-I and other vocational labs. Through all this our study life has helped us grow and learn together.

Recreational play events in the Student House took many forms, such as playing at the Memorial Day softball game, going to movies and amusement parks, producing several dramas and playing indoor sports such as pool, foosball and ping-pong. We learned that play which engages everyone's creativity is more helpful than spectator activity, and having group games for spare time was better than breaking down walls. We experienced play as an effective way to build morale, release tensions, and create self-confidence.

While most people in the world have never seen life outside their own community, the Student House youth have travelled to all corners of the world. The entry into the Student House is symbolized with the sixth grade Rite of Passage. The trips have taken us from Newfoundland to Mexico, from the Ozarks to the Rockies, from the wilderness of Colorado to the cities of the North-east. Similarly, the end of the Student House is marked by travel across the globe in places such as Kenya, Korea, Egypt and Rome. When the Student House travels, people know we've been there. Some of the means of travel are the infamous "White Bus", the blue sub, and canoes. We've travelled in these vehicles to Youth Symposia, farms, camps, celebrations, Metro and many and various other activities. Who knows where these modes of transportation will take us in the next ten years.

Oh we worked everyday and on into the night  
Running Metro and doing it right.  
We cleaned dog shows and theaters and circuses too  
Self support is the thing that we do.

#### Refrain

We are one, moving forward,  
The youth of the future,  
Our role is to build the new earth.  
We'll be working together  
Toward new human caring -  
Come join us to form the new youth.

Our studies are varied; they take on all forms:  
RS-I, pedagogy and Senn  
We have been educated in all different ways  
To strengthen our care for the world.

#### Refrain

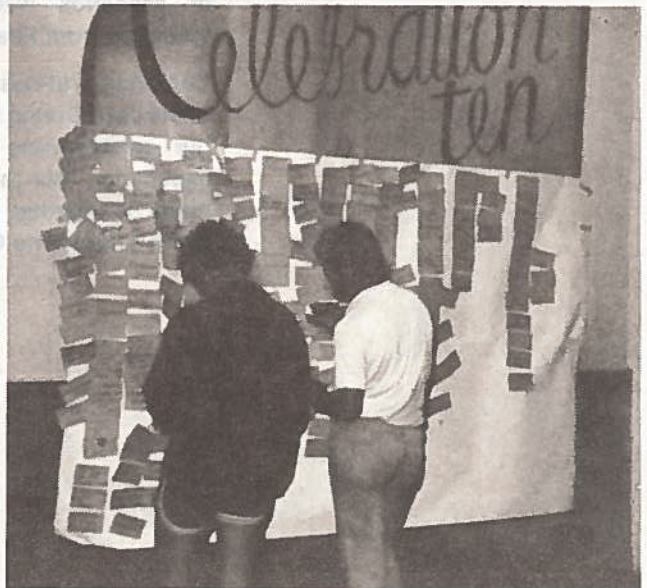
Iron Man sets the style with accounting for all,  
On the field we play phogies in ball,  
On the stage we perform cabarets and big plays  
Celebrating events of our lives.

#### Refrain

In the bus, in the vans, in the Blueberry too  
We had fun though they didn't move too fast.  
We saw people and places that we hardly knew  
Yet they're all a great part of our past.

#### Refrain

Coda:  
Come join us to form the new earth  
Corporateness is the way.



Bruce Ellsworth and Walther Heiges add data to the Wall of Wonder of the past ten years.



## ECONOMIC TRENDS

1. Finances are the responsibility of whole family
2. Restructuring of internal banking systems
3. Crime rate rise - less money available
4. Shift to alternative education
5. Lack of dollars, jobs - uncreative time use
6. High tech society
7. Economic needs focus attention away from home life and education

## ECONOMIC GAPS

1. There is no articulation of the relevant ethic for a global world. (good life, dog eat dog, ethic prevails)
2. There is a need for interrelationship between school and community.
3. There is a lack of retraining structures.
4. There is a gap between high school and university because of lower quality of education in high school and high standard of universities.

