

# PHASE I RABBITER

## THE OTHER SIDE OF THE WALL

### THE ACCIDENT

It was Sunday, December 14, 1980. I was already back from Metro (delivering papers). I had planned to skate all afternoon. Also, I was helping Nancy Griffin cook Christmas cookies in the pantry. I was skating with John Powell, Shehan Paul and Bruce Ellsworth. Sarah Hamje was in the halls playing around, too. It was a crazy accident. I'll try to make it short, but that's pretty hard to do.

Well, John, Shehan, and Bruce were standing by the wall. I didn't have a stopper on my skates so I stopped myself by holding on to some wood dividers. They started to fall. Meanwhile the boys were playing at the other end of the hall. And then, CA—BAM!

I was face to face with the floor with my legs twisted up one in front, the other in back. I was yelling, "Help, help, somebody! I think I've broken my legs!"

John ran up, "Take it easy, Diana. We're going to get you out from under this. Then Bruce and Shehan ran up and lifted the dividers while John pulled me. I was curled up on the floor hurting. Suddenly Sarah showed up all panicky. "I'll get Dr. True!" And she did.

### THE FIRST THREE DAYS

THE NEXT THING I knew I was in the Weiss Hospital Emergency Room with Mom and Dad. A nurse was poking around on my legs. It felt like nothing and I was beginning to think it was nothing. Dr. True was trying to get me to Northwestern Memorial Hospital. I could hear him talking to the doctors and nurses. So it happened. Another ambulance ride and I was in Northwestern Memorial Hospital with big machinery over me and nurses coming in and out taking blood, my temp, blood pressure, etc. Doctors huddled talking over x-rays. There were more shots and more pokings. When that was over I went to intensive care where I lay on a striker frame bed with tubes in me every which way. I was there for one day. The next day, Tuesday, I had an operation which placed two rods and several springs in my spine. The operation was successful except during the nine and one-half hours one of my lungs partially collapsed.

The next day I was a wet noodle. Plus I was sore. I was moved to the Spinal Cord Unit and into my own room, 604.



*Diana rolling metro in the hospital*

### THE ROAD TO RECOVERY

Well, weeks passed. Thank goodness for the visits from many people, gifts, and lots of flowers and plants. Each one was and still is very special.

One morning I saw nurses and doctors coming into my room. I was wondering what was going to happen. I was going to have a roommate in a bigger and better room. The room was 607. The roommate was Edna. Edna is 64 and very nice. She had worked at Nabisco for years until a door slammed into the back of her neck and head. She is partially paralyzed but doing well. Whenever I needed help (nurses called, or just an extra package of sugar at mealtime), she was always there. I gave her a helping hand, too.

Time passed again with many cards, visitors, and surprises. On New Year's, Mom, Dad and I planned a surprise New Year's Eve party for the nurses and doctors. We decorated the room with streamers and Happy New Year signs, and served fruitcake and nuts. The hospital has rules against decorating things. Three days later we took it all down.

*(continued)*

# EDGE CURRICULUM

The day came when I got a body cast. When I got it, it was very uncomfortable, but I made it. The next few days were the days I had to make friends with the cast. We were to be together for we don't know how long--maybe two or three months. Soon I was preparing for sitting in a wheelchair. First I went on a tilt table. The tilt table was for the testing of dizziness and balance after almost a month of lying on my back. I didn't have any bad signs. I made it, again. The next day, I got to sit up and get in a wheelchair.

During those first hours something wonderful happened. Student House friends were visiting and suddenly a woman walked in and filled my room with lots of bright colored balloons. She presented a singing telegram and a pink silk heart. We couldn't believe our eyes! Sometimes hospitals aren't ready for our care. Mom and Dad were told that night to take the balloons home. "They are too big!" said the nurse.

Soon I will be moving to the rehab center. There I will learn how to take care of myself and walk again. After that, well, back into the swing of things and, who knows, maybe even to roller skating again. Hopefully.

## LEARNINGS FROM THIS EXPERIENCE

I've learned a lot during this accident but most of all I learned

1. that watching where you skate is important!
2. to wait.
3. a little bit about being patient.
4. how to tolerate pain.
5. how to keep myself busy while having a lot of time on my hands--building my timeline each day has been helpful.
6. people care a lot. I have been surprised they care about me and my family--some of these people are people I don't even know.

*Diana Early*

## SPECIAL SAVINGS FOR DEPLOYED YOUTH

About a month ago we decided to pick up an extra run called Jewel. Jewel is a chain grocery store in the Chicago area. It advertises monthly rather than weekly, like most other stores.

We decided to do the run partly because it was in the same area as another run we have called Gerard's. Jewel gave us about 20,000 copies, that we delivered the weekend before Thanksgiving. We got paid \$16 for every 1,000 copies, which totaled to \$320, which went into deployment of the 8th graders.

The next weekend, we did a run called Osco which is a chain drug store in Chicago. Osco is owned by Jewel and they are usually found together. Osco was reopening a store in Elmhurst, and wanted to advertise their sale for the first two weeks. We decided to do this run because we figured it ought to be pretty easy. We ran Thanksgiving weekend and the weekend after. Osco also gave us about 20,000 copies at about \$18 for every 1,000 which totaled \$360. But there were some drawbacks: wierd blocks, Elmhurst was far away, the blocks were spread apart, and we had to run for 12 hours. The area was tougher than we thought, but it was quite an experience.

John Powell

YOUTH CLUSTER TREK		
Day 1	Day 2	Day 3
Arrive	Colleg: The Local Scene	Colleg: Presidium Input/Practics
	VISITS framing research recruitment	Trek Evaluation
		leave
Afternoon Bullsession		
House Event Focus-Phase I	How't Event--"What Happening with Youth	

## WHAT HAPPENED TO THE YOUTH REVOLUTION

Youth perform a profound role in society that is constantly rearticulated as times change. As Phase I we are given a yearly opportunity to re-examine our gifts and responsibilities with the North American Youth Presidium (this year from Feb. 13-Feb. 16), the High School clusters are one configuration of our social care that covers the United States and is therefore at the pulsebeat of North American youth today. By visiting these 13 clusters, this valuable network of care will have an opportunity to participate in a common construct of conversation, workshops, visitation, study, and celebration. And individual care happens as well as we examine the journey of Phase I together and begin to articulate just what those experiences are:

## FEMININE INFLUENCE

Sara Ennis, Beth Hamje, and Jenny Mann represented young women at the Women's Problem Solving Unit in December. The play, I'm Getting My Act Together and Taking It on the Road, provided the context for the two day gathering. Following dinner and reflection on the play, 160 participants (women and men) read and screened a few articles each; they were looking for trends and indications of important future issues. Getting a variety of views and objective data on woman's milieu helped the group have a comprehensive perspective and learn new things. The next day began at 4 a.m. with four workshops on: (1) the feminine dynamic, (2) symbols, (3) life phases, and (4) women's heritage. Over breakfast the group discussed a vision for women's future. Workshops pinpointing contradictions to the vision and planning strategic directions the participants could take filled the rest of the day. A plenary and reflection on the event wound up the meeting.

The girls liked the play because it seemed realistic and natural. It made them think about struggles older women have experienced. They all were in the women's heritage workshop. It was informative of how women's roles have changed and of famous figures and significant events that effected history. Who knows what marks these three women will make?

Jenny Mann



# ARTISTS IN RESIDENCE

## ORDINARY PEOPLE

Ordinary People is about a boy, Conrad, who couldn't face up to the realities in his life after his brother, Bucky dies, so he tries committing suicide. It doesn't work, they take him to a hospital. When he gets out he starts seeing a psychiatrist. Then the psychiatrist points out the reality that Conrad can't face.

I don't want to ruin the movie for you but I will say this, the movie is about how Conrad tried to figure out that he didn't feel guilty about Bucky's death, but about his own life.

The reason we recommend it is because of the reality of the movie, the scenery, and the situation.

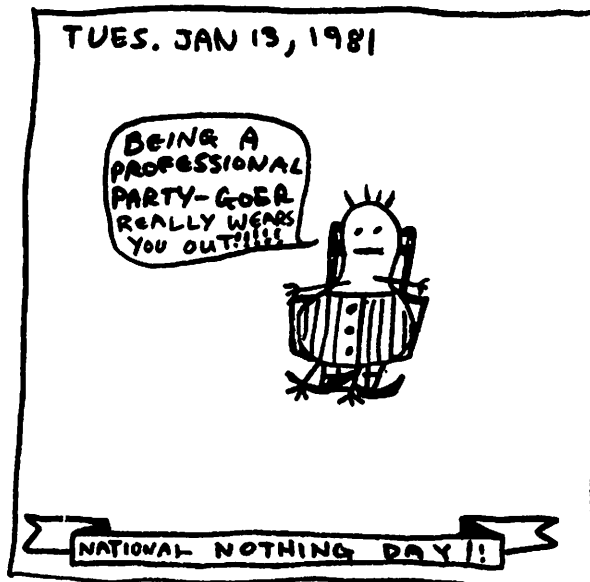
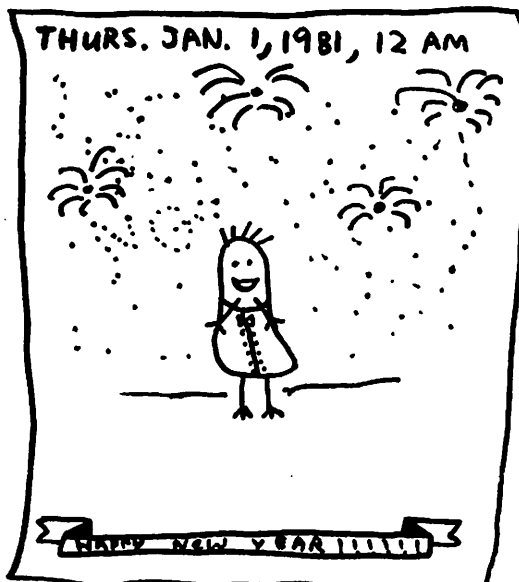
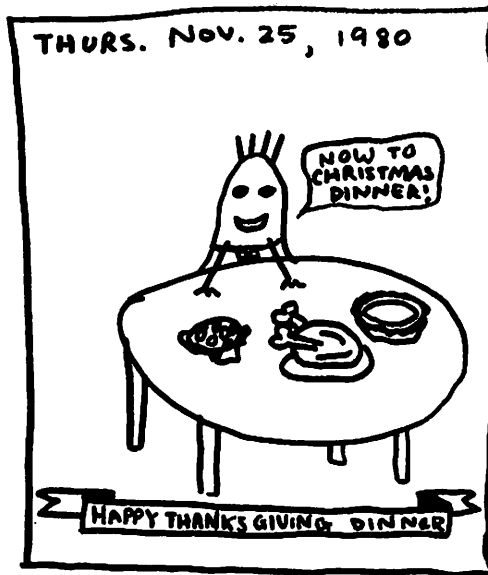
Lori Haman

## WINTER WONDER

In the winter when we go,  
Walking on Nature's snow,  
Where there is no grass at all,  
And all trees are bare and tall,  
Where every plant and every tree,  
Is as white as white can be,  
Looking at the way we came,  
Every white print looks the same,  
That is particularly how we know,  
That this white white rain is  
Nature's gift called snow.

Beth Hamje

*(Please help us begin a "letters to the Editor" section. Send us a reflection about which you would encourage a global dialogue.)*



## NEWS FROM YOUTH AROUND THE WORLD



*Eric Mann with the villagers of El Alema*

### **REPORT FROM EGYPT - Living in a HDP**

We've received such great reports from Eric Mann and Geoff Harper all Fall that we weren't surprised to hear about the exciting event that occurred on Dec. 20th - a new well for El Alema, one of Bayad's cluster villages. These Student House alumni had written earlier about being on the water team and working in the cluster, digging for water in each of the six villages. They have also had experience in the brick factory and the desert farm. They start out in the morning in the hot sun and help the villagers dig and sometimes the only break until the 2:00 lunch is "strong tea with about half of it sugar." Cool shade and rest is welcome refreshment.

They get 11 pounds (about \$16) for a monthly stipend. There are 100 piastres in a pound. For about 15 piastres Eric and Geoff can get a Pepsi. They said they probably won't even spend a pound each month!

John Powell

### **CANO NEGRO VENEZUELA**

Three Peruvians, Inter-American Scientific Agronomists, came to Cano Negro to visit. Villagers were happy to take them on a tour. They saw fruit and vegetable crops, houses, school, bola courts, the water system, gardens, small businesses, and cacao drying on patios. Asked, "What would happen if the ICA were to leave?" a villager answered, "Practically speaking, Cano Negro is now a modern community. We are working with the ICA in training other people." There is a committee that meets weekly and "goes out to villages in the area to consult, train, and work with them to do their own community development. The visitors said they were most impressed by the human factor, that the semi-literate, poor black farmers were self-confident, proud of their community, and investing in the future."

Thirty representatives from Latin American Human Development Projects and other locations came to Caracas for the annual Latin American Continental Council. The new Cano Negro Training School has been contracted out to a resident construction contractor. A Cano Negro villager started a kerosene supply business. A second family chicken farm began in July.

### **BANANEIRAS**

A successful CYF and CEM were held in Bananeiras. The keystone was a fair. Bananeiras T-shirts were sold to help the rural youth club that is slowly, but surely coming along. The Bananeiras House is planting a House garden to cut down on the price of food. The House will move to the city in February. We will fill you in when we get more information.

Lori Haman

### **THE CYF IN ROME**

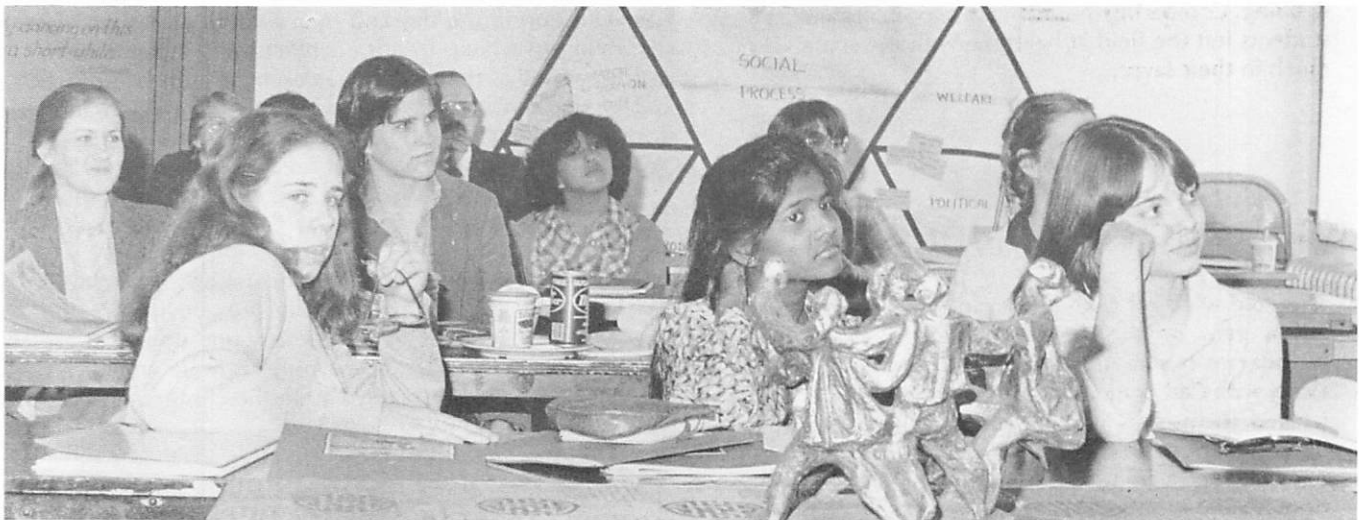
The CYF was done in a small village called Acuto outside of Rome. The CYF was held in the community administration building. All the youth from 16 to 20 were invited, but several more participated. The CYF was done with a team of five, two from the youth cluster, two Italian youth, and one adult from the House. The two talks were translated and everything else was done in Italian. In the four weeks that followed, they decided to have a newly organized group of about 12 to meet again to make plans for the set up of a social center and a library. We are also working to set up another CYF in the village of Alatri near Acuto.

Sincerely yours,  
THE ROME YOUTH CLUSTER  
TRICIA MUELLER, JULIE POWELL, RICKEY JONES

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I RABBITER

## 1981 YOUTH PRESIDUM — A GREAT TEAM EVENT



*Participants listen to team reports at one of the plenaries.*

The Second Annual Youth Presidium was held on February 13-16 in Chicago. People came together from across the continent to discuss the state of the Youth Revolution, to look at trends and new directions, and to talk about the role of youth in society. By meeting with other youth in this way we understood more clearly the significance of what we are doing in a whole new way. During the Youth Presidium we came up with new ideas and images through workshops, brainstorming, and plenaries.

There were four workshop sessions. In the first, we scanned articles about youth and plotted the main point of the articles on the Social Process Triangle. Then, reflections on what is happening with youth were given by representatives of the different areas. From what we learned from doing these exercises, we decided the five most crucial arenas of concern facing youth today. They are 1) Collapse of Family Structures, 2) Economic Stability, 3) Education for Vocation, 4) Rites of Passage, and 5) Individual Engagement in Society. Then we organized ourselves into five teams. Each team named the key questions that need to be answered and identified, three positive and three negative trends in each arena. In the third session, we brainstormed the options and decided what were

essential elements to each arena. Finally, all of this work was put together in the final session as we wrote the Declaration. All of us experienced these sessions as hard work, but as one youth said, "I don't want to be late because I might miss something."

Besides the workshops, we did many other things together. On Saturday night, February 14, we had different opportunities to celebrate together. Some youth came to the Student House Valentine Party, and either stayed until the end or went to see the movie, "Bridge Over the River Quai." In the second celebration, each team presented a funny skit about the arena they were working on.

The 1981 Youth Presidium closed on Monday morning with the presentation of the "Declaration" and a talk by Sharon Rafos about why the presidium was important. One of her closing remarks was, "I've been addressed by the style of this group this weekend. It's obvious to people you meet that you've made a decision about who you are and what it is you want to do. This team, the people in this room and the members who aren't here, and this declaration will require of all of you your total participation. They will require that you remain steadfast in your decision."

Walter Heiges

# EDGE CURRICULUM

## STUDENTS SCORE SCHOLASTIC SUCCESS

The Student House scored great corporate and individual victories at school this past term. Out of 27 students, 19 improved their grades and perfect scores were achieved by Jenny Mann and Beth Hamje. Using a Quality Point System in which 6.0 is the highest possible score and -2.0 is the lowest, 17 had greater than 4.0, 21 greater than 3.0, and all were over 2.0. The greatest overall improvement honors went to Lori Haman with Sandy Lanphear and Angela Boone also scoring well in this category. Math and reading level were upgraded 11 levels, with Shari Blackledge moving up five levels in math and Elena Harper one level each in Math and Reading. Comparing the year with a football game, the students left the field at half time with the score very much in their favor.

## E.G. "ROUGH IT?" ON LINCOLN TREK

The cold wind off Lake Michigan took temperatures below zero on the morning of Abraham Lincoln's birthday as twelve 1st, 2nd, and 3rd grade children, along with Carl Ennis, Sharon Wells and Michelle Jinks packed themselves into the old blue van. Warnings like, "Do not stand or lean against the side door," and "Boys, if you're going to climb up on the sleeping bags, do not step into the food box" rang out as we pulled out into the traffic on Lake Shore Drive.

We had been told that even though a snow storm had come through two days before, the highways would be clear for our Heritage Excursion to Springfield and St. Louis. Within an hour we noticed the appearance of icy patches and the slowing of traffic. Nine hours later (to make a long story short) a weary and rather tense group pulled into Springfield saying, "No way can we go on to St. Louis (where we were to stay for the night).

Being old hands at Town Meeting circuiting, Carl and Sharon headed to the nearest Holiday Inn and learned, "yes, we will donate to you two rooms." "O, yes, we can make it fine, all the children have sleeping bags and can sleep on the floor, if necessary."

After an exciting evening of exploring the "Holidome" and a good night's sleep, we set out on the second day to discover Lincoln's home, office, tomb, etc.

We were amazed at the great courage that it took to lead the country and free the slaves, especially when we realized that Abraham Lincoln was just an ordinary person like us who liked wrestling, reading, and tall hats.

We had great fun on this trip and everyone agreed it should be an annual event. Maybe, even, we could "inkind" the Holiday Inn and the McDonald's food again next year.

## PHASE I TREK WEBS CLUSTERS

During January and prior to the Presidium, eight Phase I faculty and seven youth from the Student House and Clusters visited 14 houses in North America where there are youth. The visits were great events. One of the highlights in each visit was the evening in which we focused on the Journey of Phase I. As Area:New York Cluster News reports: "Everyone had fun swapping stories and remembering the thrill and the pain of being in Phase I."

The Trek provided a great opportunity to talk to adults working with youth and with youth themselves about what is going on with youth today. Interviews were held during the day and then a youth workshop was held in which trends, conflicts and images were identified as they show up in each location. After each of these workshops, we went out for a celebration which usually featured pizza of all types, shapes, makes--good and bad, but regardless of the pizza, a great time was had by all. Sports events marked some visits, like bowling in Kansas City and volleyball in Houston.

The final session focused on preparation for the Youth Presidium as well as reviewing the activities of the clusters. There seems to be many questions that are being asked about how youth can be effectively engaged, both in society and in the clusters.

## WHY I CAME TO ACADEMY

*"Nearly five years ago, I first heard of the ICA and had the opportunity to meet Rev. Kang, who was the head of ICA in Korea...I thought the ICA was a group of social workers....I wanted to learn English conversation so much....I joined the Global Language School in the Seoul House....I found I used my time adequately and completely and was very attracted to the methods....gradually I learned that the ICA was not social workers....Rev. Kang insisted that I must acknowledge the globality....now I'm here and will do my best to master living English, study the methods and stewardship of the ICA."*

Young Ah Choo

*"I am a university student in Korea but quit my studies provisionally with my father's encouragement...I had to learn and experience the United States of America....I came to the Institute especially because the idea and methodology is so deep and useful for one's life....I couldn't understand the Institute well because the life in this house seems very hard to me....So I want to understand the movement."*

Hye Kyung Kang



## ARTISTS IN RESIDENCE

Eskimos in polar regions  
Where it is always winter  
Penguins waddling in tuxedos  
Where it is always winter.

It's not always winter here  
It's just a season of the year  
When blankets of snow cover the land  
When bundles of clothes cover us all  
When winter seems so long and dull.

But when you're in the winter season  
Think of Eskimos in polar regions  
Where it is always winter.

Mark Rebstock

### WATER SPORTS ARE IN THIS YEAR

David Blackledge, a 9th grader assigned to the Detroit House, has been very active and successful in swimming this year. He entered a local swimming competition and won the 50, 100, and 200 meter events. Congratulations, David.

Heidi Sharp and Ruth Gibson, 10th graders in Philadelphia, are both on the swim team at Girls High. In Orlando, all three youth, Cari Boivin, Liz Reese, and Ian Grow participate in rowing. Ian is the coxswain on the crew, who sets the pace of the oarsmen and guides the boat. Their High School crew was national champs last year.

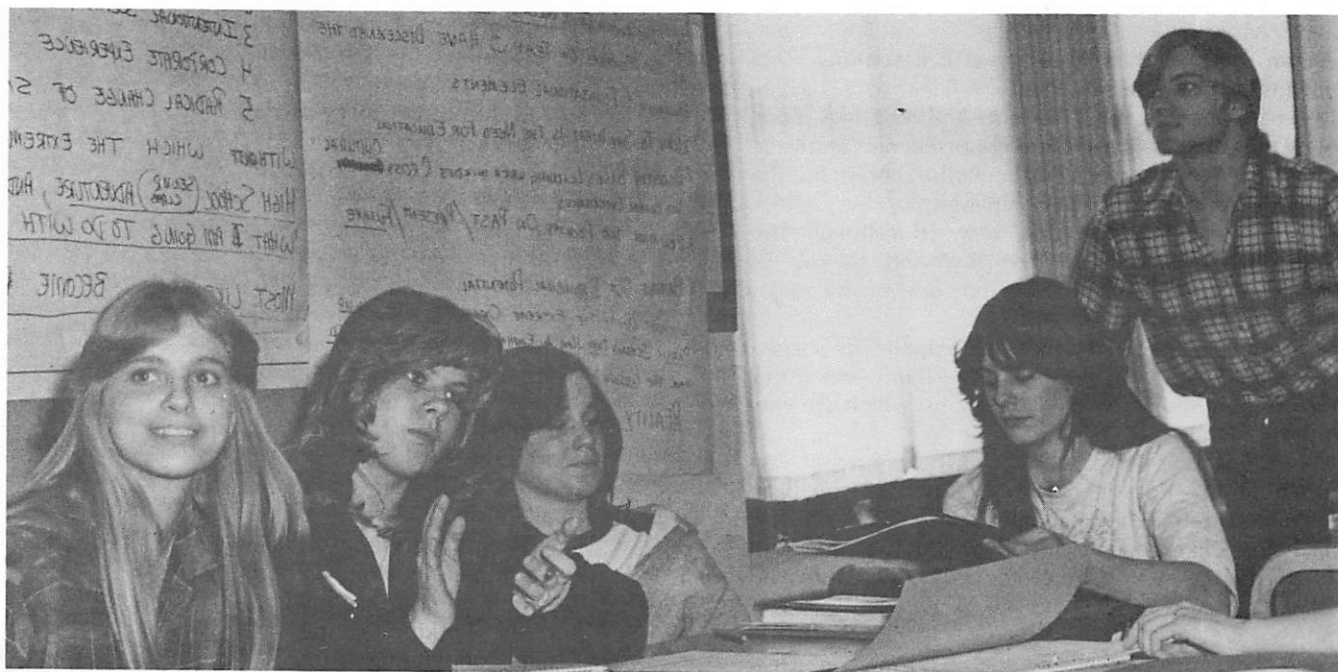
### YOUTH CLUSTER SONG

Tune:(Consider Yourself)

Remember the Past, it's great  
Along with the trips, it was lots of fun  
With miracles, we did it  
And now, we're on our way again  
When we look around, we see  
CYFs by you and me  
And now Phase I's news is orbiting  
And the Jerks are in the house  
The CYFs were great  
Now we're coming home, can't wait  
The Student House, the summer camps, overseas  
The future's ours - can't you see!

### JOURNEY TO THE EAST

The transformation of the third floor is a metamorphosis from meeting space, work space, business area and game room to one large stage, prop room, costume room, actors' workshop and dance and martial arts rehearsal space. All 35 members of the Student House and faculty are part of this living theatre as the preparations go on for the production of *Journey to the East*. Three groups of students plan and work on the production: Producers, designers and actors. First showing of the play will be March 21, 1981. This production is the annual *Great Event* for the Student House and is the vehicle that calls forth the creativity of each individual.



Just a minute. This needs a man's point of view!  
A SCENE FROM THE PRESIDUM

# NEWS FROM YOUTH AROUND THE WORLD

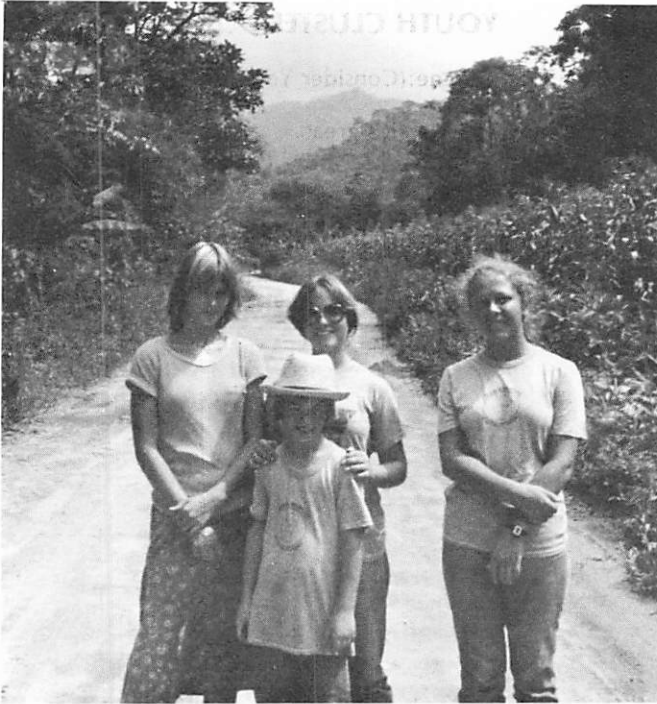


Photo taken at Christmas in Bananeiras: Linda Duffy, Greta & Ben Hanson, and Louanne Lachman.

## EXCERPTS OF A LETTER FROM AZPITIA

Down south at this time of year it is summer. That means it's hot here.

We participate in village events and meetings along with the villagers. The village school teachers enjoy the times we come to teach English in the school, but the local students are very undisciplined.

The Regional Consult was very educational. The people who attended were surprised to see us participating. The language is not one of the major blocks anymore.

There are many activities to participate in; soccer, volleyball, swimming and exploring-that's one of our favorites, along with the celebrations, which are very tiring at times.

We often go to Lima to work on development. On discontinuity, Robert went to a fairly modern village named Canete, while Randall went to the beach and came back like a common fried tomato. That just about clears our minds. With much concern to the Youth who care.

Robert B. Allan  
Randall C. White

## REPORT FROM FIRST BI-CONTINENTAL YOUTH CLUSTER COUNCIL

Youth from NAME and Europe met in Rome from January 2-4, 1981. The major thrust of the council was the CYF including how to market it, and building the timeline that would result in CYF happening in Rome, Frankfurt and Madrid. Also held in the timeline is the project work by the Bayad youth.

In the document produced by the Council is a song (see page 3) and a story.

A third product came out of a conversation held on "Cluster Learnings" and a few of these are seen below:

Quarter accomplishments:

- correspondence courses  
languages being learned  
include Arabic, German,
- places visited include  
England, Cairo (pyramids),  
Rome, Venice and Florence
- worked in other villages
- cleaned chicken coop

Cluster learnings:

- sometimes you get on each  
other's nerves
- you have a lot of responsibility
- its better to stick together
- its possible to get along  
with adults (give a little  
on both sides).
- get along by myself (washing  
clothes by hand)
- shouldn't send people to a  
"dead project"
- check out school possibilities  
before sending folks

Advice for youth assigned here next yr:

- don't forget your studies
- try and get them done quickly  
work out schedule for study/work
- bring lots of English books
- buy clothes before coming to Europe
- don't forget your passport
- bring extra cash for  
presents (earn it)

How a year abroad is a demonstration  
to all Youth:

- it demonstrates self-sufficiency
- youth getting along without parents  
and making it
- youth working together  
and cooperating
- youth and adults can get along

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE RABBITER

## JOURNEY TO THE EAST — A GREAT HAPPENING



*St. Christopher points the way for the travellers.*

The "Journey to the East" is a play we adapted from the book by Hermann Hesse. We started working on the play about five weeks ago. We had three different guilds and we could choose which one to be in. There were the actors who had all the leading roles. The designers did the props. They built and painted them. The producers worked on the costumes and the choreography of the play.

The adults worked on the script which was taken from the book. After the adults wrote the script we were ready to start.

The actors tried out for the different roles, then got to know the script. After all of the major parts had been decided on, some of the producers and designers took small parts like dancers and dragons.

The producers worked on getting all of the costumes together and the dances prepared. They also worked on the music for the opening and closing of the scenes. We had to split the work so some of the producers did costumes, others did music, and some did both.

The designers worked on the scenery and props and they did most of the painting. After we decided we needed a tent, we spent two days working on it and then we couldn't get it up fast enough, so we didn't use it after all. We had to make rocks, and for one scene, we had to have a St. Christopher picture where his hand goes up to point the direction for the travellers who just stand there staring in awe. The designers also had to make a throne room and a den.

After the preview we had for the adults, they gave personal critiques and we made changes according to what they said needed to be improved.

When we had our first performance, the Nexus threw a cast party for us. We had banana splits and talked about what the play meant to us. It reminded the adults of their own lives. We have one more performance on April 2nd.

-Michelle Jinks

# EDGE CURRICULUM

## WRAPPING UP THE CYCLE:

Along with the regular curriculum this cycle, the Student House was also involved in their production "Journey to the East" (by Hermann Hesse.)

In the last week of Cycle IV we reviewed the events of the cycle, evaluated them, then gave changes and new ideas for Cycle V. The collegiums held this last week were used to evaluate the past cycle and were led by Student House team priors; A job well done.

To celebrate the closing of this cycle we ended it with a steak dinner at the Rustler Steak House and a video movie called "The Turning Point".

The movie was previewed in the T.V. lounge and the whole Student House gathered to watch it. It looked like a huge slumber party. The cycle celebration ended up being a lot of fun and everyone enjoyed it.

-Beth Hamje

## THE NAVIGATOR

The Navigator is a story about a group of people who set out on a journey to find and bring back proof of an uncharted island that no one thought existed. Except Gunnar Thorkill who was their "chief". On their way searching for the island, they had the misfortune to be shipwrecked. But, by sheer luck they found themselves on the very island they were searching for. But without their ship, they could not get home. They went through many dangers and struggles to survive on the island. We suggest that you read this book for an exciting ending and an example of corporate and individual willpower.

by Stuart R. Harper

## SEXUAL RELATIONSHIPS AND SOCIAL RESPONSIBILITY

Ladies' and Men's night was held in the dorms this past cycle that led to the decision to have a sex education curriculum during Cycle V. Lynette Shankland, who is doing her graduate work creating a sex seminar for teen women, is leading the sessions for Student House girls. Tim Karpoff and Fred Lanphear are leading the sessions for the boys.

There are six formal sessions in all. The first two sessions have dealt with anatomy and proper terminology, the menstrual cycle, conception and the physical and emotional changes that take place in puberty. Girls and boys sessions follow a similar pattern.

The question and answer periods are an important part of each session.

## SIXTH GRADE TRIP PREPARATION

The sixth grade project is collecting cans and old newspapers to help pay for the upcoming sixth grade trip. We get newspapers from throughout the building and also from the Lawrence House and Heiwa Hotel. We can get about 35¢ per pound for aluminum cans and about \$1.25 for a hundred pounds of newspaper.

We are trying to pay for all the gas on the sixth grade trip. It also helps our environment to do this work.

We urge all sixth graders to help by collecting papers and cans in your own community. Any money you make, send to Phase I program.

— Tim Rebstock



Travellers and old friends on the Journey throughout history gather together to celebrate at Bremgarten.



## ARTISTS IN RESIDENCE

### JOURNEY TO THE EAST — A GREAT HAPPENING



Parrot (Tina Hanson), Butterflies (Nancy Griffin and Sara Ennis), and Peacock (Michelle Jinks) dance to their own choreography at Bremgarten.

### ONE VIEWER'S COMMENTS

*The Journey to the East* has been one of our corporate "favorite stories" for a very long time. The Youth House turned it into a drama, and that let us see *The Journey to the East* with our own people in it, our own way of talking and being in it—the story became our own story. It feels a bit as if the Play does not end: one leaves the third floor and continues the journey. I sincerely hope we can share this remarkable experience across the whole Order.

-Maureen R. Jenkins



H.H. (Nancy Griffin) greets Lucas (Sandy Lanphear) in an opening scene that sets the stage for flashbacks that depict the "Journey to the East".

# NEWS FROM YOUTH AROUND THE WORLD

## EMERGING GENERATION CONSULT

Children of the San Francisco Religious House proved again that children can do whatever adults do. After the San Francisco Regional Consult, the children had their own.

For two days before the consult, the children prepared. They in-kindred such things as potato chips from a neighbor's grocery store. They recruited friends who paid from 10 to 25 cents fees. They received a one dollar donation from a teacher

Friday night, March 13, the consult began with a symposium. A guest panel on "Growing Up in Other Decades" started the evening. As the guests spoke, a wall of wonder was created on childhood experiences from the 1930's to the present. Then the children had a workshop in which they named present trends such as, "Scarcity of resources means children will have a more difficult time as adults than their parents had," and discerned issues such as, "High cost of services and medical care for poor people." Finally, they created mandates for improving the quality of growing up in the 80's.

Saturday morning the children researched opportunities and tested the mandates. They visited areas in San Francisco that might be of service to them. They found the Japan Centre, the zoo, the public library, and other places they could return to for learning experiences.

That afternoon, they did planning and used the research of the morning. They made a chart of what could be done for children, with children, and by children. Some of their ideas were: start more orphanages, take children to visit old folks homes, and save cans to turn in for recycling. Their end-product was a plan for their own curriculum over the next 14 weeks which included visiting places they'd seen that morning.

Watch out folks, these children are emerging fast!

## HIGH SCHOOL RESEARCH

This month Phase I will open a file on schools. Information in the file will help in making yearly youth assignments by describing neighborhood and school qualities and offered programs. Forms will be sent to Religious Houses to be filled out with data on schools their youth attend. The new file will show which cities are unsuitable for youth and what youth can expect to find in other locations.

## ICA METHODS IMPACT HARVARD GROUP

How do you tell the story to your friends at school? You invite them to an evening along with some ICA colleagues and then you use our methods and The Global Film and you have an event I called an Expression at Harvard.

A group of Harvard students was joined by Elsa Bengel, Bob Fishel, Pat Goad, Vinod Parekh and Joe Crocker. After a context and layout of the evening, Victory's Cry and Man of La Mancha were sung. After a fine Indian meal of rice, dall, parathas, vegetable curry, yogurt salad and bananas during which Bob Fishel read a protion of the "The Ronin" where the old man hit the boy with a stick, teaching him caution, we had an art form conversation. There was some concern about using violence as a teaching method.

After dinner, I did a talk on responsibility. The problems of the world demand a threefold response: 1. a decision to be responsible and a strategy to improve the quality of life for all human beings. 2. a personal style of caring for individuals that reflects global caring. 3. personal care that maintains individual and corporate spirit in the midst of the work that needs to be done. This takes place in a community that is self-consciously structured.

Elsa led a reflection on the talk and a workshop on ways of caring for the world, the Harvard community and yourself.

The Global Film was shown and it was especially good to have Vinod sitting in the room *and* talking to the training school in Maliwada on the screen.

After the film, Bob Fishel asked questions about the evening. People appreciated the power of corporate action they saw in the film, but felt it is harder in a modern setting. As one guy said, "It's easy to agree on water, drainage, and to clean up your village, but there's no consensus here. We can't even agree on whether something is an issue or not. We have lots of planners here but not many followers of the plans." Near the end, Fishel asked, "What if the only way you could find out what it means to be a human being is to participate in creating the future?" There was a long pause. Finally, someone whispered, "Maybe it is the only way."

— Paul Clements

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I RABBITER

## WE'RE IN THIS TOGETHER AND WE'RE GOING TO WIN

The date was January 17, 1981, 10:00 o'clock in the morning and time for me to move to the Chicago Rehabilitation Institute, where I would train and get back in shape. I was on my way to the Rehab with boxes, bags, plants, and flowers — all piled on top of me as I lay on one of the transfer carts. By the time I got there, I was hot and scared; hot from all the stuff that was piled on top of me, and scared because I felt that I couldn't make it.

The first day I met a couple of people. One was a boy named Steve. He is very cute. His neck was whiplashed while playing football. He was paralyzed from the shoulders down. He is doing well and can move his arms now. His fingers still can't move. Aside from all that, he is very nice and a great person to talk to. One night my Mom wasn't going to come to the Rehab; his parents didn't show either. We talked at a table on the fifth floor about how hard it was to be able to pull through these accidents. He and I saw each other pull through. We did it together, and we were helping others do it, too.

I want to mention a few others that have been important to me during this time of recovery. There was Ginny, my nurse. She's very pretty. (My dad flips over her.) She's a strong woman who will never give up on any patient, namely me. One day she was moved to the seventh floor to be a nurse up there. It was hard for her to leave and hard for me to let her go. But, the next day she was gone. It didn't stop things with us, however, for we visited every day. Sometimes I went up to seven and sometimes she came down to five to my room. Things went on. My new nurse was a cute generous woman named Linda. She was brave, and, at the same time, she was sweet. She was ready to try new things always.

I also had a roommate whose name was Kristy. She is my favorite. She was riding her bike and a van hit her. She was in a coma for three months and was just waking up when I arrived. The first night was sleepless. Kristy was throwing flowers, cups and sheets on the floor. Nurses were running in and out of our room yelling at her: "Kristy! Kristy... stop that!" The next day I got to sleep in — until 10:00.



*Diana is now able to stand and walk with the support of ankle braces.*

Each day at the Rehab Center I had a physical therapy class. My therapist was Susan. She is also very pretty. I will never forget her. Why? When I first came in she said, "**We're in this together and we're going to win.**" I will always remember that. We went through a lot together and "made it". . . together. Then came occupational therapy. Vicky was my therapist. She's the kind who hates the kitchen which means she hated to cook. My partner (Lisa) and I love cooking. So, we begged to cook during therapy time. Sometimes, we would win and sometimes we would lose. If we lost, we had to do exercises or something strenuous.

Now, I'm out of the Rehab Center and doing fine. I can move my right leg, even my toes! With the help of braces and crutches, I am walking.

I have a few more things to say. . .

I am grateful to the medical **teams** at Northwestern Memorial Hospital and at the Chicago Rehabilitation Institute. Your pioneer efforts have given me and others the possibility of living fuller lives.

To the Student House, I give a BIG thanks because you have given me so much care and attention — you've kept me honest and laughing.

To the people of Chicago and around the world who sent cards, letters, flowers, balloons, PIZZA — some of whom I didn't know five months ago — I thank you, also. You've given me a lot of support and encouragement. Thank you for your hearts of love.

And to my mom and dad: If it weren't for you, I wouldn't have gotten through this. I just want you to know how much I love you. You have certainly done a lot of caring for me these past few months. Over and over you believed and gave me courage. I thank you for **being you.**

Well, I am really glad that I'm back into the swing of things. And THANKS AGAIN.

—Diana Early

# EDGE CURRICULUM

## ACADEMIC EXCELLENCE

Student House grades came out last week; they were full of good news. Out of 27 students, 20 showed improvement over last term...Jenny Mann and Nancy Griffin had perfect scores of 6.0 and Bruce Ellsworth, Beth Hamje, Tina Hanson, and John Worden reached a 5.8 score. On a scale of 2.0 to 6.0, the average improvement was from 4.2 to 4.6 individually:

Mark Rebstock from 2.7 to 4.4  
Colin Murphy from 2.6 to 4.0  
Sara Ennis from 4.3 to 5.4

Twelve students upgraded their math and reading levels; among them Colin Murphy showed greatest improvement with an increase of six levels.

Not only do we have Student House grades to be excited about, but youth in the U.S. clusters are showing their academic skills. At least 11 of the 43 are eligible for or are in the National Honor Society. Tim Mueller and Matt Hockley both ranked first in their classes. Tim will be valedictorian and has been accepted at Yale University. Nathan Jewell ranks third in his class. Alice Rose and Carol Poel both rank in the top 10 of their class. They are both New York State Regent Scholars. Alice has been accepted at Rensselaer Polytechnic Institute and David Ellsworth has been accepted by University of California at Berkeley; both plan to study electrical engineering. In Minneapolis, where three girls are on the National Honor Society, preparation for the SAT is going on. Clare Clements, in Houston, is a finalist in the National Talent Search Program, finalist in the Presidential Scholars in art, has won a music scholarship of \$4,000 and has been accepted at California Institute of Art. Patti Henschen, also in Houston, is up for National Honor Society, is listed in American High School Students, has a job in a Remedial Reading Clinic.

This report doesn't cover all the successes of our youth. Many are involved with sports or the arts and we will be sharing those stories in the future.

## ADIEU, ADIEU, TO YOU AND YOU AND YOU!

Well, it's almost that time of year again when the soon-to-be-9th-graders go to a project. For the past few weeks, whenever there's no Metro to be rolled or run, or when there's no other after school tasks, the 8th graders gather in the office to plan the days ahead, write letters, and have meetings and conversations. Also, a *little* training is going on. And *little* doesn't mean the task is little, no siree, it's for the kids...the E.G. and Preschool - for each week two 8th graders are assigned to eat supper with them, participating in their activities, and be in charge of them. Sometimes it can be murder, but sometimes they'll be very helpful. Let's hope they start sticking to the latter.

## AROUND THE WORLD IN EIGHT DAYS

That's right! In eight days four from each of two weeks, we learnt about much of the world. Some of it we flew past at high speed but we stopped and rested in other places. We had an overview of the whole world the first day by David Zahrt. The next day we went on a brief visit to Sphere West with Jaime Vergarra. Then we went to the pivot point, Sphere South with Kay Nixon. After that it was an interesting stop in Sphere East with Anthony Betonte. A week passed and then we were off again to Egypt and Zambia and Kenya with Robert and Sandra Rafos. The focus was Human Community. Then Linda Jones took us to Majuro with Economic Self-Sufficiency. We were nearing the end when we stopped in Brazil with Jim Campbell and Social Self-Reliance. Finally, at the end of our journey, the Lanphears presented Kenya - Human Self-confidence. So there it is...eight days for us, a simple reading of this article for you - without the details! But we're back at home now and you learn all about our home without a collegium!



*The Student House enjoys a Brown Ur meal,*

## BROWN UR CELEBRATION

On Saturday, May 2, the Student House had a Brown Ur celebration. Vivian Paul, Augusta Jayasakera and Dharmalingham volunteered to prepare the food. Some people from the Student House helped too. Before the meal, Vivian and Kevin Balm explained some of the costumes and manners of India. For the meal we had rice, chicken and potato curry, popads, a curd mix and dahl. Many of the people in the Student House knew some of the customs and enjoyed the food.

— John D. Powell



# ARTISTS IN RESIDENCE

## 7th GRADERS SERVE IN STYLE

### OLD MS. FRISS

Ms. Friss was a lady I knew long ago.  
All day, she would sit at home and sew,  
    Old Ms. Friss.  
One day, I went to visit Ms. Friss.  
She answered the door and gave me a kiss,  
    Old Ms. Friss.  
And when she went back to her sewing machine,  
I cleared my throat, trying not to be mean,  
    Old Ms. Friss.  
She put down her work and looked over at me.  
I asked if she'd walk with me to the sea,  
    Old Ms. Friss.  
She pondered my suggestion a while,  
Then said she'd come, and bring her dog, Lyle,  
    Old Ms. Friss.  
Her loving dog was a huge great dane.  
Ms. Friss had to walk him with a large chain,  
    Old Ms. Friss.  
We finally got to the lonely seashore,  
But Ms. Friss wanted to walk some more,  
    Old Ms. Friss.  
So we walked on down the sandy beach  
And she told me of days when she used to teach,  
    Old Ms. Friss.  
Her story though long was never a bore,  
And when it ended, we were back at her door,  
    Old Ms. Friss.  
She told me she loved the time we had had  
To leave her, I must admit, I was sad.  
    Old Ms. Friss.

— Nancy Griffin

For the past few years we've been asked to serve for the Guardians Consult and we were asked again but this time the 7th graders did it with the help of Betty Lewis. We were asked to serve for the 20th Guardians Consult. We were asked to serve plate style which is to serve the food in front of them already on their plates. We had to set the place extra carefully and when we plate served, we only set the silverware, napkins, placemats and cups. One time we had to serve wine out of carafs and it isn't as easy as it sounds. You don't let it drip and you give everybody three cups of wine. I learned a lot from this how to serve plate style, serve wine correctly, setting correctly and other things. Now we will be comfortable in a restaurant because we will know what to expect.



— Kay Nixon leads emerging dancers

## EXTRACURRICULAR ACTIVITIES

### APRIL FOOLS DAY

It was early in the morning - about 1:00 or 2:00 on April the 1st when nearly all of the students in the Student House crept into Lawrence Hall with their sleeping bags and pillows. But the planning for this had begun the night before with nearly everyone clustered in front of the 2nd boys' dorm. Excitement was rising as the students dreamed up devilish thoughts to surprise the unsuspecting staff - or at least we thought they were unsuspecting staff. But when nearly all the students were in the halls whispering, giggling, laughing; the Lanphear door inched open and lo, and behold, there was Nancy Lanphear's face! The door shut again, but then only to open again as Nancy stepped out to make an important walk to the washroom. When later the mob moved to the Reading Room, Fred stood watch to wait for things to quiet down.

Well, the news was all over the building or at least a lot of people found out about it. But crazy jokes continued to be played all through the day. It was fun but I'm afraid some people wouldn't like to have many more "April Firsts!"

### 999,998...999,999...1,000,000!!!!

Yeah! We did it! One million papers! I bet you didn't believe that about 35 people could deliver 1,000,000 metro papers in eight months. Well, we did it and to celebrate, we went to McDonalds and got \$3.00 each. Diana was there with us to celebrate the great moment. And a picture was taken. But the seventh graders were left out because they were busy serving the Guardians Consult. Well, some people have all the luck!

### IMAGINE YOUR SURPRISE WHEN YOU REALIZE...THERE'S A BRAND NEW TV LOUNGE INSIDE

This amazing experience happens when you open the door to the renovated space we call our TV Lounge. Last year the 8th graders (who are now 9th graders) put bleachers in our TV Lounge and just recently, the 7th graders of this year put up paneling, recarpeted it, repainted it, and put up new curtains. It looks marvelous but now it's everyone's turn to help as we try to keep it looking marvelous.

## NEWS FROM AUGUSTINE HAJEGA - Kenya

*"Following the crowd can lead nowhere"*

*Hallo Lanphears! Thanks for all the letters that you sent to us. And Asante Sana. (Thank you very much) How are you pughing on? The Orbiter sure is the sign. Well to put it in short, I am writing this letter at the Coast bus waiting to go to Nguluku for only two days after being out for 5 weeks doing cluster consults, V.M. with Co-operatives, and Area Council which we finished yesterday. Few happenings, 15 districts with HDPS, 6 clusters, 3 in Muputi sublocation, 1 in Vwevvesi in Kilifi, 1 in Kakamega, 1 in Kilisa. Advanced Training Institute for HDTI - auxillary intensified, responsibility and engagement. The village leadership Institute with 60-80 village leaders opened new miracles in Kenya, where stakes, guild implementation, Comm assembly, solitary office, roundtable and framing. Women's forums sponsored by Mandel Ya Wanawake (a large nationwide women's group) sweeps the nation, project circuiting allowed intensification, LENS with companies and Co-operative. Did one today (with Muputi Co-op) and the Swedish Co-op guy came in.*

**Future** Quarter 4, 3 more clusters, 3 new district site selections, project intensification, 17 womens forums, 4-6 Lernas with Co-operatives, framing, etc. I forgot the sublocation Assembly with reports from 16 villages over 85 village leaders astonished the Gov't officials on Wednesday.

*"Destiny is not a matter of chance it is a matter of choice."*

*"In care there is no excess."* Augustine Hajega

## UNIVERSITY STUDENTS PLANNING SESSION

A University student gathering will happen on the weekend of May 29-June 1. Students who have a concern about the state of the world and local social issues and yet not finding effective ways to change that care into action are invited. We have the methods and experience necessary to focus on effective action.

This group will look at three issues: 1. What is presently happening in universities? Where are the struggles? What groups and activities are being organized to counter these struggles? 2. Reflect on our own experiences and utilize them in creating a specific plan or model for a university in order to move it into actual participation in caring for the world through caring for individual students. 3. Create a network of communication and support between a nationwide core of University students.

Some common struggles among students today are feeling isolated from the rest of the world and what is going on; no structural ways to get existing organizations to relate to a common cause; no authentic care structures to sustain the day to day existence and struggle of individual students.

## SEATTLE CLUSTER REPORT

Just a note to let you know how things are going in Seattle (Bellevue). Everyone is doing just fine. We are getting a bit antsy considering it's Spring and school is getting kind of boring. That's normal!! We were very grateful for your visit. I sure wish there had been more time. There are some **old** conflicts here regarding youth policies I wish we could have ironed out. Carol and I had really hoped to go to the Presidium, but there was no model or plans made on our part soon enough. Maybe next year. We all especially enjoyed the last issue of the Orbiter in relation to the Presidium. (I liked all the pictures.)

We have been doing a lot of thinking about the summer. Carol would like to go to Japan and be with her parents. That's a little **wishy** still. I am interested in participating in the Infant/Mini program in Chicago. I've really missed the younger children this year and am excited about all that could be done.

I would appreciate knowing what the model for youth summer travel is. Are there any images for the summer yet? I would be really interested in hearing the first thoughts on it. Regarding Carol's and my correspondence grades...those transcripts are needed here as soon as possible to determine amount of credits, etc. could you check about those please. Thanks for everything. Give everyone in the S.H. our greetings. Take care.

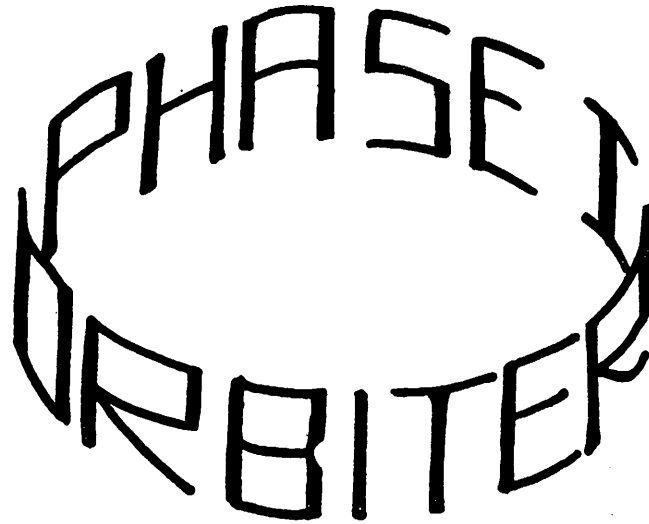
What the Seattle Cluster does for fun: Carol does gymnastics, reads and eats. Kristen plays soccer, basketball, talks on the phone and eats. Kurt watches TV, sleeps, practices driving and eats! We are an eating cluster! (Just thought I'd add this since we never send out our newsletter!)

-Kristen Cramer  
Seattle Cluster

To counter the concern of not being able to effectively act our care, a group of university students gathering to look at issues today and deciding how to deal with them; groups of students from another university traveling to Conacoste, Guatemala to work, a group of students going to Pisinemo for a work project, a student from Boston going to India to work and three students making plans to work in HDPs.

With our unique common heritage, we as globally oriented college students, see an immense amount of energy trapped within the despairing student body., We see the necessity of authentic community within the university system. We see the need for creativity, the energy and the insight of people our age in responding to the critical issues of the world. We are conscious of the possibility that the despair experienced today could undoubtedly be transformed into a dynamic surge of creativity. Our gifts and heritage mean nothing if we don't apply them, but when we do, they will be transformed into a living force.

# ONE CORPORATE THRUST FOR THE WORLD



## CALL TO VOCATION

Ladies and Gentlemen:

We are gathered here this evening to perform the ritual of high school graduation. We are here to send 307 high school students out into the world. The required amount of academic trivia has been ingested and we students have learned a little more about ourselves. High school graduation is a time of transition and decision, it is a time when we make decisions which will affect us as long as we live. We make these decisions based on the image we have of who we are. The results of these vocational decisions will cause us all to part ways at the end of these commencement ceremonies. Some of us will decide to attend college and continue our education; others of us will decide to enter the job market directly and go straight out and find some form of employment.

Those of us who decide to go to work will find ourselves continuing to discover who we are and what we believe in. Each will be faced with life questions. Questions such as: What am I going to do with my life? What is it that will give it meaning? What are the life values which I will give my all to preserve? Each one will have to create images of what one's life will be and how that relates to the rest of the world. Then each will make a vocational decision which will allow those images to be realized.

Those of us who decide to continue studying will be faced with the same types of questions. Anyone who believes that college will somehow relieve one of the burden of making a vocational decision; that someone else will somehow make that decision on one's behalf, is sorely mistaken, for no one can make such a decision but oneself. Each and everyone of us, whether we choose job or study, must make our own decision as to what our life is to be.

There are those who believe that the youth revolution has ended, that youth have discovered their role in society and are content to live with it. While it is certainly true that we no longer have the kind of demonstrations and riots that were present in the sixties, I still don't believe that the revolution has ended. Rather, I believe that it has entered a new phase.

A phase in which change is slow but continual. The goals and ambitions of youth are constantly changing. Each one of us is continuing to experiment with and discover what it means to be oneself and how that relates to the rest of the world.

This process of discovery begins in high school. High school students are the most naively confident bunch of people one can find. If one was to take a poll of my classmates and myself one would find that while most of us will agree that the state of world affairs has reached an all time low, at the same time, most of us will say that our personal success is assured. We have begun to decide who we are but we have yet to discover how that meshes with the rest of the world.

There are many people here this evening; parents, teachers, administrators, students and friends; who would like to believe that the answer to the problem of our school system lies in the values and standards of the past. I fear that those we are attempting to recreate "the way things used to be" will find themselves very disappointed as they are unable to accomplish this. The youth of today, as well as everyone else on this earth, live different lifestyles than did our predecessors. We have different value systems and we have different ways of dealing with setbacks and difficulties. Society exists in a continual state of progression and change. In order to work with and change that society one must operate out of and create new symbols, new value systems and new modes of operation. One cannot change society while operating out of images from the past.

We, the graduating high school class of 1981, are going to be forced to deal with questions such as how does one rebuild our school system. We will struggle to satisfy demands made on our lives both by ourselves and the rest of the world. The only way to satisfy these demands is if we continually change and recreate the images and symbols out of which we operate as we struggle to live a fulfilled life.

This then is the youth revolution. Each individuals' struggle to discover what his or her life actually is and what it is that gives meaning to that life.

**VALEDICTORIAN'S SPEECH — Tim Mueller**

# EDGE CURRICULUM

## DAY CAMP NEW EARTH

What do the city's "Waste to Energy Facility," the assignments room, the Museum of Science and Industry, a computer flow chart and the elevator machinery of the Kemper Building have in common? They are all elements of the Preschool Summer Day Camp curriculum this year. Thirty-five children from ages three months to three years have been studying "systems which sustain life on new (spaceship) earth."

The basic curriculum focused on two basic images underlying the understanding of computers - "on/off" and "flow charts". The infants and mini's used mobiles, tape on the floor, and footprint murals to learn directionality; while the preschool reflected on their experiences with flannelboard pictures and arrows.

The relational (social) curriculum exposed the children to many systems - from the secret workings of the Kemper elevator and Kitchen, the wonder of rocks, plants and animals, the visual orderliness of the assignment board, and the awesomeness of the earthrise. One day they made solar tea, sold it to the council, and used the money to buy a treat.

The imaginal curriculum focused on limits, possibility, decision and corporate action in the midst of the systems - for example, the mini-school learned that four children could push a table across the floor when one could not - and after that, the mini-school furniture never stayed in the same place very long.

It's been a fantastic summer of wonder at the new earth for the Day Camp and its staff.

## STUDENT MOBILIZATION OPEN HOUSE

Students walking out of their dorms Thursday evening, July 16, might have been a little bewildered when they saw a group of adults rolling their Metro delivery papers, maybe a little outraged at another group that had seemingly laid siege to their pool table and there were certainly a few quickly suppressed cries of indignation when some were awakened by throes of people swarming through their dorms noisily inspecting their fine beds and cabinets. If those students had asked one of the Business Venture, Inc. executives who were assigned to supervise the adult activities, they would have found that it was all a part of an Open House event that Student Mobilization had set up to show the activities they are engaged in this summer that will earn money that can be used at their new assignments.

Some of the things Business Ventures, Inc. have been doing are; washing dishes for the Nexus, selling Chicago Tribune subscriptions door to door, working at a bakery, running a snack shop on the second floor, delivering telephone books and recycling paper and aluminum cans. At the end of July, all the money earned will be divided between the 10th through 12th graders according to how many points they've earned. A point is given for every daily activity participated in so that at the end of the day an energetic person might have 10 points. Extra points may be earned by working on discontinuous time and each point represents a share of the money so it is very motivational. All this and much more was learned by the people who attended the Student Mobilization Open House.

- Brian Townley

## CITY STUDENTS MOVE TO FARM

There were 16 of us to begin with. We all rode in the blue van, crowded in with a lot of stuff we brought with us. When we got there, the front of the church building still needed to be cleaned out. (Living quarters are in an unused Roman Catholic Church building, now a Native American Center).

The first day four or five of us went to the old orchard to get bunk beds, mattresses, dishes, etc., everything good from there, including a refrigerator. The rest of the group stayed and cleaned up the building. It took us approximately one day to make the building livable. We put up dorm walls to separate boy's and girl's dorms. The stove didn't work, there was no hot water and one bathroom didn't work, so we got permission to use the kitchen in the old rectory next door to prepare meals and fixed the bathroom and hot water situation. We later put the stove in the building in working order. The basement is where we eat meals and hold

meetings. The sanctuary of the church was made into a basketball court so we left enough room to play basketball inside.

We go swimming at Paw Paw Lake almost every day.

Picking strawberries was the first job, then sweet cherries, and blueberry picking the rest of the time.

We made a garden and planted flowers in front of our residence. We now have a total of 26 people since more students and another faculty member arrived.

It has been six weeks of hard work, frantic fun, and learning how to take care of ourselves. We earned almost \$4,000. We went to Warren Dunes twice, saw movies, went to a Pot-luck dinner with the Native Americans, and went to a Rodeo. We have learned about what it's like to live in the rural area. Also, we have learned how to work together and take care of ourselves.

-John Powell



# UNIVERSITIES AROUND THE GLOBE

## NORTH AMERICAN UNIVERSITIES

### CHICAGO REGION: THIRD WORLD WEEKEND

Minneapolis and Fifth City were the sites of two *Third World Weekends* last year. Ten students from Indiana Central University attended the Fifth City program.

The four day construct was:

- Session I Moral Issues of our Time
- Session II Resurgence of Local People
- Session III The Call for Those Who Care
- Session IV The Long March of Service

Highlights:

- 1- Daily Worship/Collegium, structured living in the Chicago House; church lecture, singing, etc.
- 2- Guernika, Global Film, Contemporary Life movie, and two Chicago trips.
- 3- Two work days, cleaning the Industry Center, and painting the Youth Center.
- 4- Three hour Fifth City Site visit/work project and a feet-on-the-table conversation with Fifth City youth.

The next Third World Weekend is scheduled for November 1981.

### MEMPHIS

Tougaloo College in Jackson, Mississippi is implementing a system of internship whereby students work in Government agencies, getting work experience and at the same time, serving the community. They are also training in leadership methods in preparation for working in their own communities.

### UNIVERSITY OF WISCONSIN

A LENS was done in May 1980 with the student government head resident personnel and university housing staff. One dorm was selected to be a demonstration. A forum was held on each of the floors resulting in tactic teams who are now ready for expansion and intensification.

### BOSTON REGION

Harvard has established a University Guild. Dartmouth has a partnership with Cano Negro; the first student volunteer gets \$1,000 expense money from Tucker Foundation. School for International Training refers students to ICA. Linda Donelan attending Pisinemo HDS prior to going to Cano Negro. University of Maine has impact programs, film/slide shows. Three students from Boston helped create the University Colloquy.

### INDIANAPOLIS REGION

Depauw University has had two construction/medical teams to go to Conacaste for three weeks. Similar teams are already committed to Azpitia and Woburn Lawn in 1982.

Indiana Central University had five students and a chaplain to 5th City for a site visit in November 1980 and plans a two week trek to Pisinemo for 17 students.

Indiana University-Purdue University had a PSU and followup Colloquy in June. Nine colleges and universities from Indiana, Ohio and Kentucky were represented.

Cuyahoga Community College in Cleveland invited ICA staff to participate in course on neighborhood leadership development.

Kentucky University, Lexington placed a social work student with the ICA for 24 semester hours of training. The University of Louisville Kent School of Social Work and the Southern Baptist Seminary of Louisville have agreed upon similar placements.

### THE UNIVERSITY COLLOQUY: CHICAGO

University students of the Order gathered to dialogue about the futuristic direction of higher education and our role in that at a University Colloquy on the fourth floor of the Kemper Building in May 1981. For two days, 35 students from 23 colleges across the nation, as well as representatives from Global Research and Operations Centrums, including the Phase I Program, dealt with trends, pillars of higher education, contradictions, strategic directions, and manuevers. Illuminating all else that took place was a series of mealtime conversations exploring the depth human reality of the vocational journey.

The final workshop addressed the issue of how we will use the summer to build toward a position of strength by fall semester. Seven arenas of activity were consensed upon, including Network Formation, Research and Documentation and Campus Engagement Strategy. A resolve to pick up the task of forging the new role of the University in society, responsibility to the globe and being primal human community had emerged. Clusters are now in place in Boston, New York and Chicago Regions.

## INTERNATIONAL UNIVERSITIES

### INDONESIA

The ICA staff in Indonesia have worked with four universities:

University of North Sumatra, Medan Region

1- Training of 23 faculty in Town Meeting methods followed by a Town Meeting for 200 faculty. They then held Town Meeting with students in each of the eight departments which included about 1600.

2- One day forums in the Economic Faculty and Department for Community Services.

3- Involvement of faculty from Economics, Medicine, Agriculture, Law and Arts as workshop leaders and Steering Committee for Symposium. The university co-sponsored the Symposium and the Rector and Dean of Economics opened it.

4- Implementation modules were held in the Bubun cluster. The medical faculty sent six doctors to Bubun for three weeks to train health caretakers and traditional medicine people. They are now planning a two week Agriculture module in the sub-district village demonstration in conjunction with the health department.

5- Two faculty members are on the Indonesian Board of Advisors and guardians of the Bubun project. Both have attended the GRA in Chicago and many other houses around the globe.

6- Eight university students were assigned to Bubun for two months as part of their practical work necessary for graduation.

University Sijish Kuala, Medan Region

LENS sponsored by Mobil Oil Indonesia, concerned with a planning basis for university curriculum and expansion.

University of Jambi, Medan Region

LENS for the faculty in June 1981 as they struggle through their practical role in development. This was in preparation for creating their 10 year plan.

Hasanuddin University, Ujung Pandang Region

Trained two faculty from teacher's college as workshop leaders for Symposium.

### LUSAKA UNIVERSITY LINKS

During the past year, new relations have been initiated with the University of Zambia and the Natural Resources Development College responses to the training needs of the Kapini Human Development Expansion Project. These have occurred at several levels, including both the Project to the University and the University to the Project.

1- Student exchange/extension programmes.

2- Conducting short-term training courses.

3- Utilisation of the project for field trips.

4- Student "practical" laboratory.

### APIA REGION DISTRICT DEMONSTRATION

University of South Pacific Alafua Agricultural College, in looking for possibilities in agricultural productivity, is establishing an 8-12 village experiment. Because of the work in the Salani Human Development Project, the ICA has been requested to work on a project whereby former grads would be trained in village methods and refreshed in agricultural techniques. The initial phase would involve only grads and last one year. The second phase would involve students at the college. The completion of the project would have a village project in every village in the nation and networking of Western Samoa Agriculture Department, Rural Development Office and the University with a team of village farmers. District High Schools would have an agriculture curriculum and teachers trained in teaching the curriculum.

YOU NEVER KNOW WHAT'S IN THE FUTURE,  
UNTIL YOU TAKE A BITE OF IT AND THEN  
IT'S TOO LATE . . .

# ARTISTS IN RESIDENCE

## DREAMS — Kendra McCleskey

Walking along, moping and feeling sorry for myself. I bump into an old man and accidentally knock him over. I bend over to help him up and he wasn't there and when I looked up there was a door, so I opened it finding the man there. I was a little frightened, he asked me to sit down, so I reluctantly sat on the rock there in the middle of this huge room.

"What is your name?" he asked simply, though he seemed to know already.

"Kendra. . . Kendra McCleskey," I replied. I was thinking. . . who can this man be!

"Yes, yes, Kendra," he said, "I seem to remember that name from somewhere! You *used* to write, did you not?"

"Yes. . . yes I did," surprised by the emphasis he used in "*used to*."

"Why did you quit?" he asked.

"Uh, uh, well, I really didn't quit writing. I uh, I uh, just..." I said, feeling terrible.

"You just sort of took a temporary break, right," he said, making me feel even worse, "I knew, believe me, I knew."

We sat in silence for about a half hour. I tried to stand up and leave, but there was some power holding me down.

I got my courage and said in a shaky voice, "Who are you? What do you want?"

"Who am I?" he said chuckling, "That is of no use to you, I am a philosopher you may call it, but that is all you need to know!"

More silence...

"You asked me what I want," he said calmly. "Well, I want to encourage you to pick up your life."

I was shocked. I thought maybe he was just an old man who wanted company. I just sat there thinking of nothing except "Why, why, why does he want to help me; I'm not that bad."

Then he said, "Kendra, I know you're thinking that you don't need help. But you used to have a dream that you never carried out. It wasn't a dream to be ashamed of, it was a dream that needed to be brought alive. You hid it, you hid it so well that even you barely remembered where or what it was," he took a slow breath, "Kendra, I'm not here to scold you. I'm here to remind you to bring out the fire in your dream. You have or shall, I say, *had* the talent to carry out your dream. Shall I remind you what it is?" I remained silent, then he said, "Your dream was to write out thoughts and feelings of you and of people. Your dream was to be able to describe beauty in writing and to draw beauty on paper. You had a dream to share, to share your life, to share care in a new unique way. You had a dream that's needed for the world. You had something worth sharing. Wake up, Kendra, Wake up!!! Do you remember that dream?"

I nodded my head slowly and lifted it in his direction. How did this man know of my dream? How did he find out? I said to him softly, "That was my dream." I had tears I was trying to hold back. "I miss that dream, but I've no will for it...I..." I stuttered and wept a hard cry. I shook and shook and cried and cried. Someone had given me the strength to release bottled up fears.

Then the man said, "I once cried as you just did, I once had a dream as you did! As you can tell, I am now old and frail - the doctor says I'll die soon," he chuckled, "Kendra, I guess I just want to know that someone will carry out my dream, your dream. someone will keep me alive - though I'm dead - you, Kendra, you will let me leave this world knowing that the dream I had will be carried out." He bent his head holding it between his hands and wept as I had. I went to him and he said, "Stop the only way you can comfort me is to show me you'll strive and fight! Say a poem you wrote that will tell me I can die!" I was in a daze - I stepped back and on impulse and without thinking, I said

"I have walked and walked  
but still have not found the end of the road  
now I have learned the journey  
will never end."

He wept and I held him and cared for him and I loved him for the rest of the one year he lived and he knew and saw his dream being built....

## FACULTY TOASTS NEW YOUTH

Man was made up out of clay,  
Woman out of bone,  
But kids come out of history  
And the whole world's their home.  
They grow, they stretch before our eyes  
And push for all they're worth  
You'd think that they were ready  
To take over all the Earth

A toast to last year's 7th grade  
Who take the lead this year.  
May we be quicker, stronger, faster  
As we get ourselves in working gear.

# NEWS FROM YOUTH AROUND THE WORLD

## DEPLOYED YOUTH ASSIGNMENTS

### BAYAD YOUTH CLUSTER

For nine months, Bayad Cluster youth, Eric Mann and Geoffrey Harper have been working with Bayad and surrounding villages. They had a great experience in Egypt besides seeing the camels and the pyramids. They also had the experience of doing hand drilled wells and doing their studies by themselves. There was a Rome trip in late December for a Youth Council which was a great event. Then, in early June, these two returned with great stories about the fascinating village of Bayad.

- Geoffrey Harper

### CLUSTER PROCLAMATION

The youth cluster from the Philadelphia House would like to proclaim the past year a success! Thanks to the other house members, the region, our schools, and, of course, the youth, the 1980-81 year came off. We decided as a cluster to pick up our responsibilities as members of the Regional Team and, in return, the rest of the house gave us their support and assistance in both our academic work and youth program activities. With this common understanding, we couldn't help but have a great year!

The year began for cluster activities with the Area New York Youth Council which was held during September in Charlottesville. In this gathering, the Philadelphia and Rochester clusters created the maneuvers and the context from which we were going to work out of in the coming year. (This council involving the youth from the entire area we found extremely helpful and would suggest it for every area in the 1981-82 year.)

Some of the goals which came out of the council were: to hold CYF's in our area, enable all members of both clusters to attend the Presidium, push hard on our academic performance, and to publish an area youth newsletter monthly. These aims kept us busy but now, on the other side of the victories, all the work seems definitely worth it. We are looking forward to an even greater year coming up and would put forth the challenge to the other houses and their clusters to do just as well!

-Heidi Sharp

### AZPITIA YOUTH CLUSTER

I've spent the last year in Peru and Chile. The first seven months, I learned about how to kill pigs and pick fruits. For Randy and me the studies were the most difficult to fit into our timeline. We were more into the project life and adventuring was the biggest thing. The mountains were our home. We climbed almost all of the surrounding mountains and even made a private beach. My radio was a big part of our spirit life. It helped with keeping us informed with the outside world. Spanish was like learning how to tie your shoes. It was a little hard at first but once you have the basic words it's very easy. The year was a learning experience and a new way to see how people live in the Third World.

- Robert B. Allan

### GLOBAL ASSIGNMENT RATIONALE FOR YOUTH

It is that time of year again when in a few short days the names of many people travel around the world before assignments are finalized. At this writing, the youth clusters seem to be just about in place and new things are happening. For example: for the first time in some years three other clusters will be located in Canada. In addition to the 13 North American locations 10th through 12th graders this year will be located in Adelaide and Sidney, Australia; Sapporo, Japan; Copenhagen, Denmark; and Hong Kong. It is exciting to learn also that this year in the deployment of 9th graders we will send two *girlsto* El Bayad, Sudtonggan, Rome, Azpitia, Korea, and three boys to Kenya. The students are all looking forward to their year of experience in the Human Development Projects.

As 12 North American Houses are on special three year priorship experiments and cannot include clusters, many changes are necessary. After many adjustments to the Assignment Board, clusters are shaping up for what looks like a very exciting year. Holding the tension between the individual needs, these of the cluster dynamic and those of the religious houses has been a time consuming part of the process. This year should be one of meaningful involvement of youth in the life of our houses and of great achievement in school and extracurricular activities.

# ONE CORPORATE THRUST FOR THE WORLD



# PHASE I RABBITER

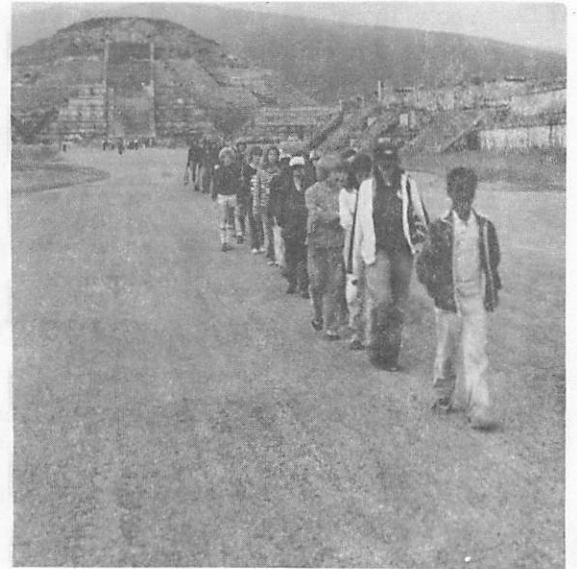
Vol. II, No. 2.

August 31, 1981

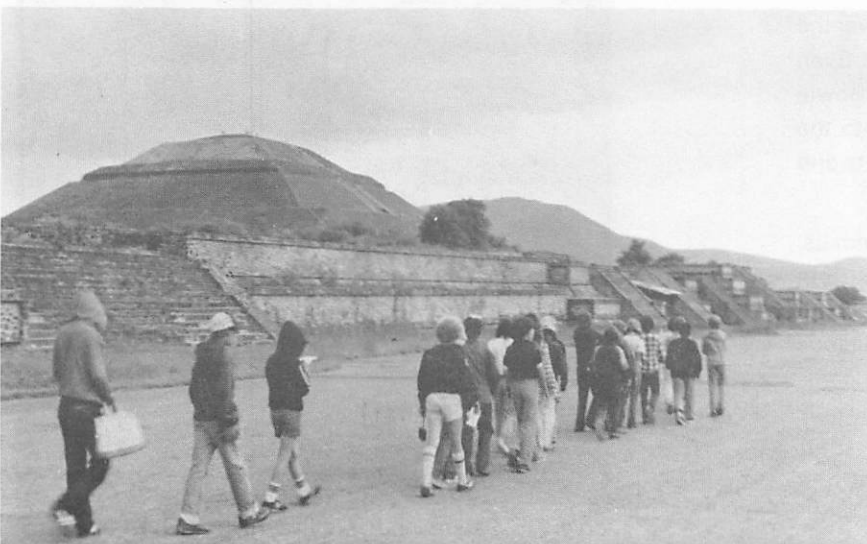
## MEXICO ENCOUNTER



*July 14, Teotihuacan, Mexico. Twenty-two children walk down the steps of the Pyramid of the Moon*



*and along the Street of the Dead*



*turning their backs on childhood.*



*In torrential rain, they climbed the Pyramid of the Sun as youth.*

# SIXTH GRADERS ENCOUNTER MEXICO

The sixth grade journey of 1981 was an encounter with the land and people of Mexico. Twenty-two sixth graders made the journey, left Chicago in two vans on Sunday, July 28 and returned for a closing ceremony on Sunday, August 2.

The purpose of the journey, which has been a part of the Phase I program since 1969, is to make the pass from childhood to youth. In previous years, the sixth graders have gone to the Grand Canyon, Seattle and West Coast, Appalachians, Colorado Rockies and an Indian Reservation in Montana. This is the first year that the sixth graders went outside the United States.

The group was divided into teams representing five great civilizations of Latin America. The members of each civilization follow: Toltecs: Christina Slicker, Robert McKay, Sandra Ariel, Peter Woodbury; Aztecs: Jane Sharp, Tim Rebstock, Shannon Williams, Eric Cox, Robert Cawfield; Olmecs: Emanuel Ward, David Duffy, Carol Griffin, Sean Scott; Incas: Matthew Lord, Lyle Stoner, Stuart Wright, Karyn Crow, Bob Galbreath; Mayas: Andy Parker, Sumit Parekh, Sarah O'Boyle, Jon Slotta.

The adult guides were Joseph Mathews, Araceli Mathews, Desmond Avery, Ann Avery and Lorena Cobio.

The following articles, written by the five teams, describe the five weeks of the journey.

## WEEK ONE: FROM CHICAGO TO SAN ANTONIO

We started in Chicago and went from there to San Antonio via St. Louis, Oklahoma City and Dallas.

San Antonio was important to us because it was the last stop in the U.S. and it told us about some U.S. history before we left for Mexico.

These are some of the things we learned at the Alamo: Daniel Boone took a cane, drew a line and told everyone who wanted to fight the war to step over the line. Only one man refused to step over the line. Even a cripple had himself carried over the line. Jim Bowie was wounded when some Mexicans broke into the Alamo. They ran in, threw Bowie onto bayonets and killed him.

By Saturday, July 4, all of our members were with us. We had waited in San Antonio till everyone could join us. The Broersmas — Tom and Trish — invited us to spend the night in their yard. We had a delicious supper consisting of hot dogs and baked beans, potato chips, fritos, lots of cookies, brownies and milk and watermelon. It was saved from their neighborhood block party. After that we went to a football field and let off bottle rockets with Mr. Broersma.

## WEEK TWO: FROM THE BORDER TO SALAMANCO

The heat was tremendous as we waited on the sidewalk. We had just crossed the border into Mexico and Joe was getting our tourist cards. They checked the vans but when they got to the trailer they took one look and closed the doors. We drove six hours through plains and mountains to Monclova. We spent the night there on the floor of a school hallway. The next day we traveled 16 hours to Salamanca, with only one stop for breakfast at a little restaurant on the way.

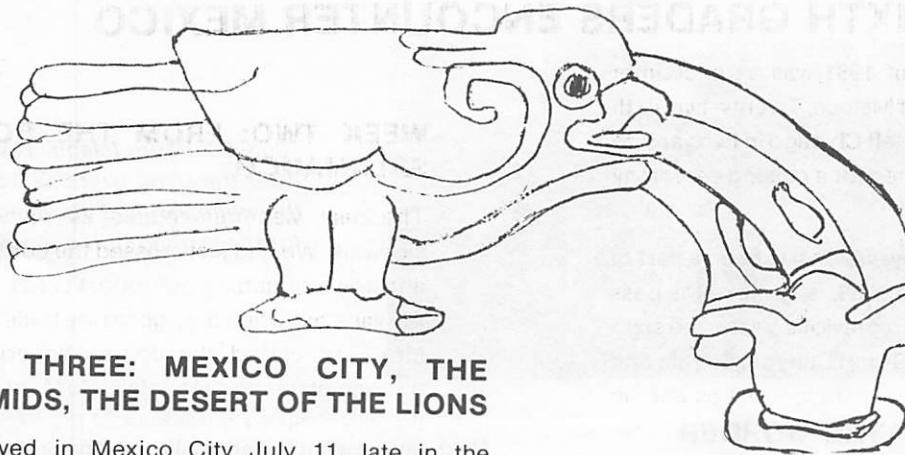
When we arrived late at night in Salamanca we were greeted warmly by the Martinez family. They served us very delicious steaming hot soup. Then we went to sleep in their patio. Next day Miguel Martinez took us to the big market at Guanajuato and we did a lot of sightseeing. We saw a big collection of mummies and a giant statue of a freedom fighter on top of a hill.

Next day we got up early and went out the Martinez' agricultural ranch. On the way, we got stuck in the mud and we all had to get out and push the vans. When we finally got to the fields, there were already Mexican workers there. We were in the fields because we were learning how to earn our food. We weeded for two days. After each work day we went swimming.

We had a fiesta to share our cultures through songs, dancing, gifts, a pinata and a delicious meal.



July 10, Salamanca, Mexico. David Duffy tries to break the pinata as others cheer him on at the fiesta the last night in the Martinez home.



## PEACEMAKER GOD from the Temple

*Sarah*

### WEEK THREE: MEXICO CITY, THE PYRAMIDS, THE DESERT OF THE LIONS

We arrived in Mexico City July 11, late in the afternoon. We settled down in Linda Vernooy's apartment and experienced our first night in Mexico City. The next day we went to the Basilica and saw the Virgin of Guadalupe. It was very crowded, although it was a big place.

We went to the Museum of Anthropology and saw a big fountain and learned about the pyramids and the ancient Aztecs. That afternoon we saw the real thing, the ruins of Teotihuacan, for the first time. Stuart Wright and David Duffy nearly got lost and left behind along with the ghosts of the Aztecs because they didn't know what time it was.

On Wednesday, we started a three day odyssey, at the Desert of the Lions. We each got one bolillo (a Mexican piece of bread) to last for seven hours. We were left alone at the Cruz Blanca and had to wander all day in the forest, looking for the monastery. When, at last, we had all got there, we waited for Joe and four people wandered off and so we had to hike some of the way home. Then, we had a feast and slept.

The next morning, Thursday, we went to Teotihuacan. We were left alone with our teams to explore the ruins. We met at the top of the moon pyramid to say goodbye to our childhood, then made a procession along Death Road to the Sun Pyramid. We stopped at the bottom of the Sun Pyramid and were told how the Aztecs used to do this same procession hundreds of years ago, only then they tore out the hearts of humans for sacrifice to the gods. We climbed to the top and it poured with rain and thundered and the wind blew very strong. Joe led us in a ritual of saying hello to our youth. The rain supposedly meant the gods were happy with our sacrifice. Some people thought it was a baptism into youth.

The next night we camped at the Desert of the Lions but it rained so hard the tents were flooded out and we had to sleep sitting up in the vans. The next day we moved to a very poor neighborhood of Mexico City and camped in the shell of a ruined church. We had House Church, where we all received stone crosses. We had to drink pop and leave the dishes dirty as there was no water. The third week was finished.

### WEEK FOUR: IN MEXICAN HOMES AND ON TAMPICO BEACH

Monday was our last chance to shop in Mexico City and we were left in the market for an hour where we bought things like rings, food, a vase and a silver chain with a shark's tooth. After that we were taken to a parking lot and there we met eighteen families we were going to stay with. We had met their kids playing soccer at Desert of the Lions two days before. Their coach and Araceli arranged a cultural interchange. We got split up and went to their homes. They were very generous and hospitable and we found out how Mexicans live.

For example, two of the families were the Velardes and the Peregrinas. The Velarde family have two children, Miguel and Gustobo. Bob Galbreath enjoyed staying with this family and going to an amusement park and football practice with them. The Peregrina family took Karyn Crow for a boat ride in a swamp and to a movie. Their children were called David, Rosa Maria, Martha and Sylvia.

We spent till Thursday morning with the families, then drove to Tampico Beach. We were left on our own on the beach for two days with 25 pesos for food and a litre of water a day for each of us. The sand was very hot. People got sunburned and blistered. The Incas, our team, managed to build a bonfire and roast marshmallows on it. There was a dead tree in the water and we played on it, knocking each other off the branches.



*July 25, Tampico Beach, Mexico. Youth enjoy two days of sun, sand, sea and independence. Blisters came later.*



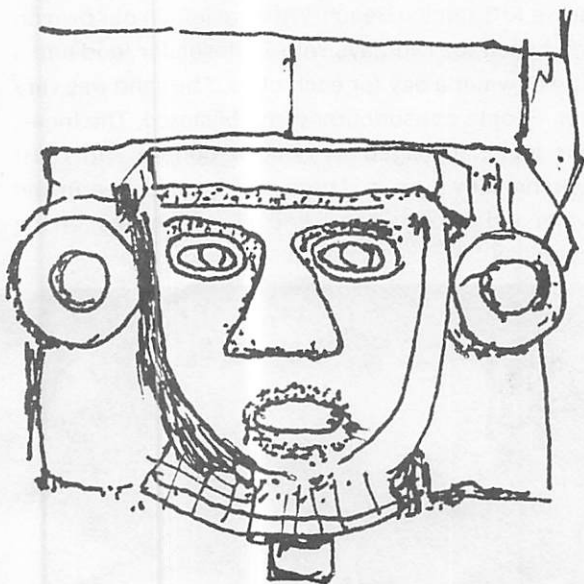


July 28, Padre Island, Texas.  
After travelling over 5,000 miles  
the white van and youth are ready  
for the last leg of the journey.

## WEEK FIVE: CROSSING THE BORDER AND COMING HOME

We were driving homewards towards the border when the small van broke down in the middle of nowhere. We spent about one-half an hour trying to fix it but it couldn't be fixed so we hooked it on the back of the big white van and towed it to the border, about 200 miles.

At the border, the immigration officer made us get out of the van and called us by name, one by one. He asked David Duffy what his father does and David answered, "Oh, he's just in the Order." When he had finished, we found that Sumit's visa had expired and he had to go back across the Rio Grande with the Averys. They were going to let us through customs without unpacking the trailer, but Jane said she had two oranges in her knapsack. We had to unpack most of the trailer to find them. That night we slept at a fish hatchery while Sumit and the Averys slept at a hotel.



Next day we went to Padre Island, unpacked and went swimming. That night the white van came back with Sumit, the Averys, eight pizzas, two gallons of milk and a case and a half of coke. Everybody cheered. Next day we went to a church to write the Orbiter report while the small van was getting a whole new engine put in. By the time it was finished, we had to drive from Brownsville to Chicago without a break.

The trip was over. We want to thank the many, many families and individuals who have helped us on our way.

## THE RITE OF PASSAGE AS COMPLETED IN THE GREAT HALL "From Childhood Through Mexico to Youth. . ."

The Great Hall of the Order was full the last day of the Summer Council, August 2, as the returned youth walked in to present their gift to the Order.

Sarah O'Boyle and David Duffy presented the gift, a black rock with a diagonal white streak. David told the story that the group had created that morning as they reflected on that rock and their own experience. He said that it represented their journey "from childhood through Mexico to youth." Sarah handed the rock to Carol Pierce, representing the Panchayat, who asked her to show it to the whole assembly.

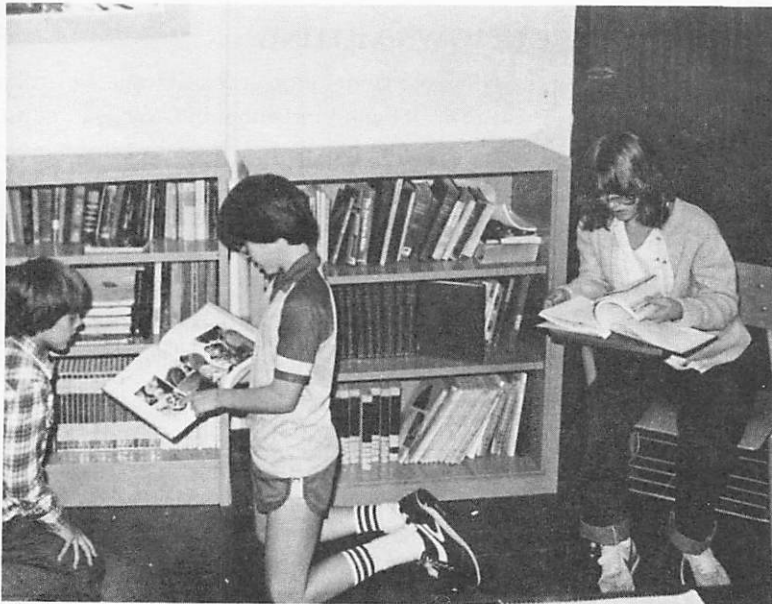
The second part of the ceremony was a ritual in which the youth said that they abandoned childhood and were ready to take on the responsibility of youth.

Finally, Joseph Mathews explained to the Council the ceremony at the Pyramids of the Sun and the Moon and presented the group to the Order and the Movement. After this, the group sang *Si eris grande y lo sabe*, (If you're great and you know it). Carol Pierce thanked the group for making the journey which we all would have liked to take. She asked the youth to see that their parents and colleagues had also been on a journey and were different people than they were when the journey began.



# PHASE I RABBITER

## STUDENT HOUSE NEW LOOK



*Students become familiar with the new set of reference books in their new library.*

New things have been happening since the Student House started. The gymnasium has been fixed so that there's no worry about the windows getting broken. This problem was solved by putting wall dividers in front of the windows.

The Emerging Generation has moved their dining spaces up to their own floors and are now eating there which enables the Student House to expand. Already, we are using two of the dining spaces for team rooms.

The Student House even got a new library which now has a three volume dictionary, an atlas, and a 19 volume Encyclopaedia Britannica!

The kitchen is being cleaned and made ready for us to begin to prepare our own meals in the near future.

The renovation will continue on into this coming year, and we will keep on improving the Student House space.

- Stuart R. Harper



*The new mural in the third floor lobby symbolizes our theme, "Telling Our Story to the World."*

Well, it's a new year in the Student House and everyone is busy with renovation, Metro, and just moving in. All the newcomers (7th graders) who have learned how to roll and run Metro are all settled in the five dorms.

- Mark Rebstock

### STUDENTS ARRIVING

The students first started coming on the 20th of August. More students came in the two weeks that followed. Now, only one person is absent. The students that were here at the beginning of Student House participated in painting the bathrooms, putting new tiles on the ladies' bathroom floor and even putting a picture of the Wise One on the wall right above the front desk. The picture was painted by Bob Lanphear. In the first week, the students that were here did a special job in Metro Marketing by running 80,000 papers in two days! We made about \$1,200.

- Stuart R. Harper

# EDGE CURRICULUM

## SCHOOL STARTS

After a fun but busy summer, people started thinking about coming back to the Student House and going to school. We had a lot of preparation for school. We bought school supplies and assigned three people to take charge of the supplies. They were Sarah Hamje, Tina Hanson, and Elena Harper. We also had to go shopping for clothes. A team went out on the days they were assigned to go, and got the clothes they need for school. After everybody got their clothes we had to start working on the form papers for school. On the first day of school it was a half day. Doris Morris and Tim Karpoff took the people to Joan F. Arai School. All the 7th graders (new people) went to the Keva (Assembly Hall) and tried to get registered. They didn't get registered so they went the next day (a full day) and got registered. Fred Lanphear took Matthew Lord to Whitney Young High School. And Nancy Lanphear took the rest of the people to Cove, Swift, and Field. Now everybody is in school and happy, but when the 8th graders went to Arai, they had a big shock. Some of the teachers weren't there! The budget got cut and so they had to cut out three major things, Home Economics, Industrial Arts, and Art. We were all disappointed when we found that out. They fired some teachers, too. We are all looking forward to seeing our old friends and meeting new ones.

## TRIP TO THE MUSEUM

On September 5, 1981, the Student House had a visit to the Museum of Science and Industry. When we got there, we split up into our own groups and then we went all over the museum. We all had a great time and had a lot of fun.

At the museum there is a ride which we call *the Egg Ride* in which you sit down in a seat which looks like half of an egg shell. The seats move around and around and as they move a voice speaks in the telephone about the pictures about petroleum which are on the wall in front of the seats. It explains how we got the petroleum and how we use it. We suggest you go see it because it's really very interesting.

- Stuart R. Harper

## MUSIC STUDENTS IN PEOPLE'S MUSIC SCHOOL

All Student House people love music and many have signed up to take lessons at People's Music School. Since there were four openings at the School, we now have four students enrolled: Tina Hanson, Robert McKay, Mark Rebstock, and Jane Sharp. That leaves ten people on the waiting list hoping for a drop-out to provide an opening. This is an individual enrichment activity and a new responsibility for each student participating.

## HISTORICAL FOUNDATIONS

Our first design (two weeks) was named Historical Foundations and during our second week, we had collegiums done by members of the Panchayat. Carol Pierce was first and did one on the Faith and Life Community in Austin, Texas. Kaye Hayes did a collegium on Fifth City and Dharmalingham did one on Kemper. Two afternoons during the week, Mark Rebstock, Colin Murphy and Tina Slicker went up to Joe and Carol Pierce's apartment and had a conversation with Joe Pierce who was a staff member of the Faith and Life Community in Austin, Texas, and talked with him about the earlier days of the Order.

- Mark Rebstock

## E.G. TOWN MEETING

The Emerging Generation at the Chicago Nexus had a great town meeting in September. We wanted to do planning for the new year and deal with some of the concerns we have. The following proposals are some of the ones we gave to help with our planning.

### PROPOSAL STATEMENTS

1. Practical training—We, the emerging generation of the ICA Chicago Nexus, in order to learn how to do things for ourselves, propose to learn some new skills each week through cooking lessons, learning how to answer the phone, and learn how to make our beds.
2. Eating variety—We, the emerging generation of the ICA Chicago Nexus, in order to keep ourselves healthy, propose to find out what each food provides through putting up a chart of the five food groups in each dining room.
3. Safety Rules—We, the emerging generation of the ICA Chicago Nexus, in order to help everyone understand and keep safety rules, propose to do a workshop on the danger spots in the building through doing a workshop after school or on Week II.

We hope all the E.G. around the world will write to us and let us know what they are doing and are planning for the rest of the year.

## 400,000 LBS. OF POTATOES A DAY

Could you eat that much? Well, the big machines at Jays Potato Chip factory in Chicago take in that much every day. How do we know? Because the E.G. in Chicago visited there one day in September.

We saw the whole process from the machines that wash, scrape, and slice the potatoes to the big cookers and then the automatic packagers that seal up thousands of packages of fresh chips every hour.

There was so much noise that the man who took us around had to yell to us with an electric bullhorn.

It was fun and at the end we each got bags of popcorn and potato chips and a pencil.

## CHICAGO UNIVERSITY GUILD 1981-1982

On the weekend of September 18-20th, the Chicago University Guild and two representatives from Chicago Nexus met to plan the Quarter and to look at directions for the year.

We entered the weekend not really knowing what to expect and left with a corporate resolve to be the guild.

Friday night, the Practical Vision for the year was formed. Saturday was doing contradictions, proposals, tactics and implementaries. The implementaries were in the context of this quarter.

The three components of the Practical Vision were Engagement Opportunities, the Demonstrations Guild and University Impact. Engagement Opportunities included offering opportunities for Chicago Region University Students to engage in various activities of the guild such as Evening at the Institutes and forming a volunteer association in the same guise as the London Volunteer Program. The Demonstration Guild had to do with creating a demonstration structure in response to the Education Revolution. This includes things like creating an intentional curriculum and enabling high schoolers preparing for college. The University Impact included working on Academy accreditation for university students and establishing an education lab.

The contradictions and proposals were a painful yet releasing process as always but maybe, given space considerations, to lift up the work done on tactics. There were five major tactical arenas: (1) *University Journey Intensification*. The key tactical component here is the establishment of Truman City College as an education lab. There are already many advantages here from previous work in Uptown such as hosting a GWF. Sharon Rafos is attending school there and things seem to be ripe for action.

(2) *Equipping of Leaders* has to do with training of ourselves and others in the core curriculum and the five Great Talks.

(3) *Experimenting With Guild Motivation and Sustenance* has to do with regular eventfulness in the guild including a set meeting rationale for every Wednesday night and for special weekends designated to doing PSU's, awakenment events and study (of course.)

(4) *Stating Indicative Role* had to do with getting out a talking paper on the role of the university push on a global level and articulating the Chicago Guild 81-82 priorities.

(5) *Sustaining International Net* has to do with regular newsletters and communications with the other university students participating in this effort.

These are not inclusive but merely highlighting a few of the key components of the weekend. Documents are available on request. We felt the breakthrough of the weekend was grounding for us that we are not called to follow the great university tradition but to create the new images and foundations upon which people of the future go into university. We are now meeting on Wednesdays and have been working on the guild space and next week starting our 81-82 priorities as well as helping to host an Evening at the Institute to which 15 new university students are coming.

### DRAMA IN SURGERY

The room was tense as people looked at their partners, wondering who was going to pick the rat to operate on. Once the rat was scampering around the lab bench and thought it was supposed to *stay alive*. Paranoia set in as the rat was put under anesthesia and breathing monitored as this was the first time we were expected to keep it alive for the quarter. We looked at each other and finally my partner took the razor and shaved the fur from the underside of the belly. I took the forceps and scissors and made the incision about an inch long through the skin. The same was done for the muscle layer and the pulsing insides were laid bare. We took a deep sigh, very pleased that we hadn't killed the very animal man detests. As we were feeling very pleased with ourselves, my lab partner began to laugh hysterically. The rat had made a nervous twitch and I looked down in time to see a stream of urine running down my lab coat. Once cleaned up, we pulled the intestines out and laid them, *intact of course*, to the side, fished around and found our target: the left ovary. After tying a suture on either side of the ovary to prevent bleeding and further fertility, we cut the ovary out and repeated the procedure on the right ovary. Success! Now, all we had to do was put the poor bugger back together again. After stuffing the intestines back in, we sewed her up and waited. Sure enough, she came to, looked up at us, stumbled to her feet and fell again. Eventually she was up and around again and recovering nicely.

The trick was to keep her under the right amount of anesthesia so as not to kill her or let her come around while we were digging around. One team found this out the hard way. They were doing very nicely until they realized the rat had become conscious while they were inside her. Oh, well, for the good of Science and future surgeons.

Office hours are from 11:00 pm - 2:30 am. . .Who's next?

-Mark Jewell

# UNIVERSITY SUPPLEMENT

September

## CORRESPONDENCE FROM UNIVERSITY STUDENTS

For me the University Colloquy was one of those events that when you look back years later you say, "Now that was significant!" It made a difference in two ways. First, in the Colloquy we discussed broad trends in education and long term concerns for universities. I was worried that we may have taken such a broad approach that what we said wouldn't be useful for the specific directions people would take on their own campuses. Secondly, there was a lot of passion engendered that week. I hitched back to Boston to begin work on a Summer Youth Enrichment Program for 30 kids from a housing project, with a strong desire to engage myself and my creativity.

Four students from Harvard, who had spent the summer living and working together, developed the curriculum for the Youth Enrichment Program. We ended up with 10 essential components, a paragraph for each, a nine-week timeline, a one-week rhythm, and a sense that we're all in this together, now we'd better make it fly.

It's all over now, in the words of a local social worker, "The best program these kids have ever had." We went camping, played sports, visited museums and historical spots, learned about different cultures, swam a lot, and cooked various mundane and esoteric dishes. The high point of the summer was our three-day trip to New York City. We saw the sights, slept in the basement of a church, and miraculously returned with all 22 kids and three counsellors alive. The final event was an ethnic celebration. All the parents came for food from China, India and Mexico, skits and songs, and to observe the gradual mutilation of three gaudy pinatas.

While our children's program was in session, my mind was still spinning on what direction to take in the university. How to engage and sustain the deep commitment some students have to helping people? How to get really educated for a life of service? How to inject the option of social responsibility into the fabric of university life? Finally, it came to me — I'd begin a

Residential Experiment with students willing to discipline themselves to make their years in school make a difference. Reading over the document from the Colloquy, I saw the first mandate paragraph, "History calls the strategic directions toward effective education to be experimenting with authentic community. This involves radically committed students forming a demonstration house. . ."

I've got a house big enough for seven people, and I'm subletting most of the rooms until the experiment actually begins in February. Currently, there are four people committed to take this experiment on and four more who are seriously interested, so the first two essential ingredients, troops and facility are handled. I'm in the process of furnishing the house as inexpensively as possible right now while I gear up for this semester which is about to begin.

Last weekend at the New York Area council, I met with four of the five university students who are moving into the New York House to begin a vaguely similar experiment. We discussed the elements of a radically committed student's lifestyle and worked out our general intents for the year to come. One of our first decisions was to send reports in to Chicago to be distributed with the *Orbiter*, of which this is the first. As a closing note, we're all incredibly psyched about this year and already have numerous plans beginning to stew for what to do with students who aren't living with us. If you want to know what actually happens, just keep reading your *Orbiter*, we'll try to keep you posted.

I'm looking forward to hearing reports from other parts of the country. Remember we're finally most limited by the inadequacy of our imaginations.

Live fully,

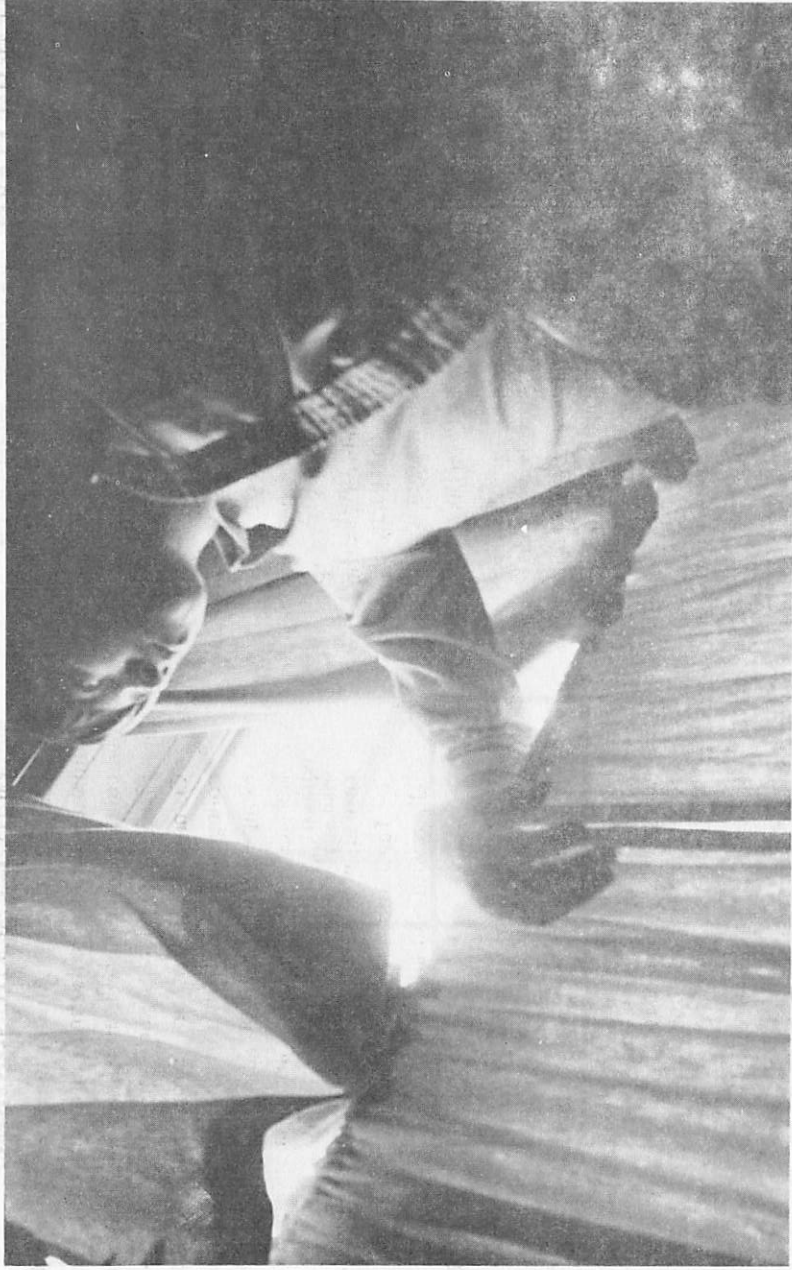
Paul Clements

43 Columbia St.

Cambridge, MA 02139



## ARTISTS IN RESIDENCE



*"Tears of the Sower" — a self-portrait by photographer  
Ray Knutsen, Kansas City Youth Cluster.*

### I'M JUST A CHILD

I wonder how it felt to wake up  
in the belly of a whale,  
I wonder how it felt to spend the night  
with Silas in the jail.

#### CHORUS:

I'm just a child,  
My life is still before me,  
I just can't wait to see  
what God has for me  
But I know that I will trust Him  
and I'll wait to see  
What life will be for me.

I wonder how it felt to watch  
your baby brother in the Nile,  
I wonder who would come—  
a princess or a hungry crocodile.

#### CHORUS:

I wonder how it felt to spend the night  
with Noah in the zoo,  
I wonder how it felt to sleep  
beside a smelly kangaroo.

#### CHORUS: (twice)

—Julie Salmon  
Camp New Earth

### WAR

They say war settles things,  
I should think not,  
Well that's what some nations said,  
When they got,  
Nuclear warheads,  
Ballistic missiles too,  
And all of those things,  
Were pretty much new,  
They plan to use them  
If things should go wrong,  
And if they do, World  
Just say, So long.

- Eric Shropshire

### LIMERICK

There was a football player named Green,  
Who played quarterback like a dream  
He kicked the ball so high  
People thought he made it fly  
So now he's in a professional team.

- Stuart R. Harper

### JOKE OF THE MONTH:

Bruce: I went to my Grandma's house and was put on a  
seafood diet.

Oh? What was it?

Bruce: I see food and I eat it!

—Bruce Ellsworth

# NEWS FROM YOUTH AROUND THE WORLD

## MONTREAL CLUSTERS LAUNCH NEW YEAR

### OPERATING IMAGES

- 1) The Youth Cluster is a part of the House team.
- 2) Academic work is the first priority.
- 3) The Youth Cluster is ready to be engaged in the mission of the movement.
- 4) The Youth Cluster is a part of the continental and global Phase I Program.

THE INTENT OF THE YOUTH CLUSTERS IN AREA MONTREAL is to be a sign to the globe that the Youth Cluster Model can work in Canada; to ensure that each member of the Youth Cluster fulfills their academic potential; to experience Canada through work, study, play and travel; to enliven House life.

THE INTENT OF THE TORONTO CLUSTER is to work with the youth of Mississauga and to share experiences of working in a foreign land with other youth; also to encourage participation in a project.

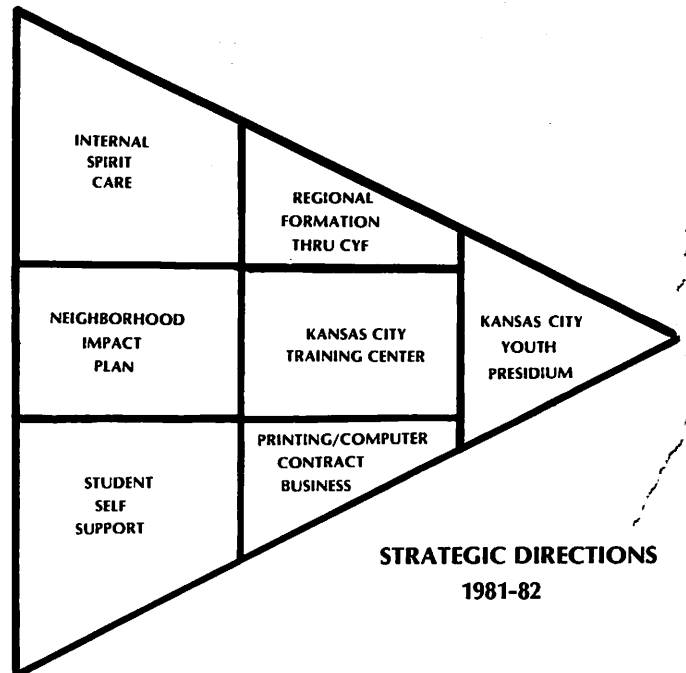
THE INTENT OF THE MONTREAL CLUSTER is to work with the youth of Lorne and neighboring communities and to share experiences of working in a foreign land with other youth; also to encourage participation in a project.

AREA MONTREAL		YOUTH CLUSTER TIME DESIGN					YOUTH CLUSTERS
Mon	Tue	Wed	Thur	Fri	Sat	Sun	
DAILY OFFICE			DAILY RITUAL				HOUSE MEETING
BREAKFAST AND COLLEGIUM							
SCHOOL							HOUSE CHURCH
HOUSE	HOUSE	SOCIAL NIGHT	EXTENDED HOME-WORK	ROUND TABLE	FAMILY NIGHT	DISCNTY	

WEEK II FOCUS — House, Cluster Work (income), Study, Exploration — on a rotating basis.

## KANSAS CITY YOUTH CLUSTER

The Kansas City Youth Cluster began this year with a planning workshop at the Regional Council in Lorimor, Iowa. At this workshop we came up with seven strategic directions:



STRATEGIC DIRECTIONS  
1981-82

Our accomplishments are so far:

1. Training and self-support through the use of the computer in an ongoing mailing contract.
2. Preparing ourselves for CYF through pedagogy.
3. Enabling the initiation of the KC Training Center.
4. Participating in the decision-making process of the Area, Regional and Metro Councils.

Our aim is to focus our ongoing task on the questions and needs of youth. The contradiction is holding a broader perspective when we are overwhelmed by the particular of our task.

## AREA SYDNEY MOVES ON PHASE I MANDATE

The step of an EG summer camp has been exciting to us. We would plan to have it January 6-20 to include House and Regional team Phase I. As we were thinking through the who's and where's of this, we decided that each region needed to have a collegium on the images they have of this camp and any possible leads on locations that exist in their region. All this data would be sent to the coordinating post in Perth by October 15. Perth would, then, make a recommendation about the location and possible assignments. The Camp Team would produce the camp curriculum.

As far as ongoing involvement of the EG in the houses, we might begin a letter exchange between the EG of Area Sydney, possibly with their own stationery and symbol. The EG curriculum used in the houses might be basically a spiral of the House Collegium and study emphasis to coordinate and share images with the entire House. However, special emphasis could be put on Aboriginal culture, LENS, Family life course and basic skills training, i.e., reading and math and writing. Each house could have an imaginal education course for the adults to launch this curriculum.

- The House Life Task Force

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I ORBITER

## FIRST IMPRESSIONS OF VILLAGE LIFE

WALTER HEIGES, Kawangware, Kenya. . . If any of you are assigned here you are going to hate it here at first, but you will get used to it. And for all of you big spenders, (like me), there is a huge market next door and almost everything is inexpensive here. This is a great place to live. All of us went to a village called Kamwelini. It is a very small place, the whole village has no electricity. When we were there, there was not any water to bathe in, we were the dirtiest bums you ever saw in your whole life.

NINA CROW & BETH HAMJE, Azpitia. . . Azpitia is a village about 4 km. long and has about 500 people and 70 families, so as you can see families are quite large. The village is in a valley surrounded by many mountains which are beautiful. One of them has the words printed in lime. AZPITIA. It's really a great symbol for the community. We climbed to see how large it is, and it was a huge and difficult climb, but interesting. . . from Monday to Friday, one of us goes to work in the Preschool and the other does laundry or cleans the water tank or washes Maika's diapers or takes a shower, etc. Our days are so full that when night comes we zonk right out.

SUMIT PAREKH, Zambia. . . The climate here is fine and the people are friendly and the city is very green. We have made friends in Kapini and usually spend the evenings playing soccer. On the weekends also we play and pick mulberries and find bananas. There are many nationalities in Lusaka (the capital city), such as Finnish, English, Indian and Zambian.

NANCY GRIFFIN, SUDTONGGAN, Philippines. . . The activities that I am involved in are many. But there are only two main categories. Here they are: Assigned Activities and Necessary Activities. Under Assigned Activities. I have participated in work days, studied, taken care of E.G., helped to make a new E.G. space, cleaned bathrooms, cleaned rooms, traveled around to some of the villages for the FARM CAMPAIGN, been host, and helped to make decor for the 24 preschools run by the ICA on this island. Under necessary activities,

I have written letters, washed my clothes, waxed the floor in our room, cleaned my shelves, taken baths, killed mosquitoes, etc. I only have gone to the Cluster villages when out on the Farm Campaign and on workdays.

LORI HAMAN, El Bayad. . . I just realized how important the *Orbiter* is. . . if you are in a place like El Bayad it is just super to hear what is happening in Chicago and everywhere else. I hope every *Orbiter* gets better and better every time because then in no time at all it will be *really* super. The way it informs is understandable. I got it at just the right time. Get those 7th graders to work hard so the *Orbiter* will last for a very long time because I not only want to get it now but also next yer and the year after, etc.

SANDY LANPHEAR, Korea. . . Sara and I were in the Seoul House for an Imaginal Education Course for the weekend. We stayed a couple extra days because we had to have our visas renewed at the Army Base. The Army Base is like a little America. They even have a Baskin Robbins. After the IE Course, the whole Seoul House and Cheong Won cluster went to the Army Base and had a cone and then went to a discotheque in which I just sat there and watched people dance. Sometimes when Muriel, Sara and I are assigned to do things together, we talk about old times like in Amarillo and Oklahoma and it brings back good memories. There is one kind of fish that we both like, but even that's not enough protein. We have been studying and are about 1/5 of the way done with our studies. Sometimes Sara and I work with preschool but a lot of times we try and get our studies done. We haven't worked out a schedule yet but we're trying. I am assigned to Economic Guild so I can work with small animal projects to help with my vet training and Sara is on Social so she can work with preventive care to help her human doctoring training. We are having a guardian's meeting tonight so everyone is busy working. So far we have seen Christina Clark and Robert Duffy since we've been here.

## ARTISTS IN RESIDENCE



Emanuel Ward and Tina Slicker painting the walls (and other surfaces) as the students transform the Student House.

### REFLECTIONS ON THE DIRTY DOZEN

We started out trying to figure out what to see on a rented video tape. So, everybody went off and did the space, and one unit went out and chose a tape. When it came back, it was *The Dirty Dozen*. Some kids said, "Oh, man, why couldn't you get *Alien* or *Superman II*?" Then Peter Woodbury said, "Well, this is supposed to be an excellent war movie!" And then somebody said, "Oh, yeah, sure."

Then we saw the movie, and there was a great change in attitude towards the movie.

The movie started out with a prisoner getting hung for murder. There was no escape.

The major made a proposition to the twelve men who were sentenced. They agreed to it and that was the start of *The Dirty Dozen*.

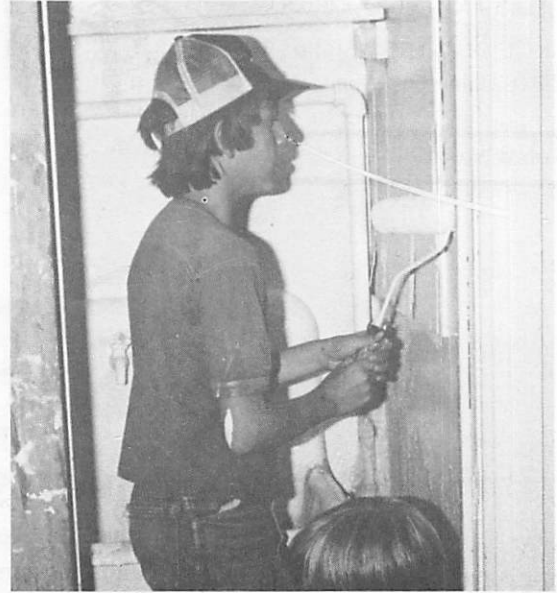
I think the most shocking part was when Maggot (Telly Savalas) stuck a knife in front of him when a lady was trying to kiss him.

I think the funniest part was when one of the men had to get out and act like a general. He had to inspect the major's men. Then he went up and asked him, "Where did you come from, soldier?" The soldier replies, "Madison, Missouri, sir." The General said, "Never heard of it."

We had an intermission and had Banana Splits. Then we watched the movie again.

Everybody thought it was a good movie, and a good celebration and we learned that you can't tell a book by its cover!

- Emanuel Ward



Would you believe painting the cleaning closet? Ask Peter Woodbury. . .he did it.

### A CELEBRATION—WELL, ALMOST

One Friday collegium, while discussing the weekend, we were told that our employer Hal had given us 16 tickets to Santa's Village in Dundee, Illinois. We were all looking forward to the next Saturday to go. Well, come Saturday and it was raining. We went out anyway with a packed lunch. When we got there, it was closed due to the weather. We ended up having a regular discontinuity day even though that wasn't quite a celebration. Most of our celebrations include videos that we put in our video machine so we can watch movies on our own. It does cut down on movie theater prices. So far we have seen *Dirty Dozen*, *Brubaker*, *Airplane*, *Enter the Dragon*, *Fame*, and *Midnight Express*.

Another celebration was going to the Milwaukee County Zoo where we had a fun time seeing all the animals and playing catch-one catch-all and Red Rover in the parking lot while we waited two hours for one staff car to return from a trip to Madison.

—Mark Rebstock

### THE DAY AT SCHOOL

School is a very nice place. It has sad times, bad times and fun times. We go to Creative writing and Social Science, and

Gymnasium, then my favorite time of day, we have lunch. The lunches are good but

sometimes bad, then after lunch we do Oodles and

Oodles of homework. Then I have Lab and go home.

But it really is a great way to grow up.

—Matthew Lord



# UNIVERSITY SUPPLEMENT

October 1981

## CORRESPONDENCE FROM UNIVERSITY STUDENTS

### LETTER FROM THE NEW YORK UNIVERSITY CORE

Dear Friends:

During the weekend of October 16th the University Student Cluster of the New York Region gathered together to build models for an internal life structure and plan programmatic schemes for the upcoming year. Among an array of creations and designs, perhaps the major victory of our meeting came in the establishment of a name: University **CORE**, which stands for Community on behalf of Responsible Education. **U. CORE** has been functioning as a self-conscious community since early September, but this weekend session provided the initial opportunity to pull together the structures and models within which the experiment will operate in the forthcoming year.

A long and complex series of events has led to the formation of this community. The opening talk at the weekend reviewed trends and events of the preceding decades and reminded us of the current and longstanding struggles of students and others involved in higher education. Many examples were cited pointing to the experience of limits and ineffectivity when attempting to address the issue of vocation, authentic and responsible action and the building of vital, human community. We were reminded of the University Colloquy held last spring which brought 35 people together to dialogue about current trends in society, their impact on students and higher education and the direction in which we, as those who care, intended to steer history. Finally, we were reminded that this experiment in the New York Region is not a program to which we've all been recruited, but rather, it's a convergence of all of our lives and all of our decisions to respond to the sociological struggles of our times.

The University PSU (Problem Solving Unit) took place in Nutley, New Jersey at a spacious and very hospitably lent church. Beginning with dinner on Friday evening and coming to a close with a celebrative event late Saturday night, seven people comprised the team: Jane St. John, Claire Clements, Tom Price, Jim Hamje, Peter Clements, Lorraine Rozendal, and Kathryn Geurts. Friday night's work consisted of an introductory conversation over dinner, an opening talk and a reflective conversation. Saturday morning opened with a conversation discerning our advantages and

vulnerabilities based upon the previous six weeks of experimentation. The first workshop consisted of a brainstorm of practical responses to the vulnerabilities, and following lunch, the second workshop was aimed at targeting victories in four arenas: year-long, this quarter, weekly-daily activities, and a miscellaneous category of unchartable items. After breaking the brainstorm items into four arenas we placed them on time lines which correspond with the Regional, Area and Continental Calendars, and created a weekly time design congruous to the New York House's weekly rhythm. Interspersed throughout the work of the two days was a series of conversations and events focussing on the Arts. Finally, we opened our celebration with a *symbol and name creating drama* over a candle-lit dinner, and closed with a rip roaring round of bowling at a nearby alley.

In order to target our practical actions for the year, we utilized previous work from the University Colloquy as well as work from the New York Area Council. This included a model of five arenas of the essential elements of a responsible student's lifestyle. Under *Vocated Academic Excellence* we scheduled team study sessions on a weekly basis and for *Explore Appropriate Symbology* our focus this quarter is on daily reflections and dialogues, group exercise, and monthly celebrative events exploring New York City. Under *Intentional Structures & Discipline* we are concentrating on creating and actuating a financial model this quarter, and for *Declaring the New Student Mode* we established a timeline of interchange endeavors and scheduled a period to pull together a mailing list. Finally, in the realm of *Structural Revitalization*, the two concentrations for this quarter are creation of a vocational dialogue format, and initial contact with people in the region who are concerned with the status of education.

The finishing touch to all of this exciting and creative work is a University CORE symbol pictorially describing our story. Vibrantly depicted in orange, yellow, crimson, blue and brown, it contains the various paths from which we've all traveled, finally converging into one road, moving toward the dawning of a new day.

Toward a New Student Mode,

The New York University CORE

## CURRENT NORTH AMERICAN ADDRESSES ORDER RELATED UNIVERSITY STUDENTS

Mr. Paul Clements  
43 Columbia St.  
Cambridge, MA 02139

Ms. Genevieve Morrill  
215 78th St., 2nd Floor  
Brooklyn, NY 11209

Ms. Liz Reese  
2811 Nela Ave.  
Orlando, FL 32809

Mr. Carl Tuecke  
1819 5th Ave. NW  
Waverly, IA 50677

Ms. Ann St. John  
3133 Nelson Univ. of Wisconsin  
Minneapolis, MN 55403

Mr. Mark Hockley  
3330 Stevens Ave. S.  
Minneapolis, MN 55408

Mr. Jon Elizondo  
URH 113 Carr, 906 W. College Ct.  
Urbana, IL 61801

Mr. Peter Bishop  
Brackenridge D. 345  
Austin, TX 78705

Ms. Ruth Ennis  
Vlg. 1 #150, 9051 Stockdale HW.  
Bakersfield, CA 93309

Mr. Tom McClain  
145 Granada Ave.  
San Francisco, CA 94112

Mr. James Ross  
608 Beaverhill Blvd.  
Winnipeg, Canada R2J 2Z6

Ms. Laura Griffin  
1678 Asylum Ave.  
W. Hartford, CT 06117

Mr. Kenneth Rose  
126 4th Street, Apt. 2  
Troy, NY 12180

Mr. Rick Walters  
FIT Box 5715  
Melbourne, FL 32901

Mr. Bradford Grow  
322 North Clinton St.  
Iowa City, IA 52240

Mr. Robert Lanphear  
1938 Freemont Ave. S.  
Minneapolis, MN 55408

Mr. Chris Black  
2867 S. Kinniekinnie, #308  
Milwaukee, WI 53207

Ms. Susan McClain  
1539 W. 16th St.  
Topeka, KS 66604

Mrs. Tracy Lingo  
2572 Leyden  
Denver, CO 80207

Ms. Laura Ennis  
975 W. San Gabriel  
Clovis, CA 93612

Ms. Kim Smith  
2298 B Ashby Ave.  
Berkeley, CA 94705

Mr. Tim Mueller  
P.O. 1299 Yale Station  
New Haven, CT 06520

Ms. Alice Rose  
203 Barh D. Rennselear Polytech.  
Troy, NY 12181

Ms. Kathryn Tippett  
Stuyvesant Hall  
Delaware, OH 43015

Ms. Margaret Griffin  
E 207 Hillcrest  
Iowa City, IA 52242

Ms. Toni Mueller  
2324 Girard St.  
Minneapolis, MN 55405

Ms. Kim Rafos  
6929 N. Lakewood, Apt. 1  
Chicago, IL 60626

Mr. Wesley Salmon  
c/o H. Trapp, 744 S. 10th  
Salina, KS 67401

Mr. David St. John  
1049 Magnolia Ave.  
Los Angeles, CA 90006

Ms. Kristen Knutson  
957 S. Van Ness Ave.  
San Francisco, CA 94110

Ms. Elaine Worden  
5027 16th NE.  
Seattle, WA 98105

Mr. James Hamje  
c/o J. Kunkel, 103 N. Ninth St.  
Newark, NJ 07107

Ms. Meg Tippett  
311 S. 13th St., Apt. 501  
Philadelphia, PA 19107

Ms. Tara Johnson  
328 Kilgour Hall E. College Ave.  
Waukesha, WI 53186

Mr. Steve Gibson  
121 Lake Wood Garden Drive  
Oshkosh, WI 54901

Mr. Tony Bell  
3315 Nicollet Ave. S. #3  
Minneapolis, MN 55408

Ms. Mary Boivin  
1217 W. Rosemont, Apt. 3  
Chicago, IL 60660

Ms. Shelley Reese  
426 NW. 25th, Apt. 9  
Oklahoma City, OK 73103

Ms. Lisa Smith  
13647 Calais Drive  
Del Mar, CA 92014

Ms. Casilda Woodward  
957 S. Van Ness Ave.  
San Francisco, CA 94110

Mr. David Allan  
5556 Snowdon St., Apt. 1  
Montreal, Canada H3X 1Y9

Ms. Jennifer Ross  
227 Waterloo Street  
Winnipeg, Canada R3N 0S4

## RESIDING IN RELIGIOUS HOUSES

Ms. Robin Rafos  
Cleveland Religious House  
11136 Magnolia Drive  
Cleveland, OH 44106

Mr. Anthony Betonte  
Pittsburgh Religious House  
706 Rope Way  
Pittsburgh, PA 15233

Mr. Mark Cramer  
Houston Religious House  
4207 Chartres St.  
Houston, TX 77004

Mr. Bruce Lanphear  
Mr. Asher Ertel  
Kansas City Religious House  
3623 Locust St.  
Kansas City, MO 64109

Mr. David Ellsworth  
San Francisco Religious House  
957 S. Van Ness Ave.  
San Francisco, CA 94110

Mr. Tom Price  
Ms. Jane St. John  
Mr. Peter Clements  
Ms. Claire Clements  
Ms. Kathy Goerts  
New York Religious House  
1038 Willow Ave., Apt. 5  
Hoboken, NJ 07030

Mr. Kevin Balm  
Ms. Debra Sue Drown  
Mrs. Margaret Ennis  
Mr. Cameron Grow  
Mrs. Nancy K. Grow  
Ms. Rebecca Grow  
Ms. Anita James  
Mr. Mark Jewell  
Mr. Nathan Jewell  
Mr. Symond Kock  
Ms. Tracy Longacre  
Mrs. Dolores Morrill  
Ms. Sharon Rafos  
Chicago Nexus Religious House

# NEWS FROM YOUTH AROUND THE WORLD

## NOTES FROM SAPPORO

CAROL BUTCHER, Sapporo. . . Konichiwa, I can't believe Elaine and I finally made it to Sapporo. We've been having a great time in Japan. We are both teaching English. I have a couple classes of my own and have been substituting a lot. When people go to Tokyo for Area Council or on circuits, I usually substitute for them.

Mrs. Arakawa (a neighborhood woman) is helping me set up English classes at the house for neighborhood kids. We just finished a brochure and the classes will start in October.

Elaine and I were both trained as models by SOS Modeling Agency in Sapporo for free. Elaine has done eight fur coat fashion shows and is doing a great job in them. I am a different story. The very tallest a model can possibly be in Sapporo is 5'8" and I am 5'10". None of the stores have clothes to fit me. I might be able to do some photography but I would have to wear my own clothes.

## REFLECTIONS FROM A YOUTH IN AUSTRALIA

I hate the Order, all of us do at some time or another. Every day is the same; school, homework, bed. We go to adult things and we don't know what it means. It's boring. The things I want to do are study and socialize. I like going to the Rees's. Gwenda makes me practice my violin. I like being on EG. It's fun. I want to be a kindergarten teacher. These are good things.

There are good things, for one thing, maturity. You can tell the difference from the other kids at school. Sometimes I forget and get mad at them. I forget that they are only 15 and that I am different.

And then, there's being together at House Church, send outs or celebrations. There's something about it that's really good. I don't know what it is. Like when we sang *the land lies deep and shrouded*. And like the rite of passage I had when I moved from Melbourne to Adelaide. I'll never forget that. They gave me an iron cross.

And then there is the structure. I like the structures. But not really.

And then there's travel. I've gotten to go to Darwin, Oombulgurri and all over Australia and have a group of friends from all over the world of all ages. It's different from other friendships. I can hardly remember the faces or names of some of my friends from Melbourne, but I remember Tim and Sue Wegner when they were in Adelaide.

-Michelle Telford

## PHILADELPHIA CLUSTER EXCERPTS

The youth of the Philadelphia House participated in the Annual Appeal circuits since school was out. Each week one youth went on a circuit to different metros in the region.

First, Ruth went to Harrisburg, and was able to meet people that she had been hearing about. Second week, Heidi went on about 20 calls in Scranton Metro. During follow-up week, Rienzie went to Harrisburg Metro to make a few more calls and set up a Roundtable in Harrisburg. Each youth was able to tell about their experiences in working in a HDP overseas and to tell what was going on in the Philadelphia region now.

Area New York Council was held in Philadelphia this year. Youth from Boston and Philadelphia clusters participated in the council and also in taking care of 15 EG who were staying at the Philadelphia House. The kids had a great time and got to see the first zoo in the country, Independence Square, the Liberty Bell, and Valley Forge. On the last day of the council, the EG were taken to the Center to meet their parents and head home. The council went well and helped to get clear what needs to happen in the New York Area this year. Also everyone had a great time!

**STRIKE!** . . . Philadelphia teacher's strike is now entering its 5th week!

After last year's strike and negotiations it was assumed that the contract drawn up would last its two years and that this fall the school year would begin smoothly. But due to a few pink slips and the minor problem of the choice between not receiving the promised pay raise and only teaching until March or going the full year at the present pay scale. What a choice!

The teacher's union is sticking to their contract but did realize that compromises must be made. However, seeing the School Board riding in chauffeured cars while asking for the teachers to give up their raise did raise some tempers!

Through the month of September we in Philadelphia have gone through pickets at City Hall, mass arrests of picketing teachers, eggs thrown by striking union members at administrators as well as many other *interesting* events.

Now, finally, talks have begun between the union and the Board of Education. There is a news blackout presently so their progress is unknown. We are hoping, though, for an agreement to be reached and a contract drawn up soon (sometime before Thanksgiving hopefully!).

# ONE CORPORATE THRUST FOR THE WORLD

# EDGE CURRICULUM

## CURRICULUM THEME — 1981-1982

The curriculum theme for the Student House this year is *Telling Our Story to the World*.

The first cycle has as its theme, *Building Our Community*. It includes the following: HISTORICAL FOUNDATIONS (Primal Community & Journey of Order)

COMMUNITY ORGANIZATIONS (Community Groups & Community Services)

INDIVIDUAL ENGAGEMENT (Study Skills & Leadership Skills)

CHANGING SOCIETY (Cultural Revolution & Family and Youth)

## ORIENTATION CELEBRATIONS

We had a Labor Day celebration on September 7th. Elena Harper and Carol Griffin planned the celebration. A Ping-Pong tournament started the activities, then football, swimming and a hot dog roast. We returned to the 3rd floor for a dance. After several dances, we stopped for refreshments, then continued till 10:00 PM. We enjoyed a *Snowball* dance. We would be dancing and the operator would call *Snowball* and we would have to change partners. It was great!

On September 11th, we had a celebration for birthdays. Bruce Ellsworth, Stuart Farrar, and Lyle Stoner made a blueberry cake in the form of a pyramid like the one the newly arrived students experienced on their Rite of Passage, and bought soft drinks.

- Carol Griffin

## GULLIVERS

The Student House had a new paper to run. It was called *Gulliver's*. *Gulliver's* is a pizza place and restaurant. The owner, Sam, wanted us to deliver his papers for him. He gave us 23,000 papers and we ran them in two days and we received \$350 for the whole job. Sam thought the Student House was great and that we did an excellent job. He wants us to do his papers every week.

—Elena Harper

## WINTER PREP

The Student House has been preparing for winter for the last few weeks. We've gotten coats which are surprisingly warm, thermal underwear, very sharp looking school clothes, fine boots, tube socks and last but not least, we have improved our health supplies. We're also planning to receive mittens, scarves and assorted hats. But all in all we're pretty much prepared!

—Matthew Lord

## APPLE PICKING SEASON

It's apple season again and we're back to apple picking and selling apple cider for \$2 a gallon to the Nexus. We've sent two teams out on two weekends in a row. We have made 150 gallons and earned \$181. We drank a little bit ourselves.

After one year of not being there, the first time we went the grass was up to our hips and burrs were all over the place. We started picking while Fred Lanphear cleaned out the barn and burned the rubbish. We picked in teams of two each with a goal of eight milk crates per team. We went to the Cider Press and had the apples made into cider. We came home and on Sunday sold them on the floors of Kemper.

—Mark Rebstock

## THE KITCHEN OF THE STUDENT HOUSE

The third floor pantry is now being converted into a kitchen to support Student House for the years to come. We already have the plans and are now buying the equipment. We just bought a dishwasher and we're going to take the refrigerator from the Infant-Mini School to use in the kitchen. We are also going to put up shelves and cabinets on the walls after we finish painting and putting up the wallpaper. Those two jobs we are doing now. The stove and the sink were already installed in the pantry so, as they are still usable, we are going to keep them there. We are also planning to put a desk in the kitchen so we can keep records about what is going on and how much money we are spending. When the kitchen is finally finished, the Student House will begin to plan for the supplies and food we need.

One of our counselors remarked that there is a school up north which only uses *real things*. They don't use artificial anything in anything. She thought that the Student House's Nutrition Guild might go up there to look around and learn about what is good to eat and what isn't. She also said that one of the problems that force young people to smoke and drink liquor is that they aren't getting enough to eat and the right things. I think that is very important and I'm glad I know about it now. As I am on the Nutrition Guild, I will be looking forward to the trip.

—Elena Harper

# PHASE I RABBITER

*Phase I*

*Halloween was a great event in the Student House. This photo caught Abednego Barnes coming up for air in the apple bobbing event.*

## HALLOWEEN PARTY

The girl got in the car. All the windows were fogged up from the inside. Suddenly, a hand reached around her throat and strangled her.

The TV lounge was in an uproar screaming from what just happened. The Student House was enjoying itself watching the horror classic, *Halloween*. Things settled down and thoughts turned toward the Halloween celebration the next day.

Final costume prep was going on as the time grew closer and closer for trick or treat time.

When everybody got back fromn trick or treating we had a costume judging. The judge was Captain Video (a.k.a. Bruce Donnelly). The winners were Tim Rebstock, Spookiest; Jane Sharp, Most Outrageous; Colin Murphy, funniest; and Stuart Harper, Most Original.

After that, we dunked for apples. Then came time for the Hautned House. Tim Rebstock got the privilege of going in first. After everybody had gone through it, we had pizza and soft drinks. Then we had the donut eating contest. Team 2 won. All in all it was a good Halloween.

—Thomas Lord

## ICE SKATING CELEBRATION

On November 6, 1981, the Student House went out to eat and ice skating at Woodfield Mall. First, we left at 4:30 pm. We got there about 5:50 pm and our reservation was for 6:00 pm. At the Skewers, the restaurant, we had a choice of gyros, hamburgers, and chicken sandwiches. Most people got gyros. After dinner some people left for the skating rink while others just walked around the Mall. The rink opened at 8:00 pm. One reason people went right after dinner was because they were handing out free WMET Survival Kits to the first 50 people. Most of the Student House got them except for one or two people.

Some people didn't know how to skate so it was a new experience. Others did so they helped the people who didn't know how. During the time we were there they were handing out T-shirts to people who had the paper with the right number on it. John Powell and Tim Rebstock both got a free WMET T-shirt. Many people fell but it was fun. We finally left at 10:30 pm and got home at 11:45 pm. Almost right away when we got home, everyone conked out. —Tina Hanson



*Cycle II celebration took place at the ice skating rink. This photo captures the boys on the sidelines with a friend either watching a laides only or getting courage to risk the ice.*



# EDGE CURRICULUM

## A THANKSGIVING METRO DELIVERY

As I came around the corner, the ambulance and squad car lights seemed to transform the normal into the unusual immediately. Andy Parker jumped out of the ambulance with an ashen hue to his face. Doris went out the left hand door and the police officer came to the window.

"So you're the one who let this young man out."

I was stunned into looking at things as though they were just happening on a screen.

Doris interrupted, "I'm going to the hospital with Tim. We'll get David Rebstock to drive us home—so don't worry."

The police officer continued, "Well, next time you better tell these folks to use parachutes when getting out of the car."

The ambulance disappeared with Tim Rebstock and Doris and I had to turn back to the work at hand—one team short, with the first run of our Edison Park delivery not even finished. Cawlfeld took Tim's place. I drove to find Kevin who had been waiting quite a while after doing a six bundle run by himself as the troubleshooter.

As we gathered up Jerome and Daudi, each new team learned that Tim had hurt his leg and had been taken away to the hospital in an ambulance. Kevin wanted to run with Andy. This left Robert as troubleshooter—something he'd never done before and was afraid of doing. I talked to him for a long time and finally drove off leaving him there—he was mad, I was mad.

After dropping off Jerome and Daudi to start their first ten block run, I said to Deanna Hickey, who still had her foot in a partial cast, from a foot operation and had come along to navigate, that she was going to have to help Robert—he just needed moral support and to go as slow as she needed to go. I drove around trying to find Robert to talk to him. Where was he?

"Deanna's going to help you. Let's look at the map again. You're on the J. Just keep following it and you'll meet up with Deanna here. Then do the three blocks beyond and I'll pick you up."

He got back on the track and I kept going.

Bruce and Peter went out on an eleven block run around the park. Jerome and Daudi did two ten block runs then started to work on what turned out to be the equivalent of two eight block runs. Kevin and Andy were running as fast as they could, racing to do each run. Robert and Deanna did the ten bundle run to deliver the apartments. Finally, Daudi said he'd seen the other team that had been doing the south part of the Edison Park delivery. But we still kept going—the sixth run was getting to be kind of tough.

But as everyone got into the car, they said, "Have you heard about Tim, yet?" "I sure hope Tim's okay." (How could I hear about Tim? I almost screamed to myself. Do I get messages from God? I would have liked to have told them anything but I just didn't know. (He had fractured his ankle.)

Deanna hobbled to the car with her small cast but with a big smile on her face because when we'd really needed help she was there and helped. Bruce and Peter had kept their good humor 'til the end. Andy and Kevin seemed just as energetic as when they'd started. Robert had regained his confidence and was smiling his great smile. Jerome and Daudi kept on running to the very end—steady workers whose willingness to keep on going without saying much had helped us win.

—Martha Karpoff

## EVALUATION OF CYCLE II

Some of the things that were the highlights of the cycle were Cider Production, Decor Party, Dunes Ordeal Training, Halloween and Open House.

The evaluation was very good because they had a box in which you could tell what you didn't like and what you liked about that subject and what you think should or could be improved. It gave you a chance to give your own ideas so the next cycle could be made better.

We had two sessions and one was done by Nancy Lanphear and the second was by Marie Sharp. They lasted about an hour each.

—Andy Parker

## TYPING CLASSES BEGIN IN STUDENT HOUSE

Typing classes were started in the Student House for people who want to learn how to work with computers. The Student House is going to get a computer so we decided to start a class to learn the keyboard. Typing class has about 12 people in it.

This class is working out pretty good. The staff has set up computer training classes with Jean Smith in Development Centrum. Jean is teaching four of us: Kevin Walters, Robert Cawlfeld, Emanuel Ward and Jerome Jayasekara, how to input development data into a big computer downtown. We are learning how to record contributions and how to search files for these records. Soon we will learn to update the mailing lists.

We will help with the Christmas card mailing this year to people all over North America.

Our keyboard training and experience will be skills for the future.

—Kevin Walters

## PHASE I TREK WEBS YOUTH NETWORK

This past month has been a time of touching base with youth across the continent. Beginning on the east coast, one of the Trek's focus, the Vocations Dialogue, took shape through the creative input of the University CORE in New York. From the CORE, Jane St. John was assigned to the Trek staff to Boston and Claire Clements and Kathy Goerts to Philadelphia. The presence of the university students in these visits was very significant and was replicated in Montreal with David Allan, in San Francisco with David Ellsworth, Minneapolis with Mark Jewell, in St. Louis with Ashar Ertel, and in Kansas City with Bruc Lanphear.

The visits took on shapes and forms as varied as the number of houses we visited. The one pattern that was rather consistent, in *cold* contrast with last year's visits, was the choice of ice cream as the celebrative *substance* rather than pizza. In each visit there were five components that were held at one time or another, either as separate or combined events. They were the Vocations Dialogue (a highlight in each visit), the Youth Report, the Regional Focus on Youth, the Phase I Report highlighting the emerging generation, and a special event for the E.G. These events were mostly in morning or evening structures. The daytime found us visiting museums and other historical points of interest, running *Metro* in Toronto, planning for the youth symposium in Kansas City, and just visiting in some places. The following is the description of one visit through the experience of Michelle Jimks, who represented the Student House in the visit to St. Louis.

*When we first arrived in St. Louis, it was around 4:00 pm and later in the evening there was going to be a house warming party for the house which has just moved into a fine new facility. Then on Saturday morning, we did the Student House report, and an E.G. curriculum talk, and we talked about when we would take the one E.G. in the house for a walk. Then, we had the youth from the house report on what had happened this year so far. During the day from about 10:30 'til 4:30 we didn't do anything really because both youth were at work. At 4:30 they came home, and they had a friend come over. We ate dinner and met and talked about the vocational dialogue. Afterwards, we went out and bought ice cream and topping and we watched a movie on TV for our celebration. On Sunday after House Church, we did the last talk and meeting focusing on youth and presented them with a picture and aquote, and then we drove home.*

The visits have been exciting for a number of reasons. Most important was the many illustrations of youth and adults working together as one regional tema. At the same time, the unique role of youth began to emerge as the trek focused on youth in the region and the new directions and strategies both locally and continentally as plans were made in anticipation of the Youth Symposium to be held in February.

Our trek to Toronto was great. We had a lot of fun and work also.

At 4:18 pm Friday, November 20, we picked up Martha Karpoff from outside her place of work. Then the three of us (Don Barkony, Martha Karpoff, and Bruce Ellsworth) were on our way to Toronto.

First, we went to Detroit and stayed overnight. The next morning, Martha and Don did a collegium for the Detroit House on what the Student House and Phase I were doing and what they had done already. Diana Early joined us for the drive to the Toronto House and we arrived there in the afternoon and went to where we were to stay for the night and got settled. For dinner, we all (including the Toronto youth, Diann Jewell, Randy White, and Tricia Mueller) went to Mr. Submarine and had big submarine sandwiches. After that we went to the House where we were staying and did a workshop and prepared for a collegium the youth were to do the next morning for the Toronto House. The next morning we did the collegium we were supposed to do and Don and Martha did their collegium again. Then, we all went to deliver advertising for a play and when we finished, we all went to see the Space Needle in Toronto which is the highest man-made structure in the world. That evening we had banana splits and saw some movies from the library which were fun.

Sunday morning we left for Detroit and Chicago and we arrived in Chicago that evening at about 8:30.

—Bruce Ellsworth

When I went to Kansas City for the youth trek, we went there to talk about what was going to happen with the Presidium. Fred Lanphear had decided he was going to set up for the Presidium and was going to stay there for a few extra days to do it. Among our meetings there was a report on Phase I around the world which talked about how the ninth graders were coming along. We also did a story on why we were holding the Presidium in Kansas City. We also decided that the Presidium was going to be called the Youth Symposium. We did a workshop on where we were going to sleep and meet and how people were going to get here. During the weekend, we had two regional meetings, one Thanksgiving celebration and did all the planning that Fred was going to do so he came home on time and altogether, it was a very enjoyable time.

—Colin Murphy

## UNIVERSITY CORE REFLECTIONS ON TREK

This is a team article from the University CORE in New York. Last week (week 6) the Phase I trek to our area happened, and it stirred up so much eventfulness in our lives that we wanted to share some highlights with you. First, though, an overview of the time. Doris Morris and Fred Lanphear arrived in New York on Wednesday afternoon. We had invited them to come help us think about the question of vocation. It has seemed to us that these days in our lives, and for others around us, the questions of what to do with life are particularly complex—yet exciting to dialogue about. On the other hand, it seems hard to have a conversation that is *real*—or that gets beyond pat answers. Anyhow, one of the things we realized was that the questions themselves, and the process of working with them is a vital part of life. Doris and Fred stayed here till Friday and when they left, most of us went with them. Jane St. John went with Fred to spend the weekend with the youth cluster in Boston, while Kathryn Guerts, Claire Clements and Doris were hosted by the three youth in Philadelphia. (That meant Peter Clements was left studying in New York.) Here are some highlights from the visits.

Our first conversation was titled *Questions I wish I'd never been asked*. No, it is not a recollection of truth or dare games, or a brainstorm of questions to use to humiliate people. Rather, it deals with that one ultimate-dread-of-a-question...“What do you do?” In surveying the answers one discovers that our preschool methods really do turn out creative human beings. there is a whole array of blunderings: well, my parents deal in antiquities in Europe and I live with friends; my parents are missionaries so I live with Rev. McClain; I don't know anything about those charts on the wall, I swear; and, my parents do community development overseas but they move around so much I can't live with them.

This discussion demonstrated that most of us have public and private stories. We do not and cannot live out of most of our public stories because they don't sustain us in our real situation. To balance this discussion, we buckled down to write out our private

stories—the ones that get us up at 5:00 am and allow us to laugh at our public stories, not try to live out of them. Each of us discovered that we had never taken the time to write out, in one ten minute sitting, our own stories. The conciseness, accuracy and insight was refreshing and we decided that this would be a great exercise for anyone. How about you—what do you?

We finished the corporate solitary session and the serious reflection of vocation, and decided we needed to get the dishes done before we could leave, or celebrate. So, we all joined in and washed the dishes. Then we went down the street, walking through the University neighborhood, to an ice cream shop. There must have been 30 different flavors of ice cream, including peanut butter which Kathryn had. The chocolate fudge sundaes looked so good, that after 10 minutes of trying to decide, and tasting, we all got chocolate sundaes. They were two large scoops, with syrup and a cherry on top. We talked, ate and listened to the juke box. The event was really a splurge for the whole group. We walked home, all high off of ice cream sundaes. The celebration was a highlight that set a positive mood for the whole weekend.

In my three visits to Philadelphia I've found that citizens of this historic city can't resist playing tour guide with their guests. This time, however, rather than a drive through the streets of Society Hill, we were led on a brisk walking tour, stopping for such events as touching the Liberty Bell, visiting the Quaker Meeting House, and gazing at the *Rising Sun Chair* at Independence Hall. Rienzie led us to the center of the city, which is the site of this nation's first capitol, and pointed out the statue of William Penn at the very top. Then we headed toward the Free Library and the infamous Art Museum thinking that we'd dash up the steps as Sylvester Stallone did in the movie, *Rocky*. But seeing as though our *toes were nearly froze* from the nippy weather, we decided to hop on a bus instead. I was particularly impacted by Rienzie's running commentary on the historic sites. It's amazing how much you can learn about your own country when you go on a tour with someone from Sri Lanka.

# ARTISTS IN RESIDENCE

## METRO WOMAN

The day started out as a regular routine day for Marsha Nelson. As she was driving along the highway, she came upon this alien creature lying in the middle of the road. She slammed on the brakes and dragged him to the side. He was very badly injured and was in a coma-like state. She rubbed his wrist and it slowly awoke. It's eyes fluttered open and she asked how he got in this state of condition. He said, "I've scanned your mind and now realize that you're the only one on earth to take the responsibility I'm about to bestow on you." She was very confused, and he read her confusement in her eyes. "You must understand," he began, "I'm from a planet millions of light years away and have come to help a group of kids called the Student House. As I was coming in from re-entry, I lost control and crashed. I'm dying. You must take the position I'm here for. You must become METRO WOMAN. The suit and equipment are in my ship. When you put it on you'll be able to run as fast as a cheetah, and be as strong as a gorilla." She was very confused as he lay there dying. He coughed and died. She sat there thinking for five minutes. Finally, she decided to take over the job of Metro Woman.

And so begins the saga of METRO WOMAN.

—Thomas Lord

## AN INTERVIEW WITH JOHN POWELL WHO ATTENDED THE BUSINESS LEADERS' DINNER

*Q. Do you remember at least two high points of that evening?*

A. The talk of General Brown of the Salvation Army and then the Band was good, too.

*Q. Could you tell me, what you talked about at your Business Table?*

A. The other people talked about how their business was going. We talked to the Priest at our table.

*Q. Do you remember the name of the key speaker at the dinner?*

A. General Arnold Brown.

*Q. Did you enjoy the time you were there?*

A. Yes, I did.

*Q. Where was it held?*

A. At the Chicago Marriott Hotel

*Q. What did you eat for dinner?*

A. Steak, baked potatoes, beans, rolls/butter and Baked Alaska.

*Q. Were there some well-known or famous people there?*

A. Yes, Cardinal Cody was there and Bret Hall, #23 of Chicago Sting.

Interviewer: Thank you, John.

—Andy Parker

## 2nd Installment

The vast interior of the spaceship was a mindblower for Marsha. She stood there for ten minutes staring with huge round eyes. Finally, she came out of the daze and searched for the suit. It was in a glass case with an instruction manual on top. It read like this: "You are now about to enter the world of heroism. The equipment and weapons accompanying it can and must only be used by you. If anybody else should try, just try, to use it, they will be instantly be blasted to a million pieces. The weapons are a metro gun, a shield that can protect you from harm, and a metro dart. The equipment is the suit and rocket boots that will enable you to fly. You must now don the suit and practice for awhile before you show yourself to the world. And, last of all, you must destroy the ship and bury the alien.

You'll never hear from us again except in the gravest of emergencies. That is all. Good luck. Marsha knelt down and cried from the great stress. She pulled herself together and put on the suit. It was made of an alien material that felt like a second skin but was also very stretchable. She then put on the boots and walked outside. She started out by running. She couldn't believe how fast she was running. She then jumped and was airborne. It felt beautiful. She saw the world below from a bird's eye view and loved it. She practiced her maneuverability and discovered that she could do virtually everything. After that, she landed and ran back to the ship. She then buried the alien and dug a huge pit and put the ship in it. After that, she set out to find these people called the Student House.

—Thomas Lord

# NEWS FROM YOUTH AROUND THE WORLD

## DEPLOYED YOUTH REPORT FROM AFRICA

Thank you for the Orbiter (Sept. 30). The three of us are attending the HDTI in Kamweleni and really enjoying it. Kamweleni is a village about one hour or so from Nairobi. The HDTI is seven weeks in all so we will be here until early Dec. since this is the end of our third week.

This week has been a very busy and exciting week for us. On Monday and Tuesday we did a module on Profound Humanness. Then on Wednesday we (all the teams) performed traditional African dances and songs from particular Kenyan tribes. That was for our Heritage Day Celebration. On Friday we planted 40 orange trees around the compound. If it doesn't rain soon they aren't gonna survive. On Saturday morning we did a work day with the community on digging trenches for a new water pipe system. This time we dug 80 meters of trench. That night we had a great Ur Celebration with food and songs from all the Urs. The 22 project directors were here for a meeting so they were our guests.

When we finish the HDTI we are going back to Nairobi to study until the Area Council. After Council we will be assigned to a Section House (Kenya is divided into three sections and the Section House is like the H.Q. for that section).

Sounds like the S.H. is really busy. How's school(s)?

Gotta go,  
Take Care  
John Cock

P.S. You guys better get crackin' on some letters. Hint, Hint.

John Cock just wrote but he forgot to tell you something. We have a problem. We hate Kenya! No, the real problem is that we need your letter on the person who is an orthodontist. Our braces have set up an offensive, we're in pain, my tongue feels like boiling water was poured on it, my mouth feels like a kanker sore epidemic, ahahahuh. Other than that, we're having a fine time. The H.D.T.I. days are going quickly and we imagine the year will zip by as we know what's going to happen to us.

We do a lot more meetings than I've ever done, but I'm into it, believe it or not, but I've written down every collegium since the 22 of Oct. and also all the meetings since the school started.

My favorite collegiums were on the Social Process triangle, the Urs, and the Nation and the World. My favorite meetings were naturally the Economic Cycle in which we learned how to set up industry budget, then also about farms and how to run em. (I kinda figure points I would say something like this—that doesn't mean I'm going to be a farmer, Doris). I wasn't there on the commerce sessions though as I had to go back to Nairobi for a visa picture for a one year visa. I was holding all the applications for the extranationals.

On Wednesday this last week we went on a four sectors lab in which we visited a church group working on adult education, the Kenyan Commercial Bank, Kenya Industrial Estates, and the Muputi Location officers doing a LENS course. We also ate with the officers and we didn't have maize and beans (which is like the eggs and muffins syndrome) thank God.

Well I hope you can read my letter. REMEMBER TO SEND THAT LETTER ON WHO THAT ORTHODONTIST IS, THANKX.

SEE YOU NEXT YEAR  
John Worden

## YOUTH RESPONDS TO ORBITER

Tim Mueller is the last person I would have expected to have *ingested* the Order Spirit, or at least to have learned the jargon, and use it in a way that suggests conviction. Kendra's bit showed promise, but also signs of Order brainwashing. I choose these two only as examples of a more widely spread movement. (Their pieces just stood out, as they each took up a page.)

I will grudgingly admit that the Order has some good things to say. But I *hate* the way people say them. It seems to be the trend today among order youth to go around proclaiming knowledge of *the light*. I think this is just as dubious and insincere as the old custom of rebellion. I most of all distrust the jargon, though I use it myself when trying to explain it to someone. It makes whatever one is trying to say like so much parroting—

and in some cases that's all it is. But in many cases (as I think probably in the two examples given), jargon is merely *the readiest tool at hand to the struggling soul*. It would just sound so much more genuine if one could express these and similar sentiments—while still making sense—in original, personal ways. I expect this criticism applies to anyone who has come under the influence of the Order, not just youth.