## POLITICAL TRENDS

1. In the first world, a change in image of youth to being potentially helpful.
2. In the third world, youth are forces for revolution, or they are lost in disengagement.
3. Promotion of youth culture as economic venture.
4. Federal government increasingly pushing for equal education with a reality of decreasing concern among the public and the clearly unequal results.
5. New curriculum approaches more toward tailored instruction.
6. Mass illiteracy in southern hemisphere is becoming a global issue.
7. People are inventing their families with new awareness out of a wide variety of options without restraint of old images.
8. Increase of local protest and demand for effective participation by minorities globally (e.g. Central America and American Blacks).
9. Search for how to effect change is urgent.
10. Nuclear war is seen by increasing numbers from all levels of society as not being viable.

## POLITICAL GAPS

**YOUTH:** Effective youth engagement in economic and social ventures.

**EDUCATION:** Imaginal priority shift toward the attack upon worldwide basic ignorance.

**FAMILY:** Destinal focus on values which release family support for global concerns.

**WORLD:** Structural handles for local people to respond to global dilemmas.

## CULTURAL TRENDS

1. Basic skills not required - apathy in Education.
2. Community involvement in education.
3. Gap between education needed and what one gets.
4. Communication gap between parents and children/youth.
5. Lack of concrete goals and motivation in education.
6. Youth is pulling together as a force with respect.
7. Diversity of family forms acceptable.
8. Youth are power force.
9. Redefining morals/beliefs behind family.
10. Tendency towards redevelopment of family.
11. Lateral communication in age groups but not across age groups.
12. Poor understanding of global situation by those interested in global events.
13. Youth have craving for involvement and respect.

## CULTURAL GAPS

1. Later age for planned marriage with career.
2. Lack of commitment to future.
3. Youth overwhelmed by diversity of vocational options.
4. Educational alternatives outmoded.
5. Church is no longer setting moral values.
6. Public support for education is fragmented.
7. Fast food business cuts into family communication.



John Cock leads workshop on cultural trends in society.



## PHASE I PROGRAM EXPANSION

The impact the Student House needs to have on society is a demonstration and a sharing of the forms and understandings that create corporate persons, the individual, and a self-supporting dynamic

The following replicable elements of the Student House may be used to make this impact happen:

- shaped like a family
- corporateness through working as teams
- individual growth
- understanding of "Why I work" (Self Support)
- context of globality (collegiums, interchange, individuals)

The impact that the Student House needs to make on society is in setting an example of what the "new youth" should look like, articulating the importance of education, and developing a global style and perspective.



Mary Ennis, Heidi Zahrt, Diane Jewell and Jane St John perform during Friday evening celebration.

1. People who have been in the Student House before should be future staff
2. There should be communications and involvement between community and Student House
3. Attain a group perspective/identity
4. Student House needs access to values and perspectives of outside individuals
5. Community Youth Forums will help Student House leadership as well as community involvement
6. Broaden Orbiter circulation
7. School people involved in workdays
8. Alumni Association of the Student House - they would sponsor S.H. youth and use that association to effect curriculum
9. Global Odyssey - visit people around the world and find out what's going on with youth in other countries. Old S.H members would do this
10. Youth treks



Genevieve Morrill and Ann St John entertain with a rendition of their old skit "Wormy".

The greatest impact the Student House can make on society is providing the tool of corporate reflective methods which allow people to see that even though they are "all alone" there are countless others attempting to deal with the same issues.