Yours sincerely,  
Cathy Bishop

(By the way, my congratulations to Tim. It must have taken a lot of guts to give such a serious speech in front of his school on graduation night.)



# PHASE I RABBITER

## KANSAS CITY HOSTS CONTINENTAL YOUTH SYMPOSIUM



*Site of the 1982 Continental Youth Symposium in Kansas City*

## ARTISTS IN RESIDENCE

### JANUARY

January is  
 A puddle of ice  
 Numb red noses  
 Enchanting, cold nights  
 Steaming, hot chocolate  
 Hands in your pocket  
 A snow-clad wizard making a  
 Round-the-clock blizzard  
 Playing in snow forts and  
 Things of that sort.

—Jane Sharp

### WATER

Water is mysterious, dim and dark  
 A tiny, still pond at the end of a park  
 Time stands still as you glide through the coolness  
 Exploring the wonderful, exciting newness  
 Rippling over the hard, grey rocks  
 Sitting and slapping the old wooden docks.

—Jane Sharp



*Sarah Hamje makes curls  
 for Shakuntala Belge who  
 recently joined the  
 Student House Staff*

### NEW LIFE

The curtains black and thick  
 could not hold back the power  
 of wild exploding  
 LIFE!

So vicious were the waves of force  
 that all of the enchanter's  
 curtains  
 fell  
 that  
 instant!

Then the waves of life  
 hit me; mind, heart, and soul  
 I felt a new strength.  
 Black curtains that tried to rise  
 again.

I crushed with my imagination  
 and watched them dissolve in  
 the radiation of new life!

The time has come:

New life born  
 creates the new  
 chance.

—Jon.Mark Elizondo

### METRO WOMAN — Chapter III

Sandy was cold and tired of running. She had been on this run for 40 minutes and still had seven blocks to go. She noticed two boys across the street start to cross over. Her heart skipped a beat but then she pushed away her fear. She started to go on to the next house. The two boys came up to her and asked, "Do you have any money?"

Sandy replied, "No", but one of the boys grabbed her arms and the other started to search her. Sandy broke loose and ran as fast as she could. The boys ran after her and one of them tackled her. Suddenly there was a noise from the air and a woman dressed in a strange suit landed and picked up the boy who had tackled Sandy and threw him. Then she walked over to the other boy and said, "Get out of here and never come back." Sandy was awestruck. She couldn't believe what she had just seen.

Sarah then came around the corner and saw the woman and Sandy standing there. Sarah walked up to them and asked what had happened. Sandy started to explain then she realized that she didn't know this stranger who had just saved her. She asked and the woman explained who she was and why she was here. Just then, Tim drove up in the blue sub. Metro Woman then explained to Tim. Tim told Sandy and Sarah they must never tell anybody about what just happened and then asked Metro Woman to get into the car.

Everybody finished running and when they got home the staff had a meeting with Metro Woman and Sarah and Sandy. They decided that the two girls must never tell anybody about what had happened and that Metro Woman would become a staff member.

—Thomas Lord



# EDGE CURRICULUM

## EARLY RUNNING

On December 17, the Student House ran a Metro route called Lite My Fire. The route was a normal one except it was run in the morning before school. This was a new experience for everybody.

Everybody woke up early and we sang Christmas Carols before going. The amazing thing about this is that it was before Daily Office. Then we went out in three teams. The reason for this was that we were planning to have a celebration for Christmas. There was a lucky thing about this because there was a near-blizzard that afternoon.

We also had new routes to deliver. Here are some of them and what they are: 1. Coluta's is a pizza place. 2. John's is a pizza place. 3. Smoler's is a clothing factory. 4. Lite My Fire is firewood from Michigan.

—Lyle Stoner

## STUDENT HOUSE CHEFS

On January 4, the Student House started cooking our own meals. The meals we cook are sometimes pretty good, but trying to cook them is hectic. When you are assigned to a meal, one unit (three or four people) has to set, cook, serve, clear, wash the dishes, and clean up the kitchen.

For instance, one night, Latin America Sphere, (Sarah H, Sheahan P, Brian H, Peter W) was on dinner, and we had spaghetti and green beans, and Sheahan and Peter were on the sauce. They made the first batch with all the meat and burned it so the second batch wasn't very good because the good ingredients were crispy.

I was assigned to set the table, unload the dishwasher, open the cans, put the beans on, serve, clear, wash the pots and pans, sweep, mop, sweep and mop again, etc. etc.....

—Brian Hawley

## MARTIN LUTHER KING DAY HOLIDAY

On Martin Luther King's Birthday, everybody had a holiday from school. We wanted to celebrate the end of the cycle. In the morning after breakfast we all got our space care done and set out for the Water Tower Movie Theater. Sarah and John went early to pick up the tickets. When we got there, we all received \$1 for a snack. We went in and saw the movie *TAPS*. It is a movie about a private military academy that is being closed for someone to buy and make more money for themselves. The boys were fighting to keep it open. It was really great! Then, afterwards, we had to go and run one delivery of Metro, one run each. When we got home we got dressed to go to the Rustler Steak House. They have pretty good food. Then we came home and watched a little TV. Then we went to bed. It was a great Martin Luther King Birthday!

—Sarah Hamje

## STUDENT HOUSE XMAS PARTY & PRESENTS

On Thursday night, December 17, the Student House and the staff got dressed up a little, set up some tables to look real nice, and they fixed a special dinner for us. After we had eaten, they wanted us to wait for Santa Claus to come, so we played a sort-of guessing game where the person in front turned a cup around and asked the students if we could figure out how to do it. Some figured out how to do it and the others didn't. They reason they did that was because they were waiting for Fred to turn into Santa Claus. And finally, he came pushing his cart full of presents. We had to wait until everyone had one before we could open our grey Metro sweat shirts.

After the students opened theirs, it was time for the Student House presents. Santa picked a few students to open these on behalf of all of us. They reminded us that one present was the wine glasses on the table. (Of course, there wasn't any wine) Then, we got a new clock on the wall, and two rear speakers for the white van, three thermos jugs, a coffee pot and new shower curtains for the boys' and girls' shower rooms. After we got all our gifts, we cleaned up and were sent to bed with wishes for a Merry Christmas and Happy New Year, and, of course, sweet dreams.

—Michelle Jinks

## HOLIDAY PREP

The morning of December 17 there wasn't a gong that woke up people, there were carolers who woke up people. **IT WAS THE STUDENT HOUSE.**

Half of the Student House stayed and rolled and ran Metro. The other half got ready to go on vacation. Some people even left as early as December 18 which was the last day of school. By Monday, most people had left the third floor; then it was *locked* and the third floor was dark and quiet.

Christmas vacation quietly passed by and on New Year's Day, the third floor opened and people started piling in with new clothes and games.

—Robert Cawfield

## BIRTHDAY CELEBRATION

On JANUARY 8, 1982, the Student House decided to have a celebration to celebrate the birthdays of students since November. At around 7:30 most everybody went to the Boy's Club. People went swimming and some people played games in the gym and in the game area. Some people stayed home preparing for the celebration later to come.

At 9:00 the people came home from the Boy's Club and were met by a huge line of people waiting for cake, ice cream and coca-cola. After this we had a dance until 11 o'clock. Then everybody went to bed.

—Lyle Stoner

## AN ELDER SPEAKS

From a Student House Collegium

Kansas City, Mo. is sometimes called Heart of America — at the junction of the Kansas and Missouri Rivers — near take-off point for many emigrant trains of wagons to Santa Fe, California, and Oregon. It was originally settled as Westport Landing (current KC House is in Westport portion of KC grid, but actually east one-half mile or so of old town). KC was pro-slavery in 1840s and 50s, a border state in Civil War. It was a big stockyard and meat processing center, grain milling and commerce generally. Lots of suburban sprawl now.

We moved from Kansas City to Dallas, Texas when I was 13 — there I had one year elementary and four years of high school — the first and only time I had four years in the same school. A secondary influence there was five years in Camp Fire Girls, and all the summer camps and weekend hikes that Dallas climate allowed. At 16-17, I led a younger group of girls (Bluebirds) in a variety of projects, some service related.

I knew only one grandparent, but countless uncles and aunts; several of my father's aunts and uncles were, I thought, quite old. He (Dad) liked to visit his kinfolk on vacation trips and sometimes no young folk about meant I sat on the porch steps and heard long rambling family stories. I especially loved my grandmother's tales of her post-Civil War childhood, and of Mother's, also. One or two of Dad's older sisters (he had four living then) could also tell wonderful stories of post-war Kentucky life which I relished a great deal.

Now about Phase IV, we are more realistic about our potential and timelining than Phase I is likely to be. To you now, anything beyond age 30/40 is light years away from you, and you can spread out or postpone the steps to a goal. At 60, 65, 70—we see a cut-off date looming up. Nothing can lengthen that span to what you can look forward to. We need to be impatient to carry out some models and plans. Postponements aren't practical or effective.

A full, rich community enjoys the gifts of all the phases. Infancy and early childhood brighten elderly lives; great-aunts and grandparents bring richness to the young. No exclusively Senior Citizen world is really as fine an environment as its ads tell us. As for our youth, with the fine educational opportunities open to all, they and their imaginations can take quantum leaps in every arena of activity, finding new frontiers in human relationships as well as in technology. My Phase I years were pre-World War II and pre-depression. Father, preacher, teacher,

mother, aunt — all were authority figures. There were *more* rigid authoritarian parents than I had, but I had to learn that NO meant just exactly that, and swift punishment for any defiance. Such strictness was not the only side I saw in parent and teacher. They had much wisdom (and no radio or television offered any alternative to their judgment); they also had to rely on their creativity to help us find how and why things were so.

Family continuity and roots, community and national heritage, wisdom beyond immediate context, these are a few of the gifts of Phase IV — abounding enthusiasm, energy, creativity all help Phase I to release Phase IV from too much staidness and *caught-in-a-rutness*. However, I believe that most people in our culture who are now Phase IV grew up in an era when their parents had standards (moral, ethical, religious, behavioral) which they held firmly, and situational ethics were not in the picture. Logically, they transmitted those standards. We elders could transmit much to willing receptors.

—Betty Compton

## COME ON— YOU CAN MAKE IT

Avinash Meshram is a two year old boy in Bombay Nexus. He has one lame leg and one good leg. Until October, Avinash moved around by pulling himself along on his belly.

In Quarter I the Nexus did several collegiums on the journey of Phase I. For Avinash, the decision was that he would be crawling by the end of the quarter.

The following event happened in many different ways. The hall in the Nexus is about 100 yards long. One day as I walked into the hall, there was Avinash staring down the hall at Paula Philbrook. There was Paula calling to Avinash, "Come on down here—you can make it." Paula kept on encouraging him and Avinash kept on staring.

Someone else got down on his knees beside Avinash to show him how to crawl and encourage him. Then a second person was on their knees. Then someone else picked up his rear end and pushed him onto his knees. Gradually, the parade moved down the hall, Avinash being pushed and the others crawling.

As the parade moved, those gathered around started cheering and Avinash began smiling.

Avinash is now crawling and has progressed to pulling himself up on chairs and tables.

Every day Avinash is encouraged in his crawling. We hope to have Avinash in a brace and walking by May for the proposed E.G. camp.

—Duncan Holmes

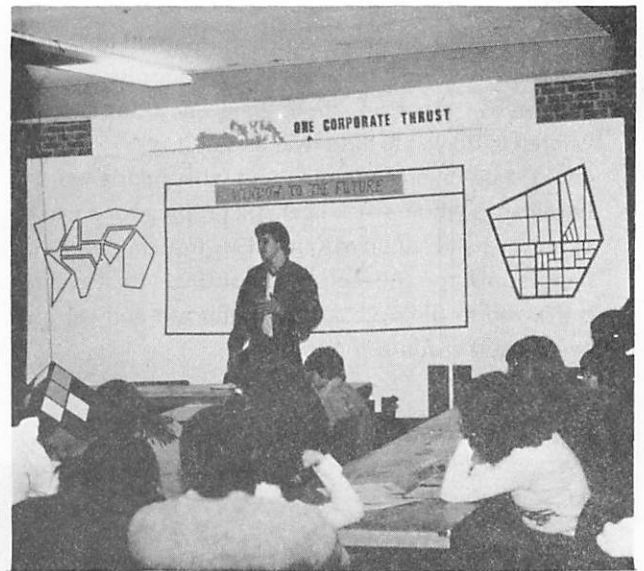
# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I RABBITER

## SYMPOSIUM LINKS EDUCATION AND VOCATION



*Participants of the 1982 Youth Symposium hear reports from the teams following a workshop session*



*Matt Hockley leads the Saturday morning session focused on the future as participants brainstorm images as seen through a "Window to the Future"*

### REFLECTIONS ON SYMPOSIUM THE WALL OF WONDER IN THE FUTURE. . .

As I rode on the bus on my way to Kansas City I never seemed to get much sleep because of all the thoughts running through my mind. I was thinking of all the friends I'd be seeing and about all the new people that would be there; I was excited. It seemed great that so many people would want to come together and be a common group for a common concern. I suddenly realized that we'd be discussing something that had been a part of my whole life and that has been my main concern the past few years, education!

I can easily remember the feelings and emotions I went through but the actual events seem to melt into a fuzzy focus. I'll try to go back to Kansas City and share with you what I went through as a member of a very important group.

Though I missed the opening dinner, seeing what came from it gave me a good feeling and vision of what the others had experienced. I saw a wall that had colors, words, faces, shapes, everything—all having to do with history. It was a montage they had all built called the *Wall of Wonder* that represented the past 40 years. It was so incredible, I somehow knew what they had done and I gained from just looking at that wall. History gives encouragement to the future.

Our celebrations all gave us an understanding of heritage and its importance to the future and the present situation of society. They also gave the group a way to share and become more of a group.

Throughout the weekend, talks were given that seemed to explain or express so much of the struggle I had been going through. I listened to the voices of youth and of people who care, and they told me again

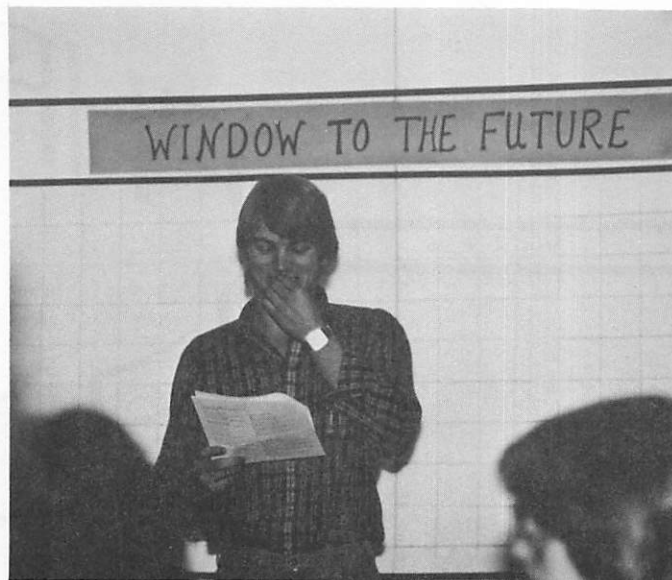


that struggling was a part of life. But, even as I saw the hope that they expressed and the hope I saw on faces around me, I collapsed about half way through. I was feeling worthless and wanting to be gone, wanting the world to vanish along with me. I didn't know exactly what happened, I just know that I felt pain and then I felt more and then I felt it and then I felt none.

We were concerned not only with education but with education *for* vocation. The talks expressed and laid out in the open a common struggle but I think what really got us ready for making decisions was the workshops. We were able to not only express but to discover what the concerns were. We were able to discover new ways of educating ourselves for vocation. New ways of understanding education and of vocation were brought out, thus giving us new hope for the future.

So...on the way home, as much as I wanted to salvage and reserve very event, I slept as everyone else did. And as soon as I was back, there were questions and all I wanted to do was to hide away and let it soak in before I could even begin to think about what happened. So, here I am a whole week later still groping for a way to express what went on in Kansas City from my view. I do have more hope and feel my care stronger than ever for the world to discover a way to educate and yet give everyone the desire for vocation.

—Kendra McCleskey



*"Whoever wrote these procedures must have been kidding."*

### COMING HOME FROM KANSAS CITY

Monday, February 15th at 12 noon, we all piled on the bus coming from a youth meeting in Kansas City. On the roof, there was a Wall of Wonder made from styrofoam showing the major happenings since 1940. We got onto the highway and after 10 minutes, the wall flew off the roof.

We were okay for the next few hours and then we became aware that something was wrong with the engine so we stopped off at a gas station and found out there wasn't an auto-mechanic around so we were directed to another place. So, we started off again to get the engine fixed. We had just turned into Bloomington, Illinois at 1:00 AM, a very small town, and then broke down.

A couple friends and I got out with one of our drivers, Tim, to see what was wrong. Finally, we found out that the battery was the only thing that could have been wrong, so Tim went up to the highway to try and flag down a car. Randy White, who was one of the friends, finally flagged down a car around 1:30 AM. The guy got out and tried to jump start the bus but that didn't work, so after about one-half hour, the guy took Tim and the battery to a gas station to recharge it.

For the next couple of hours, we were out trying to keep cars from getting too close but the only problem we had was a semi-truck that turned the corner, but it was okay. About 3:15 AM, a policeman stopped to see what was wrong and then he put a couple of flares behind us so cars could see and about 10 minutes later, Randy, Kevin and I leaned against the bus and Tim came up in the car.

We got the battery in and went to a gas station to get the engine fixed and then set off and finally arrived at Kemper at 8:15 AM with everybody tired to the fullest but still making it to school on time.

—Colin Murphy



*One highlight of the Symposium was a tour into Kansas City where we visited the Learning Exchange, a highly imaginal education resource center that captured our attention*

# EDGE CURRICULUM

## WINNING SCIENCE PROJECT: The Human Skeleton System

To do a science project, I guess the most important thing to do is to try to finish it on time and never stop because you are discouraged.

When I did a science project with a friend of mine whose name is Gabriel, we were living quite close to each other so we got together as much as we could to work on it. We had to do a lot of research and rewriting and typing and drawing and learning to get it done.

Sometimes it was very aggravating and we wanted to give it up but we kept on trying. Finally, we went to the Science Fair and got second place! So, we went to the District Fair and got second place there too! (But we couldn't go to the City Fair because only first place winners do).

So, whenever you are doing a Science Project or anything else for that matter, never give up and keep on trying.

—Stuart Harper

## SIXTH & SEVENTH GRADE WEEKEND

The 6th and 7th grade weekend was a lot of fun. We saw some movies and we went roller skating. We ran only four companies and rolled for only two companies. The movies that we saw were, *The Island* and *Bustin' Loose*. We went roller skating at the U.S.A. Roller Skating Rink.

—Stuart Wright

## A COMPUTER IN THE STUDENT HOUSE

10 POKE 36783.5

Whr. r. r. r sssss POW\* METEOR DESTROYED\* says the computer that was purchased in February 1982 for the Student House. It is a Commodore for those who must know. People are learning to program new games and sounds. It is a magnificent thing and helps us to work with computers which are popping up all over in schools, businesses and everywhere else. We are planning to record finances, budgets and things for sheer enjoyment on the computer. It is hooked up to the old E.C. TV in the Resource Room and we hope it helps here a lot.

—Mark Rebstock

## SEVENTH GRADE CELEBRATION

Saturday, February 13, 1982, all the 7th graders had a celebration. We decided to go roller skating. We all (most of us) had free admission so all we had to pay was \$1. So, we all left at 7:15 and got there at about 7:20 (it's right down the street!). We got there (and we waited 45 minutes) and some people were scared to go out on the rink. But they finally went out! All in all, we all had some good minutes.

—Sandy Ariel

## THE DAY I WON A DOLLAR

On Friday, February 19, at collegium, Tim Karpoff said he would give a dollar to anyone who could guess the closest number without going over the real number of Metro papers we have delivered this year. Well, Peter Woodbury started to say a number but at the third number, he slowed down, so Tim said, "Someone else have a try at it." So, I raised my hand and said, "987,540". Tim said, "NO, someone else try." And so, Lyle Stoner said, "997,550."

But, the real number was 995,400 and so I won the dollar.

—Deanna Hickey

## A GLIMPSE AT STUDENT HOUSE CURRICULUM

The week's collegium topic was the art form conversation. On Monday, Doris Morris demonstrated a conversation on the roller skating party the seventh graders had Saturday night. Tuesday, the whole group got out questions a leader would ask a group for an art form conversation under the categories of objective, reflective, interpretive, and decisional. Some of the questions were, "What characters were there?", "What did you like or dislike?", "What would you do?"

Mathew Lord was chosen from the group to lead a conversation using the questions on the board. His subject was a photograph of the four Hammerskold brothers.

On Wednesday, we switched to the Youth Symposium, for which we developed specific questions. Mark Rebstock led the conversation. Some of the key comments were: "People said the place where we stayed had ghosts." "I liked Little Big Man the best!" "It was important because it was concerned with what people were going to do with the rest of their lives. And especially if you haven't decided yet, it's good to hear what others are going to do." Mark did such a good job—he was well composed, had a strong voice, kept the conversation moving—that the whole student body applauded when he finished.

On Thursday, Tim Karpoff brought out a color-coded map of Chicago and each person wrote their own art form conversation to lead. The week before we had an excellent curriculum on charting with guest lecturer, Steve Allen. Both of these curriculum blocks are teaching the skills that many of the HDP Directors have asked for from ninth grade deployed youth. Tina Slicker said the kids really enjoyed this week's collegiums because they had a chance to lead them.

—Martha Karpoff

## A CONTROVERSY OVER METRO

On Wednesday afternoon, all the students came from school. Some students started asking about something. What is the something?

"Who made this assignment?"

Everybody started asking different questions at one time and I got mad. "Please quit."

Then Sarah Hamje and Sharon Blackledge came near the front desk. "Shakuntala, do you know who made this assignment?"

"Sarah, what is your problem?"

Sarah said, "I'm suppose to be on the dinner prep. Why did you change that assignment. I am not going to run Metro."

"Why not, what is the problem?"

"I told you I am not going to run Metro."

"Come on, go get your coat and shoes."

"No, can you understand when I said I don't want to run Metro?"

I said, "Sarah, come here."

She said, "What?"

"Sarah, if you not going to run Metro, then who will do it? There are people assign on dinner prep," I said. "We can't run the Metro."

Sarah and Sharon both shouted at one time. "Who cares! I don't care."

I said, "Come here, I want to say something. People are waiting to see this Student House as a demonstration; and why the Student House is important. You are creating the student's role for the future. Why don't you sit on that chair for minute. Then tell me what you have decided? What do you think about Metro? Is it important or not important."

After five minutes she came back and she said, "I can run Metro if you give me two Royals packets (candy)."

I said, "OK, that's a great decision. I will give you two Royals packets."

She went in the room and got her coat. She said, "Bye, Shakuntala, I am going."

I said, "Have a good time."

Sarah said, "I hope so."

—Shakuntala Belge

## THE DAY WITH THE INFANTS

I think it is very great to spend some time with infants. When I was first assigned to infants, I didn't like my assignment very much because they were always crying. When one starts to cry, the others join the same tune with the first one, so I got mad and didn't know what to do. I just shouted at them. After about two or three weeks, I got used to it and now I know why they cry and know how to control them without shouting.

We have five babies, that is Christopher, Marilyn, Moses, Nicole, and Kristen. We all call Moses Two-ton-Tony because he has two tummies and he is too heavy. He is very friendly with Macaroni (Don). Shelagh and Andrew call him Macaroni because they can't say his last name, Barkony.

We start infants at 8:00-8:30 AM. When Christopher comes in, he runs straight to find the ball. He will say, "Ball, ball" till he gets it. And Marilyn goes straight on to the horse. Then they both get tired and go to sleep. They never go to sleep without their milk bottle.

Everyone likes Nicole because she is very sweet. She has started to crawl now. Last week she got her first tooth. Marilyn and Christopher bite each other but they are very friendly most of the time. When Christopher throws his bottle out of his crib, Marilyn jumps from her crib and picks up the bottle and gives it back to him. Moses is still getting used to the new school. He is very great and most of the time he is quiet.

Infants start at 8:00 AM with a ritual. At 8:30 they play and sometimes Christopher, Marilyn and Moses play and draw with crayons. Moses eats crayons, so someone has to keep an eye on him all the time. At 9:30, three of them go to sleep till 11:30 AM. At that time, Nicole and Kristen play on the floor with circles, squares, etc. It is hard to put Nicole to sleep in her crib, so she sleeps in her yellow chair. She looks so sweet when she sleeps. Kristen goes to sleep with her bottle. At 11:30 they have their lunch and go to sleep at 12:30 till about 2:30 and then they get their snacks.

All of them are clean and ready to go home at 4:00 PM. So it is very interesting if you watch one whole day what is going on here. Every day they learn something new and you can watch how they grow up little by little, like small plants. But you have to look after it every single day. water it. talk to it. If you don't do that, what will happen?

—Manthri Wickremaratne

## GLOBAL COMMUNIQUES

Dear Student House:

Hi, how are you all? I'm doing pretty good. Sorry I haven't written sooner. How's the Student House? I hear that it really looks good! You guys are going to make your own meals soon? Wow, that sounds like fun.

I'm assigned to Community Kitchen. Either in Bayad or El Alama which is a village 9 kilometers away. I used to work in the Community Kitchen in El Alama every day. We (an Egyptian staff and I) would go from 8:30 till about 1 p.m. We would have to go and find the women and then open it up. We didn't have a lot of children, so we went and visited every house in the village. We asked the mothers to send their children (it only costs one penny). They all said yes but they always say yes but most of them mean no. So we got a few more children. But the main problem was that the owner of the C.K. wanted her house back. So we held a meeting with the leaders of the village. Most of them didn't care about it. We then decided that if they didn't want it then we couldn't spend all our time going over there and visiting everyone and begging them to make the C.K. work. So we took all our supplies back to Bayad. Then, I worked for a few days in fixing up the water system in El Alama. Since that's the only thing the leaders care about now I'm working with the Bayad C.K. We are trying to get them to use a curriculum. But it's hard because they're not used to using one. Also, we are trying to get them to use food that's in the five food groups. But right now I am up in Cario with hepatitis. But I am almost better, I think. The thing that Bayad is making now is marmalade, and the oranges are very ripe now, also very cheap!

The custom here is so different. We've been to a few friend's houses. They're mud houses. Also, they always serve tea and if you don't drink it they get angry. Like, if you go to someone's house to get them and you are in a hurry, they will sit you down and you will have a glass of tea. They think there is all the time in the world for a glass of tea. It is such a strange custom.

When you walk out the back of the house, all you see is desert. Sometimes, Lori and I go out with Joseph Powell and run along. It's a lot of fun. Well, I hope you guys are having fun. Tell everyone I said, *Hi!* Are you going to have a year book this year? I hope so! Take care.

—Jenny Mann

Dear Phase I:

I am writing this letter up in Cairo, not down in Bayad. The reason I am in Cairo is because I am taking care of the sick here. A little boy (in the house) and Jenny are both sick so I'm up here to take care of them. They are both recovering well but I thought I'd write and tell you about Bayad.

I am assigned to Preschool. It is hard cause we are trying a totally different curriculum with them and I think that the teachers here (just village women) would rather just do what they usually do all day which is just going over the alphabet and maybe letting them play outside. Since we've been working with them the kids (I think) are happier (but I don't think the teachers enjoy the extra work.) But they think it's a wonderful curriculum. They see it as a change.

Jenny is assigned to Community Kitchens. She was going to El Alama (a village about 5-10 minutes drive) every day to work with the women in the C.K. there. But it had to shut down temporarily. So she worked up in the Bayad C.K. for a week. Then she went up to Cairo to take care of the sick boy and she got sick so I came up. I can't go into details or speak for her so that's all I know.

The Student House sounds really *great!* We never had it that good. I don't know any 7th graders so I'll ask you about the 8th graders. How are all the 8th graders? How do they like all the changes in the school? Are the allowances still a cheap \$2.00 (ha, ha)? What does this summer look like? Any plans yet? I can't send any pictures cause I don't really have any and pictures cost a lot to develop here so I'll reprint some when I get back to the states. I'm not trying to be conceited but I think I took a few good pictures.

All the people over here are camera-happy. If I am walking out to take a picture of the sunset or something any Egyptian that sees me asks me to take of picture of them. I hate to waste my film like that, so I tell them I only have one more picture left and I want to get the sunset. They usually say something like, "Sunset mish quiese", that means the sunset is no good. But anyways...I don't think they can figure out why I think some of the things I see are beautiful when they see them all the time and it's no big deal to them. It's hard to explain cause their English vocabulary isn't that broad and things like different cultures and stuff just don't click in their minds.

They get everything they know about the United States from television and about Americans so when they see *mushy* stuff that we don't think would really happen they think ALWAYS happens. They watch *Love Boat* a lot and one of the women asked me if there really was a *Love Boat*. I almost screamed.

—Lori Haman

## FROM OUR YOUNG MEN IN KENYA...

Dear Student House:

I just received the *corporate letter* you guys wrote. Sounds like Metro is keeping you busy (and rich!)

For January and February, the three of us are split up. Worden is in Kamwelini, Walter is in Senende and I'm in Mugumoini. They are the three section houses of Kenya.

Worden and I are doing circuiting in our projects and I assume Walter is too. Since we don't have the time, money or people enough to work in each village, we do circuiting. Circuiting is arranged so you visit each village once a month. You stay in the village for three days. The first day you meet with the village leaders and find out what the village has done in the past month. The second day you meet with everybody in the village (or as many as will come to the meeting) and plan for the next month. You list their plans on charts and the next month you see how much they accomplished. The third day you do a workday in the village, then you go to the next village or back to the section house if it's Saturday. I'm assigned with a team of three to circuit four villages a month.

Mugumoini is a lot different from Kamwelini. It's much greener and the people are a little better off because they have coffee farms. Coffee is a big cash crop. There is a local coffee factory where all the people sell their coffee beans. Sometimes the factory is a pain in the ... because all the people take their coffee there and so no one is in the village to attend the meetings.

Thanx for your letter. Take care. —John Cock

Dear Everybody:

How are all of you doing these days? We are all doing fine. How was all of your Christmases? What did you do on New Year's Eve? So, how does it feel to start running Metro in the snow again. With the cold faces and the frost-bitten toes and the numb hands and fingers. Here where we live, we live on the equator and it is so *hot!* And we complain about sunburn and heat rash. Sometimes we feel like running Metro in the snow because it's so hot. I bet you would like to be here, too.

When we get back, all of us will have a party. With every kind of American food you can think of. Because all of us (me, John, John) are really missing our favorite foods. Looking forward to seeing you all in the summer. You all better get cracking on writing letters to us or we will get cracking on some heads. Well, take care all of you, see you in the summer. Bye! —Walter R. Heiges,

To the Student House:

Just got your FIRST letter from John Cock who is in Mugumoini. Sounds as if you're very busy. What kind of computer are you getting? What is coming with it?

As you know we have each been assigned to the three sector houses here in Kenya. I don't know what Walter is doing but I got a letter from John Cock and he's doing

about the same thing I am.

I've been here for two weeks now (Kamwelini) and the idea is that we come back at the start of March.

The first week was spent going up and down Muputi Location taking pictures of kids 1-6 for a CCF program.

The second week was spent circuiting. We circuitated at Iveti location in a sublocation mode of six villages. You usually stay out for a week. What you usually do in a circuit is stay in a village for three days, and do a workday stake meeting and the villagers house you somewhere. This was different though as they just started circuiting Iveti location so we did one village a day going to six different villages. I managed to lead part of a stake meeting but that was it.

Now, I'm assigned to teach in the VLI. So far, I've done a context and reflection of a stake meeting and now for the next three days I'll be getting food and stuff for the VLI.

The next six weeks I'll stay in Kamwelini for another week, then go circuiting for two weeks, then I'll stay in Kamwelini for another two weeks before going back to Nairobi for studies. Bye.

### NEWS FROM MAJURO

—John Worden

Dear Student House:

Let me start off by telling you a little about myself. I'm in seventh grade going to the Co-op School. There are only two other youth in my grade. You see there are only about 50 kids in our school, but it's a good school. My dad works for TASC (a company that sells groceries and other things to all of the island stores in the Marshall Islands) with Mary Lou Vergara. Her husband Jaime Vergara sets up programs here and takes care of us after school when he is on our island. When I say we, I mean Kristina and Teresa (Mary Lou's children). The Militobi is the main boat around here. It brings a fine crew to pick up copra on the outer islands (which is made out of coconut and which they then make into oil, candy or shampoo). Our airport is not too big but it's fun to rollerskate on. Majuro is pretty big as the islands go. It has one road around the whole atoll that is 35 miles long. The missile range is our protection and is called Kwajalein. It has a big lagoon, the biggest in the world. They shoot test rockets from Texas and they land in the lagoon at Kwajalein. Majuro has a lot of technology that you don't expect.

Our power is on half the time. They are trying to put in a new power plant. We have kerosene stoves and lanterns when we need them.

Our school had a fund-raising event that was cooking chicken for \$5.00 each. You probably think that's too much. I did at first, too, but it was for our school. We sold a lot, over 300 chickens. It is called Huli huli chicken. After school I deliver newspapers.

When you are first assigned to Majuro you think you will be living under nothing. But Majuro is a good place to live.

—Karyn Crow



# ARTISTS IN RESIDENCE

## FLIGHT

Did you ever wonder about the stars?

About the distance of the moon?

Did you ever wish to be a bird?

and fly beyond the crowded streets

fly beyond the constant troubles?

Did you ever want to fly?

fly away from death's constant reminders?

I always think about the stars and the moon,

and wonder if I'll ever reach

any height so high as that.

I always wish I were a bird

I'm always searching for something

to fly beyond the earth beyond my problems,

beyond any unknown things that might harm me.

When I think about these things

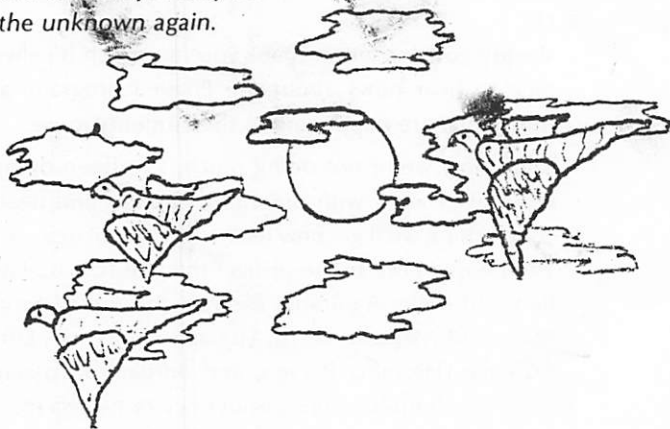
I learn new things about myself

and am always ready for

the unknown again.

—Tina Hanson

—Kendra McCleskey



## MOVIE REVIEW

When the 8th graders went to the Symposium, the 7th graders stayed and ran Metro with the help of the 6th graders. As a celebration, they saw the movie, *The Island*. *The Island* is a movie about a band of pirates that have survived through the 20th Century. A newspaper reporter, along with his son, takes a trip to the Caribbean to investigate a sudden rash of killings. While flying there, they crash on an island where they meet a kindly old man. They go on a fishing trip. The pirates capture him and his son. The rest of the movie is about him trying to escape and his also facing the reality that his son has been brainwashed and turned against him. At the end, there is a final confrontation between good and evil. All in all, it is an excellent, fast-paced movie. Oh, yeah, it's not for the squeamish.

—Thomas Lord

## MOONLIGHT

In the moonlight,  
In a grove of flowers,  
Elves dance  
Lightly, gayly,  
Moving gently to the music of harps.

In the moonlight,  
In a grove of flowers,  
Unicorns talk,  
Telling secrets,  
Of magic lost to the human race.

In the moonlight,  
In a grove of flowers,  
Nymphs sing  
Hauntingly,  
Tales of Heroes proud, fierce, and handsome.

In the moonlight,  
In a grove of flowers,  
Druids meet,  
Cloaks flowing,  
Chanting phrases of worship to their Gods.

In the moonlight,  
In a grove of flowers,  
Dragons die,  
Silence, stillness,  
As the moonlight envelops their souls forever.

—Tina Slicker



Matt Hockley was elected King of his senior class in the Academy of Math and Science. He is presently completing his senior year at the same time he is enrolled full time at Forest Park Community College

## NEWS FROM YOUTH AROUND THE WORLD

Dear Student House:

Thank you so much for the letters from those who wrote. It's good to hear from you. Please continue to send Orbiters and letters, if it's not too much trouble. I hope school is going well. Does anyone have Mr. Ignoffo for a teacher? If so, I feel sorry for you! And please tell him I said, "Hi!" He'll probably wonder who you're talking about!

It sounds like the kitchen experiment is going well. That's good. I hope you didn't have to run during the cold wave, or was it not too bad there? We hear about it in the newspapers.

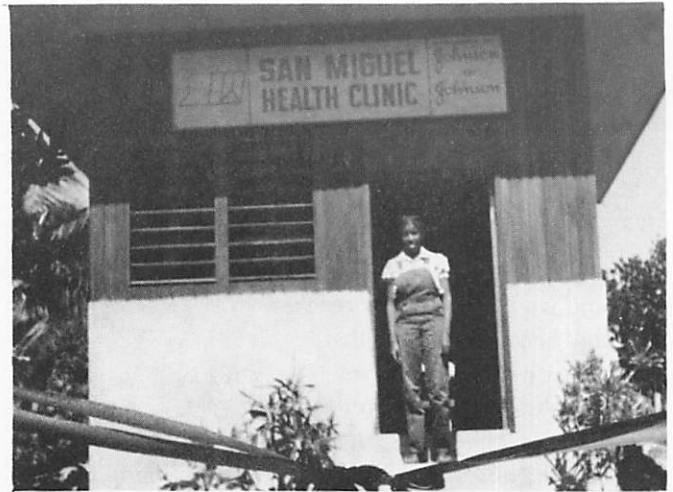
I'm sorry that the staff are slavedriving you, but doesn't it have end benefits? Like, don't you get snack on Metro? And lots of things which you might not have been able to afford otherwise? At least you have a clothes washer and dryer don't you? They could have you do it by hand like us! Oops, sorry if I gave them a hint! (Ha, ha!)

Well, there's only one more thing I'd like to say since Wendy answered your question about the people here and I've told you about the work. That is, I wish I were back there, in spite of the cold and the Metro. I mean, I like it here just as much, but I won't say I hated the S.H.!

—Nancy Griffin



Sara Ennis and Sandy Lanphear at the village Xmas (Halloween?) Party in Ho Jeong I Ri



Wendy Scott was a representative of the Health and Garden team at the opening of the San Maguel Health Clinic

Hi!

We just got your letter. Thank you very much. It's always nice to hear news about the Phase I program, and things that are happening in the Student House.

Right now we're not doing much. I've been doing a little bit of work with preschool gardens and health. Soon I think we'll get new teams and a lot of new work. The people here in the project that are ICA staff are: Ben and Vicky Aguirang, Delinay and Fred Estergio, Rudy and Maguala Terro, Luz and sometimes Effren Cuskabo, Hermina Barago, and Bernadito Rosalada. Steve and Jennifer come about once or twice a month from Manila (at least Steve does). And sometimes Frank Hilliard does. There was a lady named Peggy Johnson here but she decided to move to Hong Kong.

Right now, one of the main focuses of the house is the E.G. We've made a new space for them and created new rituals and sendouts and made a conversation for breakfast and Roundtable evening. We've also made a schedule for watching TV, so they don't spend all their time in front of it. We're each learning how to do something Filipino. Nancy just macrame'd a really nice bag. Macrame' is one of the crafts that they do here. I'm learning how to speak Vasian, which is one of the many dialects spoken on Mactan Island. Right now I can understand parts of conversations and I can usually tell what someone is saying to me if they think that I speak fluent Vasian. We're both learning how to play the guitar. Soon Vicky is going to teach me how to do a dance that they do here. I guess it sounds like we're quite busy, but it really doesn't seem like it to me. I spend most of my time reading or studying.

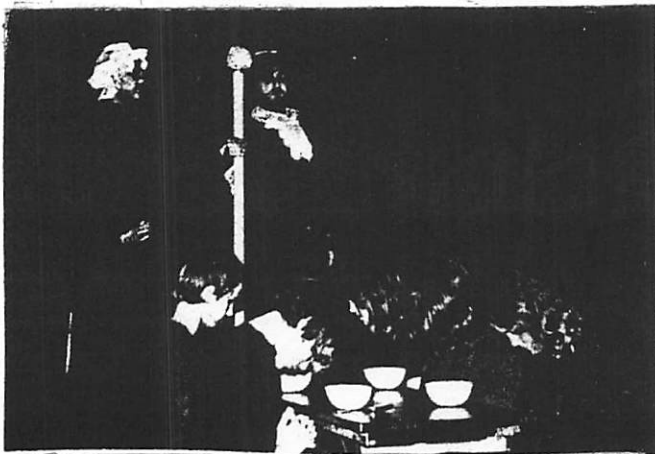
Well, I guess that's all. Bye!

—Wendy Scott

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I RABBITER

## OLIVER! A BIG HIT



*Widow Corney (Sandy Ariel) stands by as Mr. Bumble (Stuart Wright) says Grace in the Workhouse scene.*

"You guys were sensational," "Great work," "Will you be doing it again?" were just some of the comments made after both showings of *Oliver*.

On Sunday, as soon as we got back from Metro, people were starting to gather last minute costumes and props. At 3:00, the first costume call, we already knew where and what things were because we had had a complete costume and make-up rehearsal. At 4:00, people started coming to the second floor to look at the Emerging Generation art exhibit, where lots of art from the E.G. was displayed, buying tickets and eating refreshments. At 4:30, Tim Karpoff went out and gave a welcome to the 100 people from the Guardian's meeting, Academy and the Nexus. It was great and on Monday we did just as well.

It was only a month ago that we finally got our scripts and we heard people say, "A month. . .no way." We auditioned two nights in a row for parts and the next day were told who would do what part. Then came learning the lines. "You must all have your lines memorized by the end of this week," said our director, Thelma Neuwirth. "What. . .NEXT WEEK!" So, we learned our lines, built props, collected costumes and



*Bill Sykes (Abednego-Barnes) pushes Nancy (Jane Sharp) away as she tries to protect Oliver (Mark Rebstock).*

built a stage and theater. Almost every day, as soon as we got home, assignments from 3:00 until our 9:00 bedtime, straight every Saturday, from 10:00 a.m. until 7:00, rehearsal, rehearsal, rehearsal. We had Lucy Smith helping at singing parts, Thelma as our director and Fred Karpoff as our pianist. We argued, fought and laughed as we tried to keep people down on the second floor to practice and learn parts.

The play itself is about a boy, Oliver, who was born and raised in a workhouse and one day asks for some more to eat. He is sent to a funeral home where he gets into a fight and runs away to Paddington Green where he meets the Artful Dodger who takes him to a band of thieves. when the Dodger picks a pocket and the victim thinks Oliver did it, the victim, Mr. Brownlow finds out that Oliver could be his grandson. After Nancy, one of the thieves who had grown up, took Oliver back to the thieves where Bill Sykes and Nancy got mad at each other and Nancy decides to bring Oliver back to Mr. Brownlow on London Bridge. Nancy gets killed. Bill Sykes gets killed and Oliver goes with Mr. Brownlow. In all, we came up with a great production.

OLIVER'S OLIVER —Mark Rebstock

# FOCUS ON EDUCATION

## UNIVERSITY GUILD PREPARES FOR SYMPOSIUM

As the wind changes direction, so does the structure and nature of events. In particular, the Symposium on Post Secondary Education has also shifted in its nature and the structure is being given form. This article is intended to give a picture of where we now stand. Many conversations with university students, regional colleagues and regional priors have started to give form to this event. Also, this past weekend a PSU with a focus on the content was held in Indianapolis with people from the Chicago University Guild, Global Research Centrum and the Indianapolis Regional team participating.

The Symposium on PSE will bring together administrators, professors, students, recruiters from the private sector and other concerned individuals related to PSE structures. The intent of the symposium on PSE has four components:

1) Statement on the current trends, contradictions, and needed future directions. This will be based on the research done prior to the symposium through conducting interviews with people in relation to PSE structures, current articles and house collegiums, and work done during the symposium.

2) To articulate the emerging role required of PSE based on the research work mentioned above. This will enable a consensus to emerge from the various people represented at the symposium in order that practical plans of action can be made.

3) To plan practical plans of action that will give form to the emerging role required of PSE. This will take the form of stating broad mandates and, within these statements, to discern the practical actions necessary that can be implemented by the symposium participants.

4) To enable the formation of partnerships within the private, public, voluntary and local sectors through which response to concerns may be enacted and new models tested. It is also intended that participants will experience themselves as part of a continental effort with other concerned individuals of the education network rather than the experience of being isolated as many now do.

This is the initial thinking relative to intent and products of the symposium. It is also clear that this work will be extremely valuable relative to the work of Symposium 1982. We welcome any reflections or questions, so please feel free to call. People to contact are Rebecca Grow or Mark Jewell in Chicago.

The symposium will open Thursday, June 17 at 7:00 p.m. and last until Saturday evening, June 19, with a dinner at 6:30. The fee is \$60.00 and a \$10 registration fee is needed by June 1. The event will be at DePauw University in Greencastle, Indiana. We have to pay them \$10 per person by June 1. Your registration fee is important.

We look forward to seeing you.

## KANSAS CITY YOUTH TO DO WORKSHOPS IN SCHOOLS

From out of the 1982 Continental Youth Symposium, a Kansas City youth core was formed composed of 15 students from various high schools and colleges. This core of youth began an enthusiastic push in involving themselves in the present education system within Kansas City.

The core began to meet on a regular basis with the first few meetings revolving around an introduction to what the ICA is doing to the ever present question of "what can we as a youth group do in the present educational system." After doing a mini LENS, the core decided to hold an Education for Life's Vocation Workshop at Lincoln Academy, one of the local high schools. The preparation for the workshop was initiated during a corporate writing session listing the benefits following which two of the youth decided to go and present the plan to the high school administration. The school

received the proposal with exciting openness. The next step was to invite a representation from some of the other local high schools, and to make the workshop leader assignments so that everyone in the core would have the experience if further replication is desired. The youth core has also decided to participate with the Metro adults in working on the set-up for an Education Alive Workshop which would initiate a dialogue between concerned citizens throughout the Kansas City area. The core has participated in doing interviews and helping with the practical implementations.

It has been obvious to all involved that the youth core has been initiated by students as a way to declare their seriousness in participating with society to form new ways in which youth can work with the educational process instead of merely being recipients.

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I RABBITER

## ON THE EDGE OF A NEW WAY

MATTHEW HOCKLEY'S VALEDICTORIAN  
FAREWELL ADDRESS  
CLASS OF 1982

*Then a woman said, Speak to us of Joy and Sorrow.*

*And he answered:*

*Your joy is your sorrow unmasked. And the selfsame well from which your laughter rises was oftentimes filled with your tears.*

*And how else can it be?*

*The deeper that sorrow carves into your being, the more joy you can contain.*

*Is not the cup that holds your wine the very cup that was burned in the potter's oven?*

*And is not the lute that soothes your spirit, the very wood that was hollowed with knives?*

*When you are joyous, look deep into your heart and you shall find it is only that which has given you sorrow that is giving you joy.*

*When you are sorrowful look again in your heart, and you shall see that in truth you are weeping for that which has been your delight.*

*Some of you say, "Joy is greater than sorrow," and others say, "Nay, sorrow is the greater."*

*But I say unto you, they are inseparable.*

*Together they come, and when one sits alone with you at your board, remember that the other is asleep upon your bed.*

*Verily you are suspended like scales between your sorrow and your joy.*

*Only when you are empty are you at standstill and balanced.*

*When the treasure-keeper lifts you to weigh his gold and his silver, needs must your joy or your sorrow rise or fall.*

Kahlil Gibran has put a cap on what it means to be filled with sorrow as well as joy. These last four years for me, as well as for the rest of the graduates I'm sure, have been some of the most sorrowful and joyous years of our lives. We have experienced sorrow as we watched fellow classmates walk across the stage on graduation day; we were sorry because we were parting, possibly never to see each other again. But we were also joyous because these schoolmates of ours had attained a level that we as underclassmen could only dream of. They had succeeded. We have experienced sorrow with the beginning of each new year and have continually asked ourselves if school was really worth it. But again we found joy in the midst of our sorrow as we discovered that each new year was more exciting and adventure-filled than the last.

So you ask, "What does this mean to us as graduates of nineteen hundred and eighty-two?" Well, the first fact that we have to remember is that no matter who we are, where we are, or what we represent, we will always have the sorrow in the midst of our joy. There will be pain with pleasure, labor with leisure, fire with ice, and ups with our downs. The major difference now is that we are no longer in high school and will have to find other ways to deal with some of our discomforts and pleasures. In the Wizard of Oz when Dorothy turned to Toto just after the tornado and said that they were no longer in Kansas it represented more than just a change in Geography. They were on the verge of a totally different way of life, a threshold if you will. This is where we stand. We are on the edge of a new way of life. The past thirteen years of our lives have been spent preparing for this event, this happening, whether we knew it or not. We have been through some of the best and the worst of times, we have passed the tests, we have met all of the needed requirements. So where do we go from here?



Well, the rest of the world calls it the 'real world'. What does that mean? I don't know, and I bet that if each and every one of you in the audience turned to the person sitting next to you and asked them what it really means to be a part of the real world that they wouldn't know either. They would possibly give you ideas and visions of their world, but what does it really mean? Whatever it means we know one thing for sure; that we, as graduates and young adults, will be an important part of it. We represent the cornerstones of tomorrow. If any of you (the graduates) have ever wanted to be like one or both of your parents; well, here's your chance. This is your opportunity because we are to tomorrow what our parents are to today. We are the future businesspersons, we are the emerging engineers, we are the tax and garbage collectors of the future.

So, is this what it means to be a part of the real world? Does it mean taking the kids to school every morning? Maybe. Does it mean four, six, eight more years of schooling? What we find is that the real world is exactly what we make it up to be. No more. No less.

So, we would like to take this time to thank those people who have given us the opportunity to celebrate this event, and the wisdom and courage to decide what our lives are to be about. Somehow, through very trying times, these parents, teachers, and relatives, as well as friends, have found a way to nurture the seeds of the future that were planted so many years ago. In response it is our duty to find a way to bring these seedlings up through the soil and into full bloom. We will succeed! And I claim the promise to you, that we as the graduates of 1982 will go into that real world out there, a world we do not know, and create a future that we and our greatgrandchildren can be proud of.

So, we the graduates, bid you a fond farewell. We leave with only the regret that you cannot always be with us. To all the parents for their endless support. to all the teachers who put up with us for so long. And, to our friends and relatives for their helping hands; we say good-bye. And thank you from the bottom of our hearts; for indeed our time has come; it is springtime, and the flowers are in bloom.

---

### FRIENDSHIP LIKE A MOUNTAIN

There are 14 of us; most of us have known each other for at least two years, a lot of us longer. We've spent good times and bad times together. We've laughed and cried and swore and fought together. But we've survived it and now after a year of separation, we are back together and doing great. We are working and living together out here and everyone is helping, not just a few hard workers. It's like we are all in covenant with each other and there is a long chain that binds us wherever we go. In the years that continue, I really hope that we will all keep in touch and gather sometimes because I would really feel as if a part of me had died if we lost touch. We are like a big Italian family that loves, hates, and of course, protects. We are all now at the end of our 9th grade year. Our freshman year in High School. Next year we will be scattered around in places in the U.S. or Canada and will be going to High Schools and making new friends. But I'm sure we will keep in contact because we share the care for the world and the love for each other.

I just wanted to let people understand us because you're bound to see us walking together, laughing together and probably crying together and you might wonder why. The only answer I can give is that we love each other.

—Angela M. Boone

### DEPLOYMENT! GRADUATION! LEGACY!

. . .or, the time for 8th graders to be busy. Starting with deployment, all the 8th graders have to raise \$500 to go overseas. We are writing letters asking for contributions, keeping track of how much money we have raised and making sure we don't make any mistakes in our letters. I sent out 18 letters all with the same five mistakes because I did it on the Word Processor. I feel sorry for Development even though they are *Old Phase Phogies*.

The Constitution, all 8th graders have to pass a test on the United States Constitution, memorizing, studying and testing. "We, the people of the United States. . ."Arghh.

We've all got to give an 8th grade legacy so the *future* students can remember us, as Fred puts it, making study carols. . .building, sawing, hammering. . .

Graduation (to top it all off) is coming up for all 8th graders and we'll get out of school but that's only the good part. Practice, practice, practice. . .and more money. I don't know if I can take anymore of this. I can't wait until I'm finished raising money, finished with the Constitution, graduation and the legacy. Whew!

—Mark Rebstock



*Thomas Lord connects as his colleagues cheer him on in the annual Memorial Day softball game.*



*This is a symbol that was created and printed on T shirts by the Student House in their new Graphic Arts Lab.*

### **THE ANNUAL COMPETITION PHOGIES VS. PHANTOMS**

Great anticipations were going around as we started the annual Memorial Day Softball Game between the Phase I Phantoms and the Phlaming Phogies.

It was very gloomy and was drizzling before we started. In the first inning, the Phogies scored seven runs. They kept scoring until the third inning when we started to make a comeback. Throughout the whole game it was very tough but we still tried. At the top of the ninth the score was 31-20 in favor of the Phogies. We put our best batters up and scored eight runs. The final score was 28-31. All in all, it was a good day.

—Thomas Lord

# FOCUS ON EDUCATION

## STEWART SCHOOL AWARDS

### 1st Honors —

Becky Morris  
Ruth Morris  
Otto Sharp

### 2nd Honors —

Robert Ennis  
Miriam Patterson  
Tusker Rosario  
Jacqueline Hajega

### Perfect Attendance —

Robert Ennis  
Kaira Lingo  
Truman Packard  
Tusker Rosario

### SAFETY PATROL —

Robert Ennis  
Truman Packard  
Daniel Roberts  
Otto Sharp  
Todd Smith

### CITIZEN OF YEAR —

Otto Sharp

### FINE ARTS FAIR —

Becky Morris  
Otto Sharp

## EDUCATION ALIVE SYMPOSIUM

The Kansas City Region's focus for the past three weeks has been on education. Adults and youth of the Region participated in both the Education for Life Workshop and the Education Alive Symposium.

The Education Alive Symposium was held at Penn Valley Community College in Kansas City, MO. Sixty participants ranging from School Board members to High School students gathered to discern effective methods and to deal creatively with the issues of education in the Kansas City Area.

Some of the results were:

- A. Learning relevant education
- B. Educational resource linkage
- C. Effective management demonstrations
- D. Marketing Approach Design
- E. Learning Options Identification

It seemed as if the contradictions from the Education Symposium were very similar to those of the U.S.

## STUDENT HOUSE ACADEMIC AND MERIT WINNERS

### SUPERIOR HONORS

Stuart Farrar  
Bruce Ellsworth  
Brian Hawley  
Elena Harper  
Jane Sharp

### OFFICE AIDES

Thomas Lord  
Bruce Ellsworth  
Stuart Farrar  
Christina Hanson  
Stuart Harper

### LIBRARY AIDES

Stuart Farrar  
John Powell  
Sheahan Paul  
Jane Sharp  
Bruce Ellsworth

### PERFECT ATTENDANCE

Stuart Farrar  
Carol Griffin

### SCIENCE FAIR

2nd Place—Stuart Harper

### DISTRICT 2 HUMANITIES FAIR

Mark Rebstock—Story  
Brian Hawley—Art  
Kevin Walters—Art  
Bruce Ellsworth—Art

## STUDENT REFLECTION ON EDUCATION ALIVE SYMPOSIUM

It was a good experience for me to be able to participate in this program. I liked speaking my opinions, having people listen to me and understanding what I said. It pleases me to know that there is a group of people who really care about our future education and I'm glad that I was able to participate. I learned something, too; I learned that I can speak to people without making a fool out of myself.

—Dena De Simone

## EDUCATION FOR LIFE WORKSHOP

Fourteen students from Lincoln Academy in Kansas City, and a five student staff (three high school, two college youth) participated in the Education for Life Workshop on an April weekend. All of the staff had been to the youth symposium in February. The Education for Life's Vocation Workshop methods from the youth symposium were used for this workshop with Lincoln Academy people.

It is noteworthy that all the youth there were targeted professional students, medical and business being the two strongest. The parts that got them excited in the workshop was writing down all the skills and abilities they have and then, where they learned those and being surprised that so many of them were learned in informal ways (not public schools); home, friends, community, and organizations. They were addressed

by the fact that they could make a timeline that included their death date and begin to look at the possibility of lifelong education, not just professional education; that education goes on.

Unique things came out—one guy wanted to be a radiologist, one a computer technologist, one a professional baseball player—later a manager in business after retirement from being a professional baseball player.

The staff divided workshop sections. Sue Barkony introduced the event, Ray Knutsen led off the first part of the workshop, Juliet Jayasekara did the second part and Bruce Lanphear did the reflective conversation and closing. It was a surprise that the youth, in reflection, said that this kind of thing should happen in every senior high school—particularly with ages 16-18.

—Marie Sharp

## NEW PARTNERSHIPS

Liberal arts, business, engineering, science professors and students and representatives from other adult education organizations such as Training, Inc. accomplished the first handshake in partnerships concerning the future. The occasion was a symposium on post-secondary education (PSE) held on the DePaul University campus in Greencastle, Indiana, June 17th-19th. This unique combination of people from New Mexico, North Carolina, and points in between decided what education needs to be and how each of them could practically contribute to fulfilling those needs.

A gracious opening banquet set the mood—both serious and relaxed—for the event. High ceilings, large windows, and paneled walls lent an environment conducive to concentrating on the work at hand. Excitement governed the first task of sharing what we believed to be the foundations of PSE. Despite the group's diversity, ideas were similar. In the second task, participants clearly stated the challenges facing PSE. An afternoon colloquy in which everyone briefly reported on an innovation in education that she/he knew about refreshed the group with hope for resolving the challenges. Hard work continued with the mandates workshop. At the end of the day, people danced on a

flashing disco floor, consumed wine and cheese, and saw slides of Azpitia, Peru.

Saturday morning, the group focused on options for responding to the mandates. Students, faculty, and people with other relationships to PSE met in separate groups. When each group reported its three options, we saw that each group's set of options were similar. Therefore, one set of options was assigned to each of three new working groups made up of members from each of the morning groups. These new groups decided how they would implement their set of options. After the groups reported, individuals decided which implementing method they would use, who they would involve, and what their first steps would be to accomplish these projects.

A reflective conversation over dinner marked the end of the symposium and the beginning of partnerships—some to be established in everyone's locale, and one to extend beyond geography. Hopes and concerns for education unite diverse people who are willing to create the future. Guilds are a mode of practically acting out care. So the next handshake between these new partners will take place at the gathering of guilds in December.

—Rebecca Grow

# EDGE CURRICULUM

**THOUGHTS ON SUMMER** In the past week our collegiums have been about the summer and how they should be planned. As usual, the 8th graders are going to camp to take care of the E.G. The 7th graders are going to the farm to pick blueberries, but this time they are not sleeping in the church but in the barn. The boys will sleep in the loft and the girls under the loft. If we find that there are more girls, they will sleep in the loft instead of the boys.

On Saturday, June 26th, we will be allowed to go on parole, leave the jail (Student House) and go to the farm. I personally can't wait to leave when I won't have to get up before 5 o'clock and walk five miles to school.

When I get to the farm, one of the first things I'm going to do is go swimming because I've got three gold medals for swimming. I'm not sure I can still swim because my school does not have a swimming pool and I have not gone swimming for at least five months.

Last summer was the best time of my life because I was climbing mountains in Northern England, but the way it looks now and all the discussions I have been having with my brother about what to do. . .who knows.

—Daudi M.X. Barnes

## A TRIP TO THE FARM

There were three 7th graders who went to the farm to help the 9th graders get it ready for the 7th graders occupancy this summer.

We left for the farm Saturday morning and got to Watervliet, Michigan about lunchtime. First, we went to the church and started getting our stuff out of the old church and loading it into the van. It took us three loads. We also found out that there was about a foot of water in the basement. When we all were finally all at the farm, we started cleaning up, cutting grass, and just generally cleaning up the barn. After we finished cleaning most of us went down and spent about an hour swimming. That night we all gathered around the campfire and had hot dogs, coke, potato chips, and marshmallows. Sunday afternoon, all three 7th graders headed back for Chicago.

—Stuart Wright

## STUDENT HOUSE AS TRAINING GROUND

The Student House began to get interesting when I was assigned to the Computer Guild in the fall of 1981. We started out with learning basic things as in logging in or getting the computer hooked up. Then we started to work. Most of the work is putting in Annual Report pledges. On Thursday sometimes we do Week II assignments.

Then the Word Processor came so we had to finish our job on the computer before we could start on the Word Processor. Now we had to learn how to turn it on and use it. We usually use it for printing out letters. Sometimes we would do computer games on it or make designs on it. When deployment time came around, people called on Jerome and me to put letters in unless they were already on the Computer Guild. Some adults have asked us to teach them to use the Word Processor. Two things that made me want to work on it more and more were when I had problems. . .it made me want to know more about it. Seeing and hearing about more job opportunities in the computer world is encouraging me. The subjects that I like and am most interested in are Science and Math which I think will help me in working with the computer. While we are learning how to hook up and turn on the computer, we also had to learn the operation of the computer and to give it the right commands. It is very difficult trying to learn this and takes two or three weeks. When you work with computers you feel like your world has expanded and when you mess up it really doesn't matter because you can usually correct it and when there is a real hard problem then you ask an experienced person and you learn to solve that problem and you get a bigger context to handle more problems. When you have mastered a complete operation you feel like you have control over the whole situation, especially if it is the thing you are going to be doing. Although I know we are just beginning, I feel like I have conquered something and it seduces you to want to know and to do more.

In the future, I think we will learn how to program some operations that the computer will do. We are looking forward to getting our own disk drive to put some operations on in terms of games and of serious work, especially for certain processes. I am thinking about little video or TV miniaturized with a pop-up screen and small laser guns and future science. I don't think that we will let computers take us over so if we learn to master them it will be alright and it may give humans more knowledge of other things that we have never imagined.

—Emanuel Ward



# ARTISTS IN RESIDENCE

## STUDENT HOUSE GOES PUBLIC WITH OLIVER!

The musical, *Oliver!* was a completely different experience when we showed it at our school, Joan F. Arai Middle School. For one thing, we had to change our movements to go with the smaller stage and the dreaded *step* separating the front part of the stage and the back. Most of the props' placements had to be changed to go with the step and the curtain frames. We had to sing and move differently so that we wouldn't mess up in that situation.

With all that change and such little time to change it, it still turned out great with very many compliments from those who saw it. Most of us thought that it would be a bummer, but our efforts were well repaid.

—Brian Hawley

## BILL SIKES' STORY

Being Bill Sikes was an experience that I will not forget. I probably won't even forget the lines for a long time.

It was hard in some rehearsals. Most of them would teach me how to do something. When I heard that we might have the play at school, I was very excited. Other people thought it would be a disaster. They thought that they would be teased after. Some people thought that the students would not understand the play. A lot of people thought it would be a good idea. We would show them that the Student House does have a lot of talent. It was the first play that the students had ever done that was over two hours long.

The play pulled off very well. Everybody thought it was great.

—Abednego Barnes

## MAGIC

It was a night full of magic  
Enchantment was in the air  
Sorcery,  
Thaumaturgy  
And necromancy  
Were in use.  
Incantations chanted  
Aaron's rod, put to use  
Fortuna's cup found  
Great powers unleashed  
But held in check  
Love blossomed instead of hate.

—Christina Slicker

## PEERS RESPOND TO OLIVER

*Oliver* was presented for the fourth and final time on Thursday, May 20, 1982. It had been requested by Joan F. Arai School to have a performance there. One class wrote their response to the play, the actors and the event. Here is a composite of their reflections.

"I thought the play was very beautiful. . .I'm grateful to you for having it at our school." ". . .overall, you have conveyed a great deal of professional acting in all the scenes." "I enjoyed the parts where the villain scared the people." "I liked it when Bill hit Nancy in the face but he really hit his palm." "muchos aplausos" "It was very funny, especially when the fat man was walking up the stairs and tripped." "It was a delightful, joyful play." "Everyone in the play are perfect!" "I enjoy every minute." "My most favorite part was all of the singing." "Your performance was terrific." "We appreciate your coming and giving us the view and understanding of love." "I hope you come back next year so that the future 8th grade students of Arai can appreciate your performances like we did." "The play made you feel like you right there, it made you feel like part of the crowd." "Did Bill really slap Nancy?" "The music made me kind of sleepy but I appreciated the show." "I'm looking forward to your next musical play." "The play was sensational." "You guys can really cook up a good show." "I am very proud to say I was around to see it. . . "All the characters were fascinating to watch." "Everything was good but I like Oliver the best and Bill." "Oliver was very good in his role. . .please tell him he was good." "There was very impressive acting. . .because I know most of the cast, and I never knew that they could act as good as that performance was." "Oliver Twist was a very exclusive play." "You had a very good piano player, too." "I even liked the part where he said, pick a pocket or two." "The show were fantastic and little sex." "We are dearly grateful for your generosity in sharing the performance with Arai." "I am glad to have been able to have seen the play, it was marvelous." "I never had a show like it in my life and I appreciate it very much." "I don't have a best part because it was all good."

—7th Grade Students at Arai School

## GLOBAL COMMUNIQUES

### CLUSTER YOUTH HAVE A GREAT YEAR

From Orlando comes the report of Ian Grow's crew team who won State championship for the third year in a row. Ian is the Varsity Coxswain. The team went to National championships, won a silver medal for the four man racing shell and fifth place in the Nationals in an eight man shell. Ian had a great year. . .ran two straight miles in under 10 minutes.

Julie Powell in Houston was asked into the Honor Society, reports that Cluster students had a good year in Huston. Heidi Zahrt graduates High School, Lance Odin graduates from 8th grade, Debra Elizondo has had a better year all round this year.

St. Louis House is proud of Matt Hockley who was valedictorian of his class and who also received the St. Louis Post-Dispatch Soccer Athlete Award. Another High School graduate this year is Kevin Woodward.

In Memphis, Louanne Lachman has achieved a 4. average, Anne Vosler shone as an actress in *Arabian Nights* and achieved Magna Cum Laude in Latin, receiving an award for art in Latin. Rob White received A in Mechanics.

Philadelphia House reports the following for Heidi Sharp:

1. Elected literary editor of the yearbook
2. Won 2nd place in an essay contest sponsored by the American Legion. (Essay title: *Building Our Nation Together*.)
3. \$1400. scholarship awarded to study Physics this summer in a Harvard-Radcliffe joint program. She will earn eight college credits for this 8-week study program.

Cathy Bishop graduated in the top 5% of the State of New South Wales, Australia.

### CONGRATULATIONS TO THE GRADUATING SENIORS

Liz Barkony  
Cathy Bishop  
Cynthia Booher  
Karen Ellsworth  
Mathew Hockley  
Bevin Innes  
Rickey Jones

Lynde Lachman  
Trudi Mueller  
Denise Stanley  
Kathy Tomlinson  
Helen Worden  
Heidi Zahrt

### THE DANCE. . .ON BEHALF OF

Claire Clements, attending a class at New York University called, *The Role of the Artist and the Art in a Society of Change and Uncertainty* has participated in an event where different people presented different works of revolutionary art, music, creating songs, dances and drama. Claire is interested in using the arts to sustain the work of the mission. University students in the New York Region are making great preparations for a benefit concert to raise funds for the New York House. Claire will be doing Indian and Modern dances; she sees possibility within the culture and the arts of playing a radical role integrated in life. . .a part of the regular work not separate from life, putting the fulness and individual self into every task on behalf of.

Claire's background in the arts is formidable. In 1978, she represented International Cultural Convention, Kabul Afghanistan and was awarded most outstanding Indian classical dancer from American Embassy School, New Delhi, India; was a student in London, England at the School of Contemporary Dance in 1980; was recipient of Presidential Scholar Award and awarded a musicfest scholarship when she graduated from High School for Performing and Visual Arts, Houston, Texas in 1981. This year she was a dance major in New York University, New York. *Celebrate the Urban* is the theme of the benefit for the renovation of an old 4th Street school building into the New York Area Training Center of the ICA on June 10, 1982.

### A WORD FROM THE ARMED SERVICES

Dear Phase I & Orbiter:

As my brother said, "Boot Camp is a bitch!!" The team work is stressed to the max as is detail. A few of the little things seem stupid but the training is important because once you finish this and go on to school, the slightest mistake could cause a major problem especially in the *glow in the dark fields* (Nukes) where the final exam is to put you in a large dark room. If you glow, you passed.

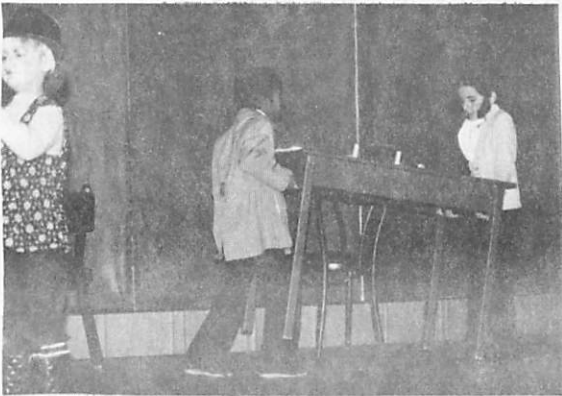
My particular field is Fire Control technology which is care and maintenance of firing mechanism driving devices such as hydraulics and servo mechanism which move the guns and missile mounts to their respective coordinator. I will be in school for nine months here in Great Lakes so you'll probably be seeing me every now and then.

—Peter A. Whitney

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE 1 RABBIT

## SCENES FROM "A CHRISTMAS CAROL"



*Jonathan Barnes, Shane Paul and Leroy Philbrook get ready to celebrate Christmas*



*Ghost of Christmas present (Kalulu Rosario) and Scrooge (Truman Packard)*



*Christmas is worth celebrating*



*Deck the Halls with Boughs of Holly*



*Otto Sharp as father of the Cratchit family*

## WHAT IT IS LIKE TO BE IN A PLAY

The first play we did in Nexus. We spent a lot of time. We did it on Sunday. We studied on Monday. Then we did it the next day at Lawrence House. Then we got a rest. On Saturday we did it at the library. We got one day rest. Then we did it at our school. Then we did it at our House again.

-Naomi Lazear

I was Fan in the play. When I first went to do my first real play, I was not a bit excited because all of my thinking was if I would mess up and if my makeup was smudged. I thought that people would laugh at me. It was scary when I went up to play my part. In the beginning, I thought that we would never make it because people who were watching to see if we were doing the things right kept on shouting at us to stop and try again. But we made it. In the first play Sheron started to laugh. At Lawrence House it was very hard because the stage was little.

At the library we did not have a stage, and for curtains we used a room divider. At Stewart School we had a stage and a curtain, but in the back stage it was crowded. Some of my friends in my class saw me before the play in my make up and costume.

-Miriam Patterson

The first place we did the play was a disaster at first. We had to work a long time to fix it up. Everybody was laughing so hard on the first play. The first play was at the Kemper building.

The second play was at the Lawrence House. It was very hard to learn at the rehearsal. On the bow we made funny faces. That play was successful.

The play at the library was easy because it did not have a stage but it had a big space for a stage.

Stewart School was the hardest because we had to do it twice. I think it was the best one of all. It was very red because the curtains were all red.

The last play was where I think everybody was messing up. I kept on laughing.

-John Allen

In the play I was the ghost of Christmas past. At first I thought it would be embarrassing to be doing a play for a whole bunch of people, but I found out that it wasn't that embarrassing. I liked my part in the play. We did the play two times at Stewart School, at the Bazazian Library, two times here at Kemper, and once at the Lawrence House.

-Teresa Jones

## BACKSTAGE PREPARATIONS

Backstage of the play, we had a hard time getting our own makeup on because everyone was using everyone else's makeup and bumping into everyone and messing them up. On the stage we had to fix up the curtains so that they would close right, so we put poles on them to take care of that, but we couldn't open them that way, so we put ropes on the curtains and then we would put all our costume clothes on the ropes and put our shoes on a table where our name was.

-Otto Sharp

## BEING SCROOGE

Pretending to be a grouch is hard. Trying to be mad at one scene and nice at the other. Memorizing paragraphs and paragraphs of lines. Putting on makeup. Getting every line perfect. I felt ambushed when I first saw all the lines I was supposed to learn and memorize. I think it was a good experience to be the grouch of the show and ending up being the star. All of a sudden I am yelling at my friends, rejecting Bob Cratchit the collector and Fred. It got harder every performance but it was a good thing to decide to take the part. Mom always reminded me 'Break a leg on the show'.

-Truman Packard

## A WORD ON THE PLAY

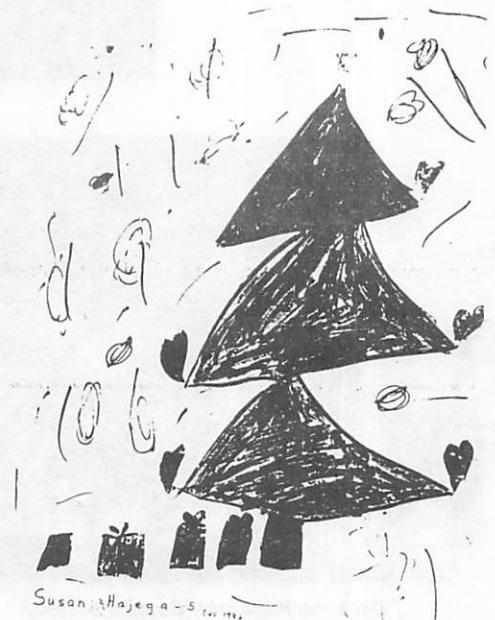
We had seen Phase I productions before. 'The Man of La Mancha' and 'Oliver' were great, but December's production of Charles Dickens' 'A Christmas Carol' was a real first. It was the first time a play was performed by the Elementaries and younger, and, it was a new venture into the community of Uptown. Performances were given at Stuart School, the Public Library, the Lawrence House Elders Center, and twice in the Play Scape Theater on the Kemper building. All were received with rave reviews.

All the performers from the youngest Infant Schooler in a stroller to the oldest E.G. in starring roles gave outstanding performances. It was an effort which clearly demonstrated the power of the team.

The play which tells the story of Ebenezer Scrooge's awakening to a new spirit of Christmas delighted us all and renewed our own sense of being those who care.

A hearty thanks is due from all of us to the Emerging Generation and staff for a fantastic performance and a great Christmas Gift.

-Robert True



Qrtr. III Projections:

Uptown Relatedness: We anticipate deepening our missional relatedness with the People's Music School in the production of a musical talent show for presentation in the Play-scape Theatre. We have deepened our relationship with the local MacDonalds store by having them be the first Uptown business establishment to host our children's art show. We project staging the Student House production in several locations in Uptown. We will continue to nurture our relationships with those in the educational structures in the community by tying them into the activities of the regional education guild, which is being orchestrated by the Chicago Area House.

Third Wave Education Research: We will continue to visit schools and resource people who will enable us to be continually renewing our curriculum. We will be video taping classroom teaching sessions for use in illustrating imaginal education. We will be creating a "parents' curriculum". We will be doing curriculum documentation and initial work on "computer camp" curriculum. We will initiate spiraling of basic and methods curriculum for all programs. We will be creating a staff training curriculum and putting further form to the Imaginal Education Tools Library. We will continue our work in creating a "learning center environment" throughout the third floor.

Anticipated Benefits to the Children of the Order Presently Enrolled in Our Programs:

Infant and Mini Schools: amplification of Spanish instruction  
initiation of Turtle Graphics---Piaget-based computer instruction

Preschool and Kinderschool: intentional spiraling of reading curriculum  
initiation of Turtle Graphics Program

Elementary: intensification of computer education which was begun last quarter  
initiation of Spanish instruction  
staffing potential to do special-need tutoring

Suggestions for Additional Effectiveness in Serving Primal Community Teaching Role in Dining Rooms and During the Week II Program:

1. Each floor assign one person to work with members of our staff in designing meal time curriculum rationale.
2. A projection (in coordination with the team track E.G. Pedagogy rationale) of Week II coordinators.



# PHASE I PROGRAM

4750 North Sheridan Road  
Chicago, Illinois 60640  
Tel. (312) 769-6363

## RESULTS OF QRTR II REFLECTION & QRTR III PROJECTION

DIVISION ONE: THE INFANT SCHOOL, MINI SCHOOL, PRESCHOOL, KINDERSCHOOL, ELEMENTARY PROGRAMS

Our concerns in initiating our planning for Qrtr. III were focussed in the arenas of continuing our relatedness to the Uptown community, deepening our research into the implementation of quality "third-wave" education, mapping out the training journey for the total staff, and continuing to provide quality care for the children of the Order.

### Report of Qrtr. II Activities:

Uptown Relatedness: Operating in a staff guild formation, we visited schools and daycare centers which serve the Uptown community (The Walt Disney Magnet School, Truman College Laboratory School, Winthrop Day Care Center, The Salvation Army Day Care Center and Headstart Program and Stewart School). We initiated "fact-finding" conversations with Dr. Pat Ryan of Stewart School, Barbara Bonner of Walt Disney Magnet School, Margy Gergan of the Lawrence House and hosted Father Keenan of St Thomas of Canterbury parish and Mr. Nathan Lofton, principal of Joan F. Arai Middle School at the Student House collegium. The production of "A Christmas Carol" was presented at Lawrence House, Bezazian Library, Stewart School and at the Nexus Playscape Theatre to audiences which numbered over 700. During week II childrens' activities, visits were made to Weiss Memorial Hospital (a tour through their laboratory facilities), the Buddhist temple, and a number of neighborhood stores and restaurants. The fifth and sixth graders served dinner at the St. Thomas soup kitchen, and the first and second graders completed the two-session first aid course at the Bezazian library.

Third Wave Curriculum Research: In the concern for deepening our awareness of the edge in education, we hosted speakers (Nan Crow on Erik Erikson's stages of development of a healthy personality as it relates to the ritual process, Delores Morrill on imaginal education and music), visited schools (the neighborhood schools as well as a demonstration Piaget-based preschool), visited Shirley Heckman to review materials for religious education, and completed individual study assignments as well as did initial planning for the programs of the Imaginal Education Training Track to be offered in July. In addition, we made initial inquiries into the possibility of hosting university sojourners interested in imaginal education in January 1984. An imaginal education practicum was carried out for eight weeks in conjunction with the Global Academy.

Five Demonstration Programs of Education for Global Responsibility: In the concern for demonstrating spiral education, we created a year-long curriculum rationale which coordinates the curriculum themes of the Infant School, Mini School, Preschool, Kinder school, Elementary Program, Student House and Week II Program. Computer education was introduced at all levels. Spanish instruction was begun on a regular basis in the Infant and Mini Schools. The "key vocabulary" reading method was initiated in the Preschool, and the Kinder School program was launched. The elementary program focussed on skill-building, with a special emphasis on the arts. Signal outings for all five programs included visits to 5th City and to the Museum of Science and Industry. Initial work was done on uniforms for students and teachers in all five programs. A sign "Center of Imaginal Education" was hung in the entryway. Initial research was done into legalization of facilities. Total staff training was initiated by programming regular staff interchange in all classrooms. Music education was initiated at all levels.

## YOUTH SYMPOSIUM

Kansas City is ready to host the 1983 Youth Symposium for North America. It is to be held from Friday 18th February to Monday 21st.

At present we have pulled together **vital images** which include the following:

'Daring to Dream'

'Youth make a Difference through

-working as a team

-determining the new life style

-forming a workable plan of action

-celebrating new possibilities

The **major focus** will be

'Practical Action on an Areal/Regional Basis'.

Youth and adults from across North America, including both people from Houses and Regional Colleagues are invited to participate, especially those with experience in the field of education.

-John Cock

Recruitment Co-ordinator

*If you can go, or know somebody else who might be able to participate, contact your Regional or Area House, or John Cock at the Kansas City House, 3725 Locust St, Kansas City, Missouri. Ph:816-931-6765.*

## CELEBRATION 10

A number of the Celebration 10 forms have already been returned. There are many interesting memories included. Here is a sample from one reply!!

### STUDENT HOUSE MEMORIES

1. April Fool's - vaseline on doorknobs and toilet seats.
2. Grundigras
3. Stealing beer
4. Kevin Woodward busted for trying to steal 7 pairs of sunglasses. Mike made him stand in front of the whole Student House and tell the story.
5. Brian Convey busted for smoking. Mike made him smoke a whole pack at breakfast.
6. David Yost coming into my dorm every morning to drag me out of bed for morning exercises.
7. My whole dorm woke me one 'morning' and I faithfully went down to the worship hall only to find no-one there. The whole building seemed to be deserted. Went back up to the Third Floor to find Mike studying in the office. I asked the time and he told me it was 12.30 am. Went back to my room to find the lights off and everybody in bed. Talk about embarrassed!!
8. Smoking cigarettes in the second floor bathroom and hoping not to get caught.
9. Getting two swats for opening my big mouth!

Keep those 'Memories' rolling in! Also new addresses and other celebration 10 news

## CLAMS HAVE LEGS

I was minding my own business, well kind of minding my own business, well actually not minding my own business at all. But me and my friend were on this small cliff overlooking a nude beach. We both had our high powered binoculars, well you know what we were doing.

But unfortunately he accidentally nudged me and my binoculars moved and I was looking at a small hole in the sand down on the beach and before I had a chance to move away I saw a small clam walk out (Yes, that's right, walk! It had tiny boney legs) of the hole and run into another about a yard away.

So I thought to myself, 'Clams don't have legs. But maybe they do? Maybe I just found the scientific breakthrough of the century?' So I grabbed my friend and he said, 'I'm sorry. I didn't mean to nudge you that hard.'

I yelled at him, 'Clams have legs!!'

Sam said, 'Are you all right?'

I said, 'Never felt better', and ran down to my motor cycle, sped down to my High School and asked my science teacher if clams could have legs.

He yelled, 'Get the police. This kid's gone crazy.'

Now the police are chasing some crazy kid on a motor cycle, so I left my motor cycle in the parking lot and ran all the way home and asked my Mom, 'Do you think, well just possibly, now don't laugh, could clams have legs?'

My Mom waited a second and then screamed, 'Mama Mia! My boy's gone crazy!' and sat down and started crying, so I just walked up to my room and said to myself, 'Maybe I am going crazy. Maybe I'm seeing things', but just as I opened my door, sitting all over the place were clams - little clams with little boney legs. Little clams, big clams, all over my room.

Then the biggest came forward and said, 'I am King Clam.'

I yelled, 'They can talk too!'

Then King Clam said, 'It is no use. We have sound proofed your room and everybody already thinks you're crazy so it doesn't matter. Yell all you want. It won't do any good. You have learnt our secret and if people start investigating us clams they will find out that we are going to take over the world, so we must kill you.'

I said, 'Even with so many clams, how are you going to kill big old me?'

King Clam said, 'Why, we will trample you to death, and they started to move toward me.'

-Timothy Rebstock

## A LETTER TO THE HOUSES

Dear Colleagues,

Phase I is very keen to gather comprehensive information on the Emerging Generation and Youth in our Houses around the globe. We have discovered that we are very unclear on how many Emerging Generation and Youth there are in different Areas, not to mention any more detailed information. To enable this, would you please fill in the following and return it to Chicago with your next Global Order Report, marked ATTENTION: ORBITER.

AREA.....		PHASE I DATA				RELIGIOUS HOUSE.....	
NAME	AGE	EDUCATION LEVEL	RELIGION	No. OF YEARS FAMILY UNDER ASSIGNMENT	LANGUAGES SPOKEN	SPECIAL INTERESTS	

Thank you  
The Communications Guild  
Student House

## NEWS FROM KOREA

Hi! How have you guys/gals been? In Korea things are going well. I was in the village Yeosu for 2 months (by myself). Yeosu is a new village we started working in about 6 months ago. We just finished it because of the Human Development Zone. That's going to be in the other village county, Cheong Ju. While I was in Yeosu I did a couple of things. I worked in the pre-school where no-one spoke English. I studied. (I did all of Physiology in one week), and I visited the four villages that we worked with down there. To take first things first, the pre-school was kind of exciting and different. It was very cold and the walls were falling apart, and there is one teacher for about 30 children, so for a couple of days I helped out with another lady, Miss Han (ICA staff) while the pre-school teacher went to Seoul (for her first time!) for Imaginal Education. When she came back we (Miss Han and I) were tired, and she was ready to start again. The So Ho cluster children go to pre-school in the So Ho I Ri village hall. In the day the pre-schoolers use it and at night the Elders use it, and it was cold and falling apart, so the village fixed it up and put a cement floor in, and it's heated. The old Korean style is that they heat the floor with these charcoal blocks. It's wallpapered, and the floor has some kind of covering on it.

The village next door has also just built a village store. It's really nice, and some of the other privately owned stores closed down to support this new store. It's really great. They have shelves neatly stocked with all the goods, and labels with the prices. So you see it's really kind of like the Autumn Leaves store across the road in Chicago, but smaller. The So Ho cluster also did with Borg Du (another cluster) a five session training program that teaches the ICA methods and how and when to do them. After the five training sessions, the sixth session was the celebration of the completion of the ICA presence in the Yeo Chun area, except by circuit. So it was great down there. We also gave each of the villages 2 million wan to do specific things (like a goat project, persimmon trees, pigs etc).

In Seoul I studied some and went shopping for gifts etc. There was also the event of the David Hutcheons Family. David and Lee Sook Ja are getting married, which is the first Korean/American marriage in the ICA (or Oriental/American - one of the two) So that was an exciting event. Now I'm in Fukuoka, Japan, at the Tokyo Area Council. It's going fine. This is the first day and writing a letter to someone outside our Area was one of the sessions(?). Well I hope all you guys are doing well. I'd really like to hear from you since no-one has written (except Martha). Keep the Orbiter going, 'cause we really look forward to getting it. Hope you have a good '83.

-Sarah Hamje

## MEMPHIS YOUTH TREK

We (Roy Philbrook, Phoebe Reynolds, Robert Cawfield and Jane Sharp) arrived Friday afternoon in a rainy Memphis. The youth had not come home from school yet, so we spent our time unpacking and writing our reports. By dinnertime we met everyone in the House, including Phyllis

Slicker and David Zahrt who arrived early from development calls. After dinner we reported on the shape of Phase I in Chicago. The next day we met with the Memphis youth all morning. Phoebe did two workshops, one on education, and one on major trends in society. Then Jay Zahrt, a college student, did a workshop on the 18-20 year olds' role in the Order and the World. After lunch we helped Russell White and Nancy Griffin put in new carpeting. It was exhausting but fun. We had homemade pizza and pop as our celebration Saturday night. During the celebration, we had an informal brainstorm of ideas for the upcoming 6th grade trip. Afterwards we played poker and watched TV. We left a little after midnight and made it back to Chicago in time for the funeral of Ellen Risky.

-Jane Sharp

## NEWS FROM KENYA

Greetings from Kenya, and Kawangware. Kenya is a beautiful place to live and I really like it here. We have just finished participating in the 11th HDTI in a village called Kamweleni. At the moment we are doing our first month of studies in Kawangware. It is about the end of the rainy season so it is still very cold in the mornings and cool throughout the day.

Our schedule for this year is that we participate in the HDTI for the first two months, then we have our first month of studies in December back in Kawangware. Then two months in the villages and one month back in Kawangware (March) for studies again. For April and May the plan is that we three will be separated into different villages to show how we work on our own and what we have learned in the past six months. I am looking forward to that. It will be very different from what we are used to. Because the three of us came in the rainy season and it has been quite cold since then, it's hard to imagine that soon it will be very hot throughout the day.

Merry Christmas to you all and a Happy New Year! Say 'Hi' to everyone for me and tell them they better write! It can get very lonely around here without many familiar faces. Penny Portman, John and I were planning to climb Mt Kenya for Christmas, but we postponed it until Easter. Mt Kenya is the highest mountain in Kenya and the third highest in Africa! It is the mountain at the top of this letter.

-Stuart Harper





*Ray Caruso and Marilyn Crocker bring gifts from McDonald's*



*Sharon Paul as Belle*



*The cast takes a bow*



*The office of Mr. Scrooge. (John Allen, Truman Packard and Otto Sharp)*



*Cratchit family children. (Tusker Rosario, Naomi Lazear and Kavita James)*



*Scrooge hears church bells (Truman Packard)*



*What a great audience!*

**ONE CORPORATE THRUST FOR THE WORLD**



# PHASE I RABBITER

## LIVING SPACE IN THE CENTER OF IMAGINAL EDUCATION

IN CHICAGO

### ORDERED SPACE IN THE MINI SCHOOL

The Mini School in the Center of Imaginal Education introduces children aged 14 months to 2½ years to the ordering skill through the intentional placement of toys and teaching materials. The students learn early to make decisions by choosing one toy - or learning exercise - to play with on their carpet. They invite others to play with them, and in doing so learn about sharing. When finished with the toy, the child returns it to the shelf or bench. This play actively goes on during the developmental curriculum in the Mini-school each day.



This mode of solitary/corporate play can be carried out in any situation if each toy or teaching tool is presented on a surface in such a way that the toddler aged children can clearly see them, select them, and carry them to a defined space. (Trays, flat baskets or plates work well.) This defined solitary space can be created by a mat, a plastic rectangle, carpet scraps, or masking tape on the floor.

### A GLIMPSE OF THE PRESCHOOL



The morning class of the Preschool is busy in the Practical Skills Center. Here students are in charge of arranging their own space, caring for their space, and acting out the roles needed for the future.



## ELEMENTARY STUDENTS USE SPACE

The time before morning school is a chance for the elementary students to transform part of their living space into an elective games area, with small groups of children playing together.



## RESIDENTIAL SPACE IN THE STUDENT HOUSE

An important part of life in the Student House is the individual student's care for his or her own 'cubby' space, and the corporate care for each dorm where from six to eight students live. Many of the spaces reflect the individual interests and personalities of the students. This is seen in the choice of decor, the design of space use, and the small alterations that are made to the shape of the space itself.



## ELECTIONS IN CHICAGO

The city of Chicago is electing a new mayor next Tuesday, April 12th. The main candidates are **Harold Washington** and **Bernard Epton**. Washington is the Democratic candidate. Epton is the Republican candidate. One of the classes at Arai did a skit last week where we played the parts of the different candidates. Different students played the roles of Washington, Epton and Jane Byrne, who has just pulled out of the election campaign. Dirk Rettig was Epton. Laura play the role of Jane Byrne in a skit.

The Democrats have always won the mayoral elections in Chicago. This election is much less certain. Now the Democrat (Harold Washington) is a black man. He won the Primary, defeating Jane Byrne and Richard Daley. Chicago has never had a black mayor before. People are having to decide how to vote. The racial prejudices of some people are coming to the surface, and some people who have voted Democrat all their lives are talking of switching to Republican. It will be a shame if the results of this election are based on racial prejudice in Chicago. The results should be based on who will do the best job of improving our City. In a news conversation at collegium this week, most students predicted that Washington will win.

-Karyn Crow and Sherylin Paul

focus on  
**CELEBRATION 10**

Momentum is building toward **CELEBRATION 10**. Letters, phone calls and cards are beginning to arrive indicating a lot of interest and affirmation for the event. People are writing with recollections of their Student House days, or with reports of what they have been involved in since. We are also doing fairly well in our search for addresses. They are being phoned and mailed in, but there are still dozens of people we have no idea how to contact. If you think you know an address, let us know. There are also a number of letters we sent out to parents addresses, hoping the mail would get forwarded. It would be good to have correct addresses.

### **Dear Student House,**

The last Phase I Orbiter I received made me realize how behind and out of touch I am. It was a real shock to me to learn that Wes Salmon has leukemia. When I think back to the tricks that Wes was full of, it is hard to imagine him any other way. There are so many memories from those days. Some bad, but mostly good ones. (Well, at least, more good than bad.) I know if I was given the choice of not having those memories, I would keep them.

Moving from the past to the present, I am now attending Phoenix College. It's a two year college that is great to attend. I'm majoring as an Interpreter for the Deaf, which is a very interesting field. I have not decided, as yet, if I will go to ASU afterwards. I know if I could afford it, there would be no question whatsoever.

As for my social life, well that's going along great. I go out dancing at least 3 or 4 times a week (NEW WAVE). It's also getting close to tubing time, which means going to the river, getting drunk, and meeting all kinds of gorgeous guys!! Not to mention getting very sunburned.

Well, it's time I signed off, but I'll be in contact again, and I'll see you in July. Keep the newsletters coming, and remember, watch out for sharks.

-Kathy Addington

## **TO STUDENTS OF HIGHER EDUCATION PAST, PRESENT AND FUTURE**

Here is a letter to let you know what is going on these days at a University. Not much to tell the truth. I suppose it's about the same as it ever was except not too many people are trying to cram twenty-odd people into a phone booth anymore. Just trying to cram twenty-odd credit hours of material into the brain for finals. College is for the poor. If you're not poor when you go in, don't worry, you'll be poor when you come out, that's for sure!! Even though all schools are not the same, and certainly all students are not the same, there are some similarities. I think students today are trying to do their best in all things; be it academics, athletics and even video games.

I can really only describe the college that I attend, so here is some information on it. The University of Southwest Louisiana is located in Lafayette, Louisiana: The Heart of Acadiana ( not to be confused with The Heart of an Artichoke). It is here in Acadiana where we frequently wade across campus to classes. Luckily we missed the recent heavy flooding. When it is not wet down here it is very nice, but very hot. Lafayette is a beautiful city though. It is relatively small, about 85,000 people, but it is big enough to get on a map. It is a very good setting for a University.

The University of Southwestern Louisiana has about 16,000 students. It is an average school all around with no outstanding qualities. The computer science department is very good and has quite a good reputation. The basketball team is pretty good, note NCAA Tournament, but that's about it.

The University has been called a " party school" which I will not deny, but then of course I will not admit to contributing to that title either. Anyway the school provides many other activities, but that is no different from anywhere else.

Some comments to anyone considering college in the near future. If you had never heard of U.S.L. before this letter - good! It is really not worth the consideration. It is fun, it is cheap, it is not a bad school, but it is certainly not the hot-spot of the nation.

To those asking, "What is the most important thing you learned?" - Well, it's nothing profound or anything, but I've learned that no matter where you go or what you do, people are going to ask that question. More important though, I've learned that partying is partying but it's nothing close to celebrating.

One more small thing that I've experienced - I've noticed that after all these years of waiting to be on my own and finally getting there..... it's great!

But I do miss everyone and the fun times. Well, ciao for now.

-Rick Jones

The invitation letters to **CELEBRATION 10** have just gone out, and already there are some great responses. Here is one.

I really appreciate the fact that you are circulating this letter to us all. Reading the newsletter a couple of weeks ago and now this today has triggered useful reflection.

I told Bill Suggs about the reunion a few days ago. He went bouncing off the walls. He'd very much like to attend. My guess is, that'll be a popular response. The reunion is a very bright idea.

When I first read about the reunion in the newsletter, my thought was: "nice idea, fun, a good time." The thought of such a reunion as contribution didn't cross my mind. How strange that I wouldn't automatically expect such an event to be handled "intentionally".

This is why I decided to write a complete letter. Because I don't know if I can make it. But I would like to suggest that if I do not make it, this thought enter the evaluation data base.

The simple fact that the idea of a reunion ten years later even came up is a big "Yes" to the experience. But more. That you will handle this reunion intentionally as a foregone conclusion (even though it may seem obvious, even though some may think it silly to point it out) is a gigantic "Yes" to the question, "was it worth it, was it a success?"

To achieve an atmosphere where students could live intentionally ...in their own way ...distinctly youthful ...perpetuated by their own vision, not that of some 'grown-up' ...and foster the questions for themselves about their contribution to "society at large" ...instead of just being told to wash someone else's dishes on the promise that it was on behalf of the world...

...this was the amazing vision of the Lingos, the Mays plus a handful of misfit university students back in 1973. Shrouded as it was by the volatile, firey contingencies at the time ...few believed. Precious few. So few that many considered having Lingo committed for even suggesting it.

And this reunion, in and of itself, by the very way you are handling it, embodies that vision.

So absolutely give it all you've got. I will make it if I can. Keep me on your mailing list.

Grace and Peace,

Rob Bartlett.

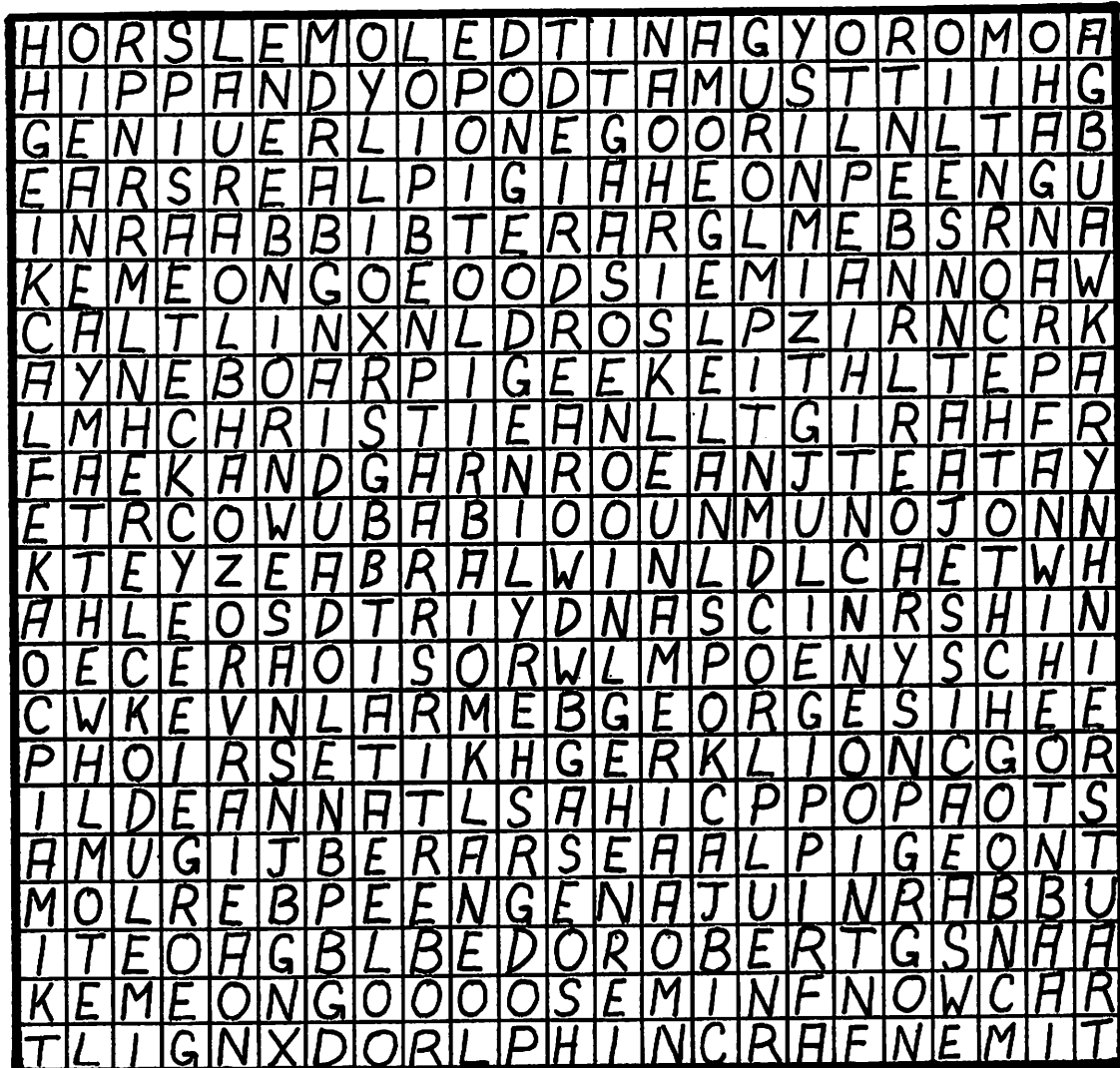
# STUDENT HOUSE PUZZLE

## FIND A WORD

1. Andy
2. Ben
3. Carol
4. Chris
5. Christie
6. Daudi
7. David
8. Deanna
9. Dirk
10. Elizabeth
11. Emanuel
12. George
13. Jack

14. Jane
15. Jeff
16. Jessica
17. Jon
18. Julie
19. Karen
20. Karyn
21. Laura
22. Lyle
23. Matthew
24. Robbie
25. Robert

26. Robert
27. Sandy
28. Sherylin
29. Stuart
30. Tim
31. Tina
32. Deirdre
33. Geni
34. George
35. Keith
36. Martha
37. Roy
38. Tim



By  
Carol Griffin



## IT'S TIME FOR THE PLAY!!

The Student House is doing a musical play called South Pacific by Rogers and Hammerstein. It will be performed on 18th of April, in Chicago Nexus, immediately after the GRA and National Steering Committee Meeting so that as many people as possible can see it. It will also be performed after Spring break at several places including Arai Middle School and again at the Nexus. The play is coming along fairly well, considering that people get bored with working on it too much, especially if they're not actually on stage at the time. We hope as many people as possible will see the play. Hopefully, the next issue of the Orbiter will have photographs and a report of the performances.

-Jessica Rettig and Elizabeth Williams

## THE PEOPLE'S MUSIC SCHOOL

The Music School put on a wintry play Sunday, February 27 at 4:00pm at the Uptown Baptist Church, and then again one Sunday in March at St Agatha's Church.

For one month we practised to learn the songs and our lines. The name of the play was "The Runaway Snowman". The people in the play are from Uptown. Several of us are from the Student House. The characters are as follows.... Robin Hill was Carlos Plazas. Mrs Hill was Sharice Smith. Happy was Jane Sharp. Freddy Fasttalk was Nalini Kotamraja. The storytellers were Julie Salmon, Hanh Tran, Maria Valdez and Karen Kucera. The friends were Deandrei Smith, Alan Pierson, Hang Tran, Miguel Munoz, Rosie Angiano and Sandra Mendoza. The policemen were Miguel Munoz, Truman Packard and Mary Pong. The choir was Irving Barrios, Melody Domingo, Dayana Hernandez, Ivonne Matos, Heiu Nguyen, Luis Quezada, Xavier Peregrina, Myrna Ramos and Elizabeth Williams.

The Runaway Snowman is about a small town called Centerville which hasn't had snow all winter. Then one day it does snow and Centerville has a contest to see who can build the most interesting snowman.

One boy named Robin Hill built a snowman who could talk, dance, sing, add, divide and subtract, and Robin won the contest.

After a while Happy (the Snowman) decided to run away. He thought it would be better for him and Robin. Even though Robin missed Happy he was still happy because now he could go back to doing the things he liked so much.

The people from the ICA who go to the Music School are as follows: Betty Compton is in the adult class. In the younger classes are Micah Philbrook, Leroy Philbrook, Miriam Patterson, Otto Sharp and Truman Packard. Those attending from the Student House are Carol Griffin, Elizabeth Williams, Julie Salmon, Jane Sharp and Karen Kucera.

-Julie Salmon

## BUILDING A GLOBAL PICTURE

Slowly but surely, we are building up a picture of the Phase I around the globe. The Communications Guild is interested in collecting as much data as possible to tell us who we are as youth of the Global Movement. Some of the Phase I data forms we sent out a couple of months ago have come back - many have not. We are clear that we no longer all know each other as Order E.G. We are clear that there are E.G. in countries such as Kenya, India and Indonesia who have spent all or most of their life in House structures - and we have never heard of each other. That's why we'd like as much information as we can get from around the world. A recent note from Bombay Nexus gave us a startling picture of the E.G. on that continent. India has a total of 63 Emerging Generation. Of these, 42 are under five years old!! Another 17 are between five and ten years old. Only four are over ten years old. We would like to hear from other parts of the globe, including names, ages, schooling, religion, language, and any special interests.

## AN APPRECIATION

This is a short note of appreciation for PHASE 1 ORBITER. I've become an avid reader of its pages these last two years.

The last one about the Youth Symposium was especially helpful in its description through the articles written by the youth. Many familiar names and faces came back to me and I found myself wanting also to attend the reunion this summer just to discover what has happened to all those amazing Order Youth.

The Autumn Leaf insert poem and art piece was strong.

News about the Salmon family, too, was especially appreciated. We were wondering as a staff recently what the situation was now with Wesley's health.

A word of concern. Do find some funds to have the tires, muffler system and brakes put in good shape on the bus. In remembering similar trips with Order Youth, I'm convinced about Miracles and guardian angels and good spirits keeping watch over us.

Blessings to all.

-David Reese

*Don't worry David. The bus was fixed in Kansas City for the return trip!!*

## WESLEY SALMON

Many people have expressed interest in the article on Wesley in last month's Orbiter. If you are one of the many people who plan to write, please note that there is a change of address.

*New address:*

*Wesley Salmon,  
c/o Gary Nelson,  
Macksville,  
Kansas, 67557.*

# NEWS FROM AROUND THE WORLD

## FROM INDIA

As usual at this time of the year it is so hot here that it is an effort to walk down to the Post Office to post a letter. But that is no excuse for not responding to your last letter.

The New Skills Training is testing my resolve to give my whole life to transform communities. Or in other words, I go to bed tired every day from the effort it takes to teach. It is, however, well worth it. The fourteen participants from the villages of India are so ready to learn something practical. I am teaching accounting and English literacy so I have learned again to speak very slowly and distinctly (although still with a Texas accent).

So far the accounting classes have been easy. I have been teaching them the 10 numbers and doing drills. Training Inc in Chicago gave us tapes that have music on them that are timed for one minute and three minutes. Each one minute tape goes faster in rhythm so the same tune is played four times from very slow to very fast. They didn't know this, so when I played the tapes the first time, they went faster with each tape to keep up with the tune. Now they know and just ignore the music. But they do start and stop with the music so it is better than an alarm clock as it pushes them to use the keyboard with a steady beat.

Don Bushman from Tonga is teaching the typing. He could not get them to stop looking at the keys so one night he taped over all the keys with masking tape. We had students peeling the tape off to sneak a look when he stopped them. We think they now understand that they have to learn how to type without looking at the keyboard.

Write when you have time and tell me what is happening in the Student House. We are very cut off here in Sevagram. We can't even get phone calls from Bombay.

-Kaye Hayes

## FROM PERU

We were excited to hear about a university coming down to Peru last January. Forty people would be coming from De Pau University in Indiana. They were coming to Azpitia to build the giant training center. The training center was to be in the shape of a 'U'. They were coming to build the base of the 'U'. We had made an agreement that the ICA would put in the foundation and the university would build the building, so for two months before they got here we were digging the huge foundation in very rocky soil. When the University people came we had not put in the foundation, but only dug it, so the University spent three days laying the whole foundation and standing the columns. They were to be here for two weeks in Azpitia and one week in Cusco which is a tourist town way up in the middle of the Andes.

We worked with the team for the two weeks and made some pretty good friends. We were really having a blast and we had parties nearly every night. Well it was two days til they left for Cusco and we (Stuart, Ben Trask and I) were going to miss them. Then we discovered that one couple was not going to go to Cusco. They already had their tickets, which was a good \$600 worth. They gave the two tickets to us three. You can imagine how happy we were. The problem, though, was that there were two tickets and three of us. We decided to split the cost which was \$100 each. We got it together and went with them. I think I had the best time I have ever had at a tourist town. We are very grateful to the couple because it would have been very unlikely that we would have gone to Cusco and had a great experience with college youth without their help.

We are having a great time here with the new youth cluster that is beginning here. This week we are all going to see Gandhi.

Well, say "hi" to everyone and take care.

-Abednego Barnes



## FROM TONGA

Hi! About three weeks ago we moved into our new house and unless we had done so much work on it, it would have been terrible - but we do have electricity in half the house, so it isn't so bad. School is going well, but between both schools and all the work the house gives us, there isn't much (if any) time left for correspondence. That's why we studied during the Regional Council. During the Pacific Training School we swam in the very cave in the picture on the way home from a village visit. We have two volunteer workers and soon will have more. This morning we found 2 horses feeding and fertilizing in our front yard! (Especially fertilizing!!) Bye.

-Bruce and Brian

# ONE CORPORATE THRUST FOR THE WORLD

# PHASE I ORBITER

## CAMP NEW FAMILY

### THE CAMP SONG:

#### COME NEW FAMILIES OF THE WORLD

*I am but a small voice.  
I have such a great dream -  
The power of our hope in this global universe.*

*I am but a small voice.  
I have such a great dream -  
To join our hands as one,  
Be free to dance and sing,  
Be free to sing our song everyone.*

#### Refrain:

*Come new families of the world.  
We are one. We are one.  
Come new families of the world.  
We are one. We are one.  
We have one hope. We have one dream,  
And with one voice we sing.  
Dare, create the new, and build for humankind.  
Dare, create the new, and build for humankind.*

*I am but a small voice.  
I have such a great dream -  
To join our hands as one,  
Be free to dance and sing,  
Be free to sing my song to everyone.*

#### Refrain:

### MORNING ASSEMBLY

Song: Rainbow Trail  
Accountability by teams  
Absolution

- L. Let us stand before the wonder of our times.
- L. Life is broken
- C. **Life is broken.** (touch toes)  
**Life is broken.**  
**Life is broken.**
- L. Wonder in everything.
- C. **Wonder in everything.** (jumping jacks)  
**Wonder in everything.**  
**Wonder in everything.**
- Witness
- L. We decide for all.
- C. **We decide for all.** (waist rotation - front, right, back, left)  
**We decide for all.**  
**We decide for all.**
- L. Brothers to all.
- M. **Brothers to all.** (run in place)  
**Brothers to all.**  
**Brothers to all.**
- L. Sisters to all.
- F. **Sisters to all.**  
**Sisters to all.**  
**Sisters to all.**
- L. New family for all.
- C. **New family for all.**  
**New family for all.**  
**New family for all.**

Song: Rainbow trail. Recess to dining hall.

**EXERCEPTS FROM  
THE CAMP NEW FAMILY NEWS**

**THE BUS RIDE HERE**

We are on the bus and our mothers and fathers are outside talking to their children. Then we start driving and a couple of hours later we run into a storm. A bolt of lightning hits the telephone pole in front of the bus and we have to stop. Now after six hours of travelling we are at camp.

-Peter Rebstock

**SETTLEMENTS**

I live in a tent. There are seven people in my tent. Our staff is Stuart. After breakfast we went to our tents and cleaned up. Then we met in the settlements and took a walk to see everything in the camp. When we got back we made our family names. Mine is the family of the Galaxies and the other family in my settlement is named Adventurers. Then we ate lunch and had solitary time.

-Andrew Rozendal

**WHAT WE LIKE TO DO AT CAMP**

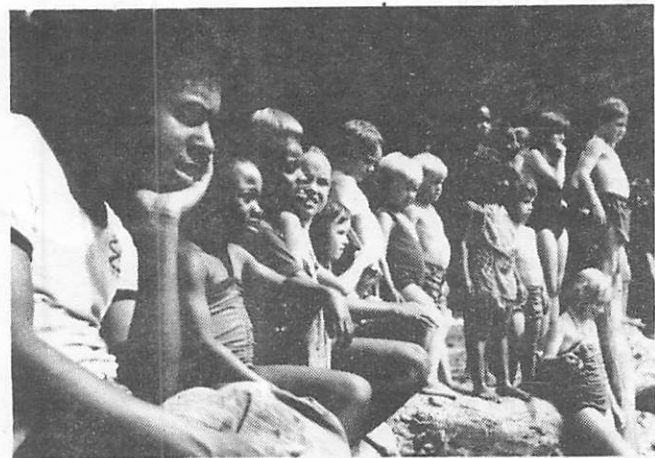
We like to go fishing. Last year I caught two fish that were about 4 inches long and one inch wide. I like to go to sports. I like soccer the most. Swimming is fun because you have a lot of space to swim in. Sometimes we go boating. It is fun.

-John Allen

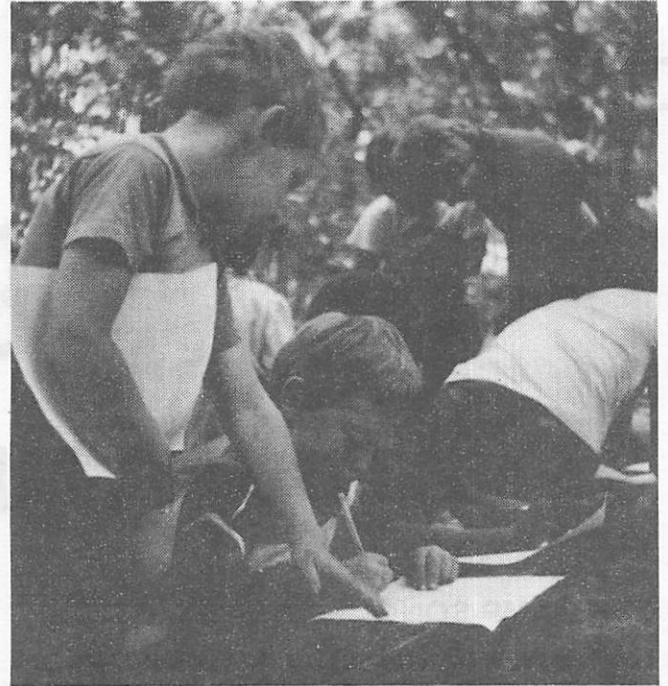
**GREASEBALL**

Greaseball is a type of game. You cover the ball with grease (cooking). You play in water. The object of the game is to take the ball from the other players and bring it to one side. First the little soldiers came (Pre-kindergartners). No-one did anything. They just got into the water, got the ball, and went to one side. It got harder as the grades got higher. Finally the staff went in. Marie had to go in with her pants on. It was short but it looked funniest.

-Rachael Miesen



*Watching the water races*



*Settlement East at work*

**HOT DOGS AND MARSHMALLOWS**

On Saturday we had a celebration at settlement South. We had roasted marshmallows, hot dogs and we had potato salad and baked beans. We played games like volleyball, soccer, badminton and hide-and-go-seek, and read comic books and had solitary time. And we went to bed. But before we went to bed we sang some songs.

-Kasi Mattox

**FIRE CRACKERS**

We went down to the lake on Saturday to watch fire crackers. During the time we were watching the fire crackers Ros (one of the swimming teachers) fell in. The reason was that she was on a raft and the fire crackers scared her. I laughed when she fell in. I like the fire crackers. They looked like a Christmas tree and turned different colors.

-Alisa Oyler

**THE TORNADO WATCH**

It happened on Saturday night after settlement East finished their showers. It rained very lightly and then it started to rain harder. And people in tents and cabins were almost asleep. Suddenly an adult came in and said to stay in your tent. He left. A couple of minutes later he came back and said that we had to go to the dining room and wait there until it stopped. We stayed there for a long time. Some people played cards and games. A lot of people read before they went to sleep. We had done that for a long time. Suddenly Marie stood up and said we had to go back to our cabins and tents. People were soaked in the rain but we slept until 8:00 in the morning.

-Peter Rebstock & Rachael Miesen

In fall the leaves fall off the trees in brown, yellow, red and tan.  
The trees are bare with the cold wind blowing on their barks.  
The trees are left bare with no birds on the branches.  
We have fun in fall.  
We gather leaves from the ground and jump in them.  
Fall is fun for everyone.

-Truman Packard (6th grade)

Summer has passed  
Winter is coming  
Fall is here  
Very becoming.  
The wind blows  
The cool breezes pass  
School has started,  
We're going to class.

-Teresa Jones (6th grade)

Fall is a nice time for baseballs and bats and soon we'll be seeing many black cats. I like to have barbeques in fall, 'cause barbeques are the funnest of them all.

-Aaron Bushman (5th grade)

Fall is like a hall  
But fall is not a hall.  
Now Hallowe'en is a different matter.  
When you dress up and look funny  
You might even look like a bee that makes honey.

-Leroy Philbrook (4th grade)

# FALL

I see a tree with yellow leaves.  
I see a black dirt.  
Trick or treat. Give me a treat  
And I will give you a magic trick.

-Robert Gayton (3rd grade)

Burnt leaves are black. The leaves colors are changing, orange, yellow, red green and brown.

-Jonathon Barnes

Because it is fall  
I saw a tree with yellow leaves.  
Because it is fall  
Hallowe'en is coming.  
We are going to have fun.  
Because it is fall  
Thanksgiving is coming too.

-Kavitha James (3rd grade)

Fall has colored leaves  
red  
yellow  
green  
brown  
burning leaves broken branches  
falling leaves tall trees  
crumpled leaves on the branches.

-Naomi Lazear (3rd grade)

Fall is a fun season  
Although it is a cold season.  
It is a beautiful season too  
Fall is a season of joy.

-Esther Lazear (4th grade)



# THE KANSAS CITY HOUSE REPORT

## THE MISSIONAL LIFE

The missional life in the Kansas City House in Kansas City has focused on education and IERD. Educational focuses have involved teachers, principals and community persons. Working with local community, we set-up and served a teacher appreciation breakfast for the 300 teachers from Westport Cluster. Bi-weekly, principals of the Westport Cluster schools meet at the K.C. House and discuss issues, goals and strategies of the Westport Cluster School Demonstration. Burna and David are engaged in structural permeation through facilitating of the School Advisory Council of Westport.

There has been a large push in the K.C. Region for the project site visits, and facilitating a Steering Committee for a K.C. event of Sharing Approaches That Work which will take place after the IERD in India.

Regional events of Quarter One included a regional team picnic with 40 people and a softball game. Towards the end of the quarter, the region met at Crowder State Park to plan the new quarter and year and celebrated with swimming, sports, beer and slides.

In K.C., the regional program has been centered about the A.A. for which we showed the Kingsley video to potential donors. The first major LENS in the K.C. Region for American Cable Vision was done for \$6,000 and plans for follow-up are in the works.

Finally, the K.C. House sent representatives to Continental Council in Chicago to integrate the global mission with our local situation.

## SELF-SUPPORT OF K.C. HOUSE

We started out the year using BVI as our business name. We had a collegium to decide if we wanted to keep that name. There were a lot of good suggestions like YO' MAMA (Youth Making A Marketing Approach) and Y.E.S. (Youth Enterprises Services). We had a good laugh with YO' MAMA but decided to go with Y.E.S.

We have made a new Y.E.S. office with the logo on the wall and created a new flyer that we have been given permission to deliver with the Hyde Parker. The Hyde Parker is a community newspaper that we deliver as part of our self-support.

Other things that we do besides deliver the Hyde Parker are baby sitting (even the guys!) cleaning, tree cutting, painting, scrapping, repairing, and serving the elders. We also finally finished the Zeigenhorn's patio, which has been a summer long project. We've also purchased a new Kay-Pro 2 and Lori Haman has an outside job with taxes and everything taken out.

The result of our first self-support month has been everyone earning at least bottom line and most earning at least \$1.97 supplement to their stipends! We're off to a great start!

## ACADEMICS

Academics is a very important part of the K.C. House life. We have youth in four different schools in the city - the five sophomores (Mark, Brian, Stuart, Jerome, and Sheahan) are attending Westport High School. Lori and John (juniors) are attending Lincoln Academy, a magnet school, and Bruce and Juliet are in University. Juliet is a pre-med student at Penn Valley Community College. Bruce is in his fourth year at U.M.K.C. Medical School.

We decided to have the new House members go to the local high school (Westport Sr.) as representatives since we are working with the school advisory committee in the Westport Attendance Area. They are adjusting well to the school. Stuart is excellent in typing (he is planning on becoming a secretary, just joking). Jerome likes his physics class, Mark has a great printing class. His class is printing our self-support flyer. Sheahan has an exciting anatomy and physiology class, and Brian is doing well in Advanced Algebra and Trig.

Lori and John are starting their second year at Lincoln. They are both on the school biological dissection team. Lori is also on the school newspaper staff and John is on the cross country team.

Our university students are working hard. Juliet is really doing well in chemistry and Bruce is studying internal medicine. He just finished a month at the Western Missouri Mental Hospital (he wasn't a patient this time).

We expect to see some great achievements in the Academic arena this year.

## HOUSE LIFE

The House started out with Brian Hawley's birthday. The Kansas City House is known for it's different shape of cakes, so we made Brian a bicycle shaped cake and for Jerome Jayasekara's birthday, a few weeks after Brians, we made a cake that deals with chemistry instruments. So far the House has four bicycles and there is a possibility for one more.

In order for us to be successful in our House life we have decided to have a corporate celebration every week. For one of these celebrations we had an Indian meal where everyone who wanted to eat had to dress up like an Indian.

In order to improve the House conditions we had a House renovation workday, and this turned out to be a very successful activity.

Some of the very enjoyable activities that we have participated in are: 1) soccer, 2) football, 3) jogging, and 4) weight lifting. Many of the Youth have also been active with the computer games, Stuart Harper scored 200,000 on the computer game "ladders".

## NEWS FROM BRUSSELS

Hi, guys! How are you all doing? I'm fine. Tomorrow I start my assignment in Management Centrum in Brussels Nexus. This past week the Brussels Nexus/Religious House has been having a planning meeting, or a strike force of the event in Delhi that's coming up soon. One of the couples in this meeting has a daughter (Lyza) who was too young to go to 'Gauderie', (the neighborhood day-care center), so I took care of her.

We went on many walks in the neighborhood. Boy, you guys would just love running Metro here! (ha, ha, ha). These streets run every which way, some are so small they could be taken for alleys, the drivers are absolute lunatics (they'll run over you if you try to cross the street while the light is red), and there are no street signs here except on the main roads.

The neighborhood is really quite lovely though. We are on the corner of a main street and a quiet little side street. The main street has amny stores, or boutiques, but they are all small and fit right in. It doesn't seem like a main street at all.

The Brussels Nexus is as wonderful as everyone says it is, and more so. The building is 5 storeys tall, is quite beautiful, everyone has their own room, there are plants everywhere, and there's a gorgeous garden in the middle (the building is 'L' shaped and has two walls making it into a square). It has a small pond, rose bushes, tomato plants, a large grassy spot, benches, 5-6 trees, and a croquette set. But the most beautiful part of the whole Nexus is the people in it. They are all so alive, energetic and vibrant. They seem to radiate with life, and this wonderful energy just envelopes you too and you can't help but get carried away with it. The people

here are also very helpful and they go out of the way to make you feel fight at home and fit you into the screen. In fact, I was up and working on the computer here (TRS - 80) on my second day.

-Jane Sharp

## LETTER FROM BOSTON

Thank you for sending me the Orbitor.

Northfield is great! Today was Mountain Day. Mountain Day is a Tuesday or Thursday when the Dean decides that it's a great day to climb a mountain. So each of the four years (freshman, sophomores, juniors and seniors) go to four different mountains, walk in a circle for two hours (the distance is five miles) when you could take ten to fifteen minutes instead. Our destination was a picnic area. We stayed there for an hour and took a ten minute walk back to Northfield. It was okay, better than classes. Tonight is freshman initiation and the mountain day dance.

Rock is the predominant music here as I suppose it is in the Student House.

Our girls varsity 1 soccer team won against Stone High/Brunham (an all girls school) 4-1. Also our boys varsity football team lost their first game but won their second.

I'm trying out for the swim team next term so I have a three week training course this term.

-Tina Slicker



DEPARTMENT OF THE NAVY  
USS BENJAMIN STODDERT (DDG-22)  
FPO SAN FRANCISCO 06678

DDG-22/01:jkh  
1650

From: Commanding Officer, USS BENJAMIN STODDERT (DDG-22)  
To: SN Cameron M. GROW, USN, 344-60-2281

Subj: Letter of Commendation

1. It's with great pleasure that I commend you for your dedication to duty as a member of the rescue relief crew which bravely volunteered to sail the storm-damaged sailing vessel ADAD some 300 miles back to Honolulu through high wind and sea conditions.
2. On 5 August 1983, USS BENJAMIN STODDERT assisted the distressed sailing vessel ADAD after receiving a call for assistance from the U.S. Coast Guard. The vessel had attempted to travel in the path of the intense tropical storm Gil, and suffered extensive damage, including engine failure, electrical fires, flooding, torn sails and personnel casualties. You volunteered your assistances as one of a three man team selected to sail ADAD back to Honolulu when it was apparent that her crewmembers were too exhausted to do so. You carried out this mission in a safe and professional manner by rigorously applying the superior seamanship skill required to sail a small vessel on the high seas.
3. Your dedicated and enthusiastic approach to the task of returning the ADAD to port exemplify high standards of pride and professionalism. The devotion you exhibited in carrying out your duties is commendable and I, as do your fellow shipmates, hold you in high regard for this accomplishment.
4. Well Done!

A. W. NEWLON, JR.

Copy to:  
Service Record

## A LETTER FROM INDONESIA

Greetings to everyone from Jakarta! Martha and I like it here so far. There are lots of people everywhere. Everyone seems to be on their way to their business or conducting their business right where they are. There are countless little shops and restaurants (and I mean little)! At the end of our street there is a truck mechanic who works on the side of the road; next to him is a moveable stall where a man sells mostly soft drinks; next to him is a woman who, every night at dusk, opens up a little restaurant serving about three persons at a time.

This is a "T" intersection: on one opposite corner is another restaurant that can seat about ten people, and on the other corner is a larger, more permanent sort of general store. Going down one of the legs of the "T" there is a small government office, a doctor's office, a dentist's office, a carpenter and metal working yard and shop, another general store, and a preschool, among other things, seemingly interspersed between every other house or so. This is about half a block before a major bus terminal and large market area with larger and smaller stores, both modern and old. This kind of scene, with all its hustle and bustle is repeated all over Jakarta. Of course, there are many stores that look just like American stores, and the music is very familiar many times - country & western or rock - playing in the background at these bigger stores.

People visiting Jakarta for the first time comment on the traffic, too. People here drive on the left side of the road - that is, if they have to. More often drivers use what space is available on whatever side of the road and however much space there is between cars.

Martha and I went shopping Sunday to a big place called Pasar Senen (Monday Market). I was measured for a suit and Martha got a couple of books to learn Indonesian and to teach English. She is teaching English to a woman down

the street starting this week. The suit I'm getting will cost, for everything, 14,800 Rupiah (US \$15). I can't believe it. This is real cheap, even by Indonesian standards. Then we went to get a drink. It was very hot and we needed something. I got a pineapple drink (there is lots of good fruit here) and Martha got a Green Sands (this is an apple-lime malt brand-name drink - they should market it in the States). When you sit down at most of these places, lots of people try to sell you things. Today most were selling books or wanting to shine my shoes. Today, also, we had a couple of beggars come up to us, one a leper. Drinking our es nanas and Green Sands, while less than a foot away a woman with gnarled stumps instead of fingers asked us for money, became a bit discomfiting. It is impossible to rationalize the contrast between those who have (including us) and those who don't.

The ICA programs are doing well. We're preparing people here for the IERD plenary in new Delhi in February with a series of RURAL DEVELOPMENT INTERCHANGE WORKSHOPS. These are designed to identify the keystones of successful development in Indonesia and to get recommendations on which projects should represent the nation in New Delhi. The fourth, (out of seven), is tomorrow, and the first three have gone well. We held two on Sumatra (the western island of Indonesia) this past week, and they were well received. Many agency representatives and field workers came (70 at one and 56 at the other). At one workshop, two people said they wanted to work with us in organizing other workshops, and at the other, the governor of the province decided to pay for over ¾ of the expense of the workshop and has asked us to talk about doing a whole project of our own in his province. The third one, in central Java, had 40 people, all field workers, and the best dialogue of any workshop thus far. I hope the other workshops go as well as these.

-Tim & Martha Karpoff

INSTITUTE OF CULTURAL AFFAIRS  
4750 N SHERIDAN  
CHICAGO IL 60640  
U S A  
PH 769-6363

# PHASE II ORBITER

## NAIROBI EMERGING GENERATION

The Nairobi E.G. had a great three-week camp in Kamwelini and wrote their own **STORY, SONG AND SYMBOL** to describe their experiences.

### SONG...

#### THE E.G. SONG

Tune: Star Wars

#### CHORUS:

One day, we set out for the town of Malindi, Far Far Away  
We were all packed and ready  
To go to Malindi on one bright day.

But then the next day our travel plans were changed and we  
ended up in Kamweleni.

Our hearts were broken when we first heard the news,  
But then joy came and took away the Blues.

#### CHORUS:

Our staff helped us with the carnival and the bonfire  
And with the Barbeque.  
Then we were covered with dirt from our heads to our  
shoes.

From the great Olympics at the school.

#### CHORUS:

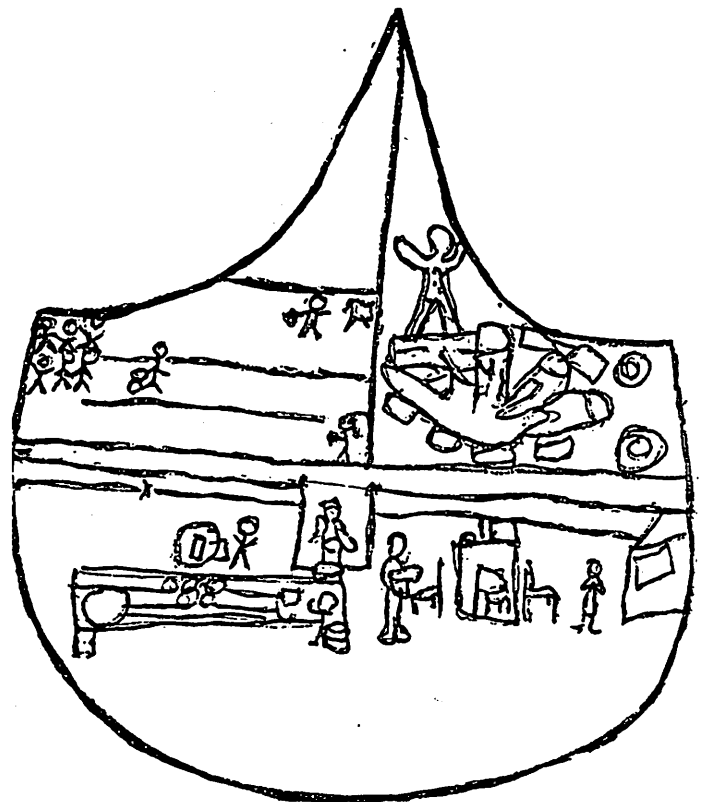
We are nearing the end of camp at Kamweleni.  
We tried to obey all the rules.  
Now we're going to the Kawangware House  
And then we will go back into our schools.

#### CODA:

Now we're marching to the future  
Looking for adventure and **STANDING AS ONE!!**

-(written by the Nairobi E.G. and Lara Dillinger and  
recorded by Jenny Wiegel)

### SYMBOL...



## STORY....

Our story consists of three main events.

**The Olympics.** My favourite event was the Olympics where there were many events and two teams competing.

The first team was:

Daniel Roberts (age 11)  
Therese Norton (age 8)  
Dhondiram Wiegel (age 5)  
Andrew Roberts (age 4)  
and the second team was:  
Jennifer Wiegel (age 10)  
Shanker Wiegel (age 5)  
Felicia Norton (age 10)  
Christina Alton (age 10)

The events were all on land because we had no place to swim. We had first of all running events like relay races and sprints and after that we had some odd events like water balloon contests, wheelbarrow races and potato and spoon races. By the end of the Olympics we were all covered with dirt, the good red dust of Kamwelini.

-(written by Daniel Roberts)

**The Carnival** On the last week of our camp, we planned a carnival. (We even had spaghetti for lunch that day!) Then we got on our costumes and we put on our makeup and invited three children from Machakos, near Kamwelini. We had our own booths. Two were guessing games (like guessing how many pieces of maize corn were in a jar, or how many stones in a bottle), two water games (like 'knock the canoe over in the tub' or 'hit the clown on his red nose with a wet sponge.'). The most fun game was the Cookie Walk which is like musical chairs except when you get out, you get a cookie. The last person to get out gets the rest of the cookies. I like this game!

-(written by Therese Norton)

**The Bonfire** The night before the camp ended and we were to leave to go back to Nairobi, we decided to have a bonfire. We all set out down the dirt road with a wheelbarrow to collect wood down by the Kiwi River. We hunted for over an hour and got twigs, bushes and even an old cactus. There is not much wood nearby. When we got back to camp, we found a ring of stones in front of the Iron Man Statue to build the bonfire on and we ate our pudding. Then we watched the fire until the little children went to bed but the rest of us stayed up. We even burned some long sticks and made whirly gigs.

-(written by Christina Alton & Felicia Norton)

## DANCE

I was assigned to the dance guild. I thought it would be boring but when we started to do our dance classes it wasn't boring. Our dance teacher's name is Clair Clements. One of my favorite dance exercises is the leg lift. I think it is going to be fun this year in dance.

-Sharon Paul

## WINNING

About a month ago I was sick at home and I had to stay in bed. I got my parents' radio out of their room and put it in my room. As I listened I kept hearing of a contest that if you wrote a letter, Dick Biondi's secretary would reach in a hat and pull out a letter and that person would win. If she happened to pull out your letter, you won ten dollars out of Dick's personal stipend (or budget). When I heard that, I quickly wrote a letter to WBBM-FM Chicago and also a letter to my grandmother. So this morning I was sitting talking to one of my friends when my father came in. "Did you enter a contest?", he said. I sort of thought it was from the radio station and when my father opened it, it was!! I was so excited I told everyone I saw, and when I told Marie Sharp, she said I should write an article in The Orbiter. She talked to Deirdre and everything. Thanks Marie!!!

-Aaron Bushman

## BEING IN THE ORDER

When I was in 5th City a man named Mr Trice told us about the Order. My Mom was concerned so she joined the Order. I lived in 5th City for four years but only in the Order for one year.

-Safiyya Gayton

When I first came to the Order I was 3 years old. I had fun in the Order. This is what happened.

I first went to Brazil. I was in Rio, a city in Brazil. I went to the beach and my sister almost drowned. I made a seashell necklace and I had a big feast and I went to bed.

-Kalulu Rosario

The first time Fred Lanphear came over to our home in Africa and started to talk to my parents, I am not really sure what they were saying. Then we joined the Order. Several years later they assigned us to Brazil. We stayed there for about 3 or 4 years - I am not very sure - but anyway, then they assigned us to come here to Chicago. I hope they assign us back to Brazil. Brazil is a wonderful place to be.

-Wanjico Rosario

In the beginning me and my family were in India. My Mom and Dad talked. Then we made a decision. We went to Chicago. A year later my Mom went to San Antonio. My brother and sister and I attended school in Chicago.

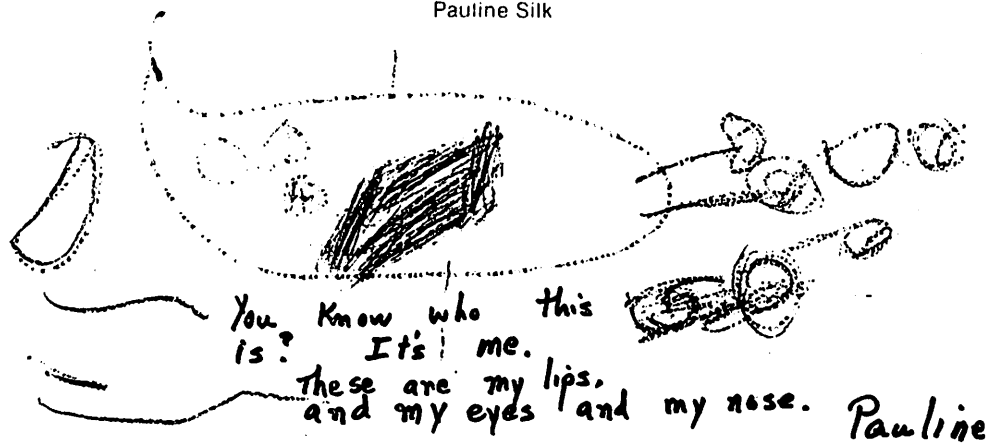
-Shane Paul

Hello. My name is Truman. I have been in the Order for a long time. I was born in the Order. I have been to many places, like Peru, Chile, Hong Kong and the Philippines. I like the Order. Good- bye.

-Truman Packard

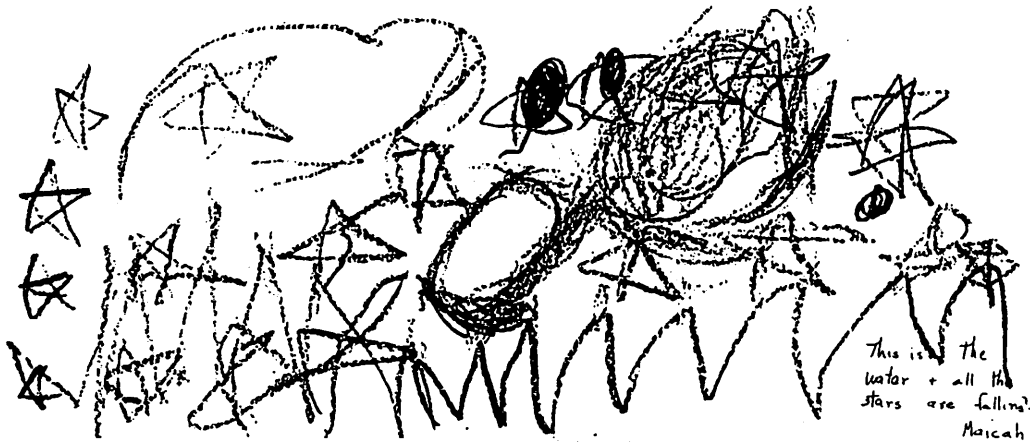


Pauline Silk



Pauline

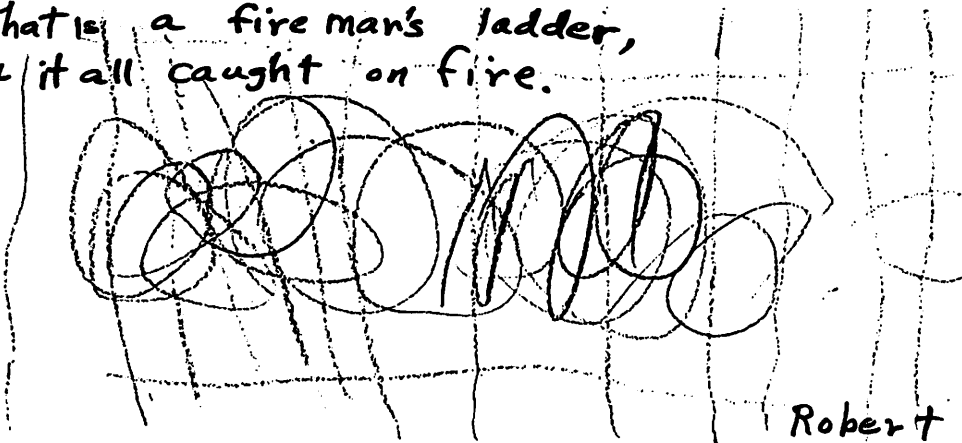
## THROUGH THE EYES OF



Maicah Packard

## THE PRESCHOOL

That is a fire man's ladder,  
+ it all caught on fire.



Robert

Robert Shankland

## CELEBRATIONS

This year we have had three celebrations. The Wild Card, Rolling Party, and the Awards Dinner. The Wild Card was everyone pick some of the games and the person who wins gets a certain amount of points. We had a couple of guests participate. They were Eugene Serrano, Edwin Serrano and Soo Hyang Kang.

The rolling party goes on every week-end. How this works is all the Households, A, B and C race to finish rolling first. At some of them we have guests. They are Edwin and Eugene Serrano, Soo Hyang Kang (they come and roll almost every week-end), then Robert Jackson, Santiago Morano and Leressa.

And last but not least, the awards dinner. At this, guardians and parents were invited to a dinner in the Nexus collegium room. After we ate, the staff gave a context on what this was about. Then they handed out gifts to Adam Lingo for having the most points and, to Julie Salmon, Otto Sharp and Dirk Rettig for having the most points in their Household. Household C had the highest points in all. Sherylin Paul won for leadership prowess, Christie Randolph won for being at Daily Office the most, Robbie Jinks won for having good academic progress, Elizabeth Williams, Laura Early and Karen Kucera won for having the highest rating by their household staff, and Dirk Rettig won for the most individual projects. There have also been celebrations for people who go to Daily Office, and for households, dorms and teams who attend Daily Office. There have also been a few birthday parties.

-Julie Salmon, Sherylin Paul and Jill Wilkinson

## MY SCIENCE FAIR PROJECT

This year in school Christie Randolph and I are doing our Science Fair Project on Leukemia. The reason for this is because my brother, Wesley Salmon, died and also because I want to learn more than I do about leukemia.

Already we have two slides of leukemia blood, one from a young person or child, and one from an older person. We also have slides of our own blood. It is very interesting to look at through the microscope at school.

We have talked to a man named Mike, a hematologist at Weiss Hospital. He has given us a lot of the information we have. My parents, Bill and Bev Salmon have also helped along the way. In some way I think my brother has too.

We have been able to make a few charts to show my brother's white blood count, and on the way doctors have saved lives over the centuries.

For many strange reasons I think all of my teachers are behind us. I hope I was right choosing leukemia as a Science Fair project. I hope I will be able to learn something from this experiment so it can help me understand why my brother died.

-Julie Salmon

## METRO - RUN FOR YOUR LIFE

It all started on October first 1983 when the Student House staff decided to make Metro much faster, so they decided to make it a game by competing by households. We wake up every Sunday morning before 7am. We then go down and have a quick breakfast in the kitchen and pack the van with papers. We usually leave sometime between 7 and 7.30am because we are not allowed to leave any time before 7. The object of the contest is to be the household who ran with the least amount of time.

-Jessica Farrar, Naomi Jayasakera, and Melanie Harris

## MORE ON METRO!!

Four weeks ago we started a running contest on Edison Park.

The way the contest goes is that two households would get up Sunday morning before 7 o'clock and get ready to go running. No household van would leave to go running before 7 o'clock. At 7 or any time after that they can leave. One household does the south area of Edison Park and the other does the north part. When a household gets finished they rush home. When they get home they rush through the door and give a schedule paper to the switchboard. The switchboard looks at the clock and marks down the time. Then they go up to the third floor and mark the time on a chart, under which area they ran, south or north. At the end of three weeks, whoever has the best time wins 500 points.

The chart doesn't go by the faster time done, but whichever van gets back the earliest. Like your van left at 7 and got back at nine and your van beat some household that left at 7.30 and got back at 9.10.

So far Household B is winning north with the time back of 10.56. Household C is winning south with the time of 10.44.

-Otto Sharp

## EARNING POINTS

I am writing this article because I thought that it would be good for people outside of the Student House to know the various ways that we earn points in the contest we are conducting. First let me tell you about the contest. In the Student House we compete for things like who runs Metro the fastest, who washes dishes the quickest and several other things. The person or household that has the most points at the end of each quarter wins the contest and gets a prize of a certain value.

Some people do things like make models (which I like best), shelves, tables and decor. Others do jobs like work in the pre-school, write articles for the Orbiter and odd jobs around the Student House.

In the Households we get our jobs from the advertisements that we have hung all over the building. The jobs that we have in my household are to clean certain rooms, paint shelves, make a dictionary and roll coins ready for banking.

The things that I have done by myself are build a model, put together a bike, design my room, hook up a stereo and work in the pre-school.

-Dirk Rettig

## WORKING IN MY GUILD

In my guild I have learned many things. I have learned how to use the Columbo, a big camera, both ways. One way is with the camera, taking pictures. The second way is feeding typesetting paper into it. I am best with working with the camera which is taking the pictures.

I have also learned how to work on the Daizy. The Daizy is a typesetting computer. All I do is typeset. But typesetting is complicated. But it is still fun!

Since I am in the Student House, and I am in the Graphic Arts Guild, I help work on the Orbiter.

Working on the Orbiter is fun! You get to use the camera, and the photo comp., on the Columbo. You also get to typeset on Daizy. I have written only a few articles for the Orbiter.

Later on I will be working with a camera and will learn how to develop film in a dark room.

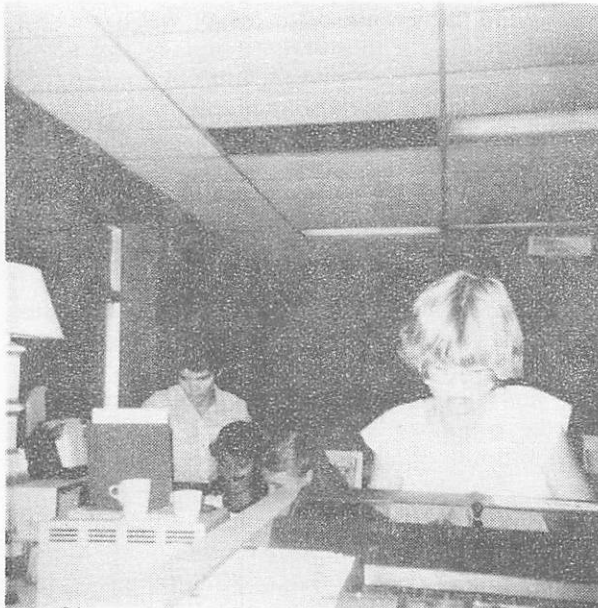
As it gets close to Christmas, our guild will be making Christmas cards by silkscreening them.

The Graphic Arts Guild is fun. I am glad I have the chance to be a part of it.

-Julie Salmon



Typing practice - Nathan Oyler, Keith Packard



Producing the Orbiter -

Sherylin Paul, Julie Salmon, Jill Wilkinson, Deirdre Dowsett

## HALLOWEEN

Halloween is a time of trick or treat  
All you do is get all you can eat.  
The Spookhouses are scary as heck,  
If you don't watch out you'll have a broken neck.

We have a Halloween party,  
We have a ball,  
Everybody running up and down the hall.  
Kids collect UNICEF for the needy,  
Every door you go to they'll give you a penny.

-George Hawley

## JOBS

In the Student House we have a contest every quarter where people can earn points. Some people earn points by doing jobs. The jobs we do are things like wash shampoo carpets, baby sit, clean rooms etc.

The first Household to start using jobs was Household C. They got their jobs from the signs that they put up. We advertised to do any type of job and the good thing was that the jobs we did were free.

Depending on how much of our time and effort it took decided the amount of points earned. So far, a lot of people seem to be doing jobs that are earning a lot of points. The person that earns the most points wins the contest and gets a pretty good prize.

-Dirk Rettig

## STAFF

There are six staff in the Student House and two staff go on each Household. Household A is Keith and George Packard. Household B is Roy and Geni Philbrook. Household C is Deirdre Dowsett and Stan Crow. Some of the things that the staff do are help do the dishwasher on the weekends when they are assigned to it. They also help us do our homework. Then we have guilds in which one staff or maybe two staffs are in each guild. Sometimes when fun things happen some of us get a little sick and tired of some of the staff. But its always fun when staff can do things to help, teach and learn new things to give us a chance to show what we can do.

-Jon Troxel

## STUDENTS LEAD COLLEGIUMS IN THE STUDENT HOUSE

### AIDS

On a Friday in the month of September in the morning I did my first collegium on AIDS. AIDS stands for Aquired Immune Deficiency Syndrome. People usually get it from sexual contact. It mostly is caught by men who are homosexuals. AIDS happens first by having sexual contact, then by getting pneumonia or a rare form of cancer. The pneumonia usually never goes away so you eventually die of it. What AIDS does is knock out your immune system in your body, then you get pneumonia or cancer and die. Your immune system is the system that protects your body from diseases. That's why so many people die when they get AIDS because when it knocks out your immune system, you're helpless for fighting against the disease.

AIDS in the U.S. is mostly common by the coasts. Usually men from the ages of 20-40 get AIDS. That's why a lot of homosexuals are going from younger men to older men because they are afraid that they'll catch the disease. Even babies can catch this uncured disease. There was a baby who was born, who had to have blood donated to her. So a man came and said that he would donate the blood. Little did he know that he was carrying the disease in his blood. After the blood was donated to the baby the hospital found out that the man had AIDS. So the baby caught it from the man.

There is a lot of researching being done about this disease. So far this disease hasn't been cured, and is becoming one of the world's hardest disease to control. But we hope that in the future with more advanced technology, we might be able to conquer this disease.

-Ben Crocker

### RESPONSIBILITY EXERCISE

My first collegium was on a Thursday and it was an exercise about a situation in which you had to decide on who would go overboard and whoever that person was it would hurt someone. The collegium was about a boat with five people in it and it was going on a tour on the Atlantic Ocean until it hit an ice burg and the boat was sinking. A lifeboat came but only four people could go on it; otherwise it would drown with five people. So you had to decide on who would go overboard with these five people: 1) You, 2) A Pregnant Lady, 3) A 20-year-old computer genius because what good was a computer genius in the situation that they are in. Some picked number 4 (a 65-year-old scientist doing research on cancer) because he/she was old and was going to die anyway. Some picked number (4 year old boy) because he was young and wouldn't know what was happening at that moment. A lot of people didn't pick number 2 (a pregnant lady because it would kill two people. Whoever you picked to go overboard, it was going to be unpleasant. It was a hard situation to solve. There are many situations where you have to decide and whatever you decide is difficult.

-Elizabeth Williams

### PROJECTING THE WEEK

It was my first time giving a collegium. I was nervous, even though I was just laying out the week. The night before I wasn't even prepared because George Packard promised me that he would make a chart that I could just put on the board. I kept reminding him but he kept saying, "I will have it ready for you later." Well it got later and later. George was running everywhere getting everyone to bed. I was scared that I wasn't going to be able to do it. Well, I woke up the next morning. I was mad. If he didn't make the chart I am going to kill him. Well, to my amazement, he made it. It came time for me to do it. I stood up and Deirdre helped me stick the thumb tacks into the chalkboard. Well, in the middle of my collegium, the thing fell down. We tried to put it back up, but the stupid thing wouldn't stay up. I was really embarrassed!! I wanted to crawl under a rock. Well, I got through it!!! The next time I did a collegium I laid out the week again. Luckily, I had separate sheets of paper to pass out! Dud, I know!!!

-Karen Kucera

### FAITH AND TRUST

On Thursday about 3 weeks ago, I lead my first collegium. I was nervous and really scared. One reason was because a lot of people belonged to different religions and some didn't believe in God, so I had to find out a topic that everyone could participate in no matter what. That week our theme was the Theological Revolution. I was supposed to lead one about the Church or something that had to do with theology. I decided (with Geni's help) to do my collegium on Faith and Trust. I had 4 days to prepare it and I got it done pretty quickly. The morning's agenda went something like this: First I introduced my collegium, then I asked 4 questions that had to do with your faith or trust in a person. Then everybody was grouped into 6 groups of 4 to find a definition of faith. After that we discussed each definition. For my first collegium I was surprised at how easily people responded, and after about 5 to 10 minutes I felt at ease with the situation. All in all, I had fun.

-Angie Pennington

### IMAGINING THE FUTURE

Monday Stan came up to me and told me that I had to lead a collegium on the future, and that I had four days to prepare. My first reaction was "No" (please!!). But as time went on, and the day that I was supposed to do it was coming sooner and sooner, I was getting nervous and scared. I worked on it a lot and came up with something that I think everyone would participate in. Well finally, the day had come, and the collegium went something like this: First I had everyone break into their teams, and to share with everyone on their team what they wanted to be when they grow up. Then they'd put it into skit form, and present it to the rest of the Student House. A lot of them were funny. All in all I think everyone enjoyed doing their skit and watching others. But I think mostly it gave them a chance to really think on how they wanted to spend their lives.

-Laura Early

## PLANNING WEEK II

To the tune of the Gambler

It was early one morning in this big white building,  
I met with the Order, then I did something.  
I lived in the Student House with the top bunk to my back  
when I slept.

It was early one morning when I woke to do the collegium  
And this is what it was about.  
My collegium was about the Week II.  
I first passed out the papers about this topic  
I explained the week II and then asked for questions.  
I answered a couple of questions  
And then I tipped my hat and left.

-Matthew Mann

## CORPORATE WRITING

One morning I went to the breakfast table, then Deirdre came up to me and told me that I had to do a collegium on corporate writing. I jumped out of my seat and started to yell at her. I told her that I was not going to do it. She told me to calm down and sit back in my seat. Then she said that it was going to be next Thursday. About two days before I had to do it I decided to have all the people who led a collegium during the quarter to write about their own collegium, then the people who didn't do one had to write an article in groups of three. When the day came I was real nervous but Sheylin made me feel better. When Deirdre announced that it was time for my collegium I realized that it wasn't that bad. It turned out to be a pretty good collegium. The articles in this part of the Orbiter are all the result of that collegium.

-Christie Randolph

## LETTER FROM TONGA

Hi! How are you? Tonga is great, the people are really friendly. I guess that's why they call Tonga the friendly Island. How is everyone there? Well this is supposed to be one of those letters that were supposed to tell you about our assignment. O. K., well here we go. First I will tell you HELLO! in Tongan (whoever reads this write it on the board) "Malolelei" isn't that neat? Sandy and I have a pet horse. We named it 'OFE' which means LOVE, I know, but we liked it. We are getting ready to paint our house slowly but surely. Right now, Ken and Clare Whitney are trying to reach the ceiling on a very short ladder. I don't think they'll make it. We have a very big house, cold shower, but we have a big room with bunkbeds. We have a dog named "Rags". We also have piglets who run through our garden and make so much noise. Sandy and I weeded the garden yesterday. Sandy sat in a big pile of RED ANTS!! She had to run in the shower and jump up and down with her clothes and shoes and sox on. After she changed clothes she wouldn't even go near it after I killed them. After that we had to rake all the leaves out of the garden. The Tongans take excellent care of their gardens so we have to follow that custom. Anyway, while we were raking we started picking up the leaves to burn them and four little mice ran across our feet. Sandy screamed and told Ken Whitney he could do it. Then later

on that afternoon we were all sitting under this big tree in our front yard and a car backed into our water meter so water was shooting everywhere and our lawn got watered so did we. We are going to start High School in February. That's when school year starts. If you talk back or even raise your voice you get punished. OH BOY!. Time to paint and EAT!! LOVE to hear from you. Lots of love, Karyn. P.S. HI! DAD.