1. tailored programs (e.g. computers & language in Minneapolis, Chicago and Kansas City)
2. motivate voluntary sector through pilot projects in Minneapolis, Chicago and Kansas City
3. Vocational Journey Labs in above locations
4. News trend conversations in home room time
5. Methods for how to study (Existential aim, rational objective, charting, art form)
6. University Vocational Journey Labs to provide screens through which decisions can be made
7. Experience with next steps after Vocational Journey Labs
8. Orbiter - alumni reflection section



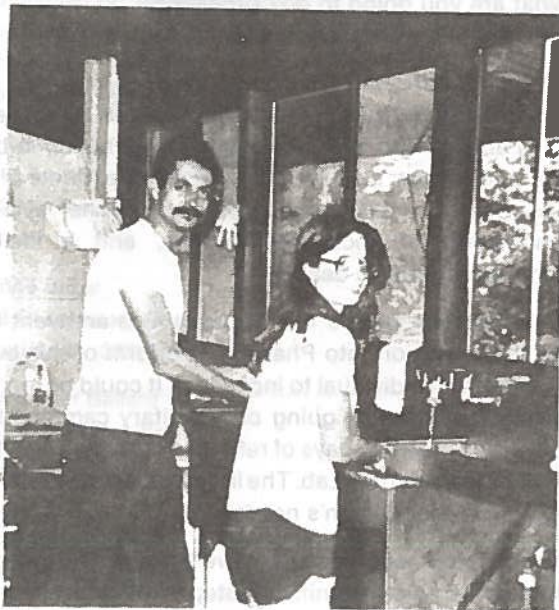
Jeff Wiltse up to bat during softball competition.



## KEY STUDENT HOUSE CURRICULUM COMPONENTS

Student House grads must create goals and standards for themselves making use of methods obtained in the Student House to motivate their success. Understanding who they are and keeping their support structures in focus is key.

To enable the Student House, we already have global interchange informing students of global needs, providing comprehensive support structures and lifting up global symbols. We have methods for decision making such as workshop methods and the art form conversation and programs of the youth symposiums and Vocational Journey Labs. We need to add the teaching and use of a variety of global languages, the additional involvement of people from various skills and cultures and to strengthen the recognition of the symbol factor, for example the choice of guardians.



Kip May and Elena Harper wash pots and pans during "wonder" assignment.

The 10 things that a Student House graduate should know are:

1. How to organize and take care of space
2. How to budget time
3. How to work with, get along with, and lead people
4. How to come to terms with your own sexuality
5. How to practise independent hygiene
6. How to create a goal for your life
7. How to think with imagination
8. How to lead basic methods and how to play a role
9. How to be proficient in basic skills such as carpentry and cooking
10. How to know and articulate trends

In order to enhance our ability to teach these skills we need expanded relationships to outside resources that represent vocational edges, new sources of income and increased activities outside Kemper such as club membership.

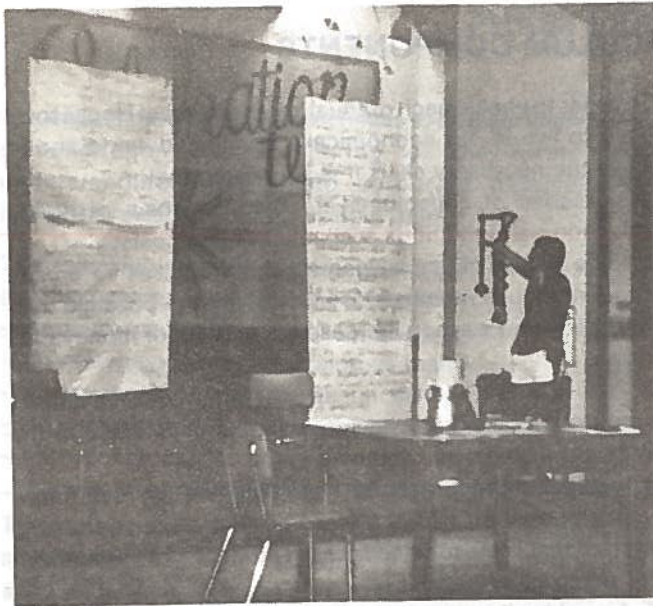
In order to enable each graduate of the Student House to be able to live in our economically dominated world and to have the necessary skills it is suggested that:

1. A series of collegiums are held on costs of higher education and methods available to meet costs
2. The use of financial games and exercises to enable Student House members to understand the possible uses of money and ways to increase the amount of money they have
3. The Student House needs to start a small business venture which would provide essential experience in the area of business management
4. Budget training can be accomplished by requiring a year's budget for use of clothes allowance and a tracking system that is maintained by each student as a prerequisite for receiving allowances
5. A weekly allowance for school supplies from the Student House would allow the students to work with and budget their allowances through the school year.
6. The studying of biographies (Gandhi, successful business people etc) to enable each student to identify their individual economic ethics
7. Computers would be used to budget and track the income and figure costs
8. Resume writing workshops would be held to enable students to learn how to relate Student House experience with unique skills they have in relationship to getting a job
9. A Student House bookstore would sell supplies to students who would get individual school supply allowances

What are the ten things every graduate of the Student House needs to know?

1. Money management
  - a. Start a bank account
  - b. Plan a budget
  - c. Learn to bargain hunt
2. How to get a job
  - a. Learn how to use S.H. skills to get a job
  - b. Resume writing
3. International banking
  - a. Exchange rates
  - b. Currencies
4. Know how to set priorities
5. Individual and community ethics - how they affect world economics
6. Identify cost of living from infancy through college
7. Learn how to run a small business
8. How to prepare self for getting scholarships
9. Plan cost of high school and college
10. Know benefits of all saving plans





Matt Hockley reports on economic trends and gaps.

## THE TRANSITION FROM PHASE I TO PHASE II

In the transition we experience the transition from initial probing and experimenting as basically dependent revolutionary youth who are not responsible, to responsible independent people who do serious planning and make decisions that determine their direction and expand themselves in a mature context. It is an important transition because you decide who you are, and what you are going to do. For those that have participated in the Student House, the transition may bring about the question: "How can I effectively change the globe or my community?" It is a time of accepting responsibilities great and small.

The transition could be celebrated by an event that would be reflective and yet give a picture of the future. In the reflective part there could be games like risk or life. Also there could be a play depicting three characters in different reactions to the transition. (The play would also depict future implications of varying viewpoints.) The futuristic part would include such items as life timelines, family symbols and life goals.

The transition from childhood to adulthood is not one single event, but a chain of events. There is a gap from 18-21 where your own decision to be an adult must be made an event by your own planning. This has been an ambiguous time for people caught between Phase 1 and Phase 2. We recommend that time be made for personal reflection and self-evaluation out of the Order, as well as a sojourn period within a House which would include symbolic occasions such as doing a House Church witness.

## TRANSITION INTO PHASE II

The passage into Phase II does not necessarily occur on a person's 20th birthday. For some it comes at the end of high school; others experience the shift as they support themselves financially for the first time. But however this passage comes about, it is a time of reflection and decision. This can be enabled through a three part rite of passage.

The first part would take the form of two conversations: one with someone who knows the person in transition quite well and the other with someone who has an objective viewpoint. Both of these conversations will center around six questions asked of the emerging adult:

1. What events in the last 20 years will you always remember?
2. What are your gifts or the skills that you've developed?
3. What would you title the first 20 years of your life?
4. What do you believe in? (Faith)
5. What are you going to do? (Vocation)
6. Who are you going to live with? (Lifestyle)

The second part of this rite of passage involves the documentation of that person's life. This is a decidedly creative activity and can take any form - whether it be a song or a montage, a sculpture or a fairy tale. Some of the key elements in this creation are a personal symbol, representation of vocational options, and a lifelong timeline (from birth to death.)

The final portion of this rite of passage is an event that marks the transition into Phase II. The form of this event also varies from individual to individual. It could be marked by giving a witness or going on a solitary camping trip. Maybe it would be two days of reflection after participating in a Vocational Journey Lab. The list is endless and is left up to what suits that person's needs.

Transition into Phase II occurs in every person's life. It must be marked as a very significant step in the journey of all individuals.



Julie Powell, Matt Hockley and Kristen Cramer discuss Student House curriculum during the second workshop.