-Karyn Crow

## TO THE OLDER YOUTH

The Orbiter is the one forum we have that provides the means of sharing ideas and concerns as well as our own experiences. This is true for youth and all of us who are concerned with the journey of Phase I. The Orbiter is a global publication. Five hundred copies are printed and sent all over the globe. They go to family, friends, the Religious Houses, colleagues, school principals, and anyone that someone wants to send one to! We've been pushing hard to expand the Orbiter to be increasingly relevant to all ages within Phase I - everything from photos of the Infant School, to pre-school art, to elementary and Student House writing. The 9th graders usually have articles on their deployment. The Student House is now trained in all facets of producing the Orbiter to the stage of actual printing. My concern is that there is still a huge gap - there are few contributions from older youth, from those in Senior High School, College, and those working. Celebration 10 made it clear that youth who have "grown up" in the Order have something to say on a variety of issues - local, global or in between! Please write. Celebration 10 got stated the need for this - all that's lacking is the implementation. Some of you will be contacted and asked to write for subsequent issues, or to ask others in your area to write. It would also be great to get addresses of people you would like to have an Orbiter - but above all, write!

-Deirdre Dowsett

## DEAR STUDENT HOUSE

Just a quick note to tell you I've been thinking of you all and wondering what you were doing during the teacher's strike, besides running Metro. At least it's not snowing yet.

Also I've changed my address:

Jill Sheldon  
4048 S. 20th Ave  
Minneapolis, MN 55407

Kit and Bruce seem to like Southern High School, in case you haven't heard from them yet.

When is Celebration 11?

I really enjoy the Orbiters! Keep up the good work.

-Jill Sheldon



INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
CHICAGO, ILL.  
PERMIT No. 4473

Address correction requested  
Return postage guaranteed

## FROM THE LAND OF THE PYRAMIDS

Dear All,

Carol and I are finally in Egypt! We arrived on the 2nd of October and Ike Powell, Rebecca Nichols, and Fiona met us at the airport. We spent a few days in Cairo before going to El Bayad. While in Cairo Carol, Fiona (who is on her way to the Ivory Coast) and I went to the historical museum. We saw things from King Tuts tomb and other Egyptian artworks.

We arrived in Bayad on a thursday night, 3 days before the HDTI was to start. There was still a lot to do to get ready, so Carol and I were very busy. The opening feast was a success, even though we lost our electricity and water for a few hours before we were to start, (later we got the lights back on) .We now have about 35 Egyptian participants in the HDTI not including our staff.

Carol and I are working out of a rotation where one of us is in Cairo for one week while the other is in Bayad. The first week Carol was in Cairo and I was in Bayad. One of the first things we did that first week was a visit to a village of Sanour by the women's guild. When we got to Sanour we broke into teams. My team walked around the village inviting the women to come to our meeting. One team made out a registration form, while the other team went to the clinic to see if we could use the scale. When we got back the registration started and we did baby weighting. Then there was a hand washing demo stration, a talk on nutrition, and then a nutrition demonstration. Everything seemed very chaotic but all in all it was good.

The second week Carol was in Bayad and I was in Cairo .In Cairo we lived in a flat (apartment) with people on development and permeation and Joseph Powell and Katie Coffman who are both in school now. I am usually by myself from 9am to 12:30pm which is when the kids come from school. This gives me time to do studies, write letters, do laundry, etc. Once the kids get home we eat lunch and then do table-work and play. They both have homework sometimes, or we do drawing or curriculum. This week we drew things to do with Halloween and they both designed Jack-o-Lanterns. Rebecca then bought 2 pumpkins and cut out faces according to the kids designs. Egypt is very nice at this time of year, not too hot or cold, but soon it will be getting cold. You see a lot of donkeys and camels being herded or ridden in the villages and on the desert. There are lots of stray dogs around and we have a cat in Cairo and Bayad. The cat in Cairo, her name is Ginger, is pregnant. She is a Siamese and Carol wants one of the kittens.

A lot of people here talk about the other youth who were here before us. Charlene Powell gave us a frisbee left by Eric and Geoffery, a rug that was in Lori's and Jenny's room, and a decor cloth left by Mark and Jerome, to keep in our room. Carol and I also hear a lot of stories about the other youth. People really miss them.

Well, that's about all for now!

Carol says Hi! Happy Birthday Sandy Ariel, Laura Early, Matthew Mann, Dirk Rettig.

Yours Truly,

-Jessica Rettig

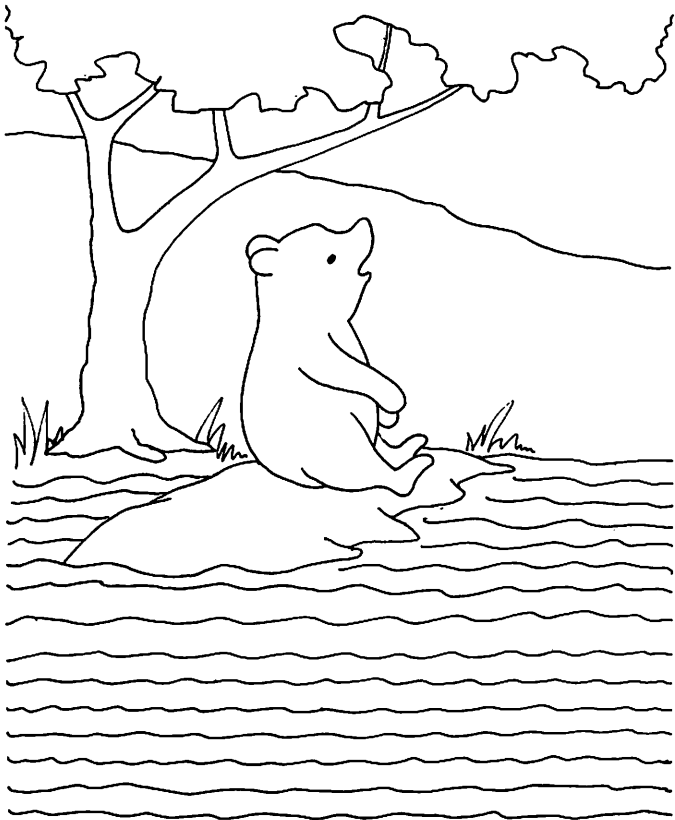
# ONE CORPORATE THRUST FOR THE WORLD

December, 1983

Vol. IV No. 6

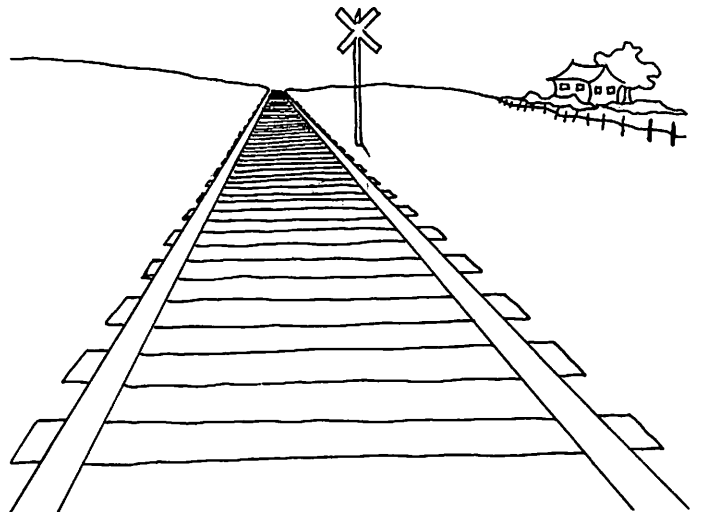
# PHASE I ORBITER

## WINNIE THE POOH



## The Playscape Theatre

**THIS PROPERTY  
IS CONDEMNED**



## PLAYSCAPE THEATRE REFLECTIONS

### FROM A STUDENT

**This Property is Condemned** is about two teenagers who meet by the railroad tracks and tell their life story to each other. Their names are Willie and Tom. Jack Lush was Tom, a small country town boy, and Jessica Farrar played the part of Willie, a young girl who is trying to follow her sister's footsteps.

**Winnie The Pooh** had three scenes:

1. Pooh visits Rabbit at his hole and eats so much that when he tries to leave he gets stuck.
2. Eeyore has a birthday party and Piglet goes to give him a balloon but falls and breaks it, so she gives him the broken piece that says Happy Birthday, and Pooh wants to give Eeyore a pot of honey but gets hungry on the way and eats it. So she decides to give him a useful pot and asks Owl to write Happy Birthday on it. Then she goes and gives it to Eeyore, and Eeyore keeps his balloon in it.
3. Christopher Robin wants to go on an expedition and find the North Pole. All of them stop for lunch. Roo falls in the stream and starts swimming. Eeyore puts his tail in the water to save him even though Roo is farther down the stream. Pooh grabs a long pole to fish Roo out. When they all get back to the site where they ate lunch, Christopher Robin says "Pooh, you have found the North Pole"! So they stick it in the ground and put a flag on it. That is how it ends. The characters were:

Pooh ..... Karen Kucera  
Piglet ..... Naomi Jayasekara  
Eeyore ..... Matthew Mann  
Kanga (and Roo) ..... Jessica Farrar  
Owl & Christopher Robin ..... Jack Lush  
Rabbit ..... Melanie Harris

-Julie Salmon

### FROM A NEXUS COLLEAGUE

What theatre would think of performing Tennessee Williams and Winnie the Pooh together? The Playscape Theatre, of course, that avant gard, willing to try anything theatre group on the second floor of the Kemper building.

Jack Lush and Jessica Farrar made **This Property is Condemned** into very adult entertainment. Jessica's "I'm going to fall. No, don't help me; it's no fair to help," made such an impression it came up as a Daily Ritual witness! Over and over again she emphasized that the death of her sister "wasn't like death in the movies".

Pooh, Piglet, Eeyore, Owl, Rabbit, Kanga and Christopher Robin had adults and children laughing. Naomi Jayasekara as Piglet broke the house up when she fell 'POP' on the balloon she was taking to Eeyore for his birthday. Mathew Mann captured everybody's sympathy with his portrayal of Eeyore losing the feeling in his tail by dragging it in the cold stream to try to save Kanga's (Jessica Farrar) baby from drowning. Almost everyone identified with Pooh Bear's (Karen Kucera) inability to keep her fingers out of the honey jar. The practiced understatement of Rabbit was well portrayed by Melanie Harris.

Directors Stan Crow and Thelma Neuwirth should get 'Emmies' for their courage in bringing together the silly and the profound. Of course, make-up and stage scenery were exceptional.

-Donna McClesky



*Piglet and Kanga  
with Roo  
in her pocket.*

### FROM A PARENT

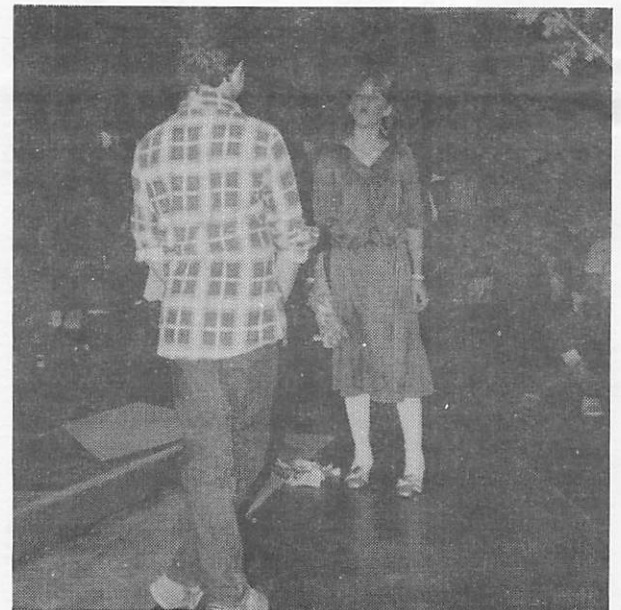
To all the Cast and Supporting crew of **Winnie the Pooh** and **This Property is Condemned**:

You were all great and I wanted you all to know how much I enjoyed being part of the past week-end in the Student House. The plays were so professionally done and you all should feel very proud of jobs well done. Special thanks to Stan and Thelma for their direction and the other Phase I families for costumes, sets etc. It really was a smooth production. I was proud of you!

Thank you, too, for including me in your Cast party after the Sunday performance. I don't think I've seen such huge sundaes as the "War of the Worlds"! It was great for me to be a part of your enthusiasm.

Keep up the good work and good luck on the rest of the performances.

-Carol Kucera



*Willie explains, "I was lonely then and I'm not lonely now."*



Christopher Robin reads a sustaining book while Pooh finds himself getting thinner and thinner.



Willie fantasizes about going to dances at the Moonlake Casino.



Willie (Jessica Farrar) talks about her sister as Tom (Jack Lush) listens.



Pooh at Rabbits hole.



Piglet, Eeyore, Rabbit, and Christopher Robin successfully pull Pooh out.



Piglet, Eeyore, and Pooh at Eeyore's birthday party.



## DOING THE LIGHTS

It's the night of the play. Everybody is tense. The lights go out. The people on the lights were pretty relaxed because we were back stage where we couldn't be seen. I was in charge of the lights for the play **This Property is Condemned** and the third scene in **Winnie the Pooh**. Dirk Rettig did the first and second scenes of **Winnie the Pooh**. The first night was a success. The second and third nights weren't as good compared to the first one. The fourth night was terrific. We almost had a full house except for a few seats. Stan decided we should have another play on Tuesday. (The previous plays were on Thursday, Friday, Saturday and Sunday).

-Luke Gilbert



*Donna Neuwirth applies Kanga's make-up, while Piglet does Pooh's final touch-ups.*

## MAKE-UP

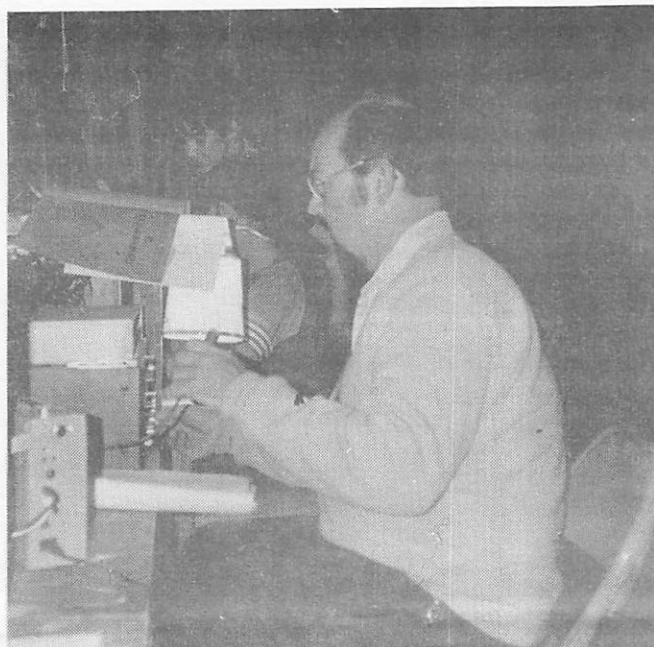
On Wednesday Karen and I went downstairs to talk to Stan. I asked him if I could help with the make-up that night. He said yes. That night I went downstairs to second floor to talk to Thelma about what I was going to do. She gave me an idea of how I was going to do it. I started with Kanga (Jessica) first. She put on her own base then I drew her mouth, nose, and eyes. The next night I made up Pooh (Karen). She was a little harder because her eyes were black then white then black again. I ended up learning a lot and I'm real glad.

-Angie Pennington

## SCENERY

The scenery was done mostly by Jill Wilkinson, Donna Neuwirth and Helen Haug. We had a good time doing it. One thing we liked to do a lot was experiment on shading, distant objects and other things that artists like to experiment with. Although we didn't get a big celebration, we got the compliments from all the people who saw the play.

-Jill Wilkinson



*Up in the light and narration booth Stan Crow and Dirk Rettig wait for cues while Jack looks on.*

## COSTUMES FOR WINNIE THE POOH

We started out with just some blankets. Then Marie told us what blanket was for whose costume. We measured the blankets and drew lines for where we were supposed to cut. Me and Marisa did the basting and Marie and Jeronima used the sewing machines. We had fun.

-Teresa Jones

We had a good time making the costumes for the play, **Winnie the Pooh**. The costumes were made out of old blankets and construction paper. I wasn't there for a lot of time because I was assigned to Recycling. I was mostly working on the rabbit costume. We had to hem, sew and trim it. We had a lot of fun making the costumes.

-Truman Packard



*During intermission, Eeyore and Rabbit congratulate Tom for a JOB WELL DONE.*



## A RECYCLE ETHIC - A WITNESS

### Advent:

*Repent and believe for the Kingdom of God is at hand.  
Turn again and live the possibility, for a new age is here.*

### The designated act for today:

The Act of Compassion.

### Daily Ritual sentence chosen:

We stand present to all the human communities of this globe and claim the promise that effective and just structures of care will be brought into being everywhere.

### The Story:

You have seen our children collecting newspapers, aluminum and tin cans, and glass bottles. Where does all this go?

About a block and a half west of Kemper in the CITCO parking lot on Lawrence Avenue is the Uptown Recycling Station. It is a not-for-profit community service sponsored by the voluntary sector (St Thomas of Canterbury Parish) and the public sector (the City of Chicago). The recycling Station just opened on October 29th.

Our children have worked at the Center, taken \$98.41 worth of cans, etc from Kemper to the Center, delivered flyers in the community to advertise the Center, and were part of the program at the Grand Opening on 29th of October.

### Why this Center? Why recycle?

Gretchen Brewer, a volunteer with the Center, talks about the recycling centers as coming out of the peace movement. We recycle our resources so we don't need to take them from others. I shuddered at the thought of the scene in the network showing of, "The Day After", when food given out from the back of a truck (after the nuclear explosions) ran out. I kept thinking about what the people did after the food ran out.

The Center, through its volunteers, also distributes a curriculum packet for youth and children called "Garbage Reincarnation; an Interdisciplinary Approach to Materials Conservation and Recycling."

As I was reading the curriculum packet, lines and images from other readings kept coming to mind:

1. The annual cost of commercial and residential waste disposal is almost 4.5 billion dollars nationally. It is the second largest municipal budget item, just after public education.
2. Recycling is redirecting used resources.
3. Replace the "throw away" ethic with the "recycle" ethic.
4. People create solid waste problems and people can solve them.
5. **Entropy** by Jeremy Rifkin talks about intense world-wide competition for remaining resources and prices going up for those resources, like OPEC oil.

### Interpreting our grounding:

History is calling for effective and just structures of care to be brought into being everywhere. History is calling for a new relationship to resources:

1. Through reduced competition for resources and peaceful cooperation.
2. And through saying 'YES' to limits. Endless resources just aren't there.

### This is grounded in the lives of our Order's children as we recycle.

1. The children recycle as a 'Yes' mode to limits and an honoring relationship to them.
2. The children recycle and participate in a corporate mode of redirecting resources.
3. The children recycle and join Cambodians, bag ladies, bottled gentlemen, people in fancy cars, and other neighbors at the Center.
4. The children participate in shifting society's context and images as they participate in Uptown's Recycle Center.

The walk to the garbage areas of Kemper and finding resources to take to a parking lot recycle station has become, for us, a walk of compassion toward just structures of care.

-Marie Sharp

---

## THE McART

On December 7th, 1983, the 6th graders went to McArt night at McDonald's and we used a green plastic thing with holes to make a wreath. We put yarn through the holes, then we went over to the Christmas tree and someone took pictures of us. Then we cut a round circle around the picture. Then we glued it in the middle of the wreath. It was fun. I had a great time.

-Sheron Paul

We drove for quite a while and found the McDonalds. First they took Kodamatic pictures of us then gave us a plate with holes in it. We then strung thick red and green thread through the holes. We put the picture in the middle. And for a surprise they gave us a candy cane.

-Rachael Miesen

## THE ADVENT CALENDAR: CHICAGO

FROM THE FIRST WEEK

SHOW ME THY WAYS, O LORD:  
TEACH ME THY PATHS.



"A rocket!"  
-Moses Hajega (3)

THE LORD SHALL CAUSE HIS GLORIOUS  
VOICE TO BE HEARD



"This is a space ship. A boy is standing under the rocket  
This is the moon with it's hat on. And the moon is holding up  
the sun or it would fall down.

This boy is standing on a round thing on the mountain."  
-Nathan Shaw (5)

## THE YEAR ABROAD

The year abroad is a program designed to provide 14 year students who have completed their eighth year of schooling to live and work as part of the ICA auxiliary teams in cities and villages across the world. Students have the opportunity to live and work among local people - to experience their problems, their perspective and their warm hospitality. The students gain a first hand appreciation of the culture, the language and the point of view of those who host them. The experience gives the students a new appreciation for the resources and opportunities available to the world. Those who participate can gain a valuable direction for their future education as they serve the world in the critical task of development.

The decision to participate in the year abroad is a decision to demonstrate confidence and integrity and responsibility. It is a decision to be responsible for contributing to the expense of the year, to carry out education by correspondence, and to live the discipline that the local situation requires.

## AN ACADEMIC REPORT

So far, four of the students deployed overseas have completed several of their correspondence courses: Jane Sharp has completed English Composition and Grammar and Earth Science. Karyn Crow has completed Algebra I and English Composition and Grammar. Jessica Rettig and Carol Griffin have both completed Literature I and Physiology and Health. Karyn Crow and Sandy Ariel have also completed the Literature I course. These completed courses represent a total of 59 examinations sent in. In addition to the completed courses, almost all of the 9th graders have sent in examinations for their other courses which include Geometry, World History, Accounting, French, Spanish, Ecology and Electronics.

Transcripts already received show the following grades for the completed high school credit courses:

Karyn Crow - English Comp. & Grammar - 84; Algebra I - 96.  
Carol Griffin - Literature I - 88; Physiology & Health - 94.  
Jessica Rettig - Literature I - 94; Physiology and Health 98.  
Jane Sharp - English Comp. & Grammar - 94; Earth Science 89.

-Geni Philbrook

## ABIDJAN

### Andy Parker

Andy is participating fully in the structures of the Abidjan House, and was present during the recent Panchayat visit. He is fluent in French and is able to talk with local ICA staff in that language, as well as with the community. We hear that he was recently involved in a "close shave" between the motor bike he was riding and a truck. He is okay though - only shaken up and bruised.

## **TONGA — THE PIG SLAUGHTER**

### **Karyn Crow and Sandy Ariel**

The Panchayat, well really only Eunice and John are here. We had a feast last night for them with roast pig instead of roast duck which we usually have in the States and we had kumala which is a sweet potato which but doesn't taste like one. We had five chickens and a big two foot long tuna fish and string fish which is a fish on a string and my excuse because I don't know the name of them. Sandy wants me to tell you all about the sacrifice of the pig last night so I guess I will or I'll never hear the end of it. First I'll tell you how we got the pig. I was assigned as usual to go shopping with the woman who does the shopping regularly. So we did most of the shopping and we went to the market and got all the veg. and watermelon and pineapple and she said "Keleni kou alu puaka" which in English is "Karyn we go get the pig." So we went over to a stand and picked out a pig. I carried it on my back in a bag and it was so warm I had to stop and take him off so I could get cooled off. We got home and started preparing the food for the feast and 4:30 came around which was time to kill the "puaka" so Ma'asi went over to get the pig and he took it out of the bag by its ear. The brought the pig over to a metal sheet and set him on it. He had a small knife with him, so he took the knife and stabbed the pig right in the throat. Blood was all over his hands. He tried to scare me by putting blood on his face, which was a dud!! The pig finally stopped moving and he got a pail of very hot water and him and another man poured it all over the pig so before it got cold they peeled the skin off the pig. After that was done I thought he was finished so I sort of started walking back to where I was sitting, but he picked up the pig and walked over to the hose and took the knife while I was watching and cut off his testicles and his private spot, then he cut open the pig (I thought this was so interesting) and he stuck his hand inside the pig (all this time I was holding the hind legs) and pulled out the small and then the big intestines. It was very gross. Then he pulled out the liver and then the lungs and then the heart. We fed our dog the small intestines. He loved it. Me, I practically threw up. I thought to myself - gosh there isn't anything left, but there was plenty. They then took a stick and put it through the pigs bottom and through its mouth. The Panchayat loved it. Sandy and I ate most of the chicken. I wasn't about to eat some of that pig knowing what was inside it!

-Karyn Crow (Keleni)

## **KENYA**

### **Emanuel Ward and Stuart Wright**

Emanuel and Stuart are participating in the Human Development Training School. We hear that their school work is going well. They have visited one of the game parks in Kenya. On the way to their assignment, Stuart, who has been in London before, took Emanuel on a tour of London that included a wax works.

## **LIMA**

### **Daudi Barnes & Tim Rebstock**

They are living in the village of Azpitia in Peru and experience it as a 'very nice' village. One of their first assignments was to prepare and clean up the room they are assigned to. 'Fixing it up' included getting doors and windows put in.

## **BRUSSELS**

### **Jane Sharp**

Jane is assigned to Management Centrum. Her letters indicate that she is most excited about the work she is doing in the Centrum on computer input. She has also participated in a trip to Paris.

## **TORONTO**

### **Deanna Hickey**

Deanna is enjoying commercial school. Her practical subjects include data processing and typing. After being in the States for so long, she is struggling with learning the metric system of measurement used in Canada. We hear that Deanna might have a job selling orange juice in a mall. Her discontinuous times are taken up with skating, concerts etc. Deanna is participating in the Toronto House structures, and plays an important role caring for Jason Williams.

## **EGYPT**

### **Jessica Rettig and Carol Griffin**

Carol and Jessica are living in the village of El Bayad and spend five days of every two weeks living in Cairo. In Bayad, they are involved in the Human Development Training School, and participate in women's activities, especially the operation of the village clinic. In Cairo they study and handle office work, as well as supervising the homework and play of the E.G. when they come home from school. They have also been on visits in Cairo to such places as the Historical Museum where they saw King Tut's jewels.

## **BOSTON**

### **Tina Slicker**

Tina is a 9th grade student at Northfield, Mt Herman School.

She returned to the Nexus briefly during Thanksgiving. At school, Tina is on the Honor Roll, and has been selected for the swimming team. Recently the Boston House conducted a training program at Northfield. Tina and Lilin Hilliard, who is also a student at the same school, participated. The team from Boston House included Abednego Barnes and John Powell.

## **SYDNEY**

### **Lyle Stoner**

Lyle participated in the recent Panchayat visit to Sydney and is fully involved in House structures. He is continuing to gain computer and word processing skills and is participating in developing the computer ventures self-support manœuvre.



INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
CHICAGO, ILL.  
PERMIT No. 4473

LEROY & Marge Philbrook  
412 Linda Circle  
Baton Rouge, La. 70806

Address correction requested  
Return postage guaranteed

## FROM OREGON - LYNDE LACHMAN

Everything's been going great at the University of Oregon. The rainy season has settled in and most days are a little on the gray side. But I guess we should be thankful for all that wet stuff because without it Oregon wouldn't be the beautiful place it is.

The studies have been going pretty well although this year cycling has become a much higher priority for me. As a result I dropped my hardest class after putting six weeks of hard work into it. Now I have time to dedicate to cycling and my other classes. I'm in the Oregon Cycling Club this year and we will begin races in the spring of '84. Every day I discover what a difficult sport it is and wonder just how far I can go. Cycling can be one of the hardest sports because it demands so much endurance and pain. I'm sure you've all heard of the Tour de France, the most famous bicycle race. The riders race over 3,000 miles over a period of weeks. Hundreds of riders drop from exhaustion and it's a "survival of the fittest" after that. I'll probably never make it to the

Coors ( a big race for both men and women), but right now I'd like to try my legs at it and see how I can do. During the winter season (now) I'm riding about 250 miles a week. About February, I'll increase it to 300 plus. Then when March comes, there will be races every week-end. Depending on how well my club does, we may even take a few trips to California for bigger races.

I really love Oregon, and as a passing thought would like to recommend to all high school seniors that you try an out-of-State school. It's great to see a new place and meet new people. Of course, there's always the chance that you won't like it, but it's worth the risk! I was lucky in that I found a place I really love and I fit right in with the environment here. It really pays off to weigh out all the options before just picking any school. And I guess it's true that every school isn't for everybody!

Hope everyone is having a good year.  
With love from Oregon,

-Lynde Lachman

## DAILY OFFICE WITNESS

I grew up almost hiding my relationship to the Institute of Cultural Affairs with my schoolmates. I'd be asked certain questions like.... why do I wake up so early?....what occupation or work do my parents do?....or, how many people live with you?....and why?....or, what's your sister doing in Chicago?

These questions and many others I tried to avoid, especially throughout grade school, as back in those awful days, we were called the "institute kids", or better known as being mentally ill or the way we were made fun of was "the crazies", and then laughed at all over the school.

Over the years, I've noticed the maturity of high school. But still I hesitated to share the "what's" and "why's" about this movement until just recently when I came out from behind

my mask and found myself answering the hundreds of questions asked.

Suddenly, my lifestyle was no longer a secret and people were actually interested and wanted to hear more! What a response! Some of my friends even wanted to go to Chicago and see such a place - a Kemper!! Others wanted to experience a symposium!

Everyone has a certain mask or cloud they sometimes hide behind or wear and I'm sure most are maybe a bit more powerful than this one was, but like masquerade these identification shields can be penetrated, but only if **you** decide the importance and the learned part of your journey in removing them.

-Diana Early  
Detroit House

# ONE CORPORATE THRUST FOR THE WORLD





# PHASE I ORBITER

*Vol. IV No. 12*

The  
Center of  
Imaginal  
Education  
Chicago

1983—84



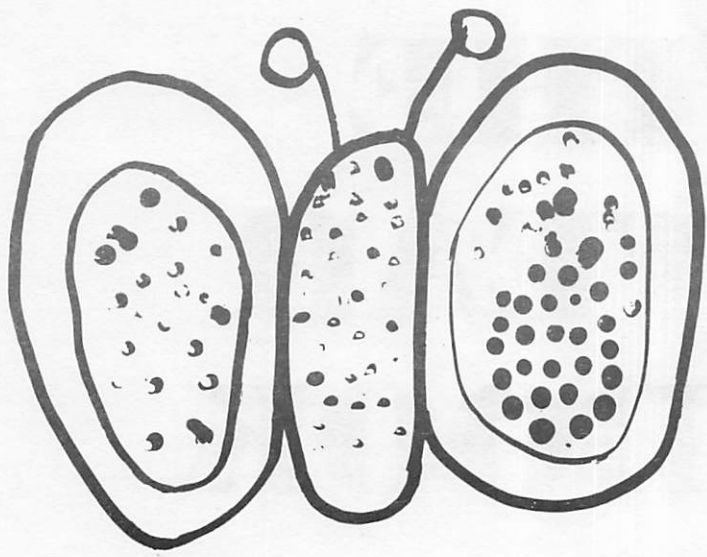
# THE YEAR BOOK

- INFANT SCHOOL
- MINI SCHOOL
- PRESCHOOL
- KINDERSCHOOL
- ELEMENTARY
- STUDENT HOUSE



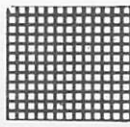


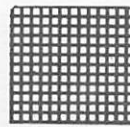



1983-1984

# INFANT SCHOOL

(6 weeks — 20 months)



I'm always falling down,  
 But I know what I can do.  
 I can pick myself up and  
 say to myself,  
 I'm the greatest too.

THIS IS THE DAY WE HAVE.....									
									
Cal- Imaginal	Ritual	BASIC	Bath- room	Snack	RELATIONAL	Cal- Imaginal	Bath- room	Lunch	




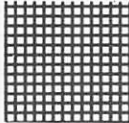


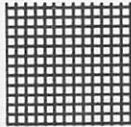


Your children are not your children.  
 They are the sons and daughters of Life's longing for itself.  
 They come through you but not from you,  
 And though they are with you yet they belong not to you.

—Kahlil Gibran



# MINI SCHOOL

(20 months — 3years)

								
Bath-room	Solitary	Bath-room	INDIVIDUAL	Snack	Cal-Imaginal	IMAGINAL	Ritual	Cal-Imaginal

**BASIC:** Basic curriculum deals with the development of logical thinking and communication through math, reading, language, writing

**I  
AM MY OWN THINKER**

**RELATIONAL:** Relational curriculum deals with the scientific, secular and urban world as it relates to family, community, nation, world

**I AM  
MY OWN RELATIONSHIPS**



# PRESCHOOL

(3-4 years)

**IMAGINAL:** Imaginal curriculum deals with one's relationship to limits, possibility, life style, the unknown

**I AM MY  
OWN UNIQUENESS**



**INDIVIDUAL:** Individual curriculum deals with an individual's creative thrust in terms of physical needs, social relations, love, meaning

**I AM MY OWN  
BEING**



**I CAN WRITE MY OWN NAME:**

Joseph Powell (6)

JOSEPH

Robert Shankland (4)

Robert

Melisa

Melisa Mathews (4)

Moses

Moses Hajega (4)

Nathan

Nathan Shaw (5)

Matthew Philbrook (3)

Matthew

Maicah Marie Packard (4)

Maicah

Micah Philbrook (6)

Maria

Andrew

Andrew Roberts (5)

Marilyn

Marilyn Scharko (3)

Rachel

Rachel Jones (6)

**KINDER  
SCHOOL**

(5 years)

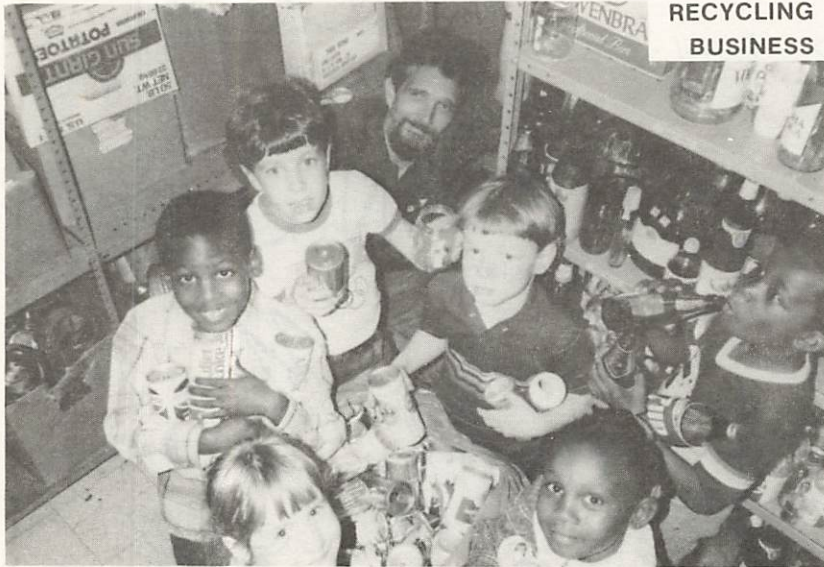
There are only two lasting bequests we can give our children. One is roots, the other wings.

—Hodding Carter





## THREE COMPONENTS OF THE CURRICULUM



**RECYCLING BUSINESS**



**ACADEMIC REFINEMENT**



**METHODS APPLICATION**

		ELEMENTARY CURRICULUM	
		MONDAY	TUESDAY
MORNING STRUCTURES	8:00	Corporate Breakfast/Individual	
	9:00	Informal Activities/Corporate F	
	2:30	FORMAL ACADEMIC	
	3:00	Week's Context	Corporate Mind Workshop
INTEGRATED AFTERNOON CURRICULUM	3:30	Life Methods through Recycling	_____
		Academic Refinement	_____
		Methods Application	_____
		Second Language Lab	_____
		Homework/Reading	_____
	4:30		
	4:45		
EVENING STRUCTURES	5:00	Corporate Dinner by Floors	
	5:30	Family Time/Social Time	
	7:30	Structured Study Time	
	8:30	Individual Preparation	

L: Who are you?  
**C: I'm the greatest.**  
 L: Where are you?  
**C: In the universe.**  
 L: Where are you going?  
**C: To bend history.**

L: These are the times  
**C: We are the people**  
 L: This is life  
**C: Be it so**

# NTARY

1-6)

CURRICULUM DESIGN			
WEDNESDAY	THURSDAY	FRIDAY	WEEK II
Separation by floors			
Separation on 3rd floor			
COMMUNIC EXPERIENCE			
Development Curriculum Focus	Physical/Spiritual Awareness	Week's Reflection/Celebration	WEEK II CURRICULUM
	→	Team Meetings	
	→	Teamhood & Co-creativity through Outdoor Activities	
THE ARTS BUILD	→		
	→		
	→		
	Space Care		
	Family Night	Week II	

## THE BASIC STRUCTURE IS THE TEAM

	TEAM I	TEAM II	TEAM III
<b>A</b>	*Marisa Hawley -Kalulu Rosario Naomi Lazear Kavitha James David Patterson	*Truman Packard -Aaron Bushman Safiyya Gayton Jacqueline Hajega John Slicker	*Teresa Jones -Miriam Patterson Shane Paul Justin Bushman
<b>B</b>	*Rachael Miesen -Kareemah Gayton Leroy Philbrook Susan Hajega	*Sheron Paul -Peter Rebstock Tusker Rosario Julia Marsh Elizabeth Hampton	*Daniel Williams -Wanjico Rosario Esther Lazear Robert Gayton Jeremiah Shaw

We are heirs to today's responsibility of rearing a generation that goes beyond our own.... to raise up children to dance with the wind of their own imagination; to sing with the melody of the social fabric, to draw from the rain waters of their own lives; and to act out with the grist of memory and dreams the eternal now.

—Marie Sharp

### SIXTH GRADE —A TRANSITION TO STUDENT HOUSE





# STUDENT HOUSE

(GRADES 7-8)



## HOUSEHOLD A:

Julie Salmon, Elizabeth Williams, Jack Lush, Robbie Jinks, David Lindblad, Mathew Mann, Nathan Oyler, Luke Gilbert, Naomi Jayasekara.

## HOUSEHOLD B:

Laura Early, Angie Pennington, Ben Crocker, Jeff Roberts, Melanie Harris, Sherylin Paul, George Hawley, Chris Ballard, Otto Sharp.

## HOUSEHOLD C:

Christie Randolph, Karen Kucera, Dirk Rettig, Adam Lingo, Jon Crocker, Jon Troxel, Rubert Reimers, Jill Wilkinson, Jessica Farrar.

## HOUSEHOLD POINTS AND AWARDS

We have operated in 3 Households, each 9 students and two staff. Each household is split into two teams. We do just about everything in Households — most of our Metro runs, study hall, many celebrations, space care, and other tasks. We also sit by Households at breakfast and we eat dinner together twice a week. The Household staff also keeps track of our medical care and our school progress.

There are many advantages of the Household system. We become a family. We learn to work and play together and it is much easier to make assignments.

Some of the really great things that Households have done are — going to the farm, ice skating, to movies such as "Terms of Endearment" and "The Iceman," bowling, going out to dinner, and for icecream.

At the end of each quarter we held an Awards Banquet and invited parents and guardians. Many of our activities during the year had points awarded for them. For example, the Household that rolls Edison Park papers fastest gets 500 points. Individuals gain points for performing leadership roles, caring for corporate space, doing Nexus Service projects and so on. At the Banquet, corporate and individual awards are presented. Many are small, but the major awards include cassette tapes and a radio.



## STUDENT LEADERSHIP

**PRIORY:** During the year there have been two priors assigned each quarter from each household as student priory. Those are Ben Crocker, Jon Crocker, Laura Early, George Hawley, Karen Kucera, David Lindblad, Adam Lingo, Jack Lush, Matthew Mann, Angie Pennington, Christie Randolph, Dirk Rettig, Julie Salmon, Christie Randolph and Elizabeth Williams.

One of the highlights was going out to breakfast as a priory.

The priory dealt with many issues and made a lot of decisions. Many of the more major issues had to do with respecting other people's personal space and property and deciding things like whether to go to Great America, and what to do for the 8th grade legacy.

Being on the priory was a good experience because it allowed us to be leaders, to struggle with decisions and to be in charge of something.

**EIGHTH GRADE LEGACY:** The eighth graders decided to continue the tradition of a legacy, which means a parting gift to the Student House. Additional bleachers are being added to the TV lounge. We also installed a TV antenna on the roof for better reception. As well, we are working with adults on renovation in preparation for painting.



## GUILDS AND SKILLS

This year in the Student House we have had guilds all year, with students selecting one guild each quarter. In January we started having Life Skill classes once a week as well, to get us ready for the ninth grade year abroad.

**MARTIAL ARTS:** Bill Gooch was our sense (teacher). He taught us self defense and the martial arts. We worked on flips, punches, kicks, and tricks in self-defence.

**GRAPHIC ARTS:** Students have worked on the monthly Orbiter productions, learning typesetting and layout skills. We have also had courses in silk screening (mostly T-Shirts) photography and calligraphy, as well as making buttons.

**COMPUTER:** Members learned to type from a computer program, and to make designs with the Turtlegraphics. We also do mailing labels. We are working on programming a game in Basic language.

**DRAMA:** The guild produced and performed five plays during the year. (see separate page for details).

**COOKING:** This has been an all male class. They have cooked corn chips, pumpkin pies and several varieties of cookies.

**SPANISH:** Students have become familiar with basic vocabulary and simple conversation.

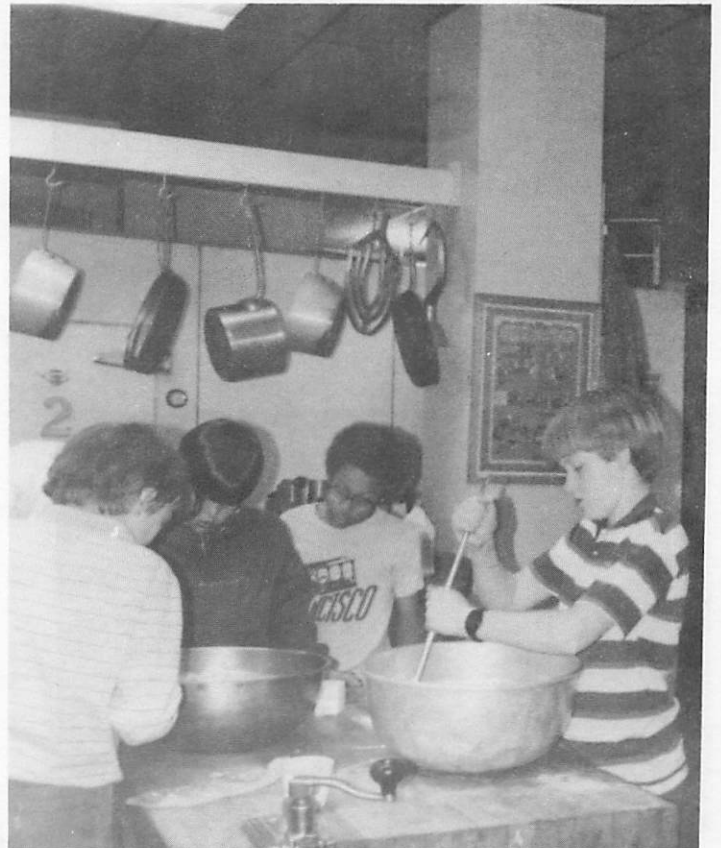
**KOREAN:** Students practised introductory phrases and vocabulary.

**CARPENTRY:** The group worked on building a wall in the games area to protect the windows.

**ART:** The class practised drawing objects and experimented with perspective.

**ELECTRICITY:** This group set up and operated the sound and lights for the drama guild productions.

**IMAGINAL EDUCATION TRAINING TRACK:** From each Household, one student is assigned each week to spend every afternoon working with the staff of the emerging generation. Each student participates in the planning and implementation of the week's programs for either the Infant/Mini School, the PreSchool or the Elementary program. At the end of each week the students are evaluated according to their contribution to the program.





## DRAMA—The Five Plays

This year drama has been a big thing in the Student House. Drama gets people to really show how well skilled they are in acting. It's a chance to show off everything you're capable of.

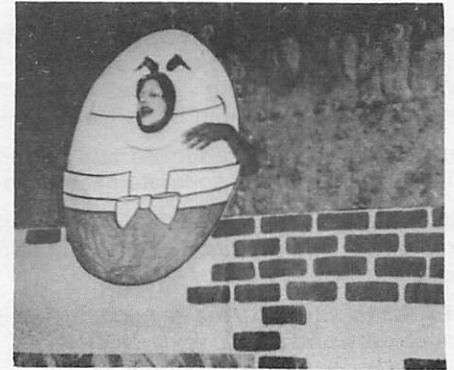
The Student House did five plays this year. They were "Winnie the Pooh," "This Property is Condemned," "The Fantasticks," "Alice in Wonderland," and "Infancy".

We decided to have a number of plays instead of just one big play so that people would get a different variety of plays and could learn more by working in a small group instead of a real big group.

Two of these plays were mainly for children although the adults loved them too!

Drama takes a lot of practice before you perform so you can imagine the students in the play were practicing practically all the time before their particular play! They would use their Life Skills and Guild time to practice and toward the real performance students would have to skip afternoon activities, and once or twice even school(!) to get ready.

This year a number of neighborhood pre-schools came to the building and saw "Winnie the Pooh". Also teachers from Arai, Swift, Franklin, Newberry and Stewart came and saw the Fantasticks. We took "Winnie the Pooh" to Arai, and are taking "Alice in Wonderland" to Children's Memorial Hospital and to Arai.

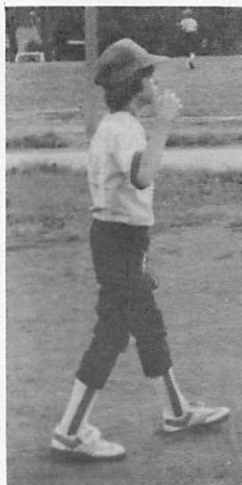






## INDIVIDUAL INITIATIVE

We have made changes in our space. One of the biggest was moving the play space from the Lawrence hall to Sheridan hall. This broadened the play space. 1983—84 had a lot of fads and crazes. In September Foosball was very popular. But as months went by, new things were taking over, like Bumper Pool and Pool. These were played not only by students, but by the staff too. Then there was Dodge Ball. Forget those 2, 3 and 4 player games — the whole Student House could take part in just one game. Christmas came, and people went to their relatives, but coming back another craze took over — Breakdancing. Breaking was really fun to learn, but it was a little more than a game to the people; in the Twilight Rockers. For Jack Lush, George Hawley, Peter Carabello (a close friend of the Student House), Dave Lindblad, Adam Lingo and Jeff Roberts, this fad had not only taken over the Student House, but the good ole U.S. of A. Getting back to the more subtle but no less challenging, the immortal game of Monopoly was coming.



## METRO

Metro is still the major source of income. This year we have run fewer accounts. We try to run only on Wednesday, Friday, Sunday and sometimes Saturday. This leaves more afternoons free for other program and the evenings for study halls. Some of our accounts are Barry's, Phil's, Queen's, Edison Park, John's, Bellini's, Munchies, Coluta's, Norwood's, Talcott's, and Solar (in spring and summer).

A few "highlights" have been crashing into another car and having to all go to the police station, and the "usual" adventures of getting lost and getting chased by dogs. Getting back into the van when we're done is always a highlight.

An advantage this year is that we run less often and we always know when we'll have metro. A disadvantage is that sometimes we are late getting back. What we dislike most is having to run with slow people or people who don't deliver well. This year we have earned about \$20,000 income from Metro so far.



Another change was the dorms. They were redesigned so that we can study in our own dorms without being cramped. Some people who wanted still more space used their initiative and built additions to their spaces. George Hawley and Jack Lush became pioneers by making a second floor inside the cubby! With the extra floor space in Ben Crocker's and Rubert Reimers cubbies, they've won three consecutive awards for cleanest dorm and cubby.

This year people have done their own sport on an organized team. Matt Mann and Jack Lush are on the Horner Park Cubs team. Each of them is a starter — third base and pitcher for Matt and first base for Jack. The Cubs aren't doing too well, but will improve (we hope). The more successful team is soccer, with Dave Lindblad as goalie, George Hawley on defence, the newcomer Luke Gilbert, and forward Adam Lingo.

## ACADEMIC ACHIEVEMENT

### **SCHOOL HONOR ROLL:**

Students who gained a place on the honor roll during one or more marking periods

Chris Ballard  
Ben Crocker  
Jon Crocker  
Jessica Farrar  
Karen Kucera  
Julie Salmon  
Otto Sharp  
Jill Wilkinson

**CONTINENTAL MATH LEAGUE** — Ben Crocker, Jon Crocker  
**CITY SCIENCE FAIR: Leukemia Project** — Christie Randolph & Julie Salmon

**CITY ARTS FAIR: Poetry** — Otto Sharp

**DISTRICT II SCHOLAR** — Luke Gilbert

**DISTRICT CITIZENSHIP AWARD: A Part of My Life** — Karen Kucera

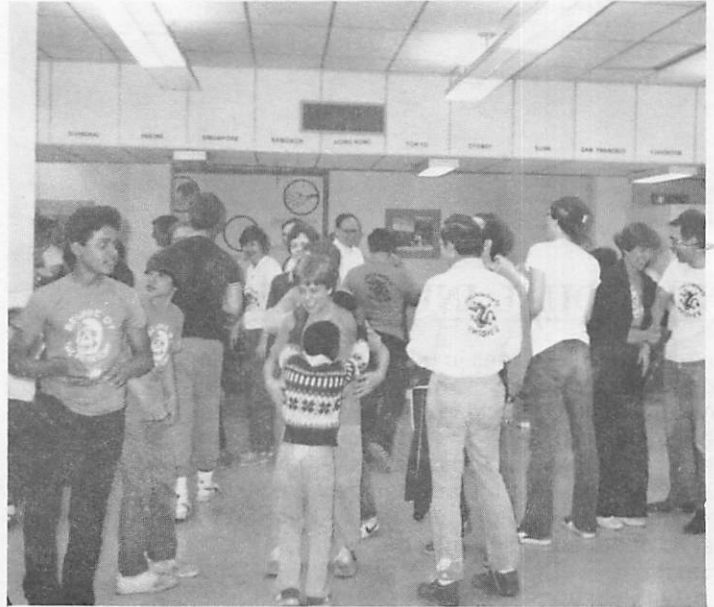
**DISTRICT SCIENCE FAIR: Algae** — Otto Sharp

**DISTRICT SPELLING CONTEST** — Chris Ballard

**SCHOOL COMPUTER PROGRAM** — Otto Sharp



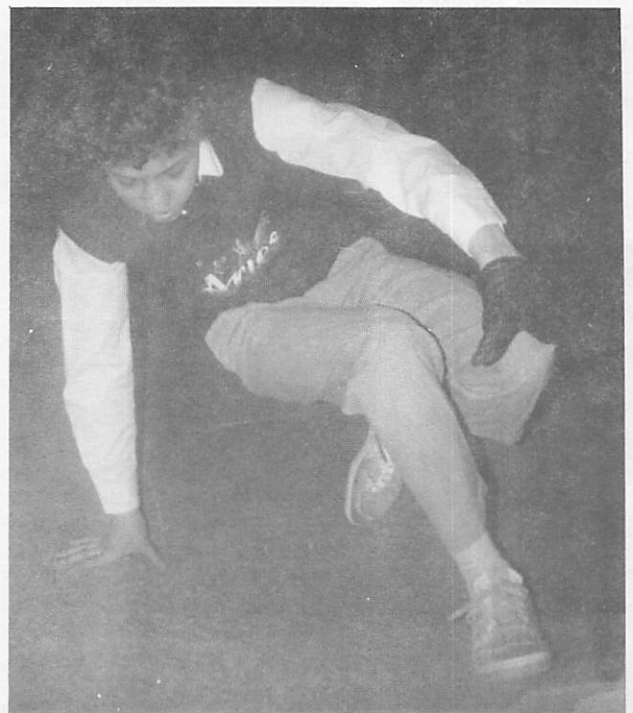
**FARWELL SPEECH AT GRADUATION** — Karen Kucera  
**SCHOOL TUTOR** — Adam Lingo, Karen Kucera  
**SAT (qualifying tests to allow participation in gifted student program)** — Chris Ballard, Luke Gilbert  
**BLUE RIBBON ART AWARD** — Jeff Roberts  
**CITIZENSHIP AWARD** — Jonathon Troxel  
**SCHOOL SERVICE AWARD** — Jonathon Troxel  
**PHYSICAL FITNESS AWARD** — George Hawley, Matthew Mann



## CELEBRATIVE HIGHLIGHTS

Throughout this past year there has been many ways in which the Student House has celebrated its life together. Some celebrations have been very formal, while others have happened very casually. For example, the Household celebrations and the quarterly Awards Banquet are very structured. We went to movies, went ice skating, and out to dinner. For the Awards Banquets, we invited parents, guardians and sometimes teachers. On the other hand, going to the forest preserve for a cookout or to the beach after Metro were more informal ways of celebrating the completion of the week. Sometimes, instead of going out, we rented video cassettes and watched a couple of videos, and followed them by icecream and soft-drinks.

On other occasions we have celebrated with the whole Nexus. Some of these have been dinner celebrations, such as Thanksgiving and New Year's Eve. Others have been events like Halloween and the Memorial Day softball game, which turned into whiffle ball in the Great Hall. For the first time for many years, the Phase I Phantoms were victorious over the Phlaming Phogies. Finally, to celebrate the completion of the year, we are planning a trip to Great America.





**CLAIMING THE WAY: THE YEAR OF ORDER COUNCIL**

Curriculum Rationale

Phase I: 1983—84

Quarter II DEFINING OUR IDENTITY			Quarter III DEMONSTRATING CORPORATE POWER			Quarter IV OPENING NEW PATHWAYS			Quarter I RECREATING PRIMAL COMMUNITY		
Exploring Our Foundations		Releasing Individual Excellence	Implementing Social Change	Structural Change Victories		Religious Heritage	Profound Pluriformity		Manifesting The Learnings	Launching The Journey	
October	November	December	January	February	March	April	May	June	July	August	September
Global Space	The Christian Heritage	Order Polity	Dynamics of Revolutionary Change	The IERD	Global Village	Life of Jesus	The Third Wave	Exploring Brown Ur	Summer Program	New Hope	New Order
Community Reformulation	Vocational Journey Lab	Health & Nutrition	Heroes Lab	Corporate Style	New Polity Forms	Ecumenical Dialogue	Nation & World	Exploring Black Ur		New Earth	Creating the Covenant
Order Missional Family	Academic Skills Lab	Personal Style Lab	Celebration Corporate Arts	Corporate Patterns	Economic Self Sufficiency	Profound Humanness Qualities	Exploring Red Ur	Exploring Tan Ur		New People	New Social Vehicle
RS 1	Recovering Extended Family	Celebration of Hope	Winter Fest	Global Information Exchange	Revolutionary Decision Making	The Pluriform Statement	Exploring White Ur	Exploring Yellow Ur		New Family	Cultural Studies I
		Celebration: New Year			Uptown Service			Graduation Transition			Historical Time



# PHASE I ORBITER

## THE AWARDS BANQUET

On Thursday night all the Student House, their parents, guardians and the staff went down to the Nexus collegium room to have our second Awards Banquet. Karen Kucera had won the total points award so she was up front with Roy. First the new priors accounted for their teams. We ate dinner and were now ready for Keith to present the awards. She started with a small context on our points system, and then came the big moment. There were the awards and their winners. The highest points total went to Karen Kucera (H'hold C). Highest in A was Julie Salmon, and in B was Laura Early. The highest Academic award went to Julie Salmon, with an honorable mention to Jill, Jack, Naomi and me. Study Hall proctors were named as Otto Sharp, Jack Lush, Chris Ballard, Jill Wilkinson, Julie Salmon and Lizzy Williams. The most academically improved were Jack Lush, Robbie Jinks and George Hawley. The award for the best kept personal space was given to Ben Crocker and Rubert Reimers. Jack Lush won the award for being the person (not an assigned prior) who showed the most leadership. Jessica Farrar scored the highest total points among the seventh grade. The "community service" award went to Angie Pennington, and Jeff Roberts got an award for special care and service to the Pre-School and Infant-Mini Schools. The students who were rated highest by their fellow students in each Household were Luke Gilbert (A), Laura Early (B), and Rubert Reimers (C). Overall, Household C won the top award, and Household A won the QPA award.

Everyone was surprized and glad to get each award. Now maybe by next time there will be lots more!

-Angie Pennington



Chris Ballard -  
Study Hall Proctor



Jeff Roberts - Service to Pre-School



Karen Kucera -  
Highest total point score



Otto Sharp - Daily Office Attendance



Luke Gilbert - Highest Student Rating



Rubert Reimers - Highest Student Rating & Personal Space Care

## A STUDENT EDITOR

This edition of the Orbiter is the first to be published by a student editor. For the next quarter, the editor will be Karen Kucera. Karen's role is to proof read and edit articles to be published, make decisions about suitability of photos, and work on the overall layout of the Orbiter, working closely with the Graphic Arts Guild, which produces Orbiter. Karen is one of six grade 8 students who 'retire' this quarter from the assigned priory of the Student House. As part of the continuing priorship journey, all six have assignments which involve decision making and leadership in a variety of areas. The other five are: Lizzy Williams is tracking the 9th grade correspondence work, Laura Early is engaged in the upkeep of personell records, Matthew Mann ensures that all school, medical and office supplies are purchased and available, and tracks the distribution. Dirk Rettig is working with the Metro finances and will be transferring the system to computer, and George Hawley is tracking the Metro routes and the organization of the Metro Office.

-Deirdre Dowsett

## AUNT JEMIMA'S RESTAURANT

On Friday the 13th my home economics room was going to give a breakfast for some people in our school. All that week we planned the menu and decided who was what. We had to send out invitations to our Principal and Vice-Principal, our counsellor, our teacher, and the rest of the kids in our class. When that morning came Julie and I were nervous. After we had breakfast at home, we went and took a shower while our dresses were washing. We knew we had to be at school by 8:00, because she had to make eggs and I had to make waffles. Karen's Mom came to school with us (but Karen didn't know). When we arrived at school most everyone from our Home Economics class was there. When 9:00 came, which was the time everyone was supposed to come, we were just starting to cook. Julie and I were the hosts so we had to hurry up.

Angie was helping me make the waffles, but we made a mistake. I was supposed to put 2 cups of milk in the mix but we only put one cup, so I poured one cup into the measuring cup then poured it into the mix, but it was too milky, so Karen added some flour and stirred it, but it was still too milky so Angie put some more flour into the bowl. Our teacher didn't say anything because she didn't see us. The breakfast went real good. But when it came to clean up time we just sat and ate everything that was left. Well, later on in the day a boy named Santiago came up to me and said, "Did you taste the waffles?" I said "No", then asked him why. He said that they tasted weird. Then I told him what happened to them. He just walked away and laughed.

-Christie Randolph

## EDWIN

There is a boy in our neighborhood that the Student House probably wouldn't get along without. His name? Edwin Serrano. He helps us with a lot of things and he is over here a lot. While the Student House was on Christmas vacation he ran the Metro accounts with the staff, and he rolled one third of the Edison Park papers. He helps with rolling, running, little odds and ends jobs, and many other things. Edwin has recently joined our Martial Arts Guild and he participates in our study halls. He tutors David Lindblad and helps me with my Algebra, which I am struggling through.

I wrote this to thank Edwin and to tell him we really appreciate how much he has done for the Student House. Thanks a lot Edwin, we wouldn't make it without ya!!

-Karen Kucera



## A WET CHRISTMAS

On Christmas day, 6:00am, Kent Knutsen discovered that a large water pipe had broken on third floor, so he got Art Smith and Art called everyone down to the third floor to help clean up. The water got to about 6 inches deep. The rugs were soaked. We got a rug sucker and sucked rugs (ha, ha). We soaked 50 gallons of water out of one rug the next day! We propped the rugs and carpets up on chairs and tables and let them dry out. What a smell they gave off! When the water was 6 inches deep people ran down the hall with plastic sleds and pushed the water down the elevator shaft. While we were doing this the water was soaking through the third floor onto the second floor. Luckily we had insurance, because a lot of the tiles were soggy and fell off. What a mess!! The floors were not that great either. The water was rushing down the stairs into the front lobby. When the firemen came to check for electrical fires one of them made a comment "If you added some sand you'd have a pretty nice beach.

-George Hawley

## CHRISTMAS AS A FAMILY

It all started when my mother picked me up Wednesday and we got into the car. We drove all the way to Oklahoma in 16 hours. When we got there we surprised my grandparents because we got there an hour earlier than they had expected. Anyway, we unloaded the car and parked in the garage. We settled in and got comfortable. The next morning we played cards and watched T.V. and put the presents under the tree. In the afternoon my Uncle and Aunt and cousins came and then we opened presents that were under the tree. The next morning we had a delicious breakfast and then we (me and my dad) went to a bowling alley. We bowled and had food there. We had a lot of fun too. We drove back to 5th City on Friday. On Saturday we rested a lot and watched football. On Sunday we as a family played pool. But we saw a couple of videos and had popcorn too. That is what happened on Christmas and over the holidays.

-Jonathan Troxel

## STUDENT HOUSE CHRISTMAS PARTY

One Saturday morning in the Priory, we decided to pick our committee for our Christmas party. We talked about it and we came up with Laura Early, Lizzy Williams, Jon Troxel, Otto Sharp and Luke Gilbert oh, and myself. The committee met and we picked what we wanted to do. Lizzy and Luke did the decor, Jon and Otto did food, and Laura and I did games and activities. The party was on Tuesday, December 20th.

Tuesday afternoon the committee and my boyfriend Edwin Serrano went down to the kitchen to make the food. We turned up with some weird looking cookies! We decorated them ourselves. They were what you might call ABSTRACT ART!

Well, at 7:30 the party started. We started with games. We played Winkum, Musical Chairs, the toothpick - lifesaver game (boys vs girls and the girls won!!) and stomp on the balloon. Next we had refreshments. Then, brace yourself, SANTA CAME!! It really was quite stupid, but it was a blast. Santa handed out all of the presents, wished us a Merry Christmas, and left. Well, after that it was about bedtime, so we called it quits. Oh, and don't think we didn't have mistletoe. You had to be careful where you walked or you would get a big surprise!! Well, we had quite a lot of cleaning up to do, so George, Roy, Edwin and I did that before bed.

We had a really great party. We all had a blast!!

-Karen Kucera

## IMAGINAL EDUCATION TRAINING TRACK

I (Luke Gilbert) was assigned to do E.G. for the week. I was told at collegium. When you work with the Emerging Generation you get points for being helpful, leading the group or doing what's needed without being told and other things like that. The most points you can get for the week was 1000. I was a bit shy doing it at first because I didn't know many of the kids names so if I wanted them to do something I would have to walk over and tap them on the shoulder. I was on Emerging Generation from Monday 9th January to Friday 13th. The first day I just stood and found out what the E.G. were going to do for the week. I tried hard to learn their names because I knew I was going to need to know them. I started to really participate on Tuesday when I knew what we were going to do. I passed out the snack and then I participated in the ritual. Justin, Shane, Aaron and I were assigned to go find the freight elevator. We had a hard time finding in because someone was driving it up and down. Finally Phoebe found it. We then went to each floor and collected cans, bottles and papers. We unloaded everything on the third floor. Then we went down to the kitchen (in the freight elevator) and we unloaded pots pans and various other things from a set of shelves we were going to move to third floor to store the cans, bottles and papers on for recycling. We didn't get around to it because it was getting time to have dinner.

The next day we had snack and the ritual. This time I and some of the kids went to smash cans and sort bottles by their color. (Before we did that we brought the shelves up). We did this all afternoon.

On Wednesday, the E.G. went to the park. A friend came along with me and we played catch with a nerf football. I pretended I was a monster and I had to chase them, but it somehow ended up with them chasing me. On the way back I picked up six bottles and Phoebe found two cans for recycling. After we got home we went upstairs. The kids hung up their coats while I put the bottles and cans away.

On Thursday we had our snack and ritual as usual, then went to the zoo. We were split up in friendship teams. There were four other teams not including mine, and while I was strolling through the zoo with my team, three other teams joined mine. They said they liked being with me because I explained what the animals did and what they were.

Finally we came to Friday. Marie laid out the context for the day and the options were talking with your friend, homework, TV or just playing around. I was assigned to watch the TV group to make sure they kept quiet. The afternoon went smoothly, except for a fight I had to stop. Oh, one thing I must say is that, if you know the children, EG is fun!

-Luke Gilbert

## QPA

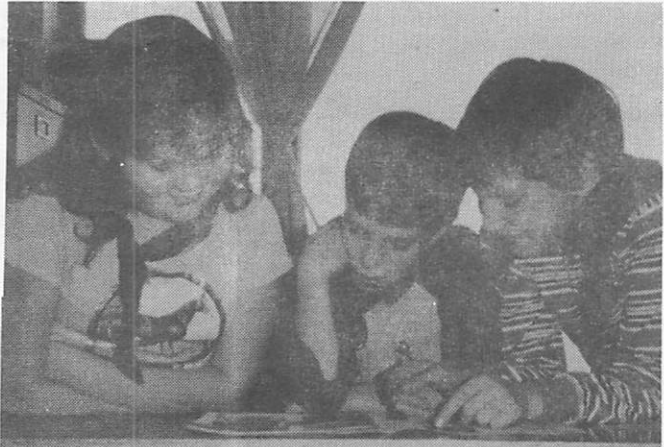
QPA means Quality Point Average. In the Student House we average up our grades to see who has the highest QPA. Even if you take more classes than another person and that other person got E's and G's, and you got E's, G's and S's, that other person's QPA will be higher.

This quarter I had the highest QPA. Just because I did, doesn't mean I'm smartest. It just says that my grades were higher than anyone else's. The runners up were Jill Wilkinson, Angie Pennington, Elizabeth Williams and Jack Lush, all with 5.0 or above. The Household that gets the highest QPA average gets to go out for a celebration. Household A won! Better luck next time households B and C. I'm from A!!

-Julie Salmon



*Pre, Mini & Infant Schools at the Museum*



*Teresa Jones, Jeremiah Shaw and Peter Rebstock check out the December Orbiter before writing their articles*



*Sara Marley, Timothy Montgomery, Tina Hajega & Mark Bushman*

The Order:Ecumenical children wear navy blue scarves and adults wear smocks and scarves.

*-Julia Marsh  
Grade 1*

*Matthew  
Philbrook*



*Melissa Mathews*

January 9th the staff started wearing navy blue smocks and plaid neck scarves. The men staff wear navy blue shirts and plaid neck ties. The elementary were the first to start wearing our garb. Our garb is a navy blue neck scarf. The infant, mini, and pre-school have navy blue ponchos with red trimming. The Student House don't have a garb. We wear our garb as a symbol of being the Emerging Generation in the Order Ecumenical.

*-Teresa Jones  
Grade 6*



*Jeronima Rivas with Tina Hajega, Mark Bushman, Sonya and Asha Spencer and Daniel Marsh*

## CHRISTMAS RECYCLING PROJECT

Recycling fights inflation, you know. In December the Christmas committee for recycling, in other words CCR, led by Naomi Lazear, collected cans and crushed them. At the end of the Christmas vacation we collected the recycled things and ended up with the whole tan suburban vehicle full and we jumped from \$125.66 to \$142.06 already earned.

Peter Rebstock  
Grade 5



Aaron Bushman & David Patterson check progress on the Recycling Thermometer

### THE JACKPOT

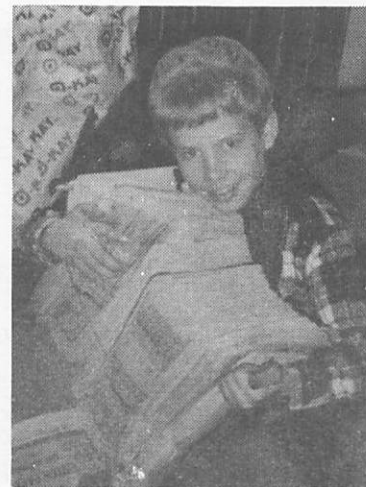
We needed three boys (Kalulu Rosario, Tusker Rosario, Aaron Bushman) and three girls (Teresa Jones, Naomi Lazear and Sheron Paul) and one man, and that's the way we did it. We earned money (\$142.06) in recycling and then we did the thermometer on a chart to show what we earned, and that's the way we did it.

-Tusker Rosario  
Grade 2

## GRACEFUL DANCERS

Snowflakes are brushing  
My window softly.  
They are gracefully circling  
Down to the ground.  
Are they dancers  
Swirling through the air/  
I wonder what it would  
Feel like being a snowflake?

-Miriam Patterson  
Grade 5



Aaron recycles flood  
damaged Metro papers

## THE FLOOD

We had a flood. Everything got wet. The bookshelf was wet up to the top. We had to move the rug and throw the rug away.

The E.G. is the greatest.

-Jacqueline Hajega  
Grade 2



A pyramid of people

On Christmas morning there was a flood. It took a long time to clean up. The first day back in school, that morning we put down a new rug, and then we played on it. First we made a pyramid of people. We all jumped on Marie. Then we went to school.

-Jeremiah Shaw

## A FAMILY REFLECTION

In reflecting over the past year, we as a family - Tim, Kay and Jack - wanted you to know how very much we appreciate the care you have given the Order's youth. Of course, we are most cognizant of the activities of the Student House since we have a boy in it. However, we speak for all parents in the Order, I'm sure, for the health and the activities of the 3rd floor are communicated all over the globe.

The new structures of the guilds, the households, points etc seem to be working very well. And the space lift has made all the difference in beaming the message of care and the necessity of assuming responsibility for one's space.

We are so pleased with Jack's year so far. He is proud of his report card, his space and his own decision to assume leadership. I'm sure this maturity happens to many eighth graders. He speaks of the Phase I program with pride and he is anticipating his deployment year.

We give thanks for you all and your decision to train our kids for responsible roles in the future of this planet.

-Grace & Peace  
Tim & Kay Lush

## NEWS FROM PERU

### Extracts from Tim Rebstock's letters to his family -

I think I told you about my experience riding a burro (donkey), but I'm not sure so I'll tell it again. Me, Daudi and Noe (a Peruvian friend) were going to go down to the river on burros, but mine got scared and started running, so I did the only sensible thing and fell off, so I have a large cut on my chin (no stitches) and a couple of little cuts on my left hand.

We also had a small earthquake in the middle of House Church. It was really funny. This is what Virginia Black said: "In the name of the Father, In the name of the rumble **rumble EEEEEKKK**" and everybody ran outside.

-Timothy Rebstock

### From Daudi's letter to the Student House.

Peru is really great. There's mountains and ocean and the people who are really nice and friendly. A lot of the Peruvian staff are in Venezuela right now for the Continental Council, and Judy Hamje, a Peruvian and a Jamaican volunteer are up in the mountains preparing for De Paw Health teams which are due on Jan 16th (I think).

We're starting to do heavy construction now, we're building a second floor on the building the University students (De Paw) built last year. This is interrupting our study program which is an alternating design where I study in the morning while Tim does construction and in the afternoon it's vice-versa and we change over each week, but with the construction we've been required to do construction all day. It's beautiful not to have to go to school.

We have a lot of celebrations here and the first one was when we were sending out the people going to Venezuela and during the feast we had a blackout followed by an earthquake which ranged 5.5 on the Richter Scale. It was pretty exciting and scary, considering it was pitch dark outside. We were also invited to an anniversary of one of the Peruvian staff's parents, the 50th, and the House was invited to our next door neighbour's wedding.

-Daudi Barnes

## Christmas Morning

I recall awaking then  
up on Christmas morn  
an hour from ten  
up on Christmas morn  
basement stairs  
the  
climbed  
we  
the door at the top was locked  
then  
we  
climbed  
back  
down again  
on the ceiling then we knocked  
we knocked till everyone did awake  
we flew up the stairs without mistake  
to the kitchen door  
another block  
we peeked thru the shutter door  
no luck  
the doors open...

FLASH (opas camera)

all  
the presents  
around the  
tree beautifully  
set so  
all could  
see

When I look back towards Christmas morn  
all was not cold most was warm  
the radiating Christmas tree  
the fire aglowing for all to see  
but the warmth of love resided most, you see  
was, is and evermore shall be

-By Mark Rebstock

## NEWS FROM TONGA

We are only five days away from Christmas. We are full of preparations, but isn't everyone around Christmas time. Colleen Smith, Terry Pongassi and myself are assigned to prepare the celebration. This morning I was doing a collegium on it and showing them who was doing what and what a Tongan/American party was like. I started writing things on the board and a man named Ma'asi got up all of a sudden and ran to the back door and slammed it. He had trapped two chickens in the house. Another man named Fetu'u got up and blocked all of the entrances by running back and forth confusing the chickens. One jumped out the window and the other ran around in circles not knowing what to do. They chased it up to the front porch and Fetu'u trapped it in a corner and they finally caught it. Ma'asi put it in the scrap box of the copying machine. You know this is not an every day thing at least not for me and Sandy. Well got to go make montages for the P.T.S.

-Karyn Crow & Sandy Ariel

P.S. We both got our hair cut!!!



## PHASE I & THE YEAR OF ORDER COUNCIL

Thank you for all the Orbiters. We're all up to date through November. It's easy to see, having been on both the sending and the receiving ends, why it is a valuable publication. Not only does it provide news of people and places that you want to follow, but it also tells readers what the content of the Phase I program is and why it's important; and helps the writers tell that story for themselves in their own words. It has been great to hear about the different Phase I age groups and about the Phase I programs around the world, not just North America. The Student House explanations and by-lines were terrific. Not only were the articles informative, but I could hear (without using too much imagination) people's voices and even the wheels turning inside their heads: personalities shone right through. Everyone associated with the sixth grade trip will want to save that issue for a long time. Jessica's and Karyn's letters were comforting in a way - it's good to see that the ninth graders are really into their year. And including Cameron Grow's letter of commendation - well, it's like everyone could feel a little pride reading that. And Julie's article about her science project - that is a fine tribute to Wes, and it seems to me to make his life even more significant.

Now, how are the clusters doing? That letter from Kansas City was very good, they sound organized and off to a good start this year. I read in the GOR this week a slightly mysterious, very active-sounding report from Detroit - it sounded like the women in that House were moving it along. But we haven't heard a whole lot else. I just hope that more people write in so that Deirdre and her staffers keep busy.

I've been thinking about the role that Phase I needs to play in the Year of Order Council. It's obvious that the program does play an important role. One indication of that for me was during the Panchayat visit, when they mentioned and showed a copy from that European publication about new religious/service communities. The reason that they mentioned it was because the ICA got more print than almost anyone else; the thing that I was intrigued with was that much of the interest centered on family life. Education of children was a concern, and the Student House program was mentioned, though not named. The point is that, during YOC, emphasis on and participation of Phase I is important not only for how we organize ourselves, and how we remember and teach skills and values that will be important in the 21st century, but also to offer to other people ways and skills and values that they can use in their lives. When other people see how we in the Order organize our family and community life, they may want to become part of our community, or they may use some of the insights we have gained in organizing their families and communities. This little publication was a clue for me that this will be more and more in the future.

When you think this way, you can see that each one of us is a pioneer, each one a demonstration, each one a guide. Parents, children, single, married, young, old. I have written a letter to a young cousin of mine, explaining what I do, how my job and home life are closely related, what I'm trying to do and what the Order and the ICA are trying to do. My mother is now distributing it to all my younger cousins. I think it's kind of neat.

I have a couple of thoughts on this issue that I'd like to offer. If others have some thoughts that expand, revise, or disagree with mine, I'd like them to write to me directly, or correspond through the Orbiter.

**1) The Year of Order Council is a beginning.** I think that we're really missing the boat if we think of this (YOC) as merely the year's triune priority with merely a twelve or even a sixteen

month calendar. More correctly, YOC is a step in our community's journey. Our method of consensus, "The power is in the center of the table", has always implied that everyone's ideas are considered, needed. But now, at a time when all of our structures are being evaluated and re-organized, everyone's creativity is demanded. I know that (when I say YOC is only a beginning) we can't go on reorganizing for ever, that we have to make decisions and stick to them. But I also know that none of our structures have ever been written in stone, that they're fluid; and I know that major revisions, whatever they are, will take time to implement.

What does this mean for the Phase I program and those in Phase I? Well one thing is that no-one can say "I'm too young", or "I'm not qualified", or "I'm no longer assigned here". This is a time for well considered observations and proposals on our corporate life, but not necessarily mammoth talking papers or detailed plans. Developing plans are valuable too. As people are going through school, or writing curriculum, or changing assignments, forming answers to the question, "What kind of life do I (we) want for my (our) family?" or "What and how do we teach those around us?" and sharing those (even partial) answers will help all of us. The Year of Order Council is, first of all, an attitude - willingness to think and suggest.

**2) Celebration 10, in a very real way, started the Year of Order Council.** Celebration 10 was designed to review the first decade of the Student House and to make suggestions for the next ten years of the program and its graduates, as well as to have a party. This is the intent of the YOC, only using the whole Order and its mission. Two comments: this points out, once again, the pioneering role Phase I plays for the Order; and Phase I, therefore, is no stranger to the YOC process. Of course, four days needs a lot of follow-up. **But it was a start.**

**3) The Orbiter is very important to the YOC process.** One of the biggest headaches and real contradictions we face is a bugaboo called variously, Communication Gap, or Information Exchange, or a variety of other names. The Orbiter not only supplies information and context, it's also a form for ideas. It's probably the best place for trying out ideas. You don't have to write a whole talking paper. You can write a poem, or an article, or write a short essay that you have to write for social studies or Political Science anyway. Where else can you find a faithful reading audience (who won't laugh too derisively), a sympathetic editorial staff, and free publicity? And it looks better than if you just type it out. I'll bet that if the Orbiter and a talking paper arrive in the same House packet more people read the Orbiter first.

**4) The Orbiter is a family publication.** I remember a couple of years ago that we talked about putting in a "Parent's Page". That seems a bit foolish now. Better is the example, a year or so ago, of putting in Duncan Holmes' story of the child learning to walk in Bombay. It was just put in. I think you could include letters from people on different treks, or even articles from different publications on subjects that touch Phase I. Where else do we have an international forum - an international counterpart to the collegium table - where **anyone** can and is encouraged to participate.

I have other ideas, but I want to start with these. I am convinced that Phase I has many resources going for it. I'm not saying that our people are more aware or smarter than anyone else; I am saying that I know some creative and intelligent students, sensitive parents, and solid teachers. All with a certain pioneering spirit, whose ideas, if expressed, will have impact.

-Tim & Martha Karpoff

INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

Nonprofit Organization  
U.S. Postage  
PAID  
Chicago, IL  
Permit No. 4473

Leroy & Marge Philbrook  
412 Linda Circle  
Baton Rouge LA 70806

Address correction requested  
Return postage guaranteed

## YOUTH FORMATION — EDUCATION FOR GLOBAL RESPONSIBILITY, 1994

### WHAT IS YOUR SCENARIO?

The Phase I formation program over the past 30 years has been created by those who looked at the world trends and raised the questions - "What does an educated person look like? What experiences are available to enable a person to be an 'educated person' - what does the world need? What education is necessary to meet the world's demand?"

The trends in the world have shifted dramatically as the programs have evolved. 1984 and the Year of Order Council mark a time to pause and ask again, "What does the world need? What does an educated person look like? What experiences are necessary to enable a person to be 'educated'?"

Below is **Scenario No. 1: 1994** - we await your thinking to enable the dialogue that will create future models.

**STUDENT HOUSE - 1994:** The Student House Program is located in 6 Centers across the world - Hong Kong, Bombay, Nairobi, Montreal, Santiago and Chicago. It is a program that provides a two year residential experience that promotes innovative education for global responsibility. Participants in the Student House program are selected from a list of applicants from across the world who initiate their experience with a 'Rite of Passage' journey. Scholarships are made available to those who represent the 85% - so that they might be 50% of the Student House population in each location. Each student body is composed of the six Ur groupings. The operational languages are English and the local language. Students are educated in British system schools for their Academic curriculum. This encourages the attainment of formal study habits and a classical framework of learning. The Student House curriculum is based in the local milieu - that is, each location operates a locally based business, participates in local community activities and service projects, and takes advantage of local resources for cultural education. The curriculum places a strong emphasis on skill building and methods prowess. The community also provides a training ground for community formation. Students make application for a particular location on the basis of its cultural milieu and local engagement options. Students remain in the one location for two years.

Decisions that are critical in evolution of this program:-

1. The documentation of the program in the poetry of the world's concern for innovative education.

2. The funding of this program's expansion.
3. The launch of the program in Sept '85 in Nairobi or Santiago.

**HIGH SCHOOL CLUSTERS** — In 1994 the High School clusters are located in Renaissance Centres in Hong Kong, Bombay, Nairobi, Montreal, Santiago and Chicago. They are composed of teams of 4-5 students relating to 2 adults who enable them to orchestrate their formation experience. All are students who have entered the program through an application/selection process that has enabled their placement. Each unit is composed of those who represent a cultural diversity. Their common medium of conversation is English, although they are encouraged to maintain excellence in more than one language.

Emphasis of the students' formation program is upon academic prowess and skills development. Excellence of study habits and methods application is demanded. Participation in extra-curricular activities is encouraged. An additional life skills curriculum is a pre-requisite for one year of the three year experience. This curriculum includes skill building in arenas that will empower the students' second year of service which follows their completion of the cluster program.

**THE POST-CLUSTER YEARS:** On completion of the cluster program, students apply for acceptance in the "Second Year of Service Abroad". This program makes possible their participation as part of an international team of service in the task of global development. Possible locations are Bangladesh, Bolivia, El Salvador, Chad and Uganda. Students engaged in this program are called upon to teach in Human Development Training Schools, to orchestrate Health care-taker training courses and mobile clinics, to teach English and Computer skills and to provide expertise for agricultural demonstrations.

On completion of the second year of service, a student can apply for acceptance in one of the Global Academy Programs which are offered in three locations each quarter. On completion of the Academy experience, students who are second and third generation order are sent forth in their final Rite of Passage. Each student, before this ritual, submits to the Order Life Commission a five year plan for their future, which is a product of their dialogue with parents, guardians and colleagues. This plan, which includes a detailed implementation model, is received symbolically by the Order in the midst of a high symbolic event where the 'sending forth' is celebrated.

What is the promise of Wesley's life? Perhaps the meaning of a person's life is never something one can claim for himself but is that which is given by others. If this be true, then Wesley can best be described as a winner. He did not like to lose. He liked to win, and he wanted those who competed against him to do their best to beat him. Remarking about his own impending death he said, "Sometimes I wish I could just die!, but death is going to have to catch me from behind." Death did just that.

The epitaph he wished to place upon his headstone will read:

"Don't just play. WIN!"

#### THE OBITUARY OF WESLEY DANA SALMON

We are gathered here to mark the sojourn through life of Wesley Dana Salmon. Wes was sent by God to live in this world, and now he has been removed by God from his station. He was sent to be a part of the family of mankind. He was born in Wichita, Kansas, on February 17, 1963. On March 8, 1963, the Kansas Children's Service League chose him to be adopted by the Salmon family. He died his death on October 13, 1983, in Milwaukee, Wisconsin, at Children's Hospital.

Wesley was a son and a brother. He lived his twenty years and 238 days as a chosen son. He was the brother of Jana and Julie who survive him.

Wesley was a citizen of the globe. He attended schools in Salina, Kansas, the Religious Houses in Chicago, Rapid City, Anchorage, Hartford, Pace (Mississippi), and Macksville, Kansas. He lived one summer in Kwang Yung Il on Jaju-Do, South Korea. He attended one year of college at Kansas Wesleyan University. His summers were spent in Order summer camps and in the employe of a Macksville farmer and a mower repair shop.

In May 1982, he was diagnosed as having Acute Lymphblastic Leukemia and was sent to the Mayo Clinic in Rochester, Minnesota where he was under treatment for nine and one half months. He then entered a five month period of remission. He relapsed on July 25, 1983. After a short hospitalization and a brief time with family and friends he was invited to participate in an investigative chemotherapy protocol with a cancer research project in Milwaukee, Wisconsin. He died following ten days of hospitalization.

Wesley died as he lived, taking a winning attitude toward life. His life and death was a demonstration of what it means not to take ourselves too seriously but to be serious about the outcome of what we do. He lived his life with a winning style, and now in awesome tranquility is living his death. His life is complete and will remain forever a part of the eternal mystery that creates and shapes the world.

In the name of the Father and of the Son and of the Holy Spirit. Amen.

In Celebration of the Completed Life of

WESLEY DANA SALMON

The Eulogy



Wesley Dana Salmon was a man like any other man, and yet in his twenty years he played a unique role in the life of his family, the Order and the world. Who was this young man? What were his roots and accomplishments? What was the purpose of his life?

Wesley was an adopted baby. When the Kansas Children's Service League called the Salmon family, they announced that a "blue eyed, brown haired baby boy is waiting for your adoption." When Beverly and Bill arrived in Wichita they discovered a brown haired baby boy to be sure, but who could mistake those bright brown eyes. Wesley Dana, as he was baptized, was a chosen child. This privilege is reserved only for those families that participate in the adoption process.

After the Salmon family joined the Order: Ecumenical, Wes lived in Chicago Nexus, the religious houses in Rapid City, Anchorage, Kwang Yung Il on the island of Jeju, Hartford, and the project in Pace, Mississippi. As a high school student he lived in Macksville, Kansas where his parents served the local church. After graduation he attended Kansas Wesleyan University.

The signal events that mark Wesley's life center around his athletic ability. When he was a baby he was able to grasp and throw a ball well. As a child he played organized baseball and basketball. His favorite sport was football, where in his last year in high school he was designated an outstanding offensive player in the league.

While at Hartford Wesley was on the indoor track team. At his first track meet, which was a year and a half later, Wes realized the team didn't have anyone running the hurdles. He told the coach, "Somebody has to run the hurdles. May I try?" Wes won the race which led him to the Kansas State Championship tournaments during his sophomore, junior and senior years as well as through one year of college track. During his time of hospitalization he considered preparing himself for a future participation in the decathlon in the Olympic Games.

In the Student House Wesley will be remembered for his many exploits. Wes made sure that the ordered life was well disrupted by the discontinuous. There are those who recall his running laps around the chapel. Others remember hiding with him above the ceiling of the Guild Hall. While the staff sought to find them in vain, they were silently laughing as they watched the search through the cracks in the ceiling material.

A less-known characteristic of this young man was his love of children. All his life he enjoyed those who were younger. With them he was an inventor of games. He was also a dramatist whose talent was little known and less used. Jeremiah Cock and Tad Mueller recalled Wesley playing frisbee and catch with them in the Great Hall at the Chicago House. During his final hospitalization a four year old on the chemotherapy ward stopped by his room to say, "Hello," and was treated to a broad smile, a wave and sparkling eyes.



# CAMP FUTURE FAMILY EUROPE

## MORNING RITUAL

	song: All life is open, Embrace the future with vision Die your death for the living. The Mystery has received all.	Circle - face in
Ascription	In the name of the reality that makes life possible	
Confession	Our life is mysterious, our life is limited, our life is good, our life is freedom. Forgive us, Giver of Life. We want the best for ourselves. We shut others out. We forget those who suffer. Have mercy on us.	Indian bow
Praise	Yet today is new. We give thanks for our lives.* We give thanks for the world.* We give thanks for the human family.* Give us courage to care.	*Clap
Dedication	We will be the selves we are. We will dare to be alone. We will dare to be corporate. We will dare to be responsible for the world we live in. Give us strength.	Turn to face out Catch hands
Benediction	Go in peace. repeat song	Drop hands Step forward

## PIRATE PARADE

During the third module we made skits and we did a celebration. During the celebration we had pirate sword fights. We ate chicken, rice, green salad, ice cream, and cherry sauce. Making the chicken was fun. We all had a great time.

-Jean Paul Jenkins

## READING GUILD

At the reading guild there are 3 different levels. In the second level they read bits of stories, change sentences into questions and writing phases.

Esther Stringham

## BEEES GET IN THE WAY

Denise, Michelle, Michael, Becky and Dara went on a trip to the Opel Zoo. They saw many animals. Some of the animals were white zebras, ostriches, parrots, gnus, mynah bird, European lynx, falcons, hawks, elk, snow owls, angoras, monkeys, eagles, owls and buzzards. They walked around the whole place. They said it was nice and not crowded. Except for the bees the place was great.

-Amara Gilbert

## SYMBOLS

The 4th module was about symbols. We talked about symbols that families have.

-Esther Stringham

## THE PONYHOF

We went to a place called Ponyhof. We had a jolly good time. Most kids also had rides for 1 mark. All of us had lots of energy. There were trampolines, stilts, rabbits and goats, you could feed them as well. You could go ride on a pony for half an hour for 7 marks and you could go on a cart which a pony pulled. You could go on a raft for free. One of the rides was a seat that went across the lake four times. We also grilled.

-Amara Gilbert

## INFORMATION GUILD

We used our skills in typing, reporting, writing, and composing. First we reported then we composed. Last we typed. We all had lots of fun typing. In this guild there are 4 kids whom whom are: Ajit Fisher, Esther Stringham, Amara Gilbert, and Jean Paul Jenkins.

-Ajit Fisher

## NEW DORMS

Last year's dorms are very different from this year's dorms. For instance, last year all the boys put holes in the dorm walls so that when the staff came in one dorm the boys that didn't belong in that dorm went through the hole and the staff couldn't catch them. This year there hasn't been one hole yet in the boys dorm. The new dorms are designed differently. It's like this. There are four boys in each dorm, but they all live up high. Then they have their closets and their study space below them. They have a desk on each side. Now, the girls dorms are different. We don't put holes in the walls. The girls dorms are the same as last year, but with not as much graffiti. The boys dorms have been painted a nice color. Each dorm is a different color. Boys dorm 3 is where the cafe was. Here are the dorms:

### Dorm 1

Sherylin Paul  
Elizabeth Williams  
Julie Salmon  
Jessica Farrar  
Jill Wilkinson

### Dorm 2

Christie Randolph  
Angie Pennington  
Karen Kucera  
Laura Early  
Melanie Harris  
Naomi Jayasakera

### Dorm 3

Dirk Rettig  
Luke Gilbert  
Otto Sharp  
Jeff Roberts

### Dorm 4

Jack Lush  
Matthew Mann  
George Hawley  
Adam Lingo

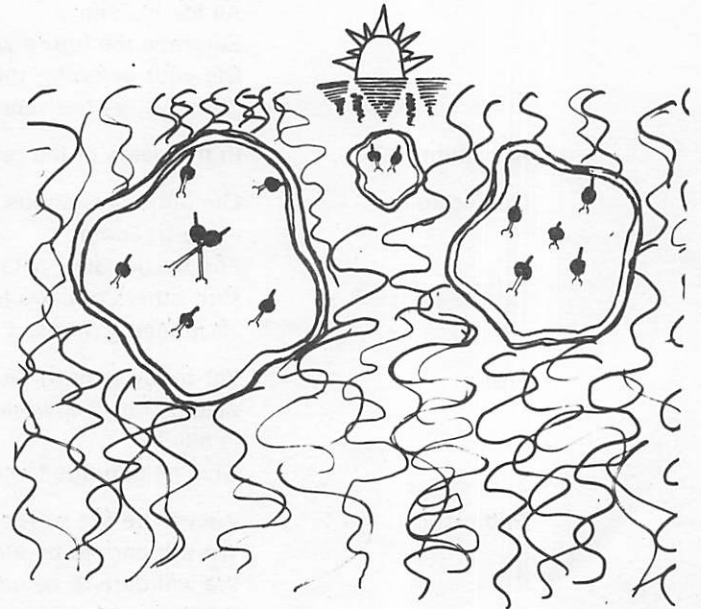
### Dorm 5

Jon Crocker  
David Lindblad  
Nathan Oyler  
Chris Ballard

### Dorm 6

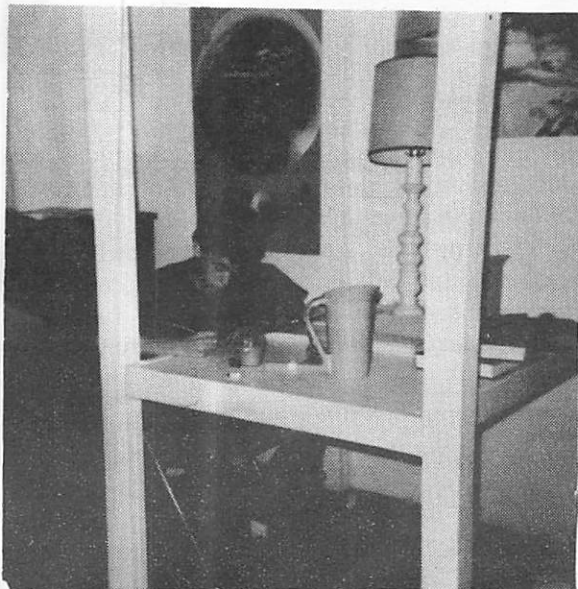
Ben Crocker  
Rubert Reimers  
Robbie Jinks  
Jon Troxel

## A GLIMPSE OF THE MARSHALL ISLANDS



These are two islands in the Pacific on the Kwajelein Atol that are sources of water. The water is very close to the surface. When you pull grass, water comes to the surface. The U.S. army came and dug a huge pit to catch rain water. Now they take the water for their troops to drink.

-Rubert Reimers



Robbie Jinks studying in his dorm

## LOVE

Love is like a burning fire that reaches the sky higher and higher.

To be in love is to share, to listen, to be there and always care.

Love is to give and receive. To tell the truth and believe that someone you love, loves you.

You can fall from a mountain, you can fall from above.

But the best way to fall is to fall in LOVE!

-Sherylin Paul  
-Christie Randolph

## **OPENING OF THE STUDENT HOUSE**

On Sunday August 29, 1983, in the collegium room of Chicago Nexus, the Student House marked its beginning for 1983-84 by an opening feast. By this time, last year's 6th graders had been through their rite of passage, and last year's 7th graders had been to the farm to raise money for last year's 8th graders to go overseas.

Among the people who attended were parents, guardians, representatives of the Nexus priory and anyone else who wanted to come. One of the rituals each household participated in was to repeat the line "I (add your name) take responsibility for the Student House in Orbit 11." The Households are as follows:-

Household A - \*Lizzy Williams, \*Matt Mann, Angie Pennington, Julie Salmon, David Lindblad, Naomi Jayasakera, Luke Gilbert, Robbie Jinks and Jack Lush. Staff are George and Keith Packard.

Household B - \*Laura Early, \*George Hawley, Adam Lingo, Sherylin Paul, Ben Crocker, Jeff Roberts, Melanie Harris, Chris Ballard and Otto Sharp. Staff are Geni and Roy Philbrook.

Household C - \*Dirk Rettig, Karen Kucera, Jon Crocker, Christie Randolph, Jill Wilkinson, Jessica Farrar, Rubert Reimers, Nathan Oyler and Jonathan Troxel. Staff are Stan Crow and Deirdre Dowsett.

All in all, we enjoyed the opening of the year.

-Angie Pennington

## **THE HOUSEHOLD EXPERIMENT IN THE STUDENT HOUSE**

This year marks a year of experimentation in the Student House with its launching of the Household experiment. The Student House is composed of three households, and each household is made up of 9 students and 2 adult staff. The household is a unit that is responsible for daily tasks, study, self support (through running Metro) and care for one another. During the two weeks of orientation, households A, B, & C met together for dinner, selected officers to handle Metro organization, vehicle care, finances and school supplies. Each household competed in a rolling contest, and had outings and celebrations. Throughout these activities, we came to know each other as family.

-Keith Packard

## **HOUSEHOLD C's CELEBRATION**

At the end of last quarter, Household C got to go ice skating because we won the most household points for the quarter. It was a Friday night and we were all waiting for George to come home so we could go to our celebration. He came at about 5.30. We went out to the car and got in it. We were finally on the road about 5.45. We got stuck in traffic. The girls on Household C were going crazy (Jill, Jessica, Karen, Christie), by singing real loud and dancing in the van. Stan thought we were going to have a flat tire, but we didn't. We finally got to Woodfield Mall at 6.30. We ate dinner at the skewer. Most of us ordered gyros. We got done with dinner about 7.30 and Stan and Deirdre said we could look around until 8.00, then we had to meet at the ice arena, so we left the restaurant and went to look around. When it was 8.00 we were all at the arena waiting to get in. We all got our shoes (but Jon Crocker had to change his shoes five times before he got the right kind!) Everyone got out on the floor, but right when Jessica got on the floor she fell. Everyone was doing good, but Jon Crocker was always falling. Every time Jon Troxel got near someone he would fall. We all planned to fall at the same time so Deirdre could take a picture of us, so we all fell, but some of us hurt ourselves. Then the owner or the person that was working there came up to us and said we had better stop falling on purpose or somebody is going to come by and stick their skates in our mouths. Karen and I fell by skating into each other. Deirdre and Stan were skating really good for adults. Couple skating came and we all skated with each other. Then it was time to go home. We were all headed out of the arena to the car, dancing and singing in the hall of the mall. When we got into the van, we were getting comfortable in the back to go to sleep. We were hoping we would get a flat tire on the way home, but we didn't. When we got home we ran in the building and up to the third floor to go to bed.

The people of Household C are as follows:

### **Team 5-**

Dirk Rettig  
Jill Wilkinson  
Nathan Oyler  
Jon Troxel  
Christie Randolph

### **Team 6-**

Karen Kucera  
Rubert Reimers  
Jessica Farrar  
Jon Crocker

### **Staff-**

Deirdre Dowsett  
Stan Crow

-Christie Randolph

# PHASE I ORBITER

## STUDENT HOUSE '83

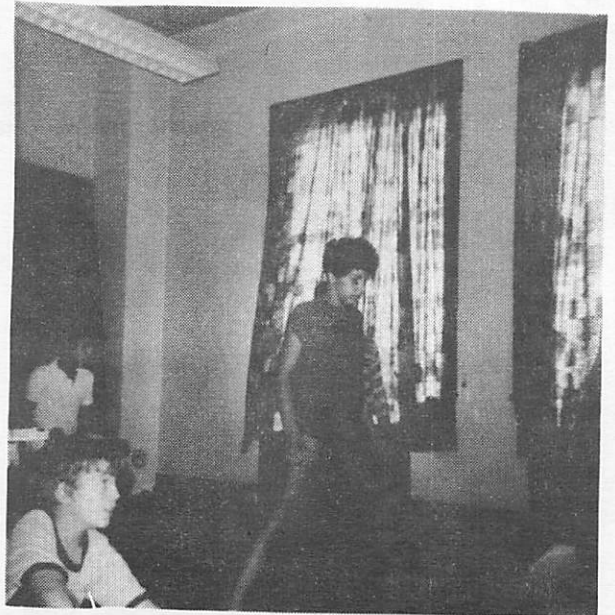
### COMPUTER GUILD

Every Tuesday we meet in our guilds - the Computer Guild led by Roy and Keith, the drama guild by Stan and Thelma, the Graphic Arts Guild by Deirdre and George, and the Martial Arts Guild by Bill Gooch and Geni. The week the computer guild went to the Museum of Science and Industry and we were asked to find out when the first computer was made, how it operated and what was a function we saw a computer do that we didn't know it could do. So far in our guild we have learnt several things. One is how to operate each computer, the Commodore Vic-20, the Commodore CBM and the Apple II, how to operate the printer and several programs, and how to do turtle graphics. The people in my guild (the computer guild) are Roy Philbrook, Ben Crocker, Jon Crocker, Jeff Roberts, Nathan Oyler, Luke Gilbert, Christie Randolph and myself.

-Angie Pennington



Computer Guild at work



Dave Lindblad at practice

### MARTIAL ARTS GUILD

In the Martial Arts guild there are 7 people, Laura Early, Chris Ballard, George Hawley, David Lindblad, Robbie Jinks, Elizabeth Williams, Adam Lingo. Our sense (teacher) is Bill Gooch. Every Thursday we workout between 3 and 5pm. We are taught various things, punches, kicks, throws, trips, and so on. When we came into the Martial Arts guild, the sense asked why we joined the guild then he left the room so we could think for a while when we came back in he asked people their answers and their main response was: "I'm the only one like me and I'd like to learn how to protect myself". At the end of each session the sense gives the best student is presented with his walking stick. Its an old stick that warriors used to fight with long ago. The student keeps the stick in close care until the next session.

-Adam Lingo



**The Circus Booths:** This week we had a circus which had five booths. The first booth was a dart booth. You had to pop a balloon with a dart and you would get a prize. The second booth was a booth where you would get a knife and cut flour into pieces and whoever made the toothpick fall had to pick it out with their teeth. The third booth was a booth that you did with your friend. You had some sponges and a can of water and you threw them at each other. The fourth booth was a shaving balloons booth. You had to shave the balloon with a razor. The fifth booth was a snack booth where you got kool-aid, water and graham crackers.

-Joseph Wilkinson



*Settlement South's human pyramid*



*Daniel Williams and Tad Mueller practice canoe skills*

**Cave of the Mounds:** This week our trip was to cave of the Mounds. We went through a cave. There were four parts in the cave. They were east, west, north and south. They were big caves. The caves were 70 feet underground. There were many stalagmites and stalagtites. The stalagmites grew up from the floor and the stalagtites grew down. There were some pillars holding up a platform to stand on at the end. The cave was discovered when some people tried to blast rock. There was only one entrance into the cave. It was very cold.

-Jeremiah Shaw & Kaira Lingo

**The Fifth Grade Trip:** On Monday all the fifth graders met in the office and had a meeting. Then we got prepared to go. We took a long time. At lunch we left in the bus. We stopped at a river and unpacked our luggage. We got on our way after we packed up our canoes. Each canoe had three people in it. We paddled a long way. It started to rain and everybody got soaked. Then a few minutes later it stopped. Then we stopped. We were on the trip for three days and two nights. There were twelve fifth graders on the trip. Our staff were Marie Sharp, Rocky Sieben, Karyn Crow and Daudi Barnes. We learned how to live out in the wilderness. The fifth graders made all the decisions on the trip. I think the fifth graders next year should do a trip like this one because they will be able to learn how to live out in the open.

-Daniel Williams



*Leroy Philbrook - lion tamer*



*Line up for the mile!*

## FIFTH GRADE TRIP

**Introduction:** This year Camp New Family sent 15 people on the fifth grade trip during the 4th week of camp; eleven 5th graders and four staff. They set off in 5 canoes to make the 25 mile trip down stream on the Fox river from Portage Wisconsin. It became a profound demonstration of teamhood and decision making for the 5th graders as they had to make their own decisions along the way.

**Practice:** Before the trip, the adult staff of Marie Sharp and Rocky Seiben emphasized the importance of care for the environment as well as canoe safety. The 5th graders had a couple of opportunities to develop their water safety skills before the trip with some canoe practice. We could see that maneuvering a canoe does take some skill and coordinated effort in order to make headway.

**On the Trip:** The courageous band of 15, some more prepared than others for their three day canoe journey put into the water at 2:30pm on Monday of the 4th week of camp.

This trip was met by rain the first day, but the spirit of the team was not dampened. No, they journeyed on with determination. Each of the 5 canoes became a team and they made decisions about who was to paddle when and who sat in the back to steer; who sat in the front and in the middle. As we saw with our 3-team canoeists of Michelle McMiller, Maija Shropshire and Karen Crow, sometimes it was amazing how decisions got made. This was one experience of a team moving down the river in somewhat co-ordinated fashion.

**The Portages:** It was not always open water for the 5th grade band. On two occasions they were met by a waterfall. They were small, but you couldn't go over them with a fully loaded canoe. So each team had to take responsibility for portaging their own canoe around the waterfall by dry land and back into the water. The canoe teams gathered help from other canoe teams to portage their canoes with the help of a tarp, which was part of the gear for the trip. It was a tricky undertaking, but with everyone working together, it worked out well. The days were spent canoeing and occasionally the members of the trip decided to take a swim because the temperature was 100 degrees for the 3 days.

**The Nights:** The two nights on the trip provided new challenge and opportunity for decision on the part of the 5th graders. They had to make the decision of where to stop for the night and at what time.

The first night the 5th graders decided to make camp at a grassy clearing on a small hill just up from the river. We parked our canoes on the shore and dumped them upside down in case of rain and carried our camping gear and food up to the new campsite. We made the fire after many attempts due to the wet wood from an earlier rain and put up our tarp to form a sort of tent to protect us from the weather. We then had dinner and Marie read a selection from *The Clan of the Cave Bear* just as we had been doing during the evenings all month. Just as she finished the night's reading we were met with an unexpected surprise.

As we were sitting there under our tarp canopy, we heard a truck coming and we leaped to our feet because our tarp was strung across an old road. Things settled down after the truck and the young man got on the way but the mosquitoes were so bad that night that no-one got any sleep.

The second night provided equal challenge for our courageous band of canoeists. After canoeing all day, and tired from the heat of the sun, the 5th graders after some minutes of discussion and weighing up the options decided that we would spend the night in a cow pasture just up from the river rather than continuing to paddle toward our goal of Buffalo Lake and not knowing if we would find a place as suitable for camping as the cow pasture. They decided that this place with its short grass and nearness to the Fox River for those who wished to swim before or after dinner was the best choice for the night.

After the tarps were laid out on the soft grass and people had been swimming for a while the dinner of hot dogs and baked beans was prepared over the campfire. All of us were expecting a quiet and comfortable night with few mosquitoes and lots of star gazing, but before the hot dogs were finished, we were met with a new challenge to our courage and corporateness. All of a sudden, a storm raced in from the west and took us by surprise and caused us to huddle together for a wet night of little sleep.

**Conclusion:** And so the canoe trip down the Fox River ended after three days. It was just a group of 5th graders with four staff but throughout the journey we all learned new ways of being a team and these young people learned how to make decisions together and be responsible for each other. It was a time of passing over for them to their final year of being the Emerging Generation and realizing new qualities of leadership.

-Rocky Sieben

### Students

Leif Oden  
Truman Packard  
Marisa Hawley  
Michelle McMiller  
Teresa Butcher  
Teresa Jones  
Kristie Eames  
Aaron Boone  
Rachael Miesen  
Daniel Williams  
Maija Shropshire

### Staff

Marie Sharp  
Rocky Sieben  
Daudi Barnes  
Karyn Crow



*Augustin the canoeist*



*The Kinder class swims*



*Kalulu Rosario and Robert Cawfield - A JOUST!*



*Lyn True, Andrew Baker and Ryan Gilbert show their strength*



*Line up for the race!*





*Esther Lazear and Kalulu Rosario, a race to the finish!*



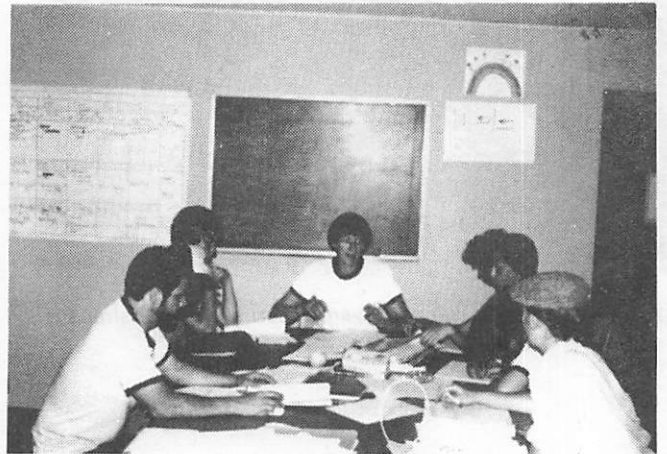
*Daniel's team at dinner.*



*Tusker Rosario, Damien Rozendahl and Rachael Miesen host the Olympic feast*



*Celebrating the Olympics*



*The staff prepares for tomorrow.*



## THE SONG OF THE FARM

### THE BERRIES ARE RIPE

(TUNE: *The Cat Came Back*)

#### Chorus:

Well, we're going outside  
We're gonna take a ride  
Down to the fields where the bushes c'lde  
Don't worry! We'll be done soon  
And while we pick we can sing this tune.

Well, the berries are ripe  
We're gonna go pick  
Down to the fields where the bushes are thick.  
Pick one here! Pick one there!  
Put them in your bucket and there's still nothing there!

Well the sun's too hot  
I'm sweating to death  
No shade in sight - I gotta take a rest  
Water's all gone! It's only 8 o'clock!  
When we go swimming I'll be the first off the dock!

#### Chorus:

At night in the barn  
The mosquitoes are fierce  
They're biting our toes and they're buzzing in our ears.  
No more coils! We bought the store out  
Now at night we scream and shout!

Well the outhouse is full  
You can't stand the smell.  
We dug a new hole the size of a well.  
It still smells bad! We hate to go  
But at least we know it won't overflow!

#### Chorus

Well, we're all done now  
Stains and all  
We didn't make much but we had a ball!  
We had times, both good and bad  
But now that it's over we are really quite sad!

## THE FARM EXPERIENCE

This summer for six weeks I was part of a unique program that has been part of our Phase I summer activities. It's that "in-between" summer program for those students who have completed their first year in the Student House (the 7th grade), and will be returning in the fall as the new priorship of the Student House.

In a way, calling this experience "The Farm" is a misnomer. There is very little farm-like about it. A more appropriate name might be a work camp. The only reason it might be called a farm experience is because we did live in a barn - not remodelled or look-alike, but a real old barn complete with at least one bat and a loft at one end. The barn did not have running water, but a hose had been connected up to run from the well out back in through a back door and into a kitchen sink. The toilet facilities were rustic. One home-made outhouse sat out among the apples trees. A traditional battle over who gets to sleep in the loft was

decided this year by the sheer weight of numbers - we had more girls than boys, so the loft being larger than the other dormitory space below, the girls went up the ladder each night to bed.

The actual task of the farm is picking fruit for several farmers in the Watervliet, Michigan, area. This July we had a smaller crew than usual with about sixteen in the group at any one time. The students included Laura Early, Karen Kucera, Julie Salmon, a friend of Julie's from Canada, Tammy Harries, Angie Pennington, Sherylin Paul, Elizabeth Williams, Matthew Mann, Chris McKay, George Hawley, Dirk Rettig, and Jeff Roberts. The staff were Roy and I, Alice Rose, Kristin Cramer, Walter Heiges, and Geoffrey Harper. Quite a crew altogether!

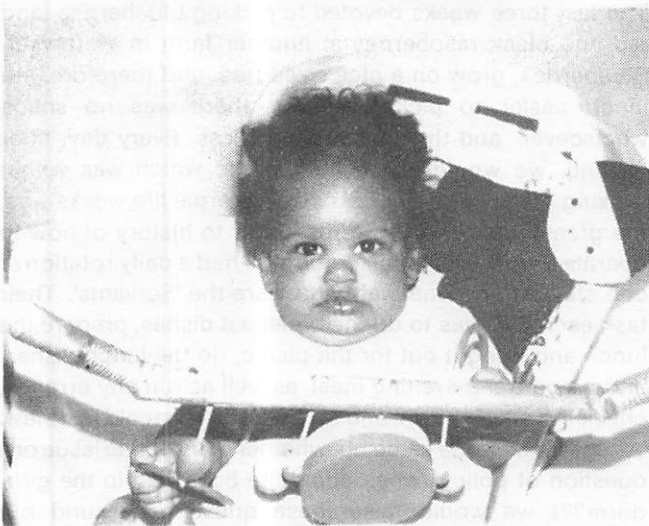
In the last few summers, strawberry season has come in early June and is basically over by the time our work crew gets there. But this year the strawberry season was just beginning when we arrived, and so our crew picked strawberries for three of our six weeks! Now, for any of you who have never picked strawberries, picture yourself bending over these small 8 inch tall plants, looking carefully for the ripe berries for 8 straight hours ... By the end of the first day, we were all sore and weary and felt sure we never wanted to see another strawberry again. Most of strawberry picking time, we worked at Hinckleman's Farm, which was affectionately called Hinckleberry'S. We had to be in the fields at 5:45 a.m. and we worked until around 4 or 5 in the evening, with an hour break for a picnic lunch But once Kristin could act as translator we got to know several of the migrant workers. Our task was picking strawberries that would go into jam or frozen berry packages, so we had to "cap" them, or pull off the little green tops as we filled up quart after quart box of these berries and then turned in a 'lug' or a 'flat' when we had filled eight quarts, and dumped two extra quart boxes over the top so it weighed in at about 20 pounds for each flat we picked. Each flat took about 3 to 4 hours to pick, although Dirk (who was our fastest picker) could fill one in a shorter amount of time. More than 5 tons of berries!

The last three weeks devoted to picking blueberries, and red and black raspberries at another farm in Watervliet, Blueberries, grow on a nice sized tree, and therefore, are much easier to pick. However, there was no shade whatsoever and the sun was merciless. Every day, after picking, we would all go to the lake which was within walking distance of our barn. Our internal life weeks was, the greatest model that we can offer to history of how to operate a work-camp. In addition we had a daily rotation of one student and one staff who were the 'Servants'. Their task each day was to do the breakfast dishes, prepare the lunch and bring it out for the picnic, do the lunch dishes, and prepare the evening meal, as well as run any errands, check the mail in town, and take care of 3 year old Matthew. Whenever an issue came up, whether a discipline issue or a question of policy (when could the boys visit in the girls' dorm??) we would raise these questions around our collegium table and hash through the pros and cons before coming to a consensus. Our ritual life was a plunge into the

historical Christian tradition with our doing the 'old' Daily Office each morning, with the students playing all roles. On several Sundays we attended the Watervliet United Methodist Church, and on our last Sunday there we sang Lord of the Dance, and Believe. The congregation loved both songs and were disappointed we couldn't return the following Sunday for an encore! Our biggest push in terms of priorship training for the students, in preparation for their role as 8th graders in the Student House, was to ground with them the dynamics of the Word of Possibility, in the accountability and absolution rituals, used both daily at meals and at House Church. There were many highlights during the six weeks we were a community in Watervliet. I would remember the event it was when Roy's name was drawn as a winner in the local grocery store's contest, and he won a \$100 shopping spree! We had a great steak dinner celebration the last evening we were at the farm with part of that money! Another highlight was our corporate pet. We acquired a dog named Puka (which means the void in the Hawaiian language). She was a collie-shepherd mix, one year old and just delightful and loving to all of us, including Matthew whom she bowled over with her affection. We knew when we adopted her from the Humane Society that we could not take her back to Chicago with us; luckily, we discovered a fantastic, caring family who just happened to be looking for a good dog... We made two trips during our six weeks down to a mall in nearby Benton Harbor, Michigan, which is a really big town compared to Watervliet, and one trip up to Hartford, where the big fireworks display was set off on the 4th of July. In retrospect, I really do feel privileged to have been a part of this year's seventh grade summer experience, and a large part of that privileged feeling is the relationships that I developed with the students and especially with the other staff as we all worked side by side to create a new community.

-Geni Philbrook.

## DAY CAMP NEW FAMILY



The infants explored numerous new toys....

Angela Parker



....As well as afternoon walks along the furniture.

John Han San Schwobel and Robbie Kilgore



All aboard for the mini school on a trip outside to see what is happening in Upton

Jeronima Rivas, Nina Crow, Tina Hajega, Daniel Marsh, Kay Alton, Bobbie Coffman, Liza Berresford and Timothy Montgomery



The preschool enjoy the building center during their inside play.

Jason Williams, Indira Addington, Maicah Packard and Robert Shankland

## **REPORT ON 9TH GRADE CORRESPONDENCE SCHOOL, '82-'83**

During the school year twelve of the 9th grade students were deployed to villages around the world. While being part of the ICA project there, they continued their education through correspondence courses from the American School in Chicago. Courses taken include English, Essential Math, Algebra and Geometry, Biology, Physiology and Health, and Earth Science, U.S. and World History, and Spanish. In June when the students returned to the U.S. an intensive push in the Student Mobilization Project allowed everyone to "mop up" the few remaining exams with very few exceptions. All the students are now located in their new clusters with 9th grade transcripts in hand, and are beginning their 10th grade year! The average grades received in each of these subjects were as follows.

**BIOLOGY - 95% - A**  
**U.S. HISTORY - 95% - A**  
**ENGLISH - 89% - B**  
**GEOMETRY - 95% - A**  
**EARTH SCIENCE - 89% - B**  
**ESSENTIAL MATH - 89% - B**  
**SPANISH - 90% - B**  
**PHYSIOLOGY AND HEALTH - 94% - A**  
**WORLD HISTORY - 93% - A**  
**ALGEBRA — 93% - A**

Special mention should be made of Elena Harper's final grades of 98 in World History and 97 in Biology, Stuart Farrar and Bruce Ellsworth's 95 in U.S. History, and Brian Hawley's 95 in Geometry. Obviously with an 'A' average in 6 out of 10 subject areas, many other students also had A's or high B's in their subjects. Congratulations to the new 10th graders.

## **REFLECTION AFTER CELEBRATION 10**

"I remember when you were this small." For someone who has always hated this, I found myself saying it often at Celebration 10. Having been in the earliest years of the Student House, I remember Adam Lingo when he was a mere protrusion of his mother's stomach. Somehow, when I was taking someone to the bathroom at age 4 or carrying someone on my hip at Summer Camp I didn't think about the 5½ or 6ft tall human being who would someday share in a celebration of a common experience: the Student House.

There was continuous interaction throughout the three days. We found old friends but there was always the feeling of one celebration as opposed to 15 separate parties. We swapped hugs after not seeing each other for years in some cases, and the hugging continued for 72 hours.

Many of the veteran staff also made it back. Charles Lingo (who we realized isn't such a big guy after all) and Mike May (Who came with his 'little baby' Samson) arrived to hear what had become of all the rowdies they'd swatted and

pulled out of bed ten years ago. It was almost as though we had been sent off to boarding school and had returned to stand before our surrogate parents for inspection.

Before this event, many of us did not know if we wanted to celebrate or forget the experience of the Student House. Ten years ago we were embarrassed to be part of it. When the bus pulled up at Whitney Young and Lane High Schools we rarely offered an explanation of why we were a group. At Celebration 10 there was a sense of pride about being this group. Many of us have left the Student House and have realized that our experiences and attitudes have somehow made us different. As a result of Celebration 10 we now know that we as a group can be a vital support, allowing us to be our 'differentness' even when we are alone.

## **LETTER FROM INDIA**

For the past ten months I have been a World Community Development Service volunteer at Tembhurwahi HDP. Situated in the Nagpur region near the Maharashtra-Andhra Pradesh border, Tembhurwahi has frequently been referred to by the ICA:India as the "Jungle Project", and Chandrapur District is known (in Indian terms of progress) for its backwardness. However, the area is being dramatically transformed with a high deforestation rate and rapid industrialization.

When I first heard of my assignment I had visions of living amongst the jungle undergrowth and fighting off wild creatures, but the nearest I got to that was helping a group of villagers cut bamboo in the forest one day. The romanticism of living in rural India soon fades with the struggles and frustrations and joys of Human Development.

Most of my time has been devoted to implementation of the Women's Advancement programme, which involves encouraging the ladies to form women's groups, participate in village leadership and even open small industries to boost their incomes. The effort of pushing women to move against their traditional images and roles as mothers and housewives is endless and often frustrating. And it takes a lot more to make the men loosen their wives chains! Just imagine what it is like to spend a whole day recruiting a women's meeting, only to find that showers of stones would be thrown on the house rooves as chauvanistic men frighten women from attending the meeting.

The first victory I fel. was when the newly-elected president of the women's group gave a speech to a male-dominated Village Leaders Conference. This was an exciting glimpse of women's participation in village decision making. A small-scale industries workshop has catalysed two groups to plan vegetable-oil and chili-grinding mills, and this in turn provided the impetus for another women's group to register.

The future for women in these villages looks exciting. The government has just launched a mother and child preschool and nutrition scheme which also includes adult education and organization of women's groups.

It's been an intriguing experience to live in Tembhurwahi and participate in the daily life of this fascinating culture. I've attended marriages, 'christenings' and funerals and an endless series of religious festivals. I've been part of the yearly cycle from harvest season, through winter, hot season to monsoon. All have contributed to making it an enlightening and really unforgettable year.

If you get the chance - volunteer!

-Claire Littlewood  
Essex, England

## AN AMERICAN FOOTBALL TEST

(MATCH UP)

Toy baby with fish arms  
Trained to hunt and kill  
Lubricators  
Rodeo horses  
6-shooters  
6-rulers  
Opposite of ewes  
Class of Boy Scouts  
American gauchos  
Fundamental rules  
Credit card users  
Indian leaders  
King of Beasts  
Used to be a girl  
Dollars for corn  
Ocean going birds  
Louis Armstrongs favorite song  
Hot epidermis  
Soldier insects  
7<sup>2</sup>  
Streakers are this  
747's  
Hostile attackers  
Variation of Iron  
Suntan bodies  
Layer of fruits  
Washington's Fischer goes wild  
I.O.U.'s

Broncos  
Jets  
Packers  
Rams  
Patriots  
Colts  
Dolphins  
Bears  
49ers  
Cowboys  
Eagles  
Oilers  
Cardinals  
Raiders  
Falcons  
Vikings  
Chiefs  
Bengals  
Chargers  
Lions  
Saints  
Seahawks  
Giants  
Browns  
Bills  
Buckaneers  
Steelers  
Red Skins

-Jessica Rettig

# ONE CORPORATE THRUST FOR THE WORLD



# PHASE I ORBITER

## THE PASSAGE

(Tune - "Farewell to Nova Scotia")

**Chorus:**

*From around the globe we gathered for the Sixth Grade Trip  
Transformation of our lives to share  
We lived our Rite of Passage in Canada  
We begin the second decade of the Student House*

*We travelled through Toronto to Ottawa  
To see the changing of the guard  
Down to Montreal to see the sights  
Then we went to walk the walls of Old Quebec City.*

**Chorus**

*A bear came to visit our Gaspé camp  
We hiked five miles on a mountain trail  
The brakes went out, and we got the laundry done  
But the sun kept shining and we had lots of fun.*

*The Cabot Trail did beckon to the wilderness  
Backpacking through the wind and rain  
The fishing and the swimming kept our spirits high  
Cape Breton, Nova Scotia, on the North Sea Coast.*

*We took a ferry ride to Newfoundland  
To see where Vikings once had lived  
Thirteen fires ringed the shore through the night Vigil  
On the dawn we were anointed as the new Order Youth.*

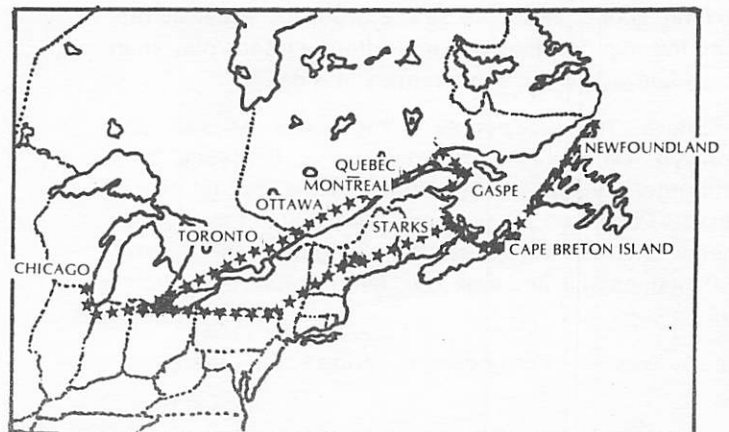
**Chorus**

*From Starks to Chicago we journeyed home  
Reading books and sleeping in the van  
We dug clams, worked hard, and watched the Highland games  
At Niagara Falls we said good-bye to Canada*

**Chorus**



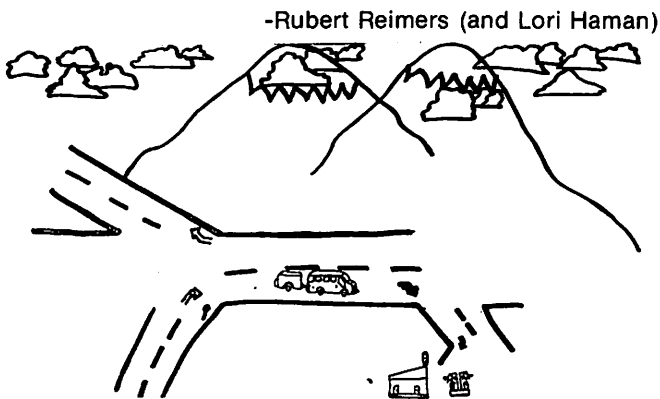
From June 25th to July 24th, students participating in the Sixth Grade Trip travelled through Canada as they lived their Rite of Passage. The Song and the map below explain their journey.



## THE VAN

On our trip we had a white 15 person van, and a red car from Minneapolis. Russell and Margaret drove the car, and Stan and Linda drove the van. At first we read and slept during the long trips, but soon, there wasn't anything left to read. Then singing and games took over. Toward the end, since we had been so close, we had a few arguments.

We had two flat tires which we had to stop for, and of course, there were bathroom and lunch breaks all along the way. We tried to do at least two of these things together, but usually didn't succeed.



*We travelled through Toronto to Ottawa....*

*Down to Montreal to see the sights*

## CITIES IN CANADA

The three main cities we went to in Canada, were Montreal, Quebec, and Ottawa.

Montreal is a French speaking city with many old unique buildings. In 1844, Montreal was made the Capital of Canada for about a decade. We visited a lot of churches there. The one I liked best was St. Joseph's Oratory. It was very large and beautiful. Another church was Notre Dame in old Montreal. It has 4,000 seats, and the towers are 227 feet high. Old Montreal was very unique.

Quebec City was similar to Montreal, especially the "Old City", which is still surrounded by walls. It is also a French speaking city. Like it says in our song we "went to walk the walls of Old Quebec City". We toured the "Citadel" (fortress), and walked through the old market town at the base of the walls. It is now a tourist center, filled with souvenir shops. Here, we saw a group of street actors. Every five minutes, they put on a different french play, then the people would put some money in a hat.

In Ottawa, The two people in the house (Michael and Bronwyn Deloughry) prepared us a barbecue with hamburgers and hot dogs. Ottawa is the Capital city of Canada. People do speak french there, but not as much as Quebec City. We went to see the changing of the "Guard" on Parliament hill, and took a two minute tour of the "Penny Mint".

The trip was very exciting for me and for the others, too.

-Jessica Farrar

## OUR SIXTH GRADE TREK TEAMS

We made teams to stay together and to do things like cooking, washing, and cleaning the van. The teams were "The Wolverines", "The Micmacs", and "The APE's" which stands for the Atlantic Province Explorers. Every team got a chance to cook and wash. Every team had about five people. Every team had a name which stands for a reason.

At one time during our trip, we left Ben Work behind at a rest stop, and had to go back for him. The reason was because we did not have a team accountability to make sure that we were all there. After that on our trip, we always had a team check to see and make sure that we were all in the van. Having a team check to make sure that everyone was in the van and car was a way to be sure we did not lose anyone else.

-Jonathan Troxel

## THE FISHING TRIPS

We the sixth graders went fishing many times during the trip. The three main times were the Gaspé Peninsula, Cape Breton Island, and Starks, Maine.

On the Gaspé Peninsula, we fished off a dock on the ocean. We decided to fish for mackerel and flounder. When we got to the dock, there was a man that had caught a mackerel already. He didn't want it, so he gave it to us. Rubert and I were the first ones to catch fish. I caught a mackerel and Rubert caught a large "rock fish" which has sharp spikes all over its body. He threw his back. The mackerel was about 20 inches long. About 20 minutes later, Russel caught our third mackerel. Everyone else was fishing for flounder. Stan caught the first and second ones. So I sat down and tried to catch one. For a long time, no one caught anything, and then I started catching some. At the end of the day, I had five flounder. We ended up the day with ten fish to clean and eat, and they tasted goooooo-d!

The next time we went fishing, was on Cape Breton Island. There was a stream which flowed right past our campsite. When we got the chance, we all grabbed our poles and ran to the stream. At the end of the day, we met back at camp. Russell had caught 3 7"-8" brook trout and I had 9 6"-7" trout. We were the only ones who caught anything.

At Starks, Maine, Russell, Ben, and I went small mouth bass fishing. We had fun catching a lot of them, but they were all under the 10" limit. Finally, Russell caught one that was just big enough. One fish pulled my pole into the water. Russell and I both had to look for it. Finally I found it on the bottom with the 9" bass still on it.

-Otto Sharp

## A FUN CAR BREAKDOWN

Margaret, Stan, Chris, and I were in the car when the brakes went down. Stan drove slowly, and we arrived at a gas station. They sort of fixed the brakes, and we went on. After about 30 miles, they broke down again. We drove slowly to Bathurst, New Brunswick, but we got there after the mechanics had quit for the day. We had to find a place to stay. We walked for a while and found a church. Stan and Margaret asked if we could sleep in the basement or some space like that. Luckily, they were preparing for a "Hospitality Festival". One lady, Irene Babin, the secretary took us to her house. We went in and it was like a hotel. Only Better! She introduced us to her husband, Cyril, and her daughter, Jan. After a while of talking and then some TV, we had dinner. It was hamburger and Kool-Aid, and later, strawberry ice cream. After the last TV show (it was 1:00 A.M.), we went to bed. The next morning, there was no wake up, so we woke up around ten A.M. After lunch, we left. This family has been given a lot of awards for hospitality. To tell you the truth, I'm glad the brakes broke down.

-Joan Avery

## THE HIKING DAY

On the 9th of July, we went backpacking. We hiked along the Cabot Trail in the Highlands of Cape Breton Island, Nova Scotia. The trail followed a river all the way and ended in a cove called "Fishing Cove".

We took only the clothes we needed and our own food, corporate food, pots, cutlery, and some snacks to eat along the way. It was a five mile hike to the camp ground, and later we hiked 5 miles back to our van. Most of our hike there was down hill, and I knew we would have a struggle getting back to our van, because we were going to be hiking up hill. On our way there, Melanie Harris lost her sleeping bag down a slope, but it was stopped by a tree before it got to the river, and Rubert retrieved it. When we got there, I saw a fresh water lake. I had my swim suit under my pants, so I took the pants off, and waded in the cold water up to my thighs. I waded for about 15 minutes, then Jonathan waded in. He suddenly gave a shout and dived in. It only took me about 5 minutes more to decide whether or not to jump in. I jumped in. It was cool, and felt nice after that hot sweaty hike. After I jumped in, everyone started jumping in. I went ashore and got a log. I put it in the water to hold my weight. We swam for about half an hour and then got out for dinner. We camped there for two nights. We went fishing and swimming. When we packed up and hiked back, we left in three groups. It took about four hours to hike back to our van.

-Luke Gilbert



*The Cabot Trail did beckon to the wilderness*

## THE WET DAY

One day, it all went wrong. The whole day it rained. Joan Avery and I didn't put up our tent well enough, and so it was leaking in our tent. EVERYTHING was wet, and it was very cold. We ate breakfast, which was "Cream of Wheat" as usual. After a while, we started to crowd around the fire to keep us warm, but we were wet, and the fire went out. Then we found a place to put a tarp over our heads, and have lunch.

Jessica Farrar, Joan and I went down to the stream and walked on the rocks, and we got wetter. We had peanut butter and crackers for lunch. We talked for an hour or two, and then I went to sleep. When I woke up, my sleeping bag was completely wet, and so was Joan's. I didn't have any dinner, because I wasn't very hungry. When Joan came into the tent, she was very angry to see her bag wet. We had to go to bed, but Joan and I were awake all night, wishing the rain would stop. The next day, we hiked back to the van and went to a campsite where there was a white house where we dried out all our wet clothes and sleeping bags. We took showers to clean ourselves off. Before it was dark, all our things were dry, and Joan and I had a nice sleep.

-Naomi Jayasakera



*Backpacking through  
the wind and rain*

# JOURNEY OF

June 25-30					ROUGHING IT IN THE WILDERNESS						
URBAN ADVENTURE					July 1-6			7-12		RAI	
		Ontario			Mt. Albert		Forillon		Cape Breton		Cap
Sycamore	Toronto	Ottawa	Montreal	Quebec City	Gaspe Peninsula	Gaspe	Hopewell Cape	Highlands	Fishermens' Cove	Hig	
Border Crossing (Trouble)		Changing of Parliament Guard		Oratory of St. Joseph	Visited old Walled City	First Night Wilderness Camping	5 Mile Hike	Fishing Swimming	Setting up Camp in Middle of Night	First big rain	Bac mile Swi
Hosted by Ottawa House Cookout		Walked along Locks		Bro. Andre Old Montreal Mall	Harlequin Players	Bear in Camp	Travel along St. Lawrence Seaway	Visit to Perce	Big dry out in camp kitchen		



*Travelling in the van*



*Camping at Fisher's Cove*



*Resting on the Cabot Trail*



*Hiking on the Gaspe*





## THE FERRY RIDE

We drove from our camp site to the loading site in North Sydney, Nova Scotia. There was a very long line. When we got on the ferry, there was a large elevator for the vehicles which lifted our van and trailer up two floors. When the car was aboard, we went upstairs. There was a woman there dressed in 18th century clothes passing out information about the ferry and Newfoundland's 400 years celebration.

We were all excited. Some of us went to the lounge to watch TV, but most of us went to the Video games room. When the ship took off (at midnight), everyone was on deck. About 1:30 everybody started falling asleep all over the place. There were hundreds of people, and they slept on the deck, in the restaurant, on the floor next to the washrooms and even on the stairs. It was like sleeping gas. We slept until 6 A.M. when the boat arrived at Port Aux Basque, Newfoundland.

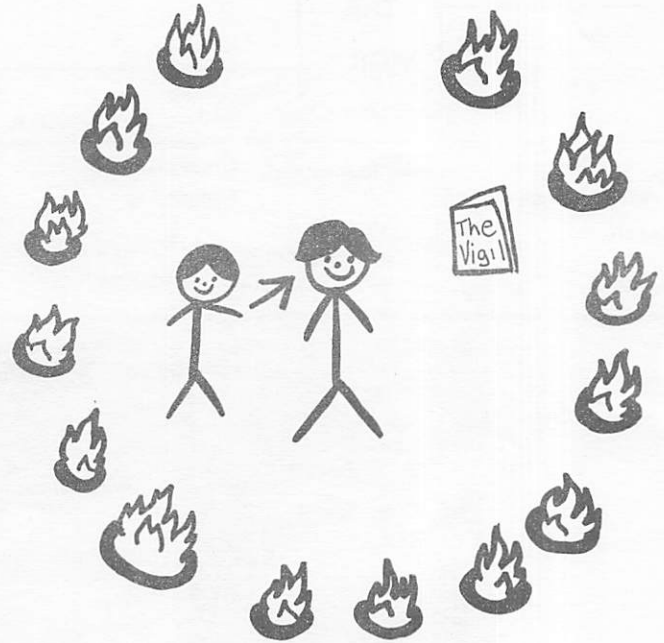
-Melanie Harris



*We took a ferry ride to Newfoundland*

## THE PARTICIPANTS

Joan Avery	Naomi Jayasakera
Chris Ballard	Russell Jewell
Linda Barnes	Adam Lingo
Stan Crow	Nathan Oyler
Jessica Farrar	Rubert Reimers
Luke Gilbert	Otto Sharp
Margaret Griffin	Jonathan Troxel
Lori Haman	Jill Wilkinson
Melanie Harris	Ben Work



*Thirteen fires ringed the shore through the night Vigil*

## THE VIGIL

In the late afternoon of our second day in Newfoundland, we went our own way down to the rocky shore to set up a shelter and gather wood for our fires. We then went back to our base camp and found out about the Vigil.

Our task was to keep a fire going all night, to meditate about becoming a youth, and to answer 21 questions in our "Vigil Book". We were given a piece of paper to write one childish thing we would like to give up and threw the paper into the fire to symbolize our departure from childhood and our journey into adulthood. Next we took vows to keep the watch, be silent and to fast. Then we were taken to our places on the beach. We started our fires and lay under our shelters.

For a couple of hours, we watched our fires (getting more wood when it was needed). Then the staff brought us broth. At 5 A.M. the staff came and talked with us about our vigil. At six, we went back to the base camp where we were anointed in a ceremony as "new Order Youth", and broke our fast with a feast of fish, scrambled eggs, milk and orange juice.

Then, we took showers, slept a while, and packed up for our return to the mainland.

-Adam Lingo

## THE RITUAL OF THE GLOBAL STUDENT PROGRAM

*We are one body with the race of men  
All who are, will be and e'er have been  
"You must not die", the dead cry out within,  
"Finish our work! Finish our work!"*

*We choose to hear the cries from history  
Of pioneers in responsibility  
Who struggled for a world they did not see,  
"Finish our work! Finish our work!"*

L. *Let us stand before the Power which gives us life and which takes it away.*

C. **WE SAY "YES" TO THAT WHICH WE DO NOT UNDERSTAND.**

L. *Let us admit our incompleteness and face the fact that we have not been all that we can be.*

C. **WE CONFESS THAT WE PLACE OUR NEEDS IN FRONT OF OTHERS. WE LET OUR PRIDE AND LAZINESS GET IN THE WAY OF HELPING PEOPLE. PLEASE GIVE US THE COURAGE TO CHANGE OUR LIVES.**

L. *Good or bad, you must never live in the past, but live for the future.*

C. **IT IS OUR POSSIBILITY.**

*(The community may be seated. )*

**READING FOR THE DAY (Second Liturgist)**

*(The community shall stand. )*

L. *Let us give thanks for the world, just as it is.*

CL. **WE GIVE THANKS FOR THE ONE LIFE WE HAVE BEEN GIVEN,**

CR. **FOR PEOPLE WHO ACCEPT US AS WE ARE,**

CL. **FOR THE ABILITY TO LIVE IN THE MIDST OF STRUGGLE AND PAIN,**

CR. **FOR OUR CALLING TO CARE FOR THE WORLD.**

*(The community may be seated. )*

**THE WITNESS**

*(The community shall stand. )*

L. *Let us take responsibility for the whole world.*

C. **WE ARE CONCERNED FOR THE JOURNEYS OF PEOPLE WHO HAVE GIVEN THEIR LIVES TO CARING FOR OTHERS, FOR PEOPLE WHO HAVE LESS THAN OURSELVES, AND FOR YOUTH WHO ARE NOT GIVEN THE CHANCE TO SHOW WHAT THEY CAN DO.**

**WE DEDICATE OUR LIVES TO SEEING THAT EVERYONE HAS THE POSSIBILITY TO BE ALL THAT THEY CAN BE.**

*(Conclude by singing)*

*We hear the coming generation  
Demand we will the new formation  
Of every local congregation,  
"Finish our work! Finish our work!"*

*We are the people of God in History  
Who are and were and evermore shall be,  
Out of the depth we hear the Mystery,  
"Finish our work! Finish our work!"*

This ritual was created by the students on the Sixth Grade Trip. It is now being used as the Daily Ritual in the Student House Tuesday through Thursday.

## THE DAY OF THE GAMES

We went to Antigonish, Nova Scotia, to see the Highland Games and parade. When we got there, the parade was over, but we saw all the bagpipe players and drummers go home. When we got out of the van, we got into groups of three and two. When we got into the grounds we looked around. We watched the dancers, bagpipe players, bands, races, shot put, discus, high jumps, hop-skip-jumps, and javelin throwing. We watched them in excitement.

The Highland Games in Antigonish also has the largest gathering of Scottish clans in North America.

The Games were started in 1979, when Her Majesty, Elizabeth, Queen Mother, graced the occasion with her presence. Scottish music with bagpipes and fiddlers, with athletic events, craft fairs, outdoor concerts, and javelin throwing provide excitement for young and old.

-Ben Work

## OUR STARKS PROJECT

We arrived at Starks, Maine at about 5 in the afternoon. Tim Crane on the ICA staff there told us the history of the town of Starks, and how the project got started. After that, some of us set up tents next to the garden, and some of us put our things in rooms in the house. We all went swimming in Lemon Creek and then had dinner.

The next morning, we worked on our symbol, and then we took a tour of Starks, and went swimming at Small's Falls, where we jumped off a 50' high cliff into the water.

The second day was the work day. It was a long day. One team cleaned out the whole basement and stacked wood which had been cut for winter, another painted the end of a house which had never been painted. There was also weeding the flower beds and bringing wood from the fields to be used for heat this winter at the "Corn Shop".

The next day, we finished the creation of our symbol, song, and ritual. We finished with a swim in the "Sandy River" and then had an ice cream party that night.

We really had a wonderful time in Starks.

-Jill Wilkinson



*From Starks to Chicago we journeyed home*

PHASE I PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640  
U.S.A.  
PH. 769-6363

# ONE CORPORATE THRUST FOR THE WORLD



# PHASE I ARBITER

## STUDENT HOUSE DEMONSTRATES ACADEMIC EXCELLENCE

### 1) SCIENCE FAIR - CITY LEVEL LEUKEMIA

Christie Randolph and I decided to do our Science Fair Project on Leukemia after my brother (Wesley Salmon) died. We had slides and charts and a Hickman Catheter. We went to a hospital and had our blood drawn for this project. On our team at school we won, so we had to go to the School's Science Fair. We came in third and were selected to go to District level which was on February 2nd. From there we were chosen to participate in the City Science Fair. Here are some of the clippings from our report. I chose them because they were the most interesting to me.

*The chart shows the bad white cells taking over his body*

*This is a picture of our Science Fair Project on display*

The purpose of this project is to investigate leukemia, the treatment used, and the disease itself which caused the death of Wesley Salmon.

A lab hematologist was interviewed on the possibilities of this project. Parental permission was secured for blood samples to illustrate the separation of whole blood and cell comparison of normal and diseased blood. Research material on leukemia, treatments and the use of the Hickman catheter was secured from a local hospital. The parents of the patient provided hospital charts and information.

Results of the project show that leukemia can be identified by using blood samples and bone marrow biopsies. Childhood leukemia is almost always fatal as illustrated by the case study. Short remissions are achieved through chemotherapy treatments generally, and there are experimental procedures that offer hope for a cure in the future.

#### DESCRIPTION

Leukemia is a serious disease of the blood. It is called cancer of the blood, and something goes wrong with the production of white blood cells. It is dangerous to the patient because these cancer white cells multiply so fast that the normal white blood cells, the red blood cells and the platelets are crowded out leaving only the cancer cells.

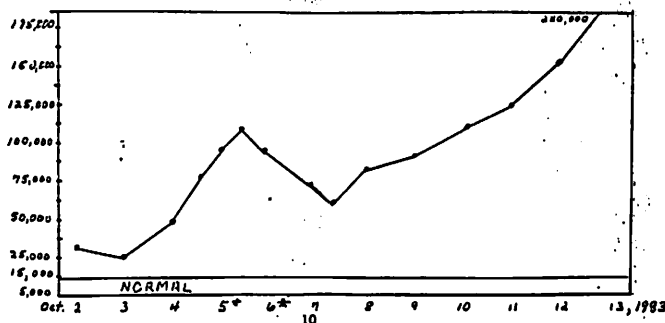
#### SYMPTOMS

Bone pain, especially in the breast bone and ribs is often the first symptom that leukemia patients feel. Another one is feeling weak and getting tired easily. Because the platelet count is so low there can be bleeding either internally or with a cut or open sore, but usually a nose bleed occurs first so it becomes a sign that something is wrong. Sometimes blood vessels in the eyes break, causing them to be very red.

Because the lymph nodes help produce blood cells they get extra large because they are working overtime. The spleen becomes enlarged, but the patient cannot feel it. The skin on the chest and on the arms and legs looks like they have a rash. It is really broken blood vessels that are very tiny. This is called petechiae.

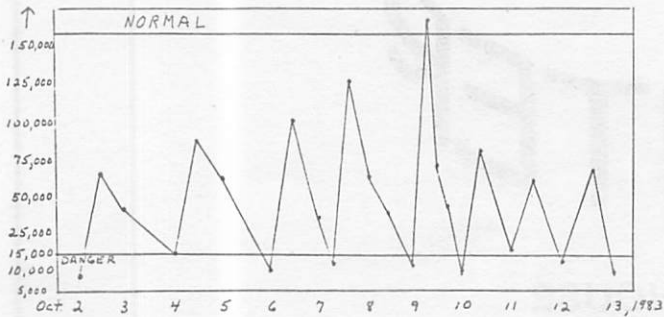
When Wesley went to the Milwaukee Hospital, his white counts were increasing so fast that his life was in danger. He received the chemotherapy on Oct 5th and 6th. The chart below shows it did kill some of the white cells on Oct 6 and 7, then they started multiplying again so it didn't help for very long.

*White blood count of Wesley Salmon, last twelve days of his life*



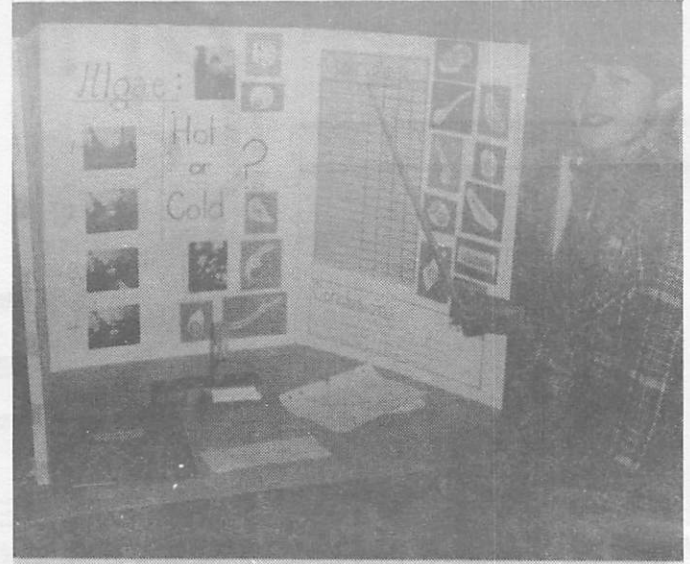
The chart below reveals how fast the platelets raised and in some cases remained quite high for a few hours, but it also shows how fast they dropped as the leukemic blasts continued to destroy them.

Platelet count of Wesley Salmon, last twelve days of his life.



It was only a matter of days as the leukemic blasts completely took over his whole body. Wesley died on October 13, 1983. He was ill with acute lymphocytic leukemia for one year, four months and 20 days from the day he was diagnosed. He was in total remission for about five months during this time.

-Julie Salmon

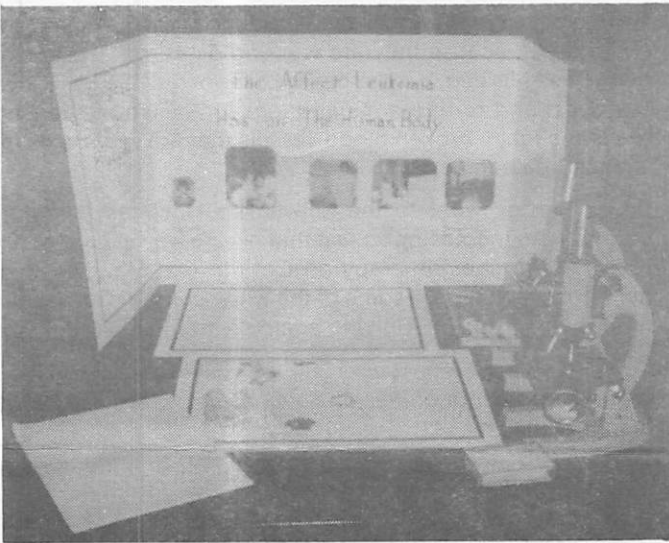


- MATERIALS:** Four glass jars  
 Algae scrapings  
 Lake water  
 Garden dirt  
 Thermometer  
 Lamp  
 Plastic film  
 Filters  
 Microscope

**PROCEDURE:** Samples of algae were taken from Lake Michigan. Equal amounts of algae scrapings were placed in each of four jars. Sterilized garden dirt (1/2 tablespoon) was added to each jar. Three jars were placed in rooms with relatively constant temperatures (30, 55 and 80 degrees F) and the fourth was placed in a 'hothouse' (110 degrees F). All jars had constant fluorescent light. After 17 days results were observed by eye and microscope. Observations were recorded for each jar.

**RESULTS:** 1) A greater amount of Red Algae (Diaton "?") grew in 30-40 degrees F water. 2) A greater variety of algae were found in the 50-60 degree F water. 3) Other varieties were found in the 80 degree F water. The conclusion is that there is no one optimum temperature for Lake Michigan algae since different kinds of algae grow best at different temperatures.

-Otto Sharp



This is a picture of our Science Fair Project on display

## 2) SCIENCE FAIR - DISTRICT LEVEL

### ALGAE

A second Science Fair Project from the Student House has made it to District level and has yet to be judged at District. This is the abstract of the project. We'll let you know what happens at the District judging.

**PURPOSE:** To determine the optimum temperature for algae which grow in Lake Michigan.

## 3) CHICAGO ARTS FAIR - DISTRICT LEVEL

### CHICAGO'S GOLIATH

*It towers above all else  
 with its dark steel frame  
 casting a shadow on Chicago  
 like a king over his empire.*

*With its antennae  
 standing tall in the wind  
 it sees Chicago  
 as does no-one else.*

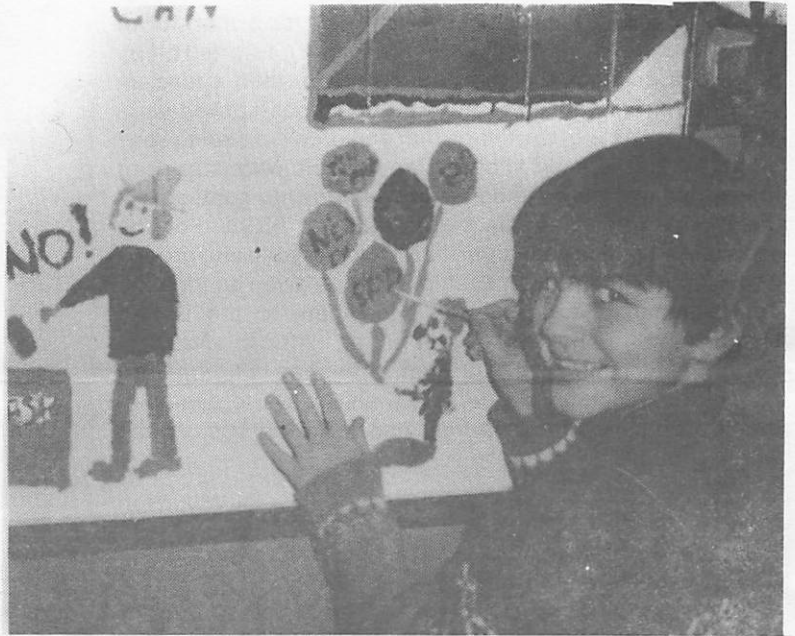
-Otto Sharp

# YOUTH SHOW CONCERN FOR SOCIAL ISSUES

## ELEMENTARY: CREATING A RECYCLING CENTER



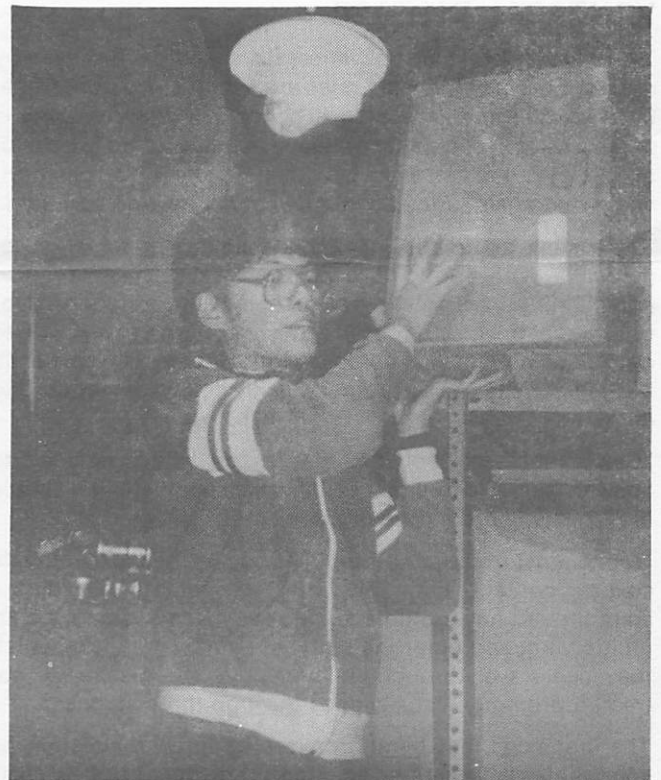
1) The room is painted



2) The mural is completed



3) The center is opened



4) The project continue

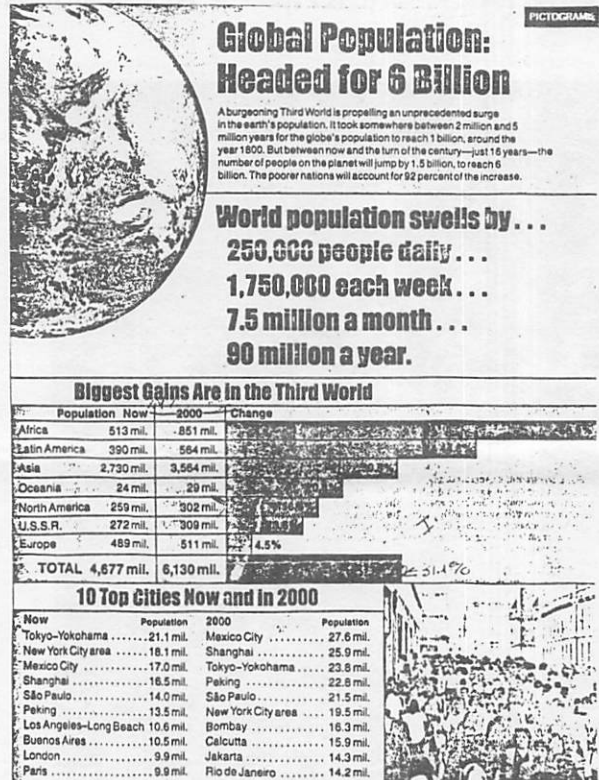


## STUDENT HOUSE: JILL LEADS A COLLEGIUM

### WORLD POPULATION IN YEAR 2000

Recently I did a collegium on the world population in the year 2000. I got the idea from my Mom. She sent me a chart full of information on it. (It was from a newspaper). I started off by passing a copy of the chart to everyone, then I lead an artform conversation. Some of the questions I asked were 'What were some of the things that you didn't expect to see? What did you already know?' Many people were surprised that Africa was going to be the fastest growing continent in the world, with a population increase of 65.9%. For the second part of this collegium, I divided everyone into groups of 4-6 people (6 groups). Each group was given an identity. For example, one group was a delegate to the United Nations, and one was part of an African National Government in the year 2000. Each group had to figure out 3 major problems they'd face, and then 3 ways to deal with those problems. After this they had to report back to the whole group.

-Jill Wilkinson



## LUKE CHOSE A BOOK REPORT AS A SCHOOL PROJECT

### VENEREAL DISEASE

There are several kinds of venereal disease, each caused by different germs. The main ones are syphilis and gonorrhea, but two or three others have become widespread. VD is spread by sexual contact or heavy petting. There is no shot or medicine that can make you immune to VD. You can get it again and again, and each time you will have to be cured.

The usual treatment for VD is simply an injection of penicillin. (Other antibiotics can be used if you are allergic to penicillin.) All testing and treatment is kept confidential. No one except the health officials know about it. It is possible to get VD without having contact with a person who carries it, but the germs of VD die rather quickly if they are exposed to air.

"Can syphilis kill you?" is a question I have decided to answer. Yes, it is true that syphilis kills people, but a simple inexpensive cure has been discovered.

Germs most frequently enter the body by means of intimate sexual contact with an infected person. Once the spirochetes have entered the body they dig in, start multiplying, and enter the blood stream by means of which they can travel throughout the body. The disease, if not treated promptly, usually goes through three stages:

The first stage may begin from ten to ninety days after the spirochetes have entered your body. You get a hard, painless moist sore called a Chancre. They are very contagious and take a long time to heal. Many people are fooled when it heals and goes away. They think it's gone, but it's still in his or her

blood system.

The secondary stage usually begins after the chancre has disappeared, but it may overlap with the primary stage. Most commonly, its signs do not appear until between a month and six months after the chancre has gone. During this period, the spirochetes have been spreading inside the body. There may be symptoms of the secondary stage. The most common is simply not feeling well with aching joints and muscles, a headache, a "full" feeling in the head, and a slight fever - feelings quite similar to those of the flu.

The tertiary (third) stage of syphilis begins when the destruction of parts of the body has gone on for long enough that the person begins to suffer from the results. Now the disease is no longer latent and people showing signs of this are said to have late syphilis. Late syphilis is not infectious, but medical statistics show that approximately:

- 1 in 15 will get heart trouble
- 1 in 25 will be crippled
- 1 in 50 will become insane
- 1 in 100 will become blind

About two hundred people a year in the United States die from syphilis, and it is possible that more people's lives are shortened because of the damage syphilis does, like trouble with the heart, burst blood vessels, kidney disease or brain damage. Doctors are now trying to stop VD at its early stages.

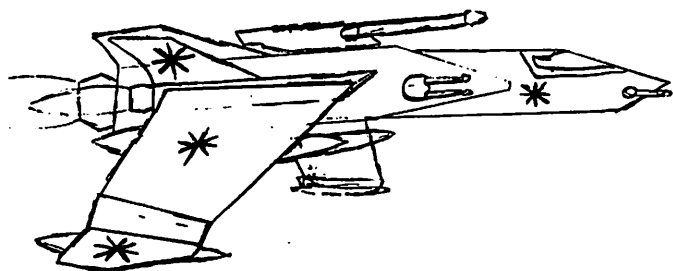
-Luke Gilbert



## HOUSEHOLD C CELEBRATES

Household C won the points system again this quarter, so we got to decide what we were going to do for a celebration. We wanted to see a movie, but we all wanted to see something different. Then we decided that we were going to see Terms of Endearment. We set out to go see that movie and then out to dinner. When we got to the Woodfield Mall, we were the first ones at the theater. The movie was really good. When the movie was over, we all met in the lobby. We all wanted to see who cried. We found out that Jill, Jessica, Karen and I had cried, but what surprised us the most was that Dirk cried too. After the movie we went to the Skewer for dinner. Most of us ordered Gyros. Jessica and Jill started to sing in the restaurant. Deirdre kept on cracking her duddy jokes. We all had a very fun time, and we want to win again.

-Christie Randolph



-Robbie Jinks

## CROSSING THE DELAWARE

*I am in the lead boat.  
The night is cold and dreadful.  
My hand disappears before my eyes,  
in all this snow and ice.  
Oars splashing in the water comfort me.*

*Martha? How are you?  
Warm this stormy Christmas Eve?  
I can almost smell pine logs  
Burning in the fireplace.  
I am longing to be home.*

*Oh this war! Will it ever end?  
And each night, I try to figure out  
where the next turning is.*

*I remember the battles I've seen  
Horrible, bloody  
The cold numbing my brain.  
What will the next bring?  
More death, more pain.*

*The men whisper, "Look, on the shore."  
I see their campfires.  
I hear their hooting laughter.  
We are silent like winter ghosts.  
It's time to strike.*

-Rachael Miesen

## WEIGHT LIFTING

We have practically a whole weight set that was sitting down on the second floor, so Stan Crow and I went down with a cart and put all 450 pounds worth of weights on to the cart. Boy, it was heavy! One of the weights fell off on my toe. I was lucky it was only a ten pounder. There was a sewer leaking. Boy, it stank up the whole room. Stan and I had to move a big pile of wood and props. We finally got all the weights up to the third floor. Then I found out that I had to move them to another room which was no problem. I just had to take all the weights out of the locker and put them back on a cart. Roy Philbrook helped me carry the locker over to the studio which is where I had to take them, then I pulled the cart over there, then I put all the weights back in the locker and locked it. You know, what really makes me mad is that we did all that work and only three people use them, including me! I think we should begin a training program where more people are taught how to lift weights regularly.

-Jeff Roberts

## CHANGES IN THE STUDENT HOUSE

About a month ago on a Thursday morning for our collegium Geni was going to lay out the new quarter and its changes. First of all one of the goals that the staff are working towards is two days of metro during the week with occasional Saturday and regular Edison Park routes, which so far has been happening. WOW!! Secondly they made one switch in the Households (something they said they wouldn't do). One person from each Household moved. In A it was me who moved to B, in B it was Adam who moved to C, in C it was Nathan who moved to A. They also "retired" the old priors and made new ones. They are: Household A Team 1 Julie Salmon Team 2 Jack Lush. Household B Team 3 me Team 4 Ben Crocker. Household C Team 5 Jon Crocker Team 6 Christie Randolph. Other than that everything's just the same.

-Angie Pennington

## FIRST LOVE

*Today is Valentine's Day,  
So today I'm extra, really nervous.  
'Cause I made a valentine,  
For that very special someone,  
You know the one I mean.*

*Of course, he doesn't know it's from me.  
And I could never, ever, sign it.  
I'm too shy you see.  
But....*

*If he liked me,  
Even a little bit,  
I think he just might guess.*

-Rachael Miesen,  
Grade 6

## FROM BRUSSELS

Living and working at the Exposition Co-ordination Centre is exciting, sometimes fun, a lot of hard work and extremely hectic. It involves hours of computer input and printing, telephoning Houses all around the globe, telexing places I've never heard of before and a lot of corporate action. At least once a week the Brussels Nexus has an IERD update collegium so we can all share in the preparation of this great event.

Over the past three months we have had people from Chicago Nexus, Frankfurt, Latin America, India, Cincinnati and England come to Brussels to work with us. In fact, David Lazear (from Chicago Nexus) arrived here a couple of hours after I did and has practically been here ever since. He - like all the rest - works hard, is very helpful and doesn't mind doing breakfast prep, so we don't mind keeping him.

Right now we are working on a data gathering maneuver. We have three people from outside the Brussels Nexus and two people from other Centrums within the Nexus to work with the IERD post. The main focus of this maneuver is to find out exactly where each delegate stands (funding-wise), and then determine what we can do to help get the remaining funds in the bank. This involves following up on money that's already committed. This is not an easy job.

As the deadline for the IERD nears, the IERD post becomes even busier. Roger Williams spends 3/4 of each day on the computer, working hard to get all the information he can. David Lazear and John Rupert Barnes seem to never leave the phone. Joyce Williams, Shirley St John and Judy Lindblad work diligently on organizing the files and paper work, and updating the charts and diagrams. All of this hard work will be "paid off" when the actual event happens.

I have also been asked to write about Service Ventures (I should have warned you that this was going to be a long letter). Service Ventures is an experiment in corporate self-support that the Brussels Nexus is doing. It is a computer company and more. We do consulting, mailing, documentation, programming, training and information systems think tanks. We are concerned with the human factor of information systems. Service Ventures uses Order-learned methods to guide other companies into the information age. Our clients range from an air-freight company to a washing machine manufacturer, to a trade organization.

The whole Nexus takes turns working half a day each week with Service Ventures. This way we can all participate in our self-support. The "part-timers" do things like phoning new companies to get appointments, going on appointments, and doing computer input. I am still at the computer input stage - which I enjoy - but I am looking forward to my first call.

Every Friday night the Nexus has a Service Ventures Board Meeting. It is definitely a high point of the week. I can guarantee that anyone coming to the Board meeting with a frown on their face will leave smiling. At the last board meeting we discussed everything from ice-cream, to lipstick, to making millions off a beetle farm in Azpitia, Peru. "What do these things have to do with Service Ventures?", you ask. Well, it's a little complicated. We began discussing the prospect of a new client, a company that deals with flavors and colors. They have ice-cream companies across the U.S., the manufacture lipsticks, and the government has just declared that the red dye everyone uses in lipstick is

## AREA HOUSTON RETREAT

At the Area Houston retreat, in the E.G. area, we did a lot of things, but really the main thing was our Journal Time. We did two pages for each time. Here are the titles:

Me  
Me and my family  
Me and the Order  
Me and my concerns for the future  
Me and my power to affect the future

The ages of the eleven kids was 1 to 13 years. Every single person worked on the Journal by coloring, drawing or writing. Before Journal time we usually talked on the theme, but sometimes our conversation was about something else.

Here is our main song:

### ONE FINE WORLD

*(Tune: Three Blind Mice)*  
One fine world, one Blue Pearl  
Spinning in Space spinning in space  
Opportunities we can see  
Future rests on you and me,  
Have you ever seen such a sight in your life,  
As one fine world, one Blue Pearl?

The blue pearl came from what the astronaut said. He said from the moon the world looks like a little blue pearl. The main thing we made was a necklace by glueing a blue marble into a white shell and attaching a string. We also made regular shapes you see in the world and placed them around the world map. On that map each of us had traced our journey from birth to Waveland Mission where we were having this retreat.

-Gretchen Wegner  
(grade 5)

## WE'RE OFF TO SEE THE CITY

It has become a likely sight on Thursday morning to see - sitting in the Lobby of the Kemper building - 9 car seats, 16 age 0-5 year old children and 4 staff, all preparing for the morning field trip. With the cold weather upon us the daily outings have converged into a major weekly outing, and to fulfill the curriculum of Corporate Arts the children visited the Planetarium and all the new inventions of the space program; a trip to the farm animals in the zoo was part of the family week. Other adventures have been going to see the Muppet Show, and to see the stuffed animals at the Museum of Natural History. Such a fun group of children and a great city.



dangerous to your health. (Here come the beetles) You see, the only SAFE dye for red lipstick is found in the shell of a certain beetle that only lives in Peru. So if we can have a beetle farm in Azpitia we can instantly become rich. But now I'm getting off the subject. The Service Ventures "full timers" go to their secret planning space (a neighborhood pub) every Friday afternoon to plan these fantastic board meetings. I feel that Service Ventures is a sign of the future of the Order. A symbol of what we can do and new ways of doing it. Service Ventures also has implications for the Youth in the Order. Denise Stanley (19) is assigned full-time to S.V. and is doing a great job. A company such as this can always use more energy and new ideas, and youth fill these needs perfectly.

-Jane Sharp

## REFLECTIONS FROM CLEVELAND

Hello from Cleveland. (What a place!) As I sat here reading the latest issue of the Orbiter I was driven to respond - I had so much to tell you people. The readers of this newsletter have so much in common it seems almost as if we are linked together for life. Life: what a concept. Who amongst us feels comfortable with the prospect of living in this world 50 years from now? They sure have us spread all over the world, don't they? The ICA - what a concept. We may like the ICA, hate it, fear its presence, be generally confused by the whole deal, but each of us is indebted, finally to the tune of the most profound awareness - of self, of God, of community - possessed by any youth in any age before us. Each of us has dealt with this burden in our own way. Some have embraced it, some have rejected it. I know I refused even to acknowledge its existence for a long time. I remember how shocking the realization was. It hit me first just about the time I was making decisions about universities. I was suddenly seized by a wonderful sickening feeling of responsibility. I was making a decision, in choosing career and college, that would directly affect the rest of my life. The decision was mine - I was in control. Fear set in. I had values so strong it was amazing to me. This was indeed a dilemma - I didn't want to blow this one.

Decisions are amazing things. I had finally decided on a direction only to find that this presented me an entire range of new perplexities. I had decided to be an engineer. Now I was faced with making that into a vocation. What does an engineer do? Do I want to do this? Why? In four very short years I will have a degree which titles me an engineer. The power of knowledge and of applying that knowledge to the solving of any problem will be mine. The question of how to use such a future, practically and responsibly, is a question pregnant enough to keep any busy mind even more busy. Lately, it seems, my mind has been a very busy place.

I am a student of Case Institute of Technology in Cleveland Ohio. From all that I can see, it is an Institute of very high quality and repute. My teachers are superb and my fellow students are at least as quick in learning as I am. I am forever up to my nostrils in math and science. I am always worrying about one test or another, this grade or that one, and when I finally have some spare time, I just want to rest. In the midst of this incredible swirl, I am compelled to search for answers to questions such as I described in the previous paragraph. I am compelled to self-consciously examine my own journey: to step back and look at where I am and where I am going with respect to my chosen values. I am compelled to formulate a vision: one needs a clear vision to give shape and meaning to the present

Why? Why should I have to do this? It's not fair, this extra burden. None of my classmates ever seem to lose sleep over their capacity or their efficacy in bringing about the "New Day". These are hard "whys" to answer, and I usually avoid them by asking in return: "Why aren't my classmates showing any concern?" Why not? Perhaps it's all the same question. At any rate, it is very evident that there is a key distinction between the way I am relating to my education here, and the way the other students are relating the theirs. This is nothing new; there has always been a difference, due to my personal history, between myself and the others in my school. It's just that, ever since I have identified and accepted these new feelings of responsibility, the gap has widened, leaving me even further isolated.

I mean - I'm a student, and to me that carries with it some heavy implications. So I like to think about what it means to be a student - to be studying math and science - and I like to lose some sleep over things like that, I guess. So here I am, freaking out over what it means to be a student, with my room-mate over there just studying away, not concerned about the significance behind his decision to be here, or about anything besides his grades. So I thought I'd just write some of my reflections down for a group of people who may identify a little bit.

This summer I was handed a paper written by Louanne Lachman. Within, she describes a "Network of Care" that is perhaps our greatest gift to this world: it is our generation and it is the Spirit Movement and it is something that students can do... to be a part of this network, as it is formed in my mind, is merely to care and to stimulate care... a group of people who all have concerns about the globe and voice their care... I have not found any other way in which I can care and be a student.

I believe in this network, and it will never have a more devout member. I believe that among the readers of this letter, there are many unspoken and even some unknowing members. I would urge us all, then, as we move through our journeys as students, to make this membership a more conscious and real process. I am excited by our potential as a group. You think we'll lose corporate contact over the next ten years? We'd be robbing the world of something very valuable if we did. No, we are responsible for maintaining ourselves as the group we are. We must nurture this network. Well, no task could seem more appealing to me. You know - I have a very exciting vision which is on the road to realization. Several of the members of this network of ours have decided we'd like to experiment with corporate living. To me, that sounds ideal; it sounds like a blast because these will be wonderful caring people whom I love to live with. We have a very large facility with many rooms available and a huge kitchen totally at our disposal. (How did we get this? The power of the network!) This residency is situated right on the Campus of a very fine well reputed University, with lots of money to give network people. Send Case Western Reserve University (or Case Institute of Tech.) a copy of your financial aid form, request an application, then write me and I'll tell you more.

I suppose I've taken enough space up in this newsletter of ours. This document is so very important in terms of maintaining the identity of the network. Let us continue to grow together.

-Jim Slotta

1615 Mistletoe No 216  
Cleveland, Oh 44106.



INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

Nonprofit Organization  
U.S. Postage  
**PAID**  
Chicago, IL  
Permit No. 4473

Leroy & Marge Philbrook  
412 Linda Circle  
Baton Rouge LA 70806  
USA

## NEWS FROM KANSAS CITY YOUTH HOUSE

### AS REPORTED IN THE KANSAS CITY STAR!

*(exerpts from a much longer article on the Youth House).*

The group has put together a business called Youth Enterprise Services, or YES for short. For rates generally ranging from \$2 to \$3.50 an hour for each worker, they will paint houses, take care of lawns and yards, do house cleaning, care for children, do minor home repairs and run errands for Westport residents.

YES is selling services to Westport neighborhoods to earn money to help pay the \$800 monthly cost of maintaining the group home and office. Each worker also earns some pocket money, Mr Dunn said, and the rest is set aside for their college education expenses.

According to John Cock, 16, manager of YES and a worker, the group has "shovelled snow for older ladies, trimmed a wisteria vine, babysat - things that would be a lot a trouble for elders to do for themselves".

The institute helped Kansas City public school officials develop the Westport Alive Program, an in-depth examination of how Westport residents can become involved in upgrading the quality of education in Westport schools. It also helped develop the Education Alive program, a similar program to improve public school education throughout the city.

### FEBRUARY UPDATE

Youth Enterprise Services is currently undertaking a silk screening job for the Swinney-Volker Elementary School. We're also starting to market Student Leadership Training Skills in schools nearby with the first series on February 15th and 22nd with the Westport Junior High School Student Council. Westport Junior High is the feeder School for the high school where 5 of us attend. Stay tuned for more adventures with YES!!

-Mark Rebstock

### END OF THE SEMESTER

Faster than a speeding bullet, more powerful than a locomotive? Well, maybe it really was more like faster than a medium speed bullet, more powerful than a bicycle, but Kansas City sophomores and juniors and the champion ice-skater of G.N. Sleight Grade School (in 1958) headed for the ice to celebrate the end of semester. Our newest member (Carol Kucera) had inked reduced-rate tickets at the Crown Center Ice Terrace. John Cock's kamikaze stops reduced Lori Haman to fits of laughter. Stuart Harper stole Burna Dunn's hat, so Burna Dunn took Stuart Harper's scarf so Stuart Harper took



**yes!**

Youth enterprise services

- House Painting**
- Lawn and Yard Care**
- Spring Cleaning**
- Child Care**
- Minor House Repair**
- Errands Run**

for information and appointments  
call 931-6765  
**REFERENCES available**

John Cock's comb while Mark Rebstock just skated round causing general havoc. Brian Hawley was seen helping a Dad teach his small daughter to skate and making several new friends. Are we sore? You bet! But we'd do it again.

We started our end-of-semester celebration on a much more serious note with a trip to the Civic Movie Theater to see the film classic "Lord of the Flies" followed by a conversation the next morning over breakfast. It was hard to go back to school on Monday, but we are now back into our regular routine.

Burna Dunn



# PHASE I ORBITER

## KANSAS CITY IN ACTION

### — A REPORT FROM THE YOUTH HOUSE EXPERIMENT

#### HOUSE ACTIVITY

The Kansas City House has been corporately involved in a number of House activities. Some of the more powerful activities have been regional and House workdays. Regional workdays are when members of the Lorimor House come down and work with us. An example of this is when we held a workday on our basement where we repainted and repaired the sleeping rooms. Another major activity is inking. When we renovated the basement we inked paint and supplies and just recently Mark Rebstock inked a new carpet for his room. Then we have the favorite House activity of all, CELEBRATIONS!! One celebration we inked pizza, and another we inked movie tickets.

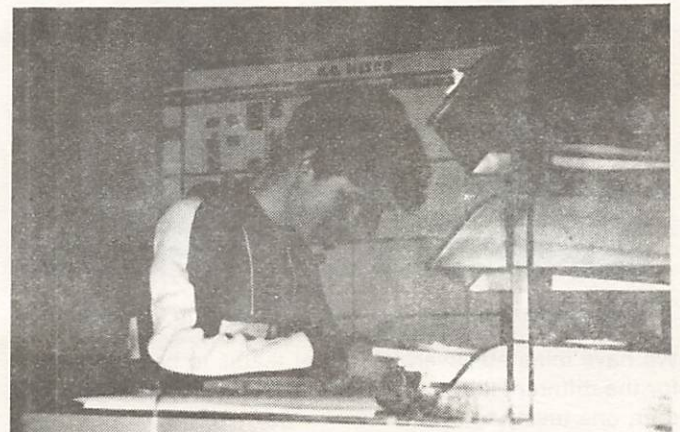
House activities play an important role in our House life. They bring us closer together and also ease the everyday work of everyone. We have planned several major House activities for the coming year, and we are looking forward to them.

#### SELF—SUPPORT

In order to be able to support ourselves, the House has developed a system called Youth Enterprise Services. Y.E.S. works with the community and elders who offer odd jobs such as cleaning houses, baby sitting, yard work, repairs etc. Some of the more steady jobs are working with an industrial and construction equipment company called Cisco, delivering a community paper called the Hyde Parker, and screen printing for schools and organizations. Most of the students are now trying to earn enough money for the many winter months that slowed down self-support.



*Lori Haman shows skill and dependability in her after school employment*



*John Cock is the manager of Y.E.S.*

#### HOUSE LIFE TRAINING

One of the major arenas of concentrated activity is that of House life training, or getting Human Development Methods into our beings. The K.C. youth carry all upfront roles including doing a witness, leading studies and conversations, doing collegiums and workshops. One experiences a 'Youth coaching adults' atmosphere and vice versa. The training we are involved in prepares us to move fully into adult roles in the life of the Order: Ecumenical, Ecumenical Institute, and Institute of Cultural Affairs. We have concentrated recently on accountability and absolution dynamics as we look at what it is that enables others and ourselves to live fully each day. An evening collegium on Workshop Methods was lead by Dick West. When LENS International Staff is in Kansas City, we tap their wisdom/experience through collegiums and workshops.

#### EDUCATION

Some of the students are taking extra-curricular activities. Stuart and Sheahan are taking track and Mark has been taking choir. We are attending two different schools - Westport and Lincoln. We have collegiums on our grades every semester. By doing these we are learning a lot. I think that by the end of the year (or two) we will have had a chance to learn a new skill via the school system or the community learning systems.



## HOUSE ORGANIZATION

The Kansas City House is experimenting, like most Religious Houses with how to most effectively organize and use its time. The Kansas City House is probably unique in that more than half of the House members (7 to be exact) attend school during the day. Therefore most program activities take place in the afternoons and evenings. Our time design goes something like this: We start the day with morning ritual and collegium and then seven of us head off for school. We return in the afternoon and work on self-support or things like inking, or program related work and house assignments. Then at dinner we do a study conversation. (At the beginning of the year we did our collegiums in the evening, but decided to shift the collegium time to the morning to allow more study time in the evenings.) Other important parts of the time design include family night on Friday, House meeting and house cleaning on Saturday afternoon and House Church on Sunday morning.



*The House participates in a workshop during the youth trek*

We have initiated several different teams to be responsible for the different kinds of things we do. (Everyone is on more than one team).

### Team 1:

\*Mark Rebstock  
John Cock  
David Dunn  
Sheahan Paul  
Carol Kucera

### Team 2:

\*Stuart Harper  
Burna Dunn  
Lori Haman  
Jerome Jayasekara  
Brian Hawley

These teams do the meal prep, cleaning, symbolic assignments, and taking out the garbage.

We have two self-support teams or divisions.

### Community Division

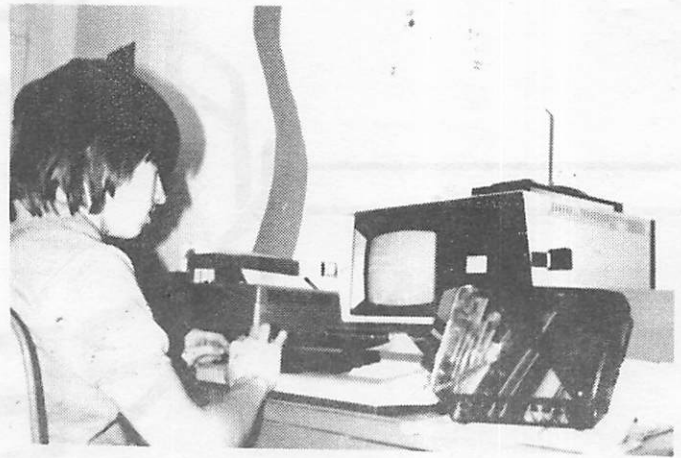
\*John Cock  
Sheahan Paul  
Stuart Harper  
(Burna Dunn)

### Business Division

\*Lori Haman  
Mark Rebstock  
Brian Hawley  
Jerome Jayasekara  
(David Dunn)  
(Carol Kucera)

The Community Division deals with the odd jobs, programs, flyer delivery, and the like. The Business Division deals with screen printing, computer jobs, and a regular job at Cisco Industrial Supply Co.

We also have an inkind team, a menu/shopping team, and a priorship team which is called the regulatory and consists of two regular members per quarter, and two adults and one other youth on rotation. The regulatory meets weekly to discuss issues and make decisions.



*Brian Hawley works at the computer*

## PROGRAM TRAINING AND MARKETING

The House and Metro team market ICA programs. The youth and the House have most involvement marketing and leading youth related programs, such as the Minneapolis Student Leadership, Training event, and the Education for Life event developed by the 1981 continental youth symposium. Lori Haman and Brian Hawley were responsible for entering the Kansas City Regions project data into the Control Data Corporation's 'Develop' database. This of course required learning the use of the IERD/CDC 'Eastern Cybernet' command codes and procedures, which Brian continues to use to keep the house up on global news that comes to us on the global computer network. Brian also sends the weekly GOR and other messages via the computer with its modum program.

The metro team is organizing a spring "Sharing Approaches that Work" called "Blueprints for Success". The Youth Enterprise Services business team are being paid to manage the Steering Committee mailing list.

The training center which the youth and adults maintain and support is also the base for a broad range of marketing activities, design conferences and training events.



*Westport Cluster Principals meet for methods training*

## WESTPORT CLUSTER TRAINING

The Kansas City House is located in a sub-district of the Kansas City School District. There are ten schools in this sub-district and they are called the Westport Cluster. Education Alive, a city-wide forum on education, resulted in Westport Alive, a forum focused on just the Westport Cluster. At the same time the Westport School District has begun to decentralize its administrative functions, and has encouraged the school principals to work together. The ten principals of the Westport Cluster did a LENS and identified a number of hopes they have for this cluster. Out of their work has come a Participatory Management Training series for themselves: a teacher in-service day planned for teachers

by teachers to be held March 19th, a two session training event for Westport Junior High School Student Council; and the principals meeting regularly as a team. In addition, the ICA has been hired to facilitate the Attendance Area Council, which is mandated by the Kansas City School District.

The House has been a full partner with the leadership core of the principals and along with the regional team has provided enablement in everything from upfront leadership to teacher breakfast clean-up. Three students provided the total leadership for the Jr. High Student Council Training event.

The Regional Consult identified the arena of education as a key place for innocent human suffering in the urban. Therefore the regional team did a city-wide event focused on education. The result has been more and more involvement in the education structures. At this point we see Westport as the potential Human Development Zone for the Kansas City House.



*Mark, Stuart and John - the faculty of the Student Council training sessions*

### COMMUNITY EXTENSION

The Kansas City Youth Religious House has been going formally for about two years. The youth have basically been involved in school and self-support. This year we have been pushing more to get involved in the community. Some ways this is being done are by having guests coming to lead our evening collegiums, some of our members attending a local church, having the Metro families be symbolic guardians of the youth, and participating in Metro meetings.

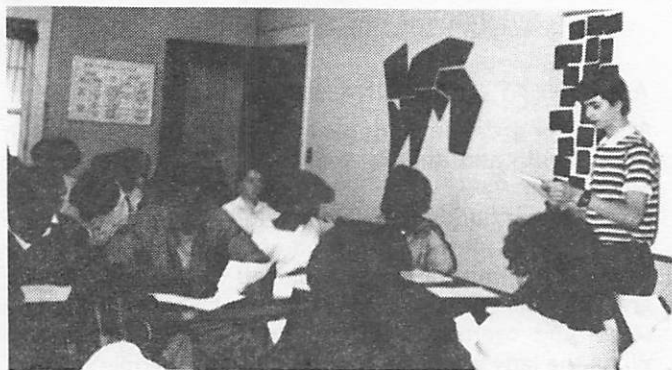
For collegiums, our guests have been both Metro colleagues and other contacts. The collegiums have ranged from Vietnam Vets to RS1, to managing a company.

Every Sunday, at least three people have gone to the United Methodist Church, which is about three blocks away. At first it was just for 'shows sake', since they are trying to help us get jobs, but now it is purely decisional.

The symbolic guardianship roles that our Metro colleagues play is more a family role. Talking, outings and such are the things going on. KB Winterowd is John's guardian, Mark has claimed the Wheelock family, Stuart and the Lepke family have joined, Brian Hawley is guardian by the Wilson family, Sheahan and the Browns are symbolically a family, and Lori and the Zigenhorn family have come together. This is done so that the youth have an outside family connection as a way of getting into community activities.

The Metro meetings deal with programs etc that go on in the community, and our participation in them. When we, the youth, participate in them, we get a sense of our external mission and how we are involved or how we can be involved.

This year is a major thrust toward being involved and concerned with things outside our house, and it is working well.



*Stuart Harper leads a training session with a cluster school Student Council*

### CONTINENTAL INTERACTION

Representatives have participated in Continental Council at Chicago Nexus in September (John Cock, Lori Haman, Stuart Harper); Regional Council with the Lorimor House and Regional Colleagues at Crowder State Park in Missouri in October; the Area Chicago colloquy in January (John Cock, Stuart Harper, Mark Rebstock). Members of the Lorimor House have participated in KC events several times a month in workdays, programs, planning and celebrations, and we've hosted Development during Annual Appeal, the Panchayat, and parents during Thanksgiving.

It has been especially important to have Phase I Order participation in these events during Year of Order Council to ensure a broad and balanced input to the Order's strategy for the next 16 years. It is getting us into position to evaluate this Youth House experiment and to determine our participation in the Order Council this summer.



*Jerome Jayasekare and Sheahan Paul work at Cisco for self-support*



*Mark Rebstock silkscreens t-shirts for Westport Cluster*



## THE LINCOLN TRIP

On Saturday morning, February 18th, we left Chicago. We arrived at Springfield at about 2:30pm. The first place we went was to the Visitor's Center. Then we went to Lincoln's home, then the Museum, then we went to the Nature Center. After all we did that day at last we went to McDonalds. Before we went to the church Robert and Marie had to call the minister.

In the morning we had to go to Sunday School. While we were at church Bob Hawley told a little bit about the Institute.

—Wanjico Rosario

### ABRAHAM LINCOLN'S HOUSE AT NEW SALEM

It was right there when we came into Springfield. We went to the Visitor's Center. We looked around in three groups. We saw many interesting things. Marie managed to get us some pamphlets. When we got bored we went to Lincoln's home. Lincoln's home was the only one that he ever owned. In it he had a living room, 5 bedrooms (2 for the 4 children, 2 for Lincoln and his wife and 1 for the maid). They had a play room, kitchen, dining room. Then they had a garden and finally the famous outhouse.

Sunday, after a hot dog lunch we went to New Salem and walked around in friendship groups. Marie's favorite house in New Salem was the doctor's house because it was right across from the tavern and he had started a temperance group. My favorite was the school house. I don't know why. I guess I just like school.

These people went to the restaurant to get a drink. Jeremiah, Shane, Aaron, Kalulu, Wanjico, Kareemah, Robert, Kavitha and me. Later Marie went down there with Robert and drank 3 cups of coffee. The best part of that was when we tricked Marie She thought that no-one was in the van and then we all popped up and she was surprised. I'd tell you about McDonalds, but that's another story.

—Miriam Patterson



*Miriam Patterson in Lincoln's home*

### ILLINOIS STATE MUSEUM

In the Illinois State Museum I got a snake and then Esther said she wanted something. She looked around and she didn't know what she wanted. We were there for fifteen minutes. We visited the gift shop and discovery place and basement for a while and it was a big building. In the discovery place we saw a moose and he was on the wall, and the snake we got there was the skin of a snake in a box, and there was this thin rock you could break. Then we were on our way back home. We were thirsty so we went to McDonalds.

—Shane Paul



*The team outside a log cabin*

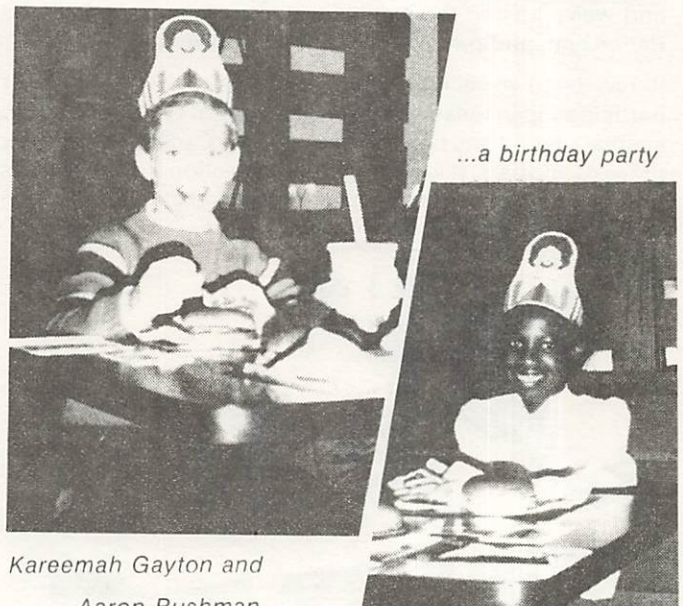
### A BIRTHDAY AT McDONALD'S

After a long day in Springfield we had our first meal in Springfield, and thanks to Paula Gayton, it was at McDonalds. Paula was a great help because she inkinded as much as a hundred dollars in gift certificates. When we got there, we ordered our food and after we had mostly finished we were taken on a guided tour of the cooking area, and the basement. After the tour I went and stood by Marie and overheard her ordering two birthday cakes! When the lady asked her to write down the people's names who were having the birthday, she wrote down Aaron and Kareemah.

The next night, after a nice trip to New Salem, we had a really fun birthday at McDonalds. We had a meal, played some games, and then we had a really good cake and some icecream. Kareemah and I received gifts such as a cup, a t-shirt, a sign, and the rest of the cake.

After the birthday we had a very refreshing pillow fight and went to bed. The next night after some very tiring travelling, we had a small McDonalds meal and went home.

—Aaron Bushman



*...a birthday party*

*Kareemah Gayton and  
Aaron Bushman...*



## THE STAY AT THE FIRST UNITED METHODIST CHURCH

When we came back from McDonalds we all unloaded the trailer at the Church and took our stuff inside and took things to our rooms and then we went to do our reflections. It was dark out and we fought over rooms for 15 minutes and we finally decided who gets what room. It happened the girls had lots of fun in the room we thought was worst. The first night we went to sleep and we rotated rooms in the morning, ate breakfast and went to Church services. The children left for Sunday School except we were there for half the service and we heard some hand-bells by some youth students. At 9:45 the children left for Sunday School. We sang some songs and we divided into separate grades and we learned to make some things at Sunday School. On Sunday night we had a big pillow fight and girls were against boys. We messed up the whole room and some people got klunked at. It was lots of fun even for the people who got klunked. At 9:00 we quieted down and got ready for bed. At 9:30 we all went to bed and giggled and whispered. At 10:00 we actually slept. It was lots of fun and excitement.

—Esther Lazear



*Inspecting the McDonalds facilities*

## LINCOLN'S TOMB

Last week-end in Springfield we went to Lincoln's tomb. There were 5 statues on the building. There was a tall tower on the building. They still had the original vault. There were flags around Lincoln's grave in the cemetery. Inside there were many statues. One of them was called the Circuit Rider. Lincoln's family was buried there. His mother, father, sister, wife and most of his family. The outside of the tomb is covered with granite. There were four bronze statues.

On the night of April 14, 1865 Abraham Lincoln was shot in the back. He was buried in Oak Ridge Cemetery. Mary (his wife) and three of their four sons were buried at the same cemetery. Robert Lincoln was buried in Arlington National Cemetery.

—Jeremiah Shaw

## LINCOLN MEMORIAL GARDEN

We went to the Lincoln Memorial Garden. Team 1 walked around a little bit, and whenever we came to a muddy place we stopped and turned around. The whole Elementary saw how to make maple syrup. It was like a tour. First we were in a shop and then the man took us outside to all the trees in the woods. The first planting was made November 14, 1936. How we make maple syrup is, first the tree has to be something like 15 inches wide. If it's that wide there is this kind of tool that you use to drill one hole in it. If it's a little bit wider you put two holes in it. If it's even bigger you can put three holes in it, and four holes if it's even bigger. You can only put four holes in a big tree. Then this kind of stuff comes out and it looks exactly like water. Once you get enough of that stuff you boil it, and when you boil it it comes to be maple syrup.

—Naomi Lazear



*Drilling for maple syrup*

## THE STATE CAPITAL

On Monday of our trip we went to the State Capital in Springfield. In the capital grounds there was a statue of Abraham Lincoln. This monument, the work of Andrew O'Connor, was dedicated October 5, 1918. The Governors office has a chandelier made of rock crystal. The House of Representatives votes by computers.

—Leroy Philbrook

## LINCOLN'S WAR MUSEUM

Lincoln was a very poor but brave man and the way that we remember him and honor him is that they built a war museum and it is called Lincoln's War Museum. The Abraham Lincoln war museum has put together a great collection of this famous man's life. He was killed on April 15th, 1865 at Ford's Theater.

—Kalulu Rosario

## NEWS FROM AFRICA

Greetings from West Africa and the Brobo team. This letter is being written by a Student House alumni and the deployed youth cluster. We appreciate the chance to describe our assignment to the rest of the world.

Brobo is a town of about 2000 just off the center of the Ivory Coast, on the road from Bouake to M'bahakra. This is where we base our operations in the four surrounding clusters. These clusters are named Kouadianikro, Akrougbanbokro, Sinanvessou, Sarakakro. The tribe we deal with is called Bouake, although there are many Djoula here as well. What is unique here is the way the project was initiated, as a cluster of seven villages (Kouadianikro) rather than one pilot demonstration village. Since the spring of 1982 expansion to 29 villages, other programs have been initiated, including mini-dispensaries and many new attempts at agriculture. This is a very dry and hot tropical climate and people count on the rain, which comes in the months of March and April, to sustain their crops and livestock for the balance of the year.

Andy has worked primarily on the circuiting team when not doing his Algebra and Ecology. He is responsible for going through the savanna to the village and holding it accountable for its three month calendar and the accomplishment of its victories. Brad is working primarily on the development of funds and professional assistance in Bouake, the nation's second largest city. Both of us attribute our success to prior assignments before and during the Student House, Andy in France, and Brad's work with the Annual Appeal.

Brobo is an exciting place to work. The people here are very helpful with communication and teaching us the ways of the Baoule Ivorians.

All that remains is that Andy misses his friends and his daily coke and doughnut from the Deli. Brad misses a long cold walk down Lake Michigan and a corned beef sandwich (Deli also). But together we decided that working here is no different than anywhere else we have worked when you get right down to it. However, we also decided that what we miss the most is washing machines, hot water, and decent tunes.

-AKP - Yao-Kouakou-Andre

-BKG - Konan-Konan-Brad

-(Andy Parker & Brad Grow)

## REFLECTIONS ON A YEAR IN KENYA

I went to Kenya with two friends of mine, John Powell and Sheahan Paul. We had spent the previous two years together in the Student House so we were quite close. We arrived sometime in late September, in the 'dry season', so it was pretty hot.

Aftel two weeks of taking care of the E.G., all three of us were assigned to a Human Development Training Institute (HDTI) in a village called Kamwelini. Here we learned how to hold meetings with the villagers to be able to 'develop' villages. There were about 90 or so Kenyan volunteers in the same HDTI which gave us a great opportunity to learn about Kenya and its culture. Whenever we weren't in meetings we would go down to the nearby river and explore all over, sometimes being gone for hours. We would jump from rock to rock across the river and had a lot of fun. We stayed in Kamwelini for about six weeks and around the middle of the time the

rainy season came. Now the days began to get cold, rain came almost every day and we often had to walk in mud puddles to get to the great hall. Every week in Kamwelini one of the teams had to demonstrate how to hold the meetings by holding it with other students. We (John, Sheahan and I) had to have a translator to help us because we (of course) didn't

know the language. I think it was about this time that the three of us first started to become very close friends. Because we were in a different situation by ourselves, we got to talking a lot, about old friends, events, girls, America. When the HDTI was 'finally' over, we were assigned to Kawangware, the village where the I.C.A. office is, for the month of December to do our studies.

Our study schedule was simple, we studied Monday—Saturday, 9—5, with one hour for lunch. About the 15th, Sheahan went to India to visit his grandmother for Christmas and was to return on January 15th, only, as we found out later, to return on 17th of March. This little event left John and me to carry on. We studied the rest of the month, taking a four day break for Christmas with one of the best staff I've known, Penny Portman. Our first idea was to take a car and climb, at least part of the way, up the highest mountain in Kenya, Mt Kenya! Only to find that on the day we were going to leave, something caused a huge gas drum in Nairobi to blow up in smoke, causing a gas shortage throughout the city. Quick plans were made and instead we took a tourist trip to a place called "The Ark". The Ark is kind of like a hotel in the middle of a forest next to a lake, and all the animals in the forest are wild! The Ark is completely protected from the animals so a lot of tourists come to take pictures of the animals that come to drink. We had a lot of fun spending one night there watching the animals. The event could have been better with Sheahan, but the three of us had a great time by ourselves. The next day we went back to Nairobi and spent the next three days in a hotel, where we spent Christmas day. The hotel had a swimming pool and I soon found myself with quite a bad sunburn on the back of my legs. When we returned to Kawangware we had a great New Years dance. A few days later we were assigned to different villages to do the work we learned in the HDTI.

The village I was assigned to was called "Mugumo—ini". In Mugumo—ini I was not the only "muzungu" (white man) there. The Roberts family who had come to Kenya with us were also there. Here I spent the first week having a restudy of what I had learned in Kamwelini and the following three weeks going on circuits, which is going out to the nearby villages to hold meetings. I spent two months there and in my fifth week I mainly finished December studies. In the sixth week one of the major hotels in Nairobi came down with their whole waiter staff and a bar—B—Q lunch. The hotel had helped us a lot in the past year, and this time they came to help lay the foundation of the new training center we were starting. After the work, the waiters and the villagers came to play a game of soccer. After that we all had a lunch to remember! The next week the Mugumo—ini house had impact training. When we do impact, it's when we go to other villages where we had never worked before and introduce ourselves. Then we start making plans with the villagers on when we should come and hold meetings and plan what to do. We go in teams of about 5—6 people and each team takes about three villages. I went on my Impact the last week I was there, which was also the week of my birthday. The next month was March and John and I once again saw each other.

When I got back to Kawangware to study, I heard that John was sick with malaria! I went to his room and hardly recognized him. He was without a shirt and in shorts and sat in a chair with bare feet. He was soooo thin I could count his ribs standing 5 feet away! He looked like a bag of bones he was so thin. Malaria (I found out later) makes the victim vomit all of his food and water so he gets very thin and weak. By the time we went to our new assignments, he was much better and looked like normal again. About the middle of March, Sheahan came back from his exaggerated Christmas vacation and surprised us all by having done most of his studies. Nothing really exciting happened in this month except for a lot of hard studying. We also had to give a collegium on what we did when we got back to Kawangware every time we went out. This John and I did together, and rather well compared to our other collegiums. This month came to a close rather faster than I had planned and I found myself once again leaving to a different village, this time farther away, without any foreigners, and 6 exams still to do.

My new assignment was in a new village called Saboti. The House here was much smaller than in Mugumo—ini, this one had only six people while Mugumo—ini had about thirty. Our job in Saboti was to circuit inside the village and develop it to a greater extent. The priors of the House were the Osundwa family (Robert, Margret, Bengerman, Charles, and Amos) who I like very much. The House had two other Kenyan volunteers whose names I can't remember.

While I was there, we scheduled meetings with both the chief and the village. Health caretakers also came and taught the villagers how to be healthier and how to prevent unnecessary deaths. The village was mostly made up of members of the Masi tribe but there were many tribes throughout the village. These two months gave me more of a sense of Kenya and its culture with so many different kinds of people to learn from.

During these two months (April & May) I also finished 4 more of my exams. One day, about the 3rd week in Saboti, the pastor of the village and I met. We soon became very close friends and had each other visit our houses from time to time. He talked about Jesus a lot and I think it was with him that I really came to believe about Jesus. Then one day he said that Jesus had talked to him a while before I had come and told him I was coming. Jesus told him to tell me to find a pastor in America who belonged to the denomination that praised the Lord in different languages. I promised Joel, the pastor, that I would do this. One of the weeks while in Saboti, I went to the village where John was. I went to help out on Impact they were doing, so John and I saw each other again. John had made good friends with a volunteer from Australia whose name was Alan Hawke. As I was there Alan and I got to be very good friends. While I was helping out in Kamwelini—Shamalogo, a package came for John and I from a friend of ours in America, Thomas Lord. The package was full of "goodies" so Thomas was our friend for life! Well, I returned to Saboti and about two weeks later it was time for me to return to Kawangware. My travel plan was this: I would travel to Kamwelini-Shamalogo and spend about three days with John and Alan, and then we would all go back to Kawangware together. So I bid farewell to the Osundwa's, to Joel, to Saboti. When I was waiting for the bus to leave, Joel came to my window and said "Do not forget us, Do not forget Saboti".

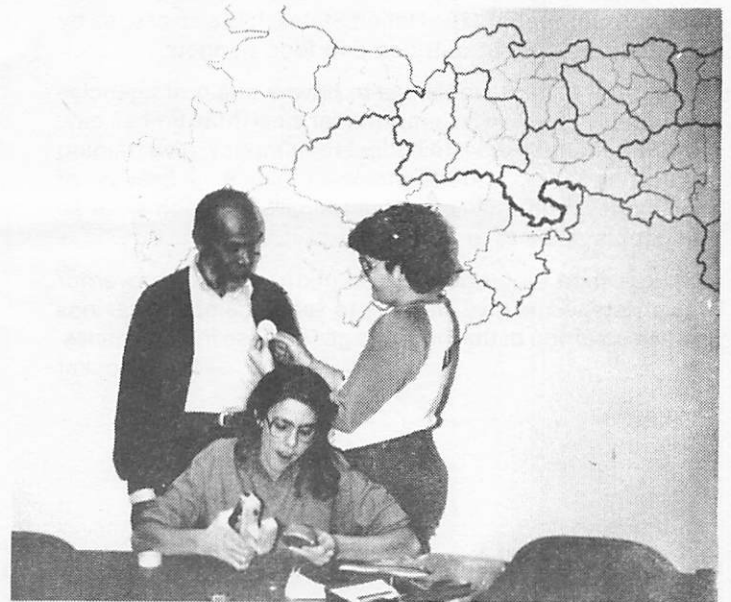
When I arrived in Kamwelini-Shamalogo, I found that John had got word from Kawangware that we were leaving early and went back to go to Egypt to be with his parents for a

week. So I was in Kamwelini-Shamalogo with Alan and we had a great time together. After a few days we took the train back to Kawangware. I spent two days in Kawangware with Sheahan, and on the last day Sheahan treated me to a "good-bye movie" (I bought lunch). I left Kenya before Sheahan because he had a visa problem. My plane went to Brussels first where John arrived from Egypt the same day. We spent the night in Brussels and the next day we both flew home together.

We arrived in Chicago on a rainy day. Looking out of the window as we taxied by, I wondered what it would be like now that we're back, what it would be like in a high school with other kids, in a House. When we got to Kemper I found it wasn't as strange as I thought it would be. In fact, I felt good.

I'm grateful for my deployed year, not only because I know more about Kenya and its culture, but also because I found out more about friendship, and friendship is one of our best gifts. When I left Saboti, Joel told me not to forget Saboti. Well, he doesn't have to worry about one thing. I won't forget Kenya, ever.

—Stuart Harper



*Angie and Laura make buttons for Global Information Services*

## THE BUTTON BUSINESS

About a month ago Deirdre talked to Laura about buying the Graphic Arts guild a button making machine. Both Laura and I were for it, so Deirdre went ahead and bought it. We spent a couple of days learning how to use it, and then we decided it was time to start our business. We put up a sign and a button for people to see. Our main buyers were the Student House and Global Information Systems. We had to buy 100 buttons at a time. If we keep selling more buttons we'll be able to start buying more parts and make more profit. We've been real successful and plan on lots more business in the future.

—Angie Pennington



## YOUTH EXPRESS THEIR VIEWS....

### HUNGER

I think that hunger is one of the major problems people face in the city of Chicago. This problem is causing numerous nutritional and health problems. Hunger is particularly a problem among the poor senior citizens. Hunger also happens to people who have money but don't spend it on nutritional food but spend it on drugs, liquor etc.

In a lot of places, churches are having "soup lines" in which they hand out a bowl of soup for one meal a day to each person who can't afford their own food. But some people who wait in the soup lines don't get any food because there isn't enough to go around to everybody.

The government also gives out free food stamps to people who can't afford to use their own money. But the problem is that families don't know how to budget their money. So they might spend it on junk food instead of nutritional food.

The problem of hunger is primarily due to the poor economic conditions throughout the United States. It is also caused by poor education about nutrition and food budgets.

My solution to this problem is to have a chain of agencies who provide people with a nutritional meal three times a day; provide training on how to budget their money; give training in selecting the right foods and how to make the best use of your money; and finally, to give training in health skills so that people could take care of themselves.

My suggestion for funding this solution is that the governor of this state would give an order to set up gambling casinos and use a portion of the money to go for these food agencies.

—Ben Crocker

### POVERTY AMONGST PROSPERITY

Even though there are a lot of things Americans have, the price for a lot of these is more than many people can afford, so what is the use of luxuries if only a few can have them? Well off people can say America the great, or something about it being the land of opportunity, but do you think some-one who hasn't eaten in three days (except maybe scraps) is going to start hollering about how wonderful America is? I doubt it, because he/she can't afford it. There are poor all over the world, people starving or freezing to death, and we sent millions of dollars over to help them, yet we don't see our fellow Americans suffering just as much. Maybe not in as great a quantity, but just as bad.

We sit in our heated homes with our food, TV, stereo, family, designer clothes, and read about a lady who was found dead from starvation in a park up the street, and we think it's a lie, or that she was killed. We don't think it's real. Yet if in the same paper or same news show there is something about a family in Egypt who died from starvation we feel bad and go out and sponsor a child in another country through the United Way. Yet we are also the ones who walk past a Salvation Army donation box when just a few cents would help someone on our streets.

Maybe it takes a bit of guilt away from some people when they give money to other countries but that is not the right reason to help someone. You should care, truly care.

—Lori Haman

### THE IMPORTANCE OF ECOLOGY

In the present day, people are becoming awake to the fact that their environment influences who they are and how they live. Everyone participates in their environment. The environment used to be wilder and more abundant. The environment in the past meant only the small section you lived in, but now it concerns the whole earth.

It is not only a fact that the nations have become politically and culturally dependent on each other; they also determine each other's fate through what they do to nature by not thinking of future effects. Erosion in one part of the world, like Africa, is a problem that also concerns the inhabitants of other parts of the world.

There is a growing realization of the close connection between everything that happens on earth, whether it is as big as a nuclear war or as small as the increase in chemical pollution in Lake Michigan. This realization will certainly cause an interest to grow in the science of ecology that concerns itself with the living organism and its environment.

—Ben Crocker

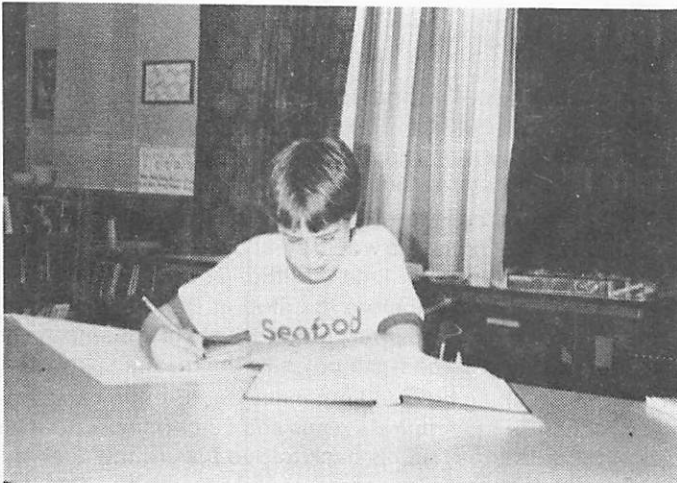
### EQUAL RIGHTS

Why must a woman be twice as good as a man to get the same job? Wouldn't that be kind of humiliating even if you were a man? To know if a woman got the job instead of you, that means she was **two times better** than you? The thing a lot of people don't understand is that women don't want to take over the world, they only want to be part of it—an equal part. There shouldn't be any leader. Isn't the president enough, or do we need all men to be in charge? There are a few women who overcame the obstacle of being oppressed, but women would feel a lot freer if they didn't think of themselves as the weaker sex. What is that? Weaker sex? Does that mean that all men are stronger than all women? Well, that's not true. The traditional image of a real man is a strong, in charge type, who has a wife, one and a half kids, a home, and a steady job. Is this true today? With all of the changing times, think about it? How long are women going to sit around and let men make up their minds for them?

—Lori Haman



## ....AND THEIR CREATIVITY



*Ben prepares a paper*

### RITE OF PASSAGE

It was late in June and it was time to go. I had been waiting for what seemed like the long days of the year, watching every minute go by until this moment. I was on the way for my "Rite of Passage".

Kissing my parents goodbye, I hopped into the van and began the long journey with my friends up to the wilderness of Minnesota.

It was bright and sunny the next morning. We had set up camp the night before. This was to be our base camp for the next ten days. Here we would learn all about canoeing and the safety methods of survival.

I could tell by my friends' attitudes that they were thinking of the fun they were having with canoeing; but I was thinking of the night I was to spend alone during my rite of passage.

After the base camp training was completed, we split up into three teams. We would stay in these three teams for the next eight days out on the water and in the wilderness.

There hadn't really been any exciting events that had occurred on that journey because my mind was mainly on that one special night. Finally, the canoe trip was over! It was time to prepare for the Rite of Passage.

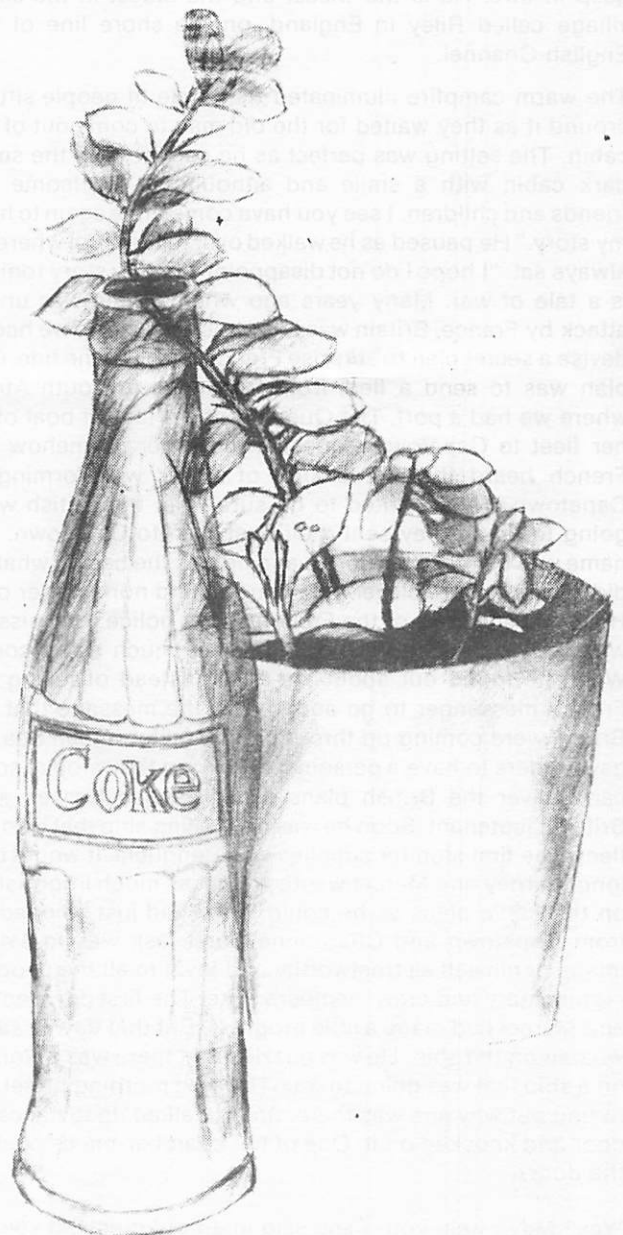
At last the night came, and the staff laid out the rules. There was to be a "Vow of Silence" after dinner was finished until the next morning. Then all of the group gathered back to reflect on what the kids had learned. We could only take a tent tarp to use as a shelter. We would be led out blindfolded and left alone.

To make things worse, it started pouring just before I was about to set up my tent in the dark, which made it impossible to see. So I didn't put up the tarp but crawled into my sleeping bag and tried to get some sleep. I was scared because after it stopped raining there were all these different sounds keeping me awake; but I finally got to sleep.

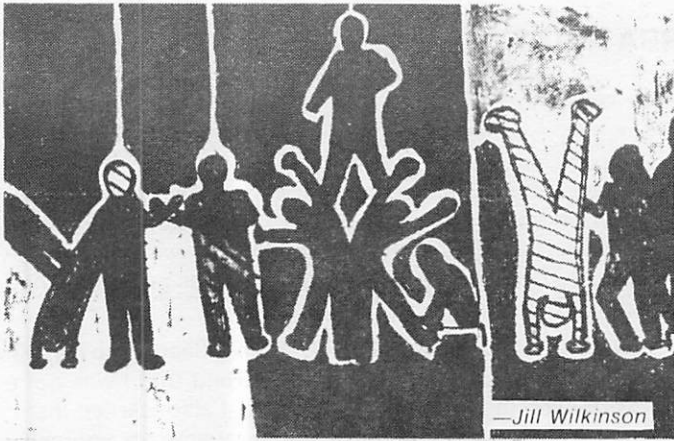
I woke up drenched and lying in a puddle the size of Lake Michigan. A little while after that one of the staff came along and gave me two eggs and three matches. This was supposed to be breakfast; but I couldn't build a fire with only wet wood and three matches. So I went hungry. Finally I heard the loud signal to come and find my way back to the campsite. I did find my way back and was relieved. I had made it!

On the trip back to Chicago, I did some reflecting on myself. On this rite of passage trek I had learned that I was not a coward even though I had been afraid. I also learned that it wasn't so bad after all to have a solitary time for yourself.

—Jon Crocker



*Adam Singer*



—Jill Wilkinson

## MASTER 'TIL THE END — Part 1

As night fall comes to the town, people gather around the campfire to hear the old man tell his tales. The tales that make the towns people laugh or cry, shrivel up in horror or gasp in awe. He is the wisest and the oldest in the small village called Riley in England, on the shore line of the English Channel.

The warm campfire illuminated the circle of people sitting around it as they waited for the old man to come out of his cabin. The setting was perfect as he came out of the small dark cabin with a smile and announced, "Welcome my friends and children. I see you have come once again to hear my story." He paused as he walked over to the stool where he always sat. "I hope I do not disappoint you. My story tonight is a tale of war. Many years ago when Britain was under attack by France, Britain was losing hopelessly so we had to devise a secret plan to surprise France and turn the tide. Our plan was to send a fleet from Capetown in South Africa where we had a port. The Queen sent the fastest boat of all her fleet to Capetown to deliver the order. Somehow the French heard that some kind of attack was forming in Capetown. They wanted to be sure what the British were going to do so they sent their best man to Capetown. His name was Marcel Chardonne and he was the best at what he did. Never a more clever man you will find nor a better one. He was a spy, part of the French secret police. His mission was to find the British and find out as much as he could. When he found out about the fleet. Instead of telling the French messenger to go and deliver the message that the British were coming up through the Mediterranean Sea, he gave orders to have a person at every port they stop at so he can deliver the British plans. He disguised himself as a British Lieutenant. Soon he was on the flag ship that lead the fleet. The first stop for supplies was Benguela. It would be a long journey and Marcel wanted to get as much information on the battle plans as he could. They had just shipped off from Capetown and Chardonne's first task was to set an image of himself as trustworthy and loyal to all the people - high military and crew members alike. The first day went by and Marcel had made a little progress. But that day he saw a woman on the ship. He was puzzled that there was a woman on a ship that was going to war. The next morning he set out to find out why she was there. So he walked up to her cabin door and knocked on it. One of her chamber-maids opened the door.

"Yes? May I help you?" she said in an old crackled voice. "May I see the mistress Elene?" He asked as he bowed very politely and started to turn on the French charm. "Ah... the mistress is dressing at the moment. Should I call you when she is ready?"

"It would honor me." He bowed low and kissed the maid's hand.

"Who was that?" asked the mistress as she came from her room.

"My Lady, it was the most charming man. He was asking for you."

"Why thank you, Deanna. Is his room that one right down there?"

"Why yes. I saw him go in there. Should I escort you down?"

"No, thank you for asking though."

As time went by, Marcel was writing the defence plans regularly every night. He would steal the Admiral's plans and write down everything little by little. One night as he was writing just one day before the stop at Benguela, a storm arose and the cabin boy went around to check the ship. As he came by Marcel's room the boy saw the master spy writing

down something he could not make out. But the cabin boy did recognize the Admiral's plans and quickly figured out his game. Chardonne had his back turned toward the door, but as the spy looked up into his mirror he saw the horrified face of the cabin boy. Marcel did not swing around. He just caught a glimpse and that was all he needed. The cabin boy fled, but Chardonne didn't even blink an eye. He put on his coat and went outside. As the boy started to run around the cabin, Chardonne just went up and over. Just imagine you're running for your life in a storm. You are drenched from head to toe and feel like you are going to collapse in a heap, but you still run as you see your final destruction. A feeling of relief overwhelms you, but that feeling is wiped away when you are face to face with your enemy and about to be murdered. You see the dark figure walk towards you. As he does his eyes shift towards the ground. You look down and to your horror you see a rusty dagger. Your heart pounds fiercely and in one swift motion your feet leave the ground as the dagger is thrust through your body, and as the mixture of blood and rain drench your overcoat your executioner lets your body drop to the ground. You feel cold and suddenly a tranquil space overcomes you as you watch the dark figure throw your own corpse into the sea. This is what the cabin boy went through. Chardonne, seeing the dead body float around, tossed the dagger into the sea and started back to his cabin. The spy turned murderer had made his first mistake, because one of the crew on the ship behind was feeling sick and had made his way to the side of the ship. As he saw Marcel walking away he looked over the side and saw the body floating in the water. The crewman soon forgot his illness and rushed to his skipper and told him. At Benguela the skipper told the head of the flag ship. Now the captain was a clever and cunning man himself, and knew there was something strange about Chardonne, to the captain sent his first mate and two crew men to follow the man. Marcel just came off the ship with Elene on his arm. They had grown very close and fond of each other. Every day as the sun was setting Marcel and Elene would go on the top deck, and one of Elene's wishes was to learn to shoot the bow with accuracy, so Chardonne was teaching her. As they were walking and giggling the first mate and crewman followed. As they walked through the city Chardonne saw a man with a blue, white and red handkerchief hanging out of his pocket. The man approached Marcel and asked for two pounds and two bits. Marcel reached into his pocket and gave him the money.

"And nothing else happened that was strange except that he bought the mistress a golden arrow."



## BLACK IMAGES AND VOICES

### CELEBRATING BLACK HISTORY MONTH

This celebration in the Chicago Nexus was planned as a tribute to local people - those who are the real heroes and the builders of history.

The event was held one evening in the IERD lounge of the Nexus, and was attended by a large number of people. There were several components of the celebration.



*Rachael Jones and Maiciah Packard visit the exhibits*

**Historical Exhibits** - Photographs and drawings of black men and women who have changed history. Most were from Africa or North America. Paula Gayton and Phoebe Reynolds, who created the exhibit said they were conscious that it was incomplete. Many people who have changed black history, and therefore all history, are people we will never hear of. It was done in appreciation of the enormous gifts and contribution of people who have overcome tremendous odds.



*An African montage captures the attention of Tusker and Kalulu Rosario*

**Food** - Pre-dinner snacks were served. A highlight was the bean pies which were a gift from representatives from Fifth City who joined us for the celebration.



*Betty and Robert sample the snacks*

**Poetry** - "Dream Variations", by Langston Hughes, was interpreted by Kareemah and Safiyya Gayton.

**Dance** - Miriam Patterson, Kavitha James, Kareemah & Safiyya Gayton treated the audience to a creative dance to the music of Michael Jackson's "Living off the Wall".

**Song** - A souvenir song book was created for the evening, with movemental songs that have been written in black Human Development Projects around the globe.



*Verdell Trice arrives from Fifth City with bean pies*

We had lots of things at the black history party. My two best things were the food and the dance. I tried to stay after to dance. I forgot I had a piano lesson. I went up stairs to the 5th floor and there was a note saying "Sorry, no class." I was in two things. I was in a dance and I read a poem. Kareemah danced when I read the poem. I think it is very important to have a black history celebration every year.

—Safiyya Gayton

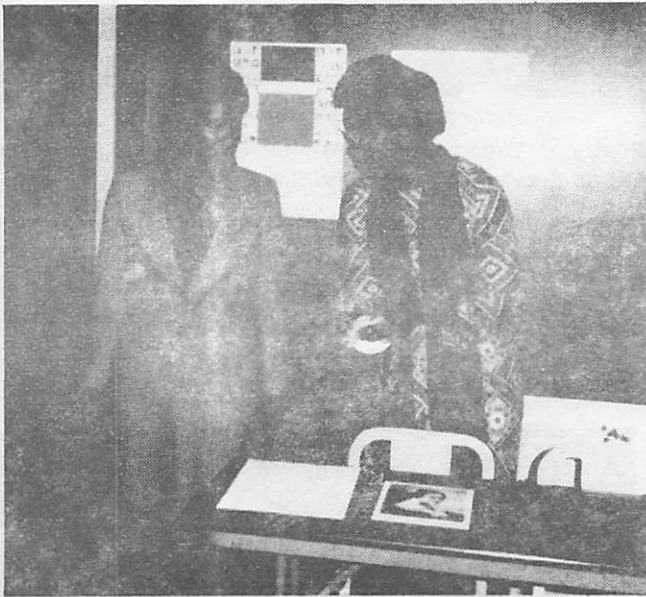
I am happy that my Mom did it. She is a great Mom.

—Robert Gayton

INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

Nonprofit Organization  
U.S. Postage  
**PAID**  
Chicago, Illinois  
Permit No. 4473

Address correction requested  
Return postage guaranteed



*Paula Gayton and Phoebe Reynolds set up the exhibit*



*Kevin Woodward provides the sound*

*Infant School  
welcomes  
Nicholas  
Matthew Price  
on his first day  
of school*



*To be on the sea;  
where all is fresh and  
untouched.*

*To be in the forest;  
where all grows and  
flourishes.*

*To be in the air;  
where birds soar and  
live.*

*To feel all the freedom and  
happiness around. That  
is the true  
freedom of spirit.*

*-Lori Haman*



# PHASE I ORBITER

## THE FANTASTICKS

### FANTASTICK!

The Month of March had a special meaning to the Student House in Chicago — marching onstage to perform **The Fantasticks**. This romantic comedy, sometimes described as a light opera, has been playing off-Broadway for 25 years, and is still drawing audiences. The Chicago Nexus audience was no less enthusiastic!

The play has a uniquely simple stage style, using almost no props except a moon, a fence and a magic box (into which all the actors somehow disappeared at the end). Add to this a large dose of syncopated songs, a plot about two young people in love, and a troupe of confident and talented actors and actresses, and you have the ingredients for lively entertainment.

Although I have yet to run into a man so dashing as El Gallo (Jack Lush), *The Fantasticks* doesn't let you go without reminding you of *The Way Life Is*...Consider the journey they take:

- 1 Two fathers who are best of friends (Rubert Reimers and George Hawley), want their son and daughter to marry each other, so they forbid them to see each other.
- 2 The young couple (Adam Lingo and Jessica Farrar) are madly in love with each other.
- 3 To precipitate a wedding, the fathers hire El Gallo, the dashing Spanish bandit, to stage a rape — er, that is, an attempted rape, wildly performed by an aging troupe of actors (Jill Wilkinson, Naomi Jayasekara, and Elizabeth Williams).
- 4 The scheme works and the lovers (and fathers) get together for a brief and happy interlude.
- 5 Then boredom sets in, and the boy sets off to learn about the world, while the girl mopes at home, seeing the world through different eyes, with the help of El Gallo.
- 6 After meeting horrifying perils in the world, the boy returns and all are happy.

Nuggets of wisdom are revealed by the sophisticated Narrator (Jonathan Troxel) and all the other characters, except the Mute (Julie Salmon) — the mysterious presence who sets the stage but never speaks.

After two full houses, the grande finale was staged on 5th April to a third full house comprised of about 20 of the students' teachers and a number of students from nearby schools, as well as Nexus residents.

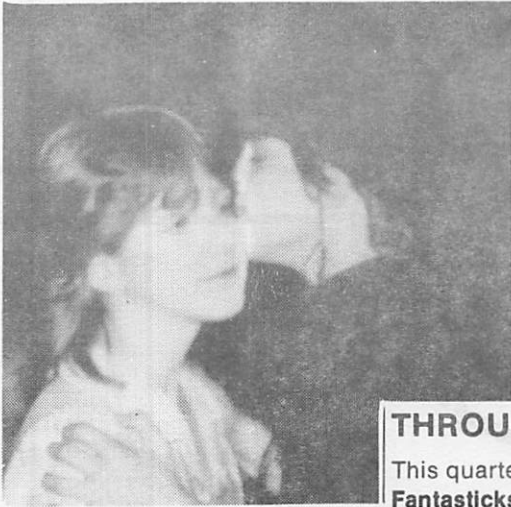
Advice to the Student House: Keep up the creativity.

-Nancy Trask



"We'll be in Bengali or maybe Bombay"

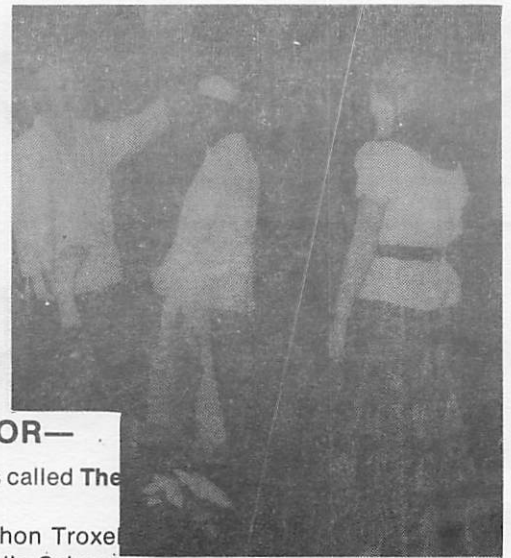




Luisa & El Gallo  
(Jessica & Jack)



Orchestra  
(George Packard)...



Henry, Matt, Mortimer, Marguerite  
(Jill, Adam, Naomi, Lizzy)

### THROUGH THE EYES OF AN ACTOR—

This quarter the Student House did a play. It was called **The Fantasticks**. The characters were:—

Narrator .....	Jonathon Troxel
Mute .....	Julie Salmon
Luisa .....	Jessica Farrar
Matt .....	Adam Lingo
Hucklebee .....	George Hawley
Bellamy .....	Rubert Reimers
El Gallo .....	Jack Lush
Henry .....	Jill Wilkinson
Mortimer .....	Naomi Jayasakera
Marguerite .....	Elizabeth Williams

Matt  
Adam



Hucklebee & Bellamy  
George & Rubert

Now for the play:

Luisa and Matt, these two kids, fall in love with each other. The two fathers have a pretend feud so the two will fall in love so they will marry. One of the fathers hides in the bushes and listens to the girl tell of a vision she has. The fathers hire a man to pretend to rape the daughter. El Gallo (the rapist) hires three actors to help him. One of them (Henry) quotes people, Mortimer dies, and Marguerite dances.

During the night, while Matt and Luisa meet secretly, Henry sneaks up on them. Then there is great sword play and Matt kills them all, (even though they don't really die, and Matt just thinks they do). The fathers give up the feud and tear down the wall. But then the two 'lovers' go their separate ways. Matt gets horrible treatment from the three actors, and Luisa gets to see the wonderful sights through her Bandit El Gallo. Then they return and tell each other that they missed each other. The fathers rejoice and want to tear down the wall they have just finished putting back up, but the Narrator says "No! You must always leave the wall!". And that was the end.

It was a really good play. It took a lot of energy but all our hard work came through and I'm glad I got to participate in it, even though I didn't have any lines. We really had fun.

—Julie Salmon

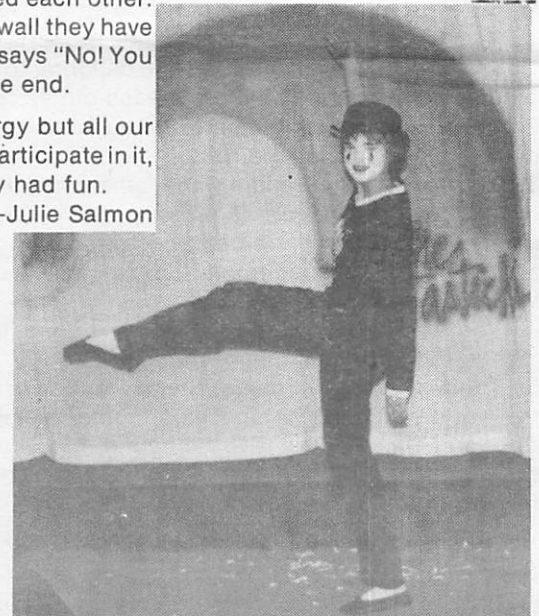


Narrator  
(Jon)

Mute  
(Julie)



...(John Montgomery,  
Bev Salmon, Deborah Ayott)



# Glimpses of NORTH AMERICAN EMERGING GENERATION

## Joanna's school

It's close by.  
There is a housekeeping center.  
There are no real pets, just pretend ones.  
We have a fish in a large tank. No snails.  
Snails keep the tank clean. We need snails and plants.  
We sleep on cots with our names on them.  
I know the numbers up to thirty.  
I know all the letters.

—An interview with  
Joanna Bengel

## Alison's world

Alison lives amidst history: past and future.  
She delights in the boat that hosted the Boston Tea Party,  
And the bright new offices of Training Inc.  
Sundays in Sunday School,  
Saturdays in Starks,  
Girl Scouts with neighborhood friends,  
A school bus, a sack lunch, Michael Jackson buttons,  
A LOVE OF LIFE IN BOSTON.

—A poem about Alison Bengel

## HOLDING AN ELECTION

The elementary students studied polity forms. One activity was to plan a primary election, do campaign speeches and posters, and hold a general election. All students were given the opportunity to register as Democratic, Republican or Independent. Kalulu Rosario (Republican) and Aaron Bushman (Democrat) made the following speeches as candidates for the presidency. Kalulu won the general election by one vote.

### THE SPEECHES

*Dear people of America — I plan to be the next President of the United States and I believe in these five things:—*

1. *Stopping the nuclear arms race*
2. *Getting housing and jobs for the poor*
3. *Saving our forests and natural resources*
4. *Improving the quality of schooling for the children of our nation*
5. *Boys clubs and recreational programs to keep children off the streets*

*If elected, I will do everything in my power to make sure the things above are done.*

—Aaron Bushman  
10 years

*Dear ladies and gentlemen — I am glad that you are here to hear my speech. You might not like me but I want you to vote for me. PLEASE!!! I think that I will be good for a president. I think I will win. I will try my best to stop war. I will help the poor people. I really want to be President. SO PLEASE VOTE FOR ME. Thank you.*

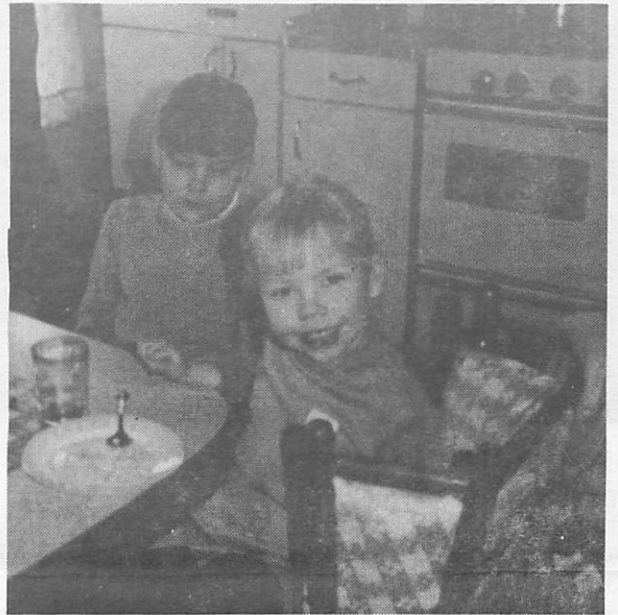
Kalulu Rosario  
9 years

## LEARNING TO READ

During the past two months I have been practising reading lessons in the fifth floor lounge. I am learning by syllables and sounds. I also read books. My reading is getting better. Before I didn't raise my hand for reading. But now I raise my hand.

—Kareemah Gayton

B  
O  
S  
T  
O  
N



Joanna & Alison Bengel at breakfast.

## WEEK 2 E.G CURRICULUM: CHICAGO

After walking around the Uptown community in Chicago the Emerging Generation of the Institute of Cultural Affairs cleaned the parking lot around the fence to show care for the people in Uptown. There were 16 of us. We were cold but worked hard. After we finished we all went to McDonalds for shakes. While we were working, a few of Glen Kaufman's (a candidate for Committeeman in the 48th Ward) campaign came by. He said we were doing a good job.

C  
H  
I  
C  
A  
G  
O



3 Sook Ja with Lewis Lee Hutcheons - first day at school



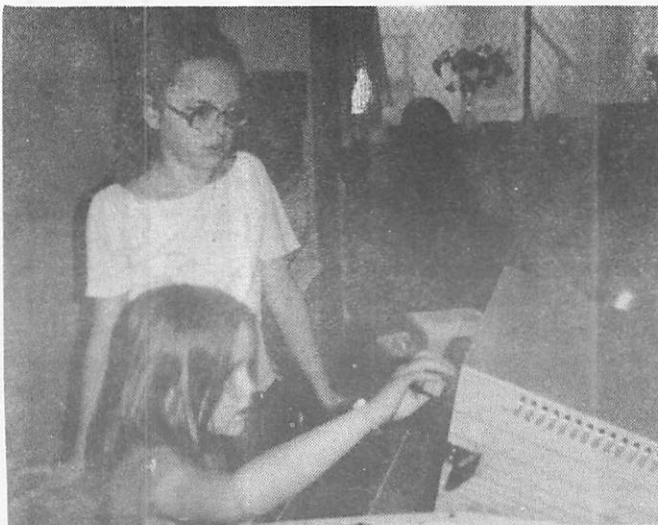


Jon Barnes, Damien & Andrew Rozendal

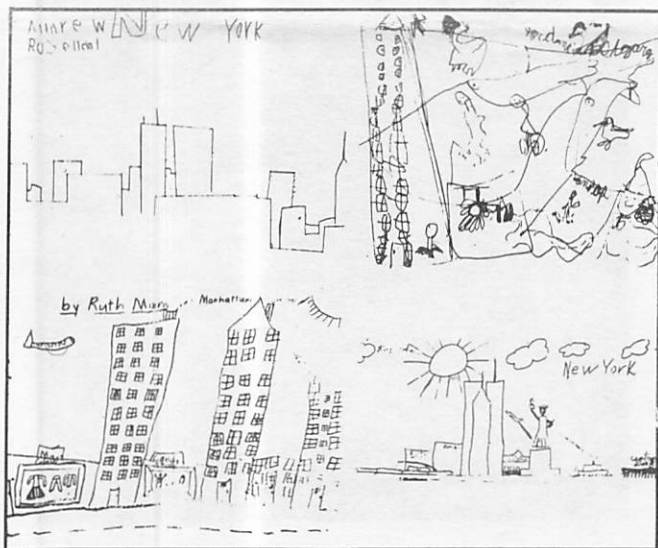
**TOWER RECORDS**

Tower Record has records tapes and videos. Over the weekend we get videos to watch. My sister brought a tape called "The Jazz Singer". If you come to New York, you should rent a record from Tower Record

—Rebecca Morris



Becky & Ruth Morris



Artists' impressions of New York — Jordan Ensinger, Damien Rozendal, Ruth Morris, Andrew Rozendal

**School Nature Camp**

I have learned a lot while I have been at Lenox Hill. Today we went for a walk in the woods and saw a plant that was around when dinosaurs were around. If you picked it you would get fined \$500. After that we went to see where an ice company got ice out of Bantam Lake. We saw a canal made to transport the pieces of ice to the storage house. In the summer the ice would melt. Then we ate lunch and went to the microscope lab where we saw hair, diatoms etc. After we saw the things in the microscope lab we made super animals with the best parts of different animals. Then we had recreation time and I played tag and kick-ball. After that we ate supper and watched a movie called "Stir Crazy".

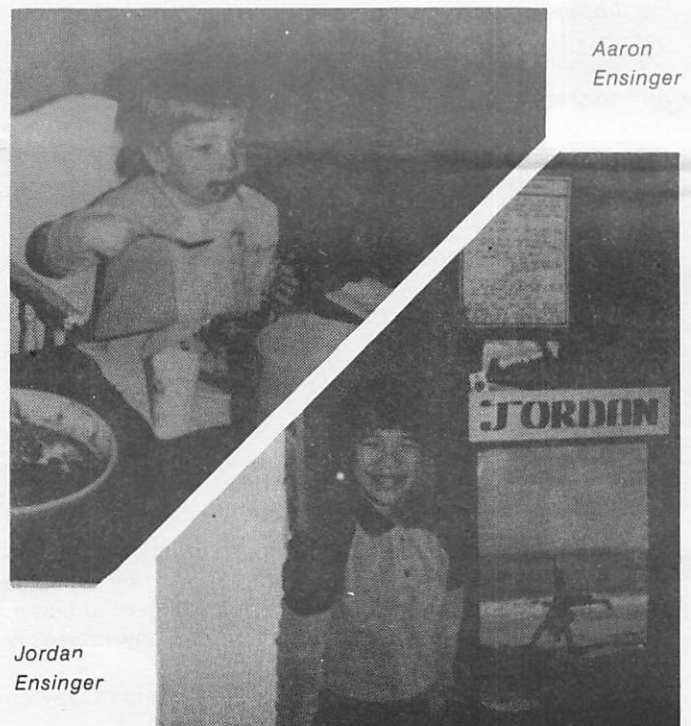
The next morning's adventure was out to a pond where we caught two salamanders, one catfish and some other insects. The ground was covered with snow so when we knelt down near the pond to stick our nets in the water we got our pants wet. Unfortunately the snow felt like it was 33°F so it was very cold but melting. When I got home my feet and legs were freezing and wet. When I dried off it was time for lunch. When we finished lunch we went on to a scavenger hunt which was hard. My team got all but about three items. After we finished the scavenger hunt we studied some of the animals we caught. After supper we did charades, a talent show, or watched Thriller, I don't remember which.

When we finished breakfast we went to a museum where we had a test. The test covered a lot of information that they had in the museum. I bought two little bird figures. We got back to camp just in time for lunch. After lunch we went to Litchfield. We went to the graveyard. There we made the words that were on the gravestones. That night after supper I think we did charades and got to bed at 10.30.

N  
E  
W  
  
Y  
O  
R  
K

The next morning we started packing before breakfast. Directly after breakfast we swept and finished packing. If you were lucky you could get a chance at the ropes course before lunch. While we were eating the bus was loaded. After lunch we got on the bus and went home.

—Damien Rosendal



Aaron Ensinger

Jordan Ensinger



## The Stone

Along the way beyond the  
tree  
I saw it looking straight at  
me.  
It looked at me with jagged  
eyes,  
It seemed like it would never  
die.  
The stone in the earth found  
me.

It is an obstacle in the ground  
Which is forgotten all  
around.  
I studied it from very near  
But still I couldn't get it  
clear.  
Why did the stone in the  
earth find me?

~ Jon Crocker



This is the Jungle-gym where I play at the park.  
This is me when I grow up and have long hair.  
Marilyn Scharko  
16 March, 1984

---



## HA'APAI PACIFIC TRAINING SCHOOL

Of particular interest in the report of the Ha'apai Pacific Training School is the statement that it was a team of four that did all the practics for the school. Sandy (Ariel) and Karyn (Crow) were two of the team. Rob Duffy, who was there and was Dean, kept commenting on the miracle that the practics team pulled off. Although the school building was new, the entire complex was being rebuilt, part under planned expansion and partly forced because of hurricane devastation two years ago. Transportation for the most part was on foot. The island itself is fairiy isolated. In short, if ever co-operation, courage, creativity and committment were called for it was in doing practics for that school!!

The cooking was done in a lean-to over open wood fires. Sometimes it meant a twenty yard dash to get the food through the pouring rain to the shelter of the seminar building. The island nature meant that most of the time when something was needed, sheer creativity was the only solution.

Karyn's witness about the school had to do with the grounding that everyone had their assignment, and there was literally no-one else who could do hers or give what she had to give to it. That if she didn't do hers, no-one else would. The whole school depended on her. I was ill a few days, as was Sandy, and Karyn and Mark pulled it off. Sandy had her turn also.

I'm not even going to mention the trials and tribulations of water, sanitation, decor, materials, firewood, kerosene and all of the other things that go into doing practics for a school in a fourth world nation. We finally called our practics team the 'Fearless Four' and our motto was "We do the Impossible".

If Karyn and Sandy have not written to you lately, it is because they are very busy. They are going to Tonga High School. This along with participating fully in all House structures. Karyn did a collegium on the nine elements of the Human Development Zone. Sandy was down to do one, then didn't get the opportunity. She will probably do one next week. Both youth have made friends at school and in Nukua'lofa. We are also putting in our kitchen garden. (The papaya trees that Bruce planted last year are 8 feet tall and are covered with papaya. We can hardly wait for them to get ripe.) And of course, they both do their assignments of cook, washup, wake up and witness.

We have a large circuit team out, (they're working with setting up cluster meetings and training village leadership), so Sandy and Karyn's names come up very often

Greetings to all.

—Colleen Smith

## BREAK DANCING

We've seen it in the movies! We've seen it on T.V, on the sidewalks of Chicago and New York! And on March 22, we saw it here — live and in colour at the North American Council celebration.

**BREAK DANCING! WOW!** George Hawley, Jack Lush, David Lindblad, Adam Lingo, and two friends of the Student House, Peter Carabello and Edwin Serrano treated us to a tremendous exhibition of this newest dance craze. Each performed his own special variation, combining twisting, spinning, whirling and snake-like gyrations over and over. It was terrific. And they made it look so easy! Yet, later when everyone had a chance to dance, no adults were seen trying it. Clearly, coordination, fine muscle tone, rythm **-AND YOUTH—** are the requirements to make it with **BREAK - DANCING.**

—Judi Tippett



## NEWS FROM MARGARET GRIFFIN

I have been having quite an experience here in Des Moines. I think in some ways it is aging me too quickly to see all the hardship and suffering I do. I find that I am not as light and it is more difficult to laugh and be carefree. But it is valuable experience that I am grateful for.

The work I do at Bidwell centers around adult education. I teach an Adult Basic Education (ABE) course to people who have very low level reading, writing, and math skills. I also work on our Child Abuse Prevention (CAP) program, Rainbow Of Humanity (ROH) which is racial awarness and

acceptance, and Problems In Living (PIL) where we encourage and work to enable self—sufficiency. We have a very active community center with a preschool, food pantry, thrift shop, free evening meals, latchkey program, and many others. Every week I work many more than 40 hrs. I am on two boards: Urban Mission Council and the Hispanic Ministry. I also have frequent speaking engagements with various church and community groups.

I am glad to hear that things are going well in the Student House. Hopefully I will get to visit there sometime soon.

—Margaret Griffin

# YOUTH SHARE THEIR VIEWS AND THEIR CREATIVITY

## THE POLITICAL AND SOCIAL SITUATION RELATING TO NUCLEAR WAR

The bomb is not the real problem. It's only an effect of our attitudes. We have this attitude which splits the world in many sections and destroys this Earth — literally. I am going to call this attitude, "Us vs Them". If the human race could all unite and work together we could overcome this attitude and even win this battle for nuclear disarmament. If the human race can't get along with itself, it will soon exterminate itself.

Albert Einstein warned: "We must never relax our efforts to arouse in the people of the world, and especially in their governments, an awareness of the unprecedented disaster which they are absolutely certain to bring on themselves unless there is a fundamental change in their attitudes toward one another as well as in their concept of the future."

I have been thinking a lot lately about human innocent suffering. If a nuclear war is started there is no way that there will be normal life on this planet. Even if you are in a fallout shelter you would be cremated.

If you are unprotected you will be vaporized instantly. Or if you are further away from the explosion you will die from radiation sickness or 3rd degree burns. Radiation sickness can get very gruesome. Your hair falls out and you get ulcer-like things on your face. Sooner or later everyone will die. It is suicide. We begin to lose the game of life when we play war games. Our earth is surrounded by a "blanket" of ozone. When a nuclear bomb goes off,  $10^{32}$  molecules of nitrogen oxide are lifted up and start eating up - literally - the ozone. If 50% of the weapons were exploded the ozone layer in the northern hemisphere would decrease by 50%—70% and in the southern hemisphere by 30%—40%. I am assuming that most of the explosions would take place in the northern hemisphere. The latest word out of scientific laboratories is that a 20% depletion of our ozone layer will allow enough ultra-violet sun rays to come to earth to blind all unprotected eyes.

Do we have the right to take away hundreds of millions of people's lives just for our own selfish, childish ways? The government is just like a bunch of children right now - fighting over power in the world as if the earth were some kind of toy. We are all fellow human beings travelling the road of life together. We must have a non-nuclear future or none at all! This world is not ours to destroy.

—Karen Kucera

## HOUSE CHURCH WITNESS

When I was about 9 years old my Mom and Dad separated. When I was 10 my parents divorced. Before we had been living in Chicago and Dad in Ardmore. Then we moved to Denver and my Dad did too. For most of that year my brother and I were under a joint custody situation. Each week-end Dad would pick us up on Friday nights and we would usually go to Casa Bunede. Our week-ends usually went like this: he would pick us up and we would go out and then go home to his apartment and watch Dallas and then sleep. Or every other Saturday he would go to work and I would get up and and cook toast and eggs for Ryan and I. Then he'd come home and we'd mess around for a while and then go shopping. Sundays were usually the same. Every now and then we would go up to the mountains. We had our own favorite spot and every time we went we climbed higher and higher on this one mountain and left a mark of our achievement.

Every time Dad came and got Ryan and I, I was always hurt. I never knew where my real home was. Then one day I got the bad news that Mom and Pop were divorced. I was really crushed. I blamed it all on myself. Then about a month later my Dad, Ryan and I were sending out resumes to schools all over southern Ohio. Our Dad was leaving. I never understood why though. But as hard as I tried I knew they would never get back together. So I decided, "Why be miserable for the rest of my life. Why not make the best out of what I still had." So I did. The symbols of the House Church - the 'poured-out-ness' of the wine and the brokenness of the bread symbolize the brokenness and at the same time the completeness of our lives.

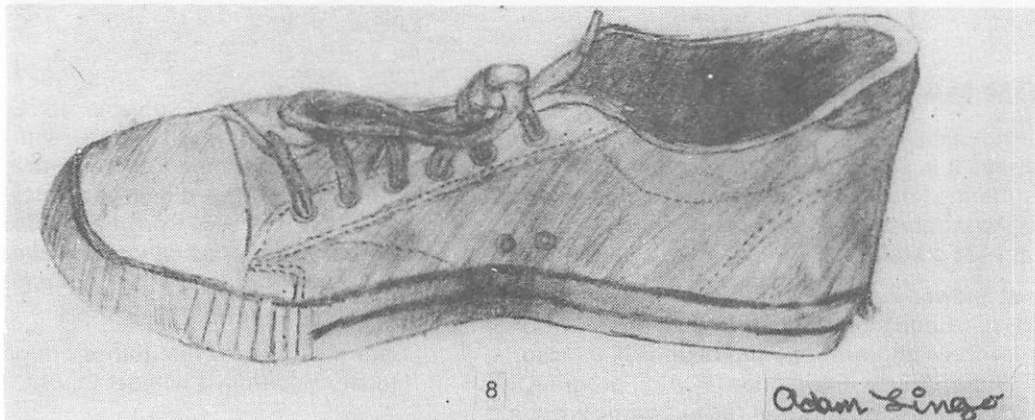
—Angie Pennington

## POLLUTION

*Dirty, growing, gigantic  
A big mass of chaos.  
Pollution — it's everywhere.  
When will it change?*

*Clean, healthy, peaceful  
A paradise in the making.  
Pure environment — hopefully to spread.  
How will we do it?*

—Ben Crocker





## RITE OF PASSAGE

Recently Bruce Lanphear sent to Phase I a copy of his letter of request to the Order for a year of special assignment "to experiment and aid in the materialization of a rite of passage for the transition from Phase I to Phase II." He writes of seeing himself as an "Extern" for the year, or in other words, the reciprocal of an intern, in order to symbolize his transition from Phase I. He writes, "I see this transition not only necessary for the second generation of the Order, but also for the 3rd world volunteers as they struggle with diverse options of vocation."

The following is a Rite of Passage model built by Fred Lanphear. It has formed the basis of Bruce's thinking and decisions.

### BACKGROUND

For the past two or three years, there has been frequent dialogue on the need for a youth to adult Rite of Passage. In fact there seems to be an emerging consensus that the Order needs to intentionalize the transition from youth to adulthood. Some indicators of this consensus are as follows:

- it was one of the 5 critical arenas of concern identified in the 1980 Youth Symposium
- frequent formal and informal family dialogue and events (eg the Cramer and Tomlinson Rites of Passage for Mark and Kent)

- individual research and studies (e.g John Cock Jr, 1983)
- PSU in Nexus 1982
- recommendations at Celebration 10 in July, 1983

It seems appropriate and timely that form be given to this emerging/existing consensus in the Year of Order Council.

### INTENT

The purpose of this model for a rite of passage from youth to adulthood is to catalyse corporate action towards initiating this structure this year. This model is presented to facilitate more focused dialogue on the form of this structure

### VALUES

There are a number of considerations and issues that this model does not address, such as:

- at what age or stage of the journey is it appropriate
- is this a brief event or an extended series of events
- where this takes place and under what conditions. (eg. is it assumed that all Order youth participate or is it in response to individual or family requests

Because of these ambiguities, the following values are held:

- 1. Flexibility in the construct
- 2. Various alternatives should be available

Another value to be considered in establishing this transitional structure is that it be equivalent to the intern year for those who decide to continue as Order members.

RITE OF PASSAGE CONSTRUCT YOUTH TO ADULTHOOD					
	I. DECLARATION OF READINESS	II. THE JOURNEY OF TRANSITION			III. MARKING THE TRANSITION
		STAGE 1	STAGE 2	STAGE 3	
INTENT	Significating the past	Preparing for the Journey	The Journey of Transition	Reflection on the Journey	Symbolizing the transition
MODE	H. C. Witness, Letter of intent, Journey Chart Paper	a) Solitary — watch b) Corporate — VJL	Solitary pilgrimage: Radical shift in geography/life style	Document that articulates vocational intent	Formal ceremony followed by celebration
TIME SPAN	Single Event	Week II Construct	1 week to 1 year	Day or evening event	Usually the day following reflection
LOCATION OR SITUATION	Assigned House; Published in Orbiter	House or Nexus House	Some alternatives: -to support self and explore arenas of social pain as a volunteer -Sojourn with a Religious Order, I.C.A., Monastery -1 to 4 week trek in the wilderness -3 to 12 months in some type of physical labor, e.g. farming	House or Nexus	House or Nexus
PARTICIPANTS	The Order: Priorship Family Local Members Global if possible	Journey Guide(s) & the candidate(s)	The candidate	House members and family Phase I staff reps	House members and family Phase I staff reps
PRODUCT	Witness or written statement on past journey	Solitary reflections & timeline for journey of transition	Individual experience, suggest journal reflect'n	Document of vocational intent	Public statement of the transition & commissioning

*Vance - Virginia Moore  
RT 2, Penderville WI 53954*

Address correction requested  
Return postage guaranteed

## MASTER TIL THE END — Part II

"You say you were sick?" said the skipper to the crewman who was sick.

"Ah... yes Sir. But I did see him, I swear. I swear I saw him kill the man in the water," the crewman said, terrified of what the skipper was going to do.

"Probably drinking and saw a ghost in the storm. Take him to the brig!! Thirty days!!" said the skipper.

Now as this was taking place, Marcel got a life boat, (with the captain's permission) and went to the ship where the man who claimed he had seen him kill the boy was. It was a cold and misty day as he made his crossing from ship to ship. As he boarded the ship he asked if it would be okay for him to visit the imprisoned crewman. The captain gave his permission and Marcel made his way to the brig. He heard a loud voice coming from the cell.

"He's going to kill us all I tell you! All of us!" said the crewman.

"Ha!," said the guard as he pushed his hand back through the gate.

When Chardonne entered the guard stood at attention. As he made his way to the cell bars the prisoner gasped in horror as the lieutenant threw back the hood of his overcoat. The gasps of the terrified crewman turned into soft words. The words turned into screams and Chardonne made his way out the door. Everyone around was wondering, "Why, why". But only the crewman knew of his true identity. Then the prisoner, still in a terrified shock, took the rope outside the cell door then tied it to the ceiling. He hung himself as the guard watched and wondered.

A few weeks went by and suspicion was rising as the officials were uncovering the disappearance of the cabin boy and wondering if there was truth in what the lunatic crewman said before hanging himself. By now the ship was at Langie and had just made a stop at Casablanca for final supplies. Chardonne had given his last blueprint of the battle plans to the French messenger. Now the most difficult part of the mission - Marcel had to somehow break up the fleet and let the French navy do the rest. As the British mounted for their final assault on France Marcel did some checking around and noticed that the door to the ammunition room was open aboard every ship so that in the midst of the battle it would be easier to get ammunition.

Now the British were only hours away from the attack, thinking they were going to take France by surprise by way of the Rhone river. Chardonne had not done anything to disobey orders, but don't count on a master spy to disobey orders.

Marcel's plan was to get long wicks going into each of the ammunition rooms that would set off the explosions. He wanted each to go off simultaneously and cause chaos in the fleet. As he travelled from boat to boat setting the charges he saw they were going to get to France before he expected. The wicks were all lit and he set each one so it was timed to set off confusion and chaos in the British fleet.

France fired first, then Britain retaliated. Then suddenly a large explosion erupted. Everyone was confused.

"The French attacks weren't even near that ship."

"What is going on?" the British commander wondered.

Elsewhere, the mistress Elene had just found out the true identity of her lover. As Elene walked out the door tears mixed with hate. She saw the man she loved and hated rowing towards the French shore. She began to pray, and as if her prayers were answered she saw her bow where he had helped her practise shooting. And then she saw the arrow. Oh that golden arrow he got her for her to remember him. As she went outside she grabbed the bow and arrow and knew what she had to do. As Marcel saw her he pleaded with her and talked about memories. She tried not to listen as tears ran down her cheeks. She drew back the bow and aimed it carefully, oh so carefully, because she wanted to hurt him like he hurt her. She let go of the strings. The golden arrow flashed across the sky aimed straight for her target. Marcel taught her well, oh very well. The arrow went straight through his heart, thus killing him. Marcel Chardonne - spy of spies, mastery of trickery, and the one who struck fear into the hearts of many was now dead at the hand of his lover. She looked at the body drop to the bottom of the small lifeboat. The boat filled with water and dropped to the sea bottom. She was confused. Was she glad that she had been able to take revenge, or broken-hearted over her dead lover? Then looking on the ground she saw a long sword that one of the crewmen dropped. She thought that without a person like Marcel to share her life with, what was the use of living.

-Jack Lush





# PHASE I ORBITER

Vol. IV No. 11, May, 1984

In a time of social transition — when old ways of doing things are not effective, and when 'new rules' need to be created to determine how society will operate — the **Honoring Atom** has evolved out of the day to day work in the Center of Imaginal Education in Chicago. The atom provides a contemporary image for a contemporary ethic that holds the expectations for behavior in the six programs of the Center of Imaginal Education.

At the center or nucleus of the atom is honoring the Mystery — or acknowledging that in this aspect of life lies the key to recovering honor in every dimension of social relationships.

These relationships are symbolized by the orbits of the atom, which are five: 1. Honor the Self, 2. Honor the Other, 3. Honor the Environment, 4. Honor the Social Structures, 5. Honor the family. The expectations symbolized by the image of the atom form the foundation of behavior in the Student House and through to the Infant-Mini School. In recovering honor in these communities, students are demonstrating that potential for the world. We are proud to share the **Honoring Atom** through the logo of the Orbiter as a constant reminder to youth everywhere of their potential to contribute creatively to today's society.

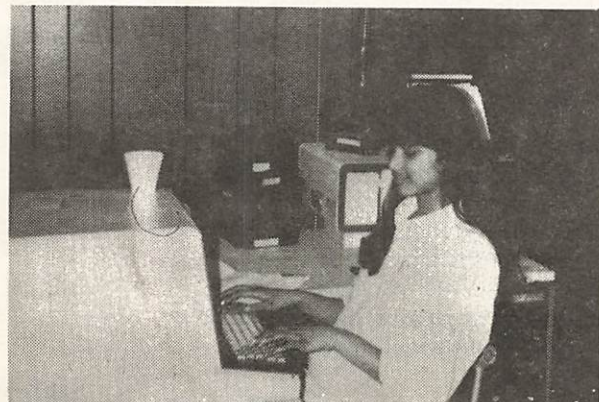
## GRAPHIC ARTS GUILD

Last quarter in our guild there were six people — Laura, Sherylin, Christie, Matthew, David and I. Of course, Deirdre was there too! The first thing we did was design a symbol for our guild. Then we picked who were going to be the four people who were to have a four week session on photography by Don Bushman. It ended up being everyone but Laura and I. So for the next four weeks they worked on photography and Laura and I typeset and worked on our button business. After that session we all decided to have our next four week session on calligraphy, taught by Helen Haug. Laura and I were automatically in it, and David and Matt joined us. Sherylin and Christie ended up typesetting. We had a lot of fun.

—Angie Pennington



A calligraphy lesson



Typesetting the Orbiter

## THE EAGLE

*The eagle soars through the skies.  
It looks around with its beady eyes,  
For any movements on the ground  
That tell if there is food around,  
It swoops down and snatches its prey  
And gently and proudly carries it away,  
While the other animals sadly watch  
A meal they had unfortunately lost.*

—Christie Randolph



## STUDENT HOUSE AWARDS DINNER



Students host teachers from Arai-  
Ms Rauzin, Ms Wojtak, Ms Born

One Thursday night a few weeks ago our teachers were sitting down ready to watch a performance of **The Fantasticks**. The play went really well and at 6.00 we started an Open House on third floor for all the teachers, parents or guardians. At 6.00 we started dinner. I was up front with George Packard. The teachers introduced themselves and then had dinner. About midway through the meal, Geni Philbrook started to present the awards for this quarter.

The Household with the greatest number of points was Household C. I received the highest individual points. Here are the other awards —

**Highest individual in each Household** — Julie Salmon (A), Laura Early (B), Christie Randolph (C)

**Highest rating by our fellow students** — Julie Salmon (A), Laura Early (B), Karen Kucera (C)

**Consistent Daily Office Attendance** — Otto Sharp

**Most tidy dorm** — Dorm 6 - Ben Crocker, Rubert Reimers, Jon Troxel, Chris Ballard



Geni presents an award to Christie Randolph....

**Leadership (especially in Dorm Care)** — Rubert Reimers, Julie Salmon

**Highest Service Points** — Robbie Jinks (A), Laura Early (B), Dirk Rettig (C)

**Most Improved Academic** — David Lindblad

**Most Metro blocks run** — Nathan Oyler

Special school awards:—

**City Science Fair** — Christie Randolph, Julie Salmon

**City Arts Fair: Poetry** — Otto Sharp

**District Citizenship Award** — Karen Kucera

**District Science Fair** — Otto Sharp

**District Spelling Contest** — Chris Ballard

**School Computer Program** — Otto Sharp

**School Tutor award** — Adam Lingo

Also that evening we found out the new priory for quarter 4. Household A is Julie Salmon and David Lindblad. Household B is Ben Crocker and Laura Early. Household C is Adam Lingo and Christie Randolph.

—Angie Pennington



....and to Dirk Rettig

## MY SPRING BREAK

On Wednesday April 11th, I took the bus to Springfield, Mo. and my grandparents picked me up. For the next couple of days I stayed with them doing miscellaneous things. On Saturday my Dad and brother came to pick me up. Since it was a long drive they decided to spend the night and then start again on Sunday. My aunt and uncle's house was on the way, so we decided to stop there, say hello and spend the night. We got home safely. Life at my Dad's hadn't stopped. I was called on to cook, wash clothes and do other odd jobs. Also, Ryan was in school and Dad was working. For the first couple of days I either went to my grandma's work or stayed home. On Friday my father was substitute teaching at the school my brother goes to, so I went and helped. Some of the key events of my trip were visiting my old home and friends from last year, seeing "Romancing the Stone", my cat having her kittens, and spending my Easter with my family. This was a very special Easter to me because I was home with Dad's family after three quarters of a year in the Student House.

—Angie Pennington

## WHY MUST EVERYTHING DIE?

*Why, oh why must everything die?*

*Please!? God please don't tell me a lie.*

*God says*

*If you are happy you must be sad.*

*If you are good you must be bad.*

*If there is peace there must first be war.*

*If there are rich there must be poor.*

*So if you will live then you will die.*

*And that's no lie!*

—Julie Salmon



## ECUMENICAL DIALOGUE

An Islamic Mosque, a Buddhist Temple and a Jewish Synagogue were all "hands on" sites for the elementary students during the Week II curriculum on **Ecumenical Dialogue**. This exposure to three of the world's great religions allowed for an encounter with the mystery in these different settings and elicited numerous responses. Below are some of the reflections from the first and second graders who went to the temple.

We went to the Buddhist Temple and saw the golden alter. It had a statue on it that was also gold. The Rev. Kubose talked about what buddhist means. We all had a good time.

—John Slicker

We went to the temple and we saw a golden statue. We saw Rev. Kubose. We saw flowers, chairs, pictures and we went home.

—Jacqueline Hajega

We went to the Buddhist temple. We saw jewelry. It was very old.

—Justin Bushman

We went to the Church. And talk about the church because we had to go to the Buddhist Temple.

—Susan Hajega

## WITNESS

At all costs have the courage to fail.

Two weeks ago most of the Emerging Generation participated in an athletic competition at Braeburn School. Three schools were involved — Braeburn, Rusinga and Msongari. We were the smallest, Braeburn next and Msongari was the biggest. Up until the last day or two we all practised at the same time for the same thing. When it was high jump we all did high jump and when it was running we all ran. The two events I was in were the 400m race and the high jump event for the under 11's.

The high jump started first. After we jumped 4 or 5 times the 400m race was called. Sammy and I went over to the starting line. Sammy started off fast so she was ahead. I decided to try and come third at least, but even if I came last I still participated. As it turned out I came second. Then Sammy and I went to finish the high jump competition.

The learning process will either stop or be restricted within narrow limits unless you are prepared to go on risking failure by trying new things.

Be it so.

Jenny Wiegel  
11 years  
Nairobi House

## A PART OF MY LIFE

*Karen Kucera has recently won a District Citizenship award as a representative of Arai Middle School. Below is her winning essay.* When I was 6 years old I started through a very rough journey, a journey which not many kids my age had gone through. Within three years, five things happened that left a scar on me. In May, 1976, my father and mother separated. My father moved into an apartment complex near our house.

I would go visit him nearly every Saturday and spend the day with him. In November he filed for a divorce. In May 1977 the divorce was completed and my mother got custody of the kids. I have a brother named Ken who is nine years older than myself. I also have a sister named Kris who is five years older than I. Six months after Mom and Dad got divorced, my father remarried. He married a lady named Joan, who had also been married before. From her previous marriage she had a girl named Christine. Christine is three years younger than I am. It was kind of hard giving up the position of being the youngest in the family!

This is one day I will never forget: January 21, 1978. It was a Sunday. Right after church we went to my grandmother's to see why she wasn't at church. She lived across the street from the church, so we walked. When my mother, sister and I got to her house, we noticed that her curtains were still drawn. That was strange because Grandma always opened up her curtains first thing in the morning. We went inside and found her glasses on the TV set. Mom went straight for the bedroom and told Kris and me to stay there. But being curious we followed, me first. Mother went into the room first, and then me. Grandma was there, lying still. She was dead. It has been really hard for me to accept the fact that I was there to find her dead. Grandma and I were very close. I really miss her. I now only have one grandma left out of four grandparents. My grandfathers died within two years of my being born. I don't remember either one of them particularly, although I vaguely remember the one who died when I was two years old, Grandpa Kucera. The same week as Grandma's death another very important member of our family died. Our dog named Snoopy. He had lived with us since he was a pup. We had to put Snoopy to sleep because he was very old and he had cancer. Snoopy was special to us. He was quite a character. Speaking of characters, Tiger, our cat used to play the piano by lying on all the keys. Tiger, my all time favorite pet, died four months after Snoopy. After all three of these deaths I felt very deserted.

Through all of these hardships I have become a girl or woman who can handle most anything that comes my way. I have learned over the past couple of years that the past is over and that there is nothing that I can do to change it. I have the possibility to make the future great. Of course some things can go wrong, but I have learned to take what Life gives me and make the best out of it. As I look back over my life, I have had a really great life and I'm glad for those experiences that helped me grow.

—Karen Kucera  
grade 8

## NOTES FROM CHICAGO

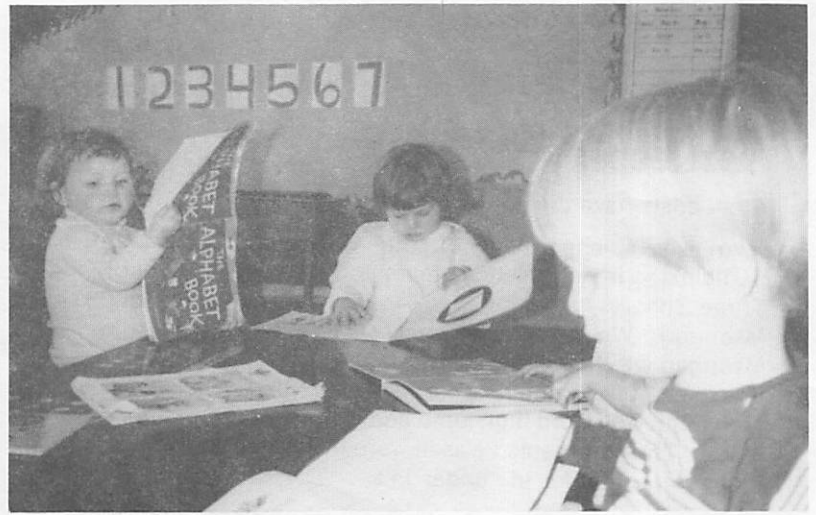
We were pleased to host a number of our Order Phase I during their Spring break. It was good to "catch up" with what has been happening. Those who passed through included Tina Slicker, Deanna Hickey, Sheahan Paul, Mark Rebstock, Jerome Jayasekara, Tad Mueller. It was also good to see Matthew Lord and Terry Texley who visited family and friends.

It is also good to see Brad Grow back from Abidjan.

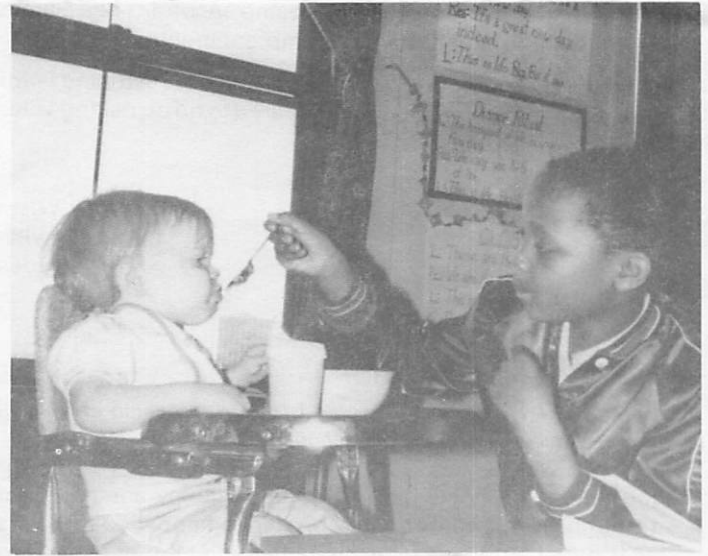
Anita James is now 21. Friends and family celebrated with a great evening at the Nexus.



....INFANT MINI SCHOOL (CHICAGO)



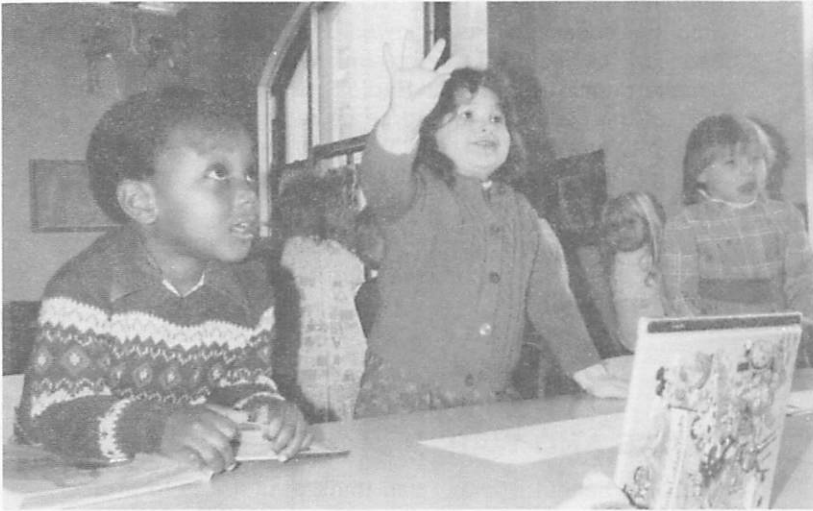
....DINNER ON 8TH FLOOR (CHICAGO)



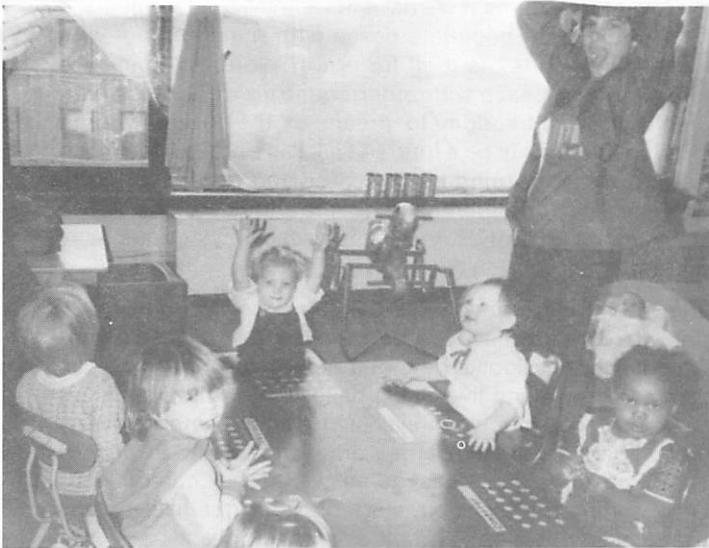
# CANDID CAMERA ON KIDS



....INDIA



....PRE-SCHOOL (CHICAGO)



....IMAGINAL EDUCATION TRAINING TRACK  
(CHICAGO)





## WRITING A RESUME

I've often thought of writing a resume but I wasn't interested enough to start one until we discussed it in one of our school clubs. Our club leader gave us copies of the resume she used to get her job and gave us the basic set up on how to start on our own. When I found out how helpful it would be to use a resume in getting a job, I started on one the same day.

I first started by just writing up a draft model to see what I should add or change. Talking with other people who had written one before was a big help and a good way of getting advice. After about two days work, I was satisfied when I came up with this:

### RESUME

#### STUART HARPER

#### PERMANENT ADDRESS

3623 Locust  
K.C. Mo. 64109

#### SCHOOL ADDRESS

Westport Senior  
315 E. 39th

#### PERSONAL

MARITAL STATUS: Single teen  
HEIGHT: 5'9"  
WEIGHT: 125lbs  
HEALTH: Excellent

#### OBJECTIVE

To be educated in the business world and to take an active part in today's society

#### EDUCATION

American School 1982—83  
Westport Senior 1983—84

#### BUSINESS RELATED CLASSES

Typing 1—2  
English 1—4

#### STUDENT ACTIVITIES

Track team  
Youth for Christ Club  
Explorers Club

#### PAST EXPERIENCES

Student Leadership Training Leader  
(Teaching Youth Leadership Skills)  
Solitary overseas experience  
(9th grade education in Kenya)

#### PRESENT JOB RESPONSIBILITIES

Student  
Computer Operator  
Silk-screened T-Shirt Producer  
Food Manager  
Resident Caretaker  
Vice-President of Explorer Club

#### HOBBIES

Stamp Collecting  
Swimming  
Traveling  
Track  
Bike Riding

#### REFERENCES

Available on request

I've learned a lot through this experience and hope it will be of help to those students planning for the summer.

—Stuart Harper

## DON'T SAY I DIDN'T WARN YOU!!

Just when you thought it was safe to be on the street (Locust) again....four members of the Kansas City House got their driver's permits. This means that whether you are walking your dog or raking your lawn you are NO LONGER safe. The management advises that:—

1) you park your car at the back of your driveway - not on the street.

2) if you see a white Datsun with a Hyde Park festival sticker pulling out of the drive you go back inside to see if the phone is ringing.

Seriously though, once we got the car back from the edge of the cliff that Mark had just tried to pull a "Night Rider" type feat on, we felt the worst was probably over. We do still have a few (4 out of 4) that have trouble turning a corner, shifting, and waving to friends while honking the horn — all at the same time of course. If the car and the adults hold out we will have increased our licensed drivers by four before the summer.

—from the Kansas City House

## LONG DISTANCE HOOK UP

Picture a group of High School youth gathered around their collegium table intently listening to a small plastic box talking. What? To a box? Yes!

Several weeks ago the Kansas City House experimented with a long distance collegium. We asked George Packard to lead a collegium on Summer Youth Opportunities. George talked from the third floor of Kemper and all of us in Kansas City huddled around a Radio Shack speakerphone. The little amplifier-speaker system allowed us all to hear George and each of us could talk to him. We had inkinded the speakerphone from a local Radio Shack phone center. The cost of the collegium would be no more that the cost of a station to station phone call. It was actually kind of fun and George thought, "Hmm. What a good way to get information out fast."

Your House might want to try a similar collegium with another House — or a colleague in a distant city — or whoever. It's fun.

—David Dunn

## PEACE AND WAR

The only benefit of war I can think of is if it is to protect ourselves. We always say we're going somewhere for peace, yet we send guns and all sorts of weapons. Jesse Jackson didn't take a big M16 and he got an American out peacefully. We say things like, "Well, there will be peace because they won't want to fight us if we have more missiles." What is the point? Why try to negotiate peace with guns and not with mouths and hearts? Is it all for pride? Worldwide peace is more than just peace with other countries, it is peace with ourselves. It is freedom to dream of the future without worrying if there will be a future at all. It is a terrible feeling to wake up every morning being scared you may never go to bed again. It's frightening and people shouldn't have to live with as much unsurity. Life itself is already mysterious. Why add to it?

Other countries probably get the same feelings. They may think we're evil. while we sit and accuse them. These games with our lives have got to be ended. How many more days can it go on? How many lives must be lost? How many families torn apart? How much money lost? How many more poverty stricken people will inhabit the world before we live in peace? These questions aren't easy to answer, if they can be at all. But it is time more people started asking themselves and others these questions and other related ones.

—Lori Haman



## AS WE APPROACH THE ORDER COUNCIL

(or what we know so far of the Phase I program during July and early August)

As we approach the time of Global Council, the mind of the Phase I staff has usually been occupied by such questions as "Who will staff the farm?" and "Who will be the nurse at the Camp", etc etc!!! This year all has changed. The decision of the Order to hold a total Order Council has occasioned some major re-planning on the part of the Phase I staff. Not everything's tied down yet (surprise, surprise), but the following is an indication of what Phase I in North America can expect for July and early August.

**Day Camp** — Emerging Generation under 5 years old who are not spending time with relatives will be participating at Kemper. We expect about 45 children.

**Elementary/Primary Students** — All will be spending the summer with family, friends, or movement colleagues.

**Sixth Grade** — Rite of Passage Trip. The destination and staff are still in the process of being decided.

**Seventh Grade** — Apprenticeship Summer, assigned with colleagues and specific families.

**Eighth Grade** — Societal Service Project.

**Ninth Grade** — Student mobilization in Kemper Building.

**High School and University** — Individual Service, study and family projects by your own arrangement. A number of youth delegates to Order Council will be selected from those submitting written requests.

## DEATH

Death is a sad word. It comes surprisingly and also unexpectedly. Many people have to deal with death during their lifetime. I have had four deaths in my family.

The first one was my great grandpa Poppa. He died of cancer, so his death was expected to happen. The second one was my great great grandpa Carl. He died of old age. He was 98 years old when he died. Nobody expected it to happen, but when you are old then your death is more expected than people who are younger. The third one was my other great grandpa John. He was in the hospital for a long time. Then when he came home he died. I think he died of cancer but I am not sure. The fourth one was my grandpa Eddie. He was my Mom's Dad. He was very close to me and I cried for two days. He was in perfect health when he died and he was 56 years old. On March 19th my Mom phoned me to tell that he died in his favorite chair. I flew home for his funeral service which was in my grandma's driveway. It was just more of a gathering. My grandma gave me some of his 49er stuff, because he was a true 49er fan, and she also gave me his dime collection which I am adding on to now.

Death is a very hard thing to accept if it is unexpected or expected. We have to accept death no matter how it comes to us. The best kind of death is a quiet death. Some people die in pain. But if you die in your sleep it is better because you don't feel any pain.

But God can take our lives anytime he wants to and we can't stop Him from doing it. But if anyone dies at an early age just remember that God feels sad that it is your turn to die. When someone dies you can't bring them back. You have to accept death whether you want to or not, because it is there and won't go away. You can keep that someone special in your memories. All you have to do is remember all the good times, and if you want to you can remember the bad times.

—Christie Randolph

## AN ENGAGEMENT!

The Rev. & Mrs William Salmon recently announced the engagement of their daughter Jana Lynne to Michael K. Lamb, son of Mr & Mrs Kent Lamb of rural route Macksville. Both Jana and Michael are graduates of Macksville High School and both are students at Fort Hays State University. Michael will graduate this May. The wedding is planned for August 18th. Jana was a member of the Student House in '77 — '78.



Jana and Michael

## NEWS FROM BRUSSELS

Hi everybody.

It's been almost forever since I've seen any of you. I'm sorry that I missed Celebration 10. (Jane has told me so much about it). It's really strange hearing about people that I haven't seen in almost three years, and some that I haven't seen since the Student House.

Anyway, I've been in Brussels for about a year now. It's really a beautiful place especially in the spring (which is now). As Jane mentioned in a previous letter that was in the Orbiter, I work with Service Ventures, our self support venture. Most of the time I work on the computer and play secretary, but I've also gotten to go on some marketing calls which are sometimes quite interesting. Actually since I got here last April, I've learned so much about the word processing program on our computers, (Tandy TRS-80 Models 12 and 16) that I'm the production supervisor much of the time. I think it's kind of strange having someone who is not quite 20 yet telling someone who is much older what they are supposed to be doing, but I'm getting used to it. Also when something goes wrong with the program I'm usually the one that figures it out.

Right now I'm trying to get into school (finally). I've applied to the New England Culinary Institute, in Montpelier Vermont. I just hope they accept me. If they don't, I'll probably do something with computers but I really haven't thought that far ahead yet.

I'd be really interested to hear what some of you are doing since I've been kind of out of touch for a while. If you do want to write, I'll be at the Brussels Nexus for a while longer. Then after that who knows??

Well, gotta go, the computer calls.

Denise E. Stanley



INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

Nonprofit Organization  
U.S. Postage  
**PAID**  
Chicago, Illinois  
Permit No. 4473

Leroy + Marge Philbrash  
412 Linda Circle  
Baton Rouge LA 70806

Address correction requested  
Return postage guaranteed

## DEPLOYED IN KENYA

I am writing to you to let you know how Kenya is, what it is like, and also what goes on here concerning the youth.

The first thing I would like to talk about is the structure that is made up for us. When the youth first arrive, you would most likely stay in Nairobi House (Kawangware) until the Human Development Training Institute begins at which time you would go to a village called Kamwelini. You would stay there for the time span of the H.D.T.I. which is about six or seven weeks. From there you will go back to Nairobi for two or three weeks and have a short Christmas break and/or study. From there (on 1st January) you will go to what is called a Section House. You will stay in the Section House assigned for two months. Then back to Nairobi House for a month to do studies. Then back out for two months, but this time you would probably go to a Location House. From there back to Nairobi once more, and from there back to U.S.A.

The second thing I would like to talk about is what we do in these Location and Section Houses. A Section House takes care of an Area, which is bigger than what a Location House would be. Therefore it would also be more likely to have more people. What I am saying when I say 'Takes care of' is mainly doing circuits. What you do on a circuit is go out to two villages (one week) and hold DOOP (Do our own project) meetings. DOOP meetings are meetings that give villagers ways to get what the villages need or want without waiting for the government or some other source to come and I give it to them. You would usually leave after breakfast Monday morning, travel to the village, meet with some village leaders and then (at the house accommodated) eat and sleep. The next morning you would have the DOOP meeting at the chosen place, which is in many cases a church or the surrounding area of a church, and on the next day (Wed) leave for the next village, do the same procedure as at the first, and arrive back at the House on Friday.

The I.C.A. has divided the work into four Sections — A,B,C,D. You don't hear much about section D because we are not operating there yet. Each operating Section has a Section House. Section A has Kalwani House, Section B has Mugomoini House and C has Kamwelini House.

That's about it

—Emanuel Ward

## NINTH GRADE CORRESPONDENCE UPDATE

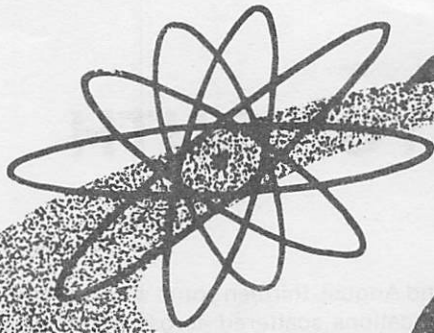
There has been a surge recently in school exams being turned in, and subjects completed, by those students deployed for their ninth grade year. Completion of the 9th grade academic work through the American Correspondence School is part of the curriculum. Most of the students have worked out with their Houses a rhythm that enables study, yet at the same time lets them participate fully and experience the challenge of being part of a team in a setting other than their own culture. None have completed all the subjects. Some have further to go than others! Some may have completed work not yet credited to them because their results haven't turned up in Chicago yet. All are to be congratulated. It is hard to balance study and project work as well as House structures. We also hear that Tina Slicker, doing 9th grade at Mt Herman School in Boston, is again on the Honor Roll, as well as participating in Archery and being on the school swim team.

## DREAMS

*I dream of the day  
Of the day I will be free  
Free of these prisons  
I'm held so pitifully in.  
I dream of the day  
I will see sunlight.  
Why?  
Why do they hold me here.  
Am I as bad as they say.  
Could I really be  
Be what they are accusing?  
Will I ever know?  
No, all I can do is dream.*

Jessica Farrar





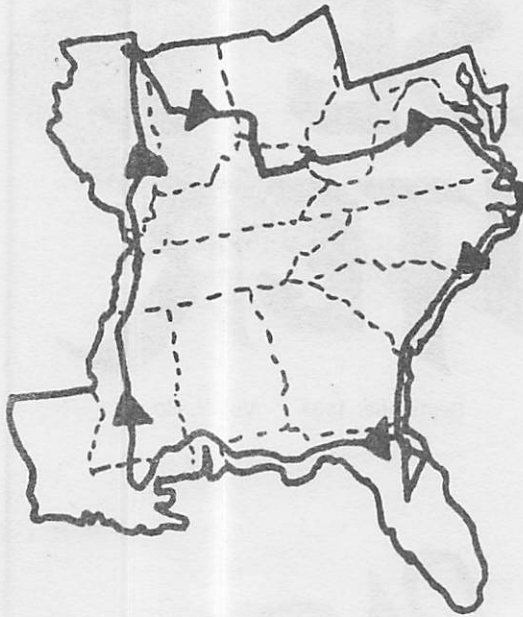
# PHASE I ORBITER

September 1984 Vol. V, No. 1

RITE OF "84" PASSAGE



# FROM CHILDHOOD



# INTO YOUTH

During July and August, thirteen youth who had completed 6th grade in locations scattered across the globe set out together to experience their Rite of Passage - their symbolic and actual journey from being a child to becoming an independent youth. It was a journey of experiencing the realities of living as a corporate group, planning, working, relaxing, celebrating, reflecting. The transition to youth was symbolized during the trek by a solitary overnight vigil. The youth returned to be received by the Global Order Council and to continue on their life journey. As part of their trek, the youth participated in a period of writing and reflection on where they had been and what happened to them during the trip. In this Orbiter, we share the experience with you.

## YOUTH

Aaron Boone  
 Teresa Butcher  
 Robert Ennis  
 Marisa Hawley  
 Teresa Jones  
 Rachael Miesen  
 Felicia Norton  
 Leif Oden  
 Truman Packard  
 Sheron Paul  
 Daniel Roberts  
 Jenny Wiegel  
 Daniel Williams

## STAFF

Sue Oberg  
 Alice Rose  
 Rod Worden



*The Youth Share a Meal Together*

## SYMBOLIZING THE JOURNEY

June 30	July 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Left Chicago	Shenandoah National Park		Washington, D.C. Fireworks	Capitol Memorials	Smithsonian	White House	Travel Yorktown	Beach	Kittyhawk	Ocracoke N.C.	Carolina Beach State Pk. N.C.	Hunting Island State Pk. S.C.			Rest
Shade State Park Indiana	Daniel Boone Nat'l Forest Clear Creek Kentucky	Hike to waterfall				Washing- ton Monument	Cape Hatteras Nat'l Seashore	Oregon Inlet	Roanoke Island N.C.					Vigil	
						Viet Nam Memorial		Tents blew down 2							



## TRANSITION SONG

(Tune: For the Longest Time)

Oooh, many years ago.  
Oooh, many years ago.

Many years after the earth began  
Apes evolved to prehistoric man.  
Then man got smarter  
And life became less harder.  
This was the starting of our history.

There were famous youth sometime ago:  
King Tut, Alexander, and Marco Polo.  
Some were inventors  
And they became our mentors  
As they led us into our present life

Oooh, for the present time.  
Oooh, for the present time.

During Order Council '84,  
We did things we'd never done before.  
We slept in tents  
And had some great events.  
We're now the new youth of the present time.

Oooh, in our future life.  
Oooh, in our future life.

In the future things will be dif'rent.  
Life in space and lots more room for rent,  
No more starvation and faster transportation,  
This could become part of our future lives.

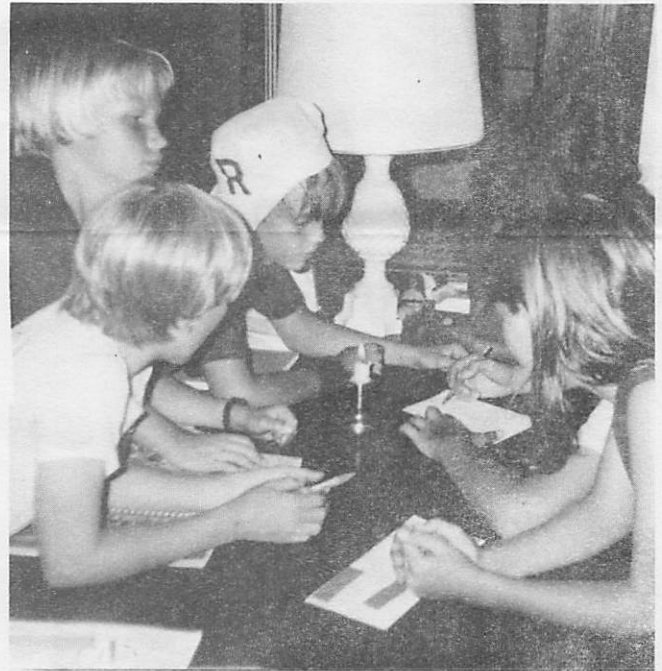
Lasers, food pills, high technology,  
Computers and robots will be the key.  
Equal rights and no more welfare lines.  
Youth could be leaders and that would be a great sign.

We have looked close at our history.  
We know the present and can shape what is to be.  
What else can we do?  
We are expected by you.  
To be the future of New Order life.

## THE VIGIL

One night we set out for the sand  
And on this night the beach was our land.  
We did not know what would happen this night;  
We were soaked to the skin and filled with fright.  
When all of a sudden we saw lightning strike,  
And this was something we did not like.  
Then thunder began, its sound like a gun.  
We said to ourselves, "This is really no fun."  
We wanted to scream and get up and run.  
We really wished we were out in the sun.  
Our journals were soaked and the words had all faded  
When, finally back to the campsite, we waded.  
We'd been out in the rain for nearly 5 hours  
But we were relieved when we took nice hot showers.  
We climbed into the van and talked with a friend.  
We declared that the vigil had come to an end.

—Daniel Roberts



## TOWARD YOUTH

16	17	18	19	20	21	22	23	24	25	26	27	28	29
Faver-Dykes State Pk. Fl.			NASA	Epcot Center: Environ- mental Prototype Community of Tomorrow	Joy Jinks' Cabin Panama City Beach		Work day at Camp - Felled big tree	New Orleans World's Fair			Memphis		Return to Chicago
	St. Augustine					Gulfside Assembly Alabama	3	Fr. Winus Roeten			Writing story song, symbol Wrapping up		



## SHENANDOAH

Shenandoah was the third night of our trip. We pulled up and set up camp. There were many deer around, we saw the first one while we were setting up our tents.

The attention drew towards the deer. A few people were taking pictures. By the second day we were getting used to having them around.

On that day we got up, ate, and then a little before noon started on a six mile hike. Myself, Leif and Robert had the lead part of the way down the trail. When we got to the first waterfall some of us decided to swim in the water from the fall. The water was ice cold but we didn't care. We found a neat water slide that was formed by the falls. Some of the girls decided to go down the falls too. We passed other falls and then finally got back to camp.

While we were eating dinner we saw our first and only stag.  
—Aaron Boone

Shenandoah National Park was unique, with deer, bear and squirrels. It was where we had our first hike, exactly 6 miles long. We saw waterfalls, large trees and other natural life. After the hike we had a well deserved rest. After a few days the aches and pains were over, but I don't think that anyone will forget that hike.

—Truman Packard



Monkeying Around — Leif Hanging From a Tree

## WASHINGTON, D.C.

We got to Washington at about lunch time. Later in the day, after dinner, we went to watch the 4th of July fireworks. They started with big ones and later small ones.

The next day we went to the Capitol. Inside were exhibits with statues and letters. In one of the larger rooms were statues of men like Grant, Lincoln, Washington, Jefferson and others. In the dome were paintings of George Washington leading his army into war.

Later we ate lunch on the grass and then went to the Flight and Space Center. We split up into our teams. Our team went upstairs and looked around. We decided to watch a movie about how flight has developed since the balloon. It was interesting. Later we looked at other airplanes and rocket ships and missiles. Some of us bought gyroscopes.

—Robert Ennis

—Leif Oden



Teresa Poses As Ms. Pepper

## FERRY

We went from Ocracoke to Cedar Island by ferry. It took us about 2 hours to get across. It was a 23-mile ride. On the ferry we saw birds, fish and jellyfish. On the ferry we had lunch. It was fun and boring. There were a lot of cars and trucks and a lot of people. Two guys had a cool motorcycle. One thing I liked about the ferry was the food.

—Daniel Williams

## HUNTING ISLAND



*Rachael and Jenny Set Up Camp*

We went from Cape Hatteras to Hunting Island on a two-hour ferry. When we got to Hunting Island we drove to the Hunting Island State Park. To our surprise we found out that this park had a store, mini golf course, beach, playground and even a lighthouse that we went to the top of.

This was one of the laundry stops fortunately, because we had a lot of dirty laundry. We really liked the beach here because there were not many jellyfish and the water was really warm. One thing we didn't like was that the ocean waves were not as big and as strong as we wanted them to be.

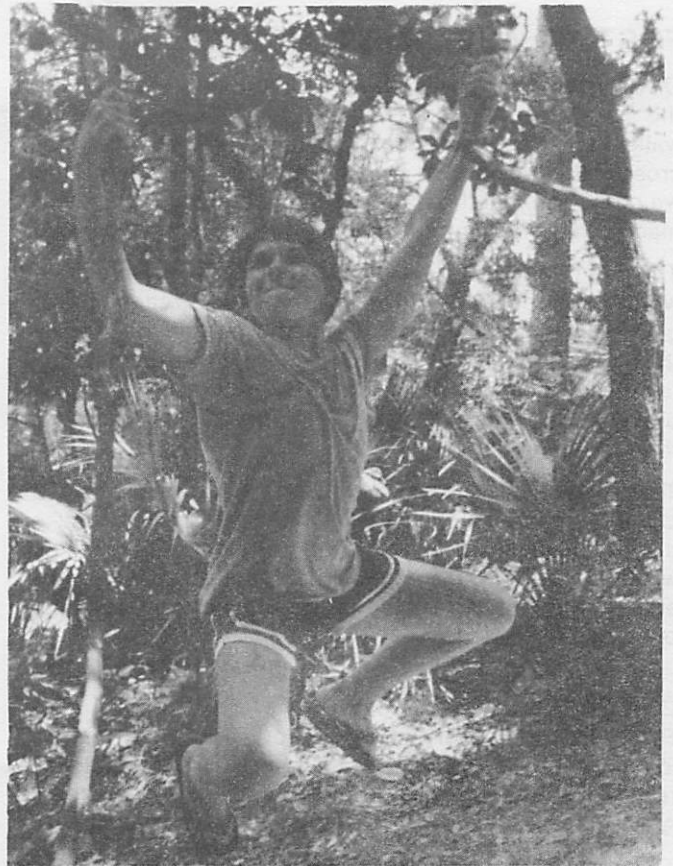
When we were tired of swimming we would either be in the pools, on the beach, or play games like ping-pong or fooseball in the recreation building. On the third night there we had our Vigil. We had an idea that it would be a wet Vigil but we were wrong. It was a very wet vigil. We were glad when the staff told us we had the whole day off after the Vigil.

We also saw lots of raccoons and a few snakes. We left the next day knowing we were new youth.

—Daniel Roberts



*"Boy! This Water Is Cold!"  
—Robert Ennis*



*Truman of the Apes*

## VIGIL

The Vigil was the second week Saturday night, July 14, 1984. All night it rained and stormed but it stopped a few times. All we were allowed to bring was a pen, our vigil book, a flashlight, mosquito repellent, a large piece of plastic and a contemplative object.

We stayed up all night and watched; some people kept falling asleep.

The next morning we were anointed and now we are 'YOUTH'.

—Teresa E. Jones

On the morning of the 14th, we prepared for the Vigil. We were given some ideas of what questions we would be answering in our Vigil journals.

Most of our day was quiet because we had to stay awake all night.

It started to rain so we got into the van. The Vigil was explained. After that we went along the beach and were put fifty yards away from each other.

Later it started to pour so we got under our plastic tarps. The staff came around to see if we were all right and to make sure we were awake during this time of journal writing and watch.

It looked like, from where I was, that the thunder and lightning were only a few feet away. Time passed quickly in the storm. At five o'clock we gathered together and went back to camp. We had showers and were asked questions about the Vigil journals and our lives.

We were anointed as youth and then had a big breakfast.

—Felicia Norton



## FORT ST. AUGUSTINE

On July 17, 1984 we went to see a fort that had been build in the mid-fifteen hundreds called St. Augustine. As we walked in we could see the moat and the drawbridges that crossed them. The main corridor into the fort was huge and we could see that the walls were about four feet thick and made of a funny kind of cement.

The first thing we did was go up to the top level. Here there were large green cannons and one small brass cannon. Our guide said that this cannon was not the real cannon used by the Spanish but all the other ones were. She said that they fire these cannons every Sunday. The guide showed us the process for firing and an eight-pound cannonball that it fired. It felt heavy.

The Spanish used to fire a ball and chain which was two cannonballs with a chain in the middle which was to take down the main mast. Later we went down to see the weapons like the guns and swords, supplies, beds, prisons and store rooms. After the Fort we went swimming at the beach.

—Leif Oden

On the 17th of July 1984 we visited the famous St Augustine Fort. This visit was very interesting for me because I learnt a lot of good history. I heard that it was built by the Spanish, taken over by the British and then conquered by the Americans.

This fort was amazing because when a cannonball hit the fort, instead of cracking the wall, the cannonball would sink into the brick. This rock is only found in two places of the world — Florida and South Africa. Well it was very interesting and I had a good time.

—Truman Packard

## EPCOT



*We Enter Epcot and ...*

On the 20th we picked up Jon and Ben Crocker and went to Epcot Center. In the Epcot Center there were 5 main buildings — the World of Motion, Horizons, Universe of Energy, Journey into Imagination, and The Land. In the World of Motion there was a ride called "It's Fun to be Free" where they have the kinds of transportation for the future and buildings. In Horizons I went on a ride that shows the inside of the houses in the future.

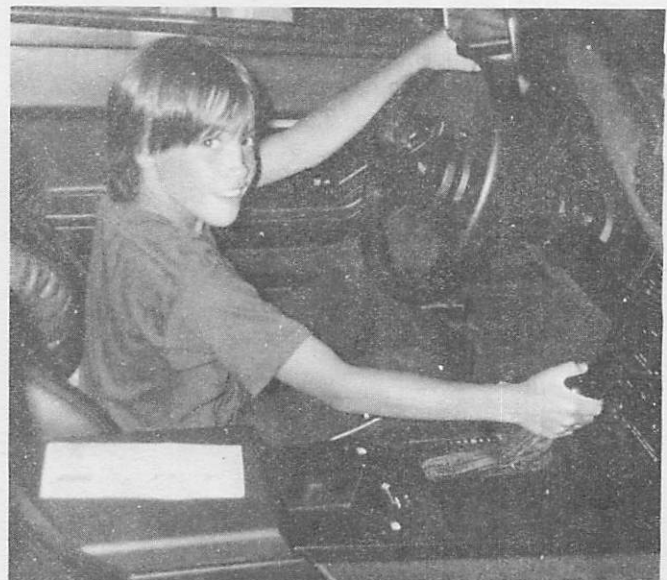
The rides in The Land were about growing food in space. In the Journey into Imagination I saw a 3D movie, a rainbow corridor, stepping tones and a lot more.

We also went for a ride in a big golf ball which they called Spaceship Earth. We also saw some of the exhibits from places like Germany, China and France.

—Jenny Wiegel

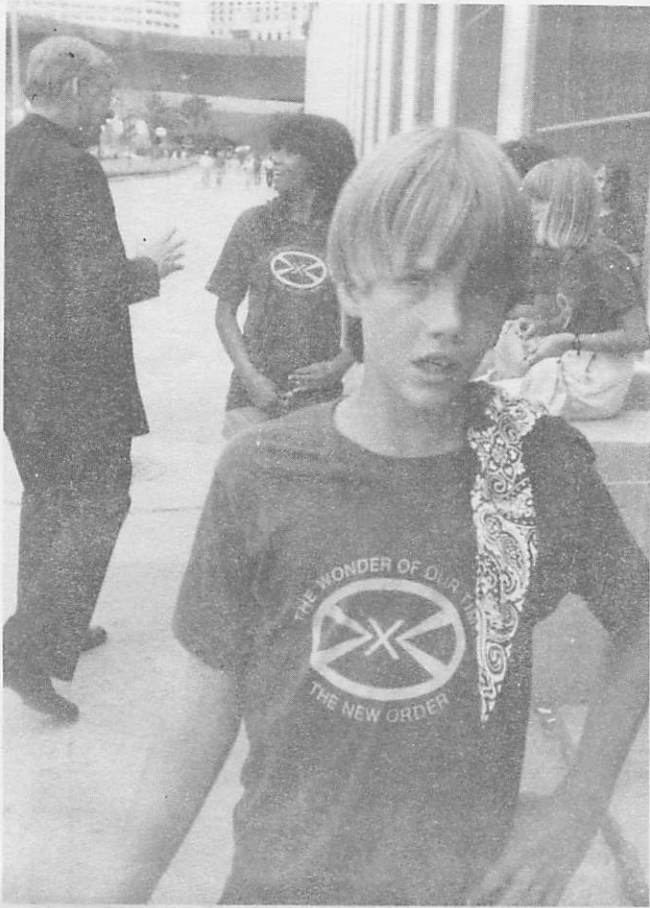


*...Journey Into Imagination*



*...Experience the World of Motion*





*At the World's Fair with Fr. Winus Roeten*

## WORLD'S FAIR

On the 24th of July we ended up in New Orleans at Father Winus Roeten's. We had a great uncooked meal and left for the World's Fair. Father Roeten donated some money to us for the rides.

At the Fair we were split up into our teams and later were in doubles as we walked around. There was the largest ferris wheel in the world there. After the fireworks we went back to Father Roeten's place and slept there a night.

The next day we ate breakfast and loaded the van and started off on a ten-hour drive to Memphis.

—Aaron Boone



*Presenting the New Youth to the Global Order*



*Sheron Paul*

*Service -  
A Work Day  
At Gulf Side*



*Teresa Jones*



INSTITUTE OF CULTURAL AFFAIRS  
PHASE 1 PROGRAM  
4750 N SHERIDAN  
CHICAGO IL 60640

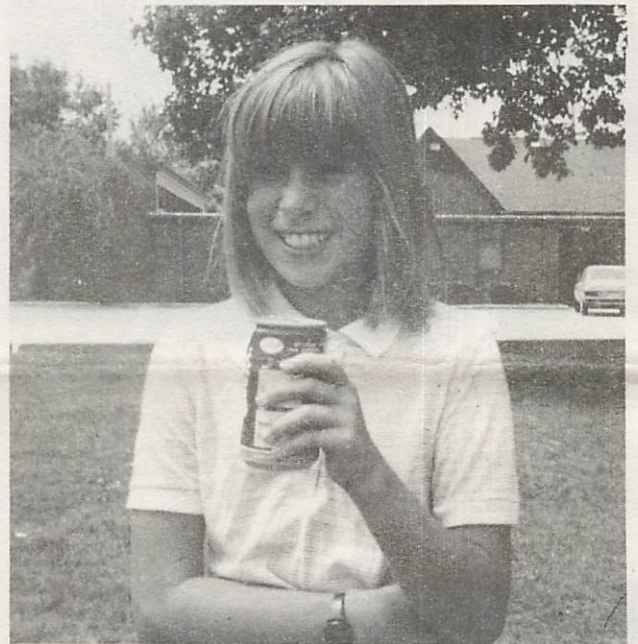
Nonprofit Organization  
U.S. Postage  
PAID  
Chicago, Illinois  
Permit No. 4473

Leroy + Marge Philbrook  
412 Linda Circle  
Baton Rouge LA  
70806

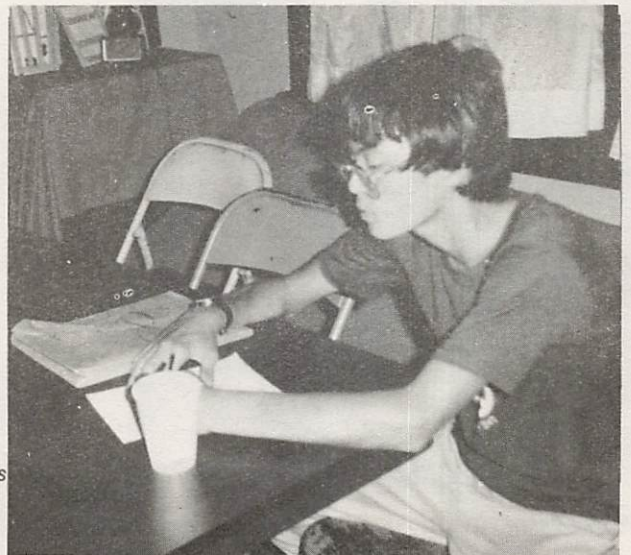
Address correction requested  
Return postage guaranteed



Personal Care  
Teresa Butcher

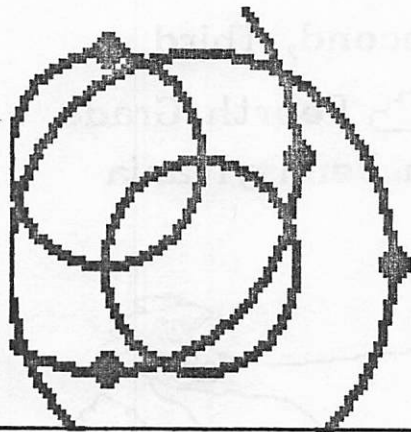


Recreation  
Felicia Norton



Study  
Daniel Williams





# The Orbiter

Center for  
Imaginal Education

July, 1986



Atlanta

Adventure

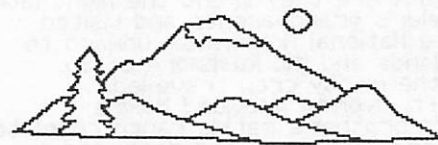
Twenty-one teachers, including a Montessori teacher from Columbus, Ga, and a bilingual teacher from California are staffing the ATLANTA TEACHER'S INSTITUTE, according to Keith Packard. Teachers are divided into 3 groups to allow for a rotation through sessions at the university which incorporate brain research into our approach of "Imaginal Education. The two 3 week sessions of the Institute will produce published curriculum and "Pearls" created by the participants.

While one group is studying, another group is applying these methods in the camp with the students. The third group, meanwhile, is caring for the "Teacher's House" and the camp.

There are fourteen Kindergarten and first graders in the Atlanta Adventure Camp. The camp is located in the Atlanta House, in Decatur, GA which is set up as an indian lodge.

The camp is based on Hopi Indian myths. Week One was "Harmony with Nature", an all-vegetarian week. Week Two was "Forging Our Life" and began to use meat. They rode a horse and visited the zoo.

Because the camp is set up to allow the participants in the Teacher's Institute a place to get actual practice in ICA methods, there is a lot of Imaginal Education Happening in Atlanta.



## FIFTH GRADERS Live in the Sangre de Cristo Mountains of New Mexico

Enroute to their destination in New Mexico our travellers delighted in the State Capitol, with its gold dome, in Des Moines, IA. Following a short stay in Lincoln, NE for minor van repair, their route took them to the Cody Guest Ranch in western Nebraska. ICA colleagues in Denver provided a grand barbecue and swimming after many long hours in the van. Next came a tour of the Air Force Academy in Colorado Springs.

Soon, this camp, whose participants (10 boys, 7 girls, and 6 staff) represent all six Urs, were settled. One of their first projects was the construction of a tree house, 25-feet up a 50-foot tree, which allows views of the Rio Grande River.

They are building muscles and endurance for their long hike which is beginning soon.

Mesa irrigation is very exciting as the children see what a difference water can make. In close proximity they experience both the dry and the wet in the forms of cactus and mushrooms.

They are learning respect for each others space, property, and person.

An oven to fire their own pottery and other clay items is being built by the youth.

Saturday all will go to a pow wow at Taos Pueblo and enjoy a meal prepared by the mothers of children from the local community. Last week they feasted on East Indian food.





## Sixth Grade Rite of Passage Trip Rises to New Heights

in the CASCADE MTS.  
and GLACIER NATIONAL  
PARK

Departing on June 28 and heading west, they journeyed across Wisconsin to Minnesota where they spent the night with Alissa Oylar's grandparents and visited Pipestone National Monument. Onward to the Badlands and Mt. Rushmore of So. Dakota the mighty crew travelled. Moorcroft, Wyoming provided Maxine Butcher's brother's cattle ranch complete with horses, pigs, cats and dogs, and a feast of barbecued chicken.

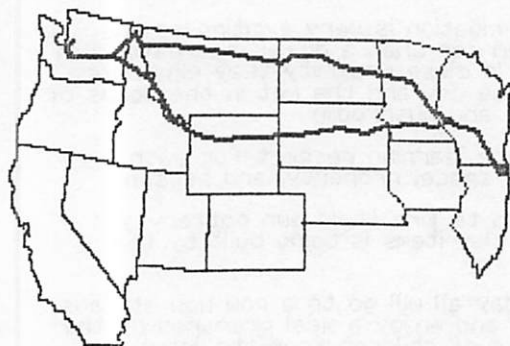
White water rafting in Coulter's Hell Canyon on the Shoshone River in Wyoming was a highlight. A live rodeo complete with trained buffalo was a Fourth of July treat. Yellowstone Park and Old Faithful followed the fabulous museum in Cody which features an elaborate display on the Plains Indians, their symbols and lifestyle.

The master fisherman, Don Cramer, has caught 6 trout and the aspiring youth are learning tricks of the trade.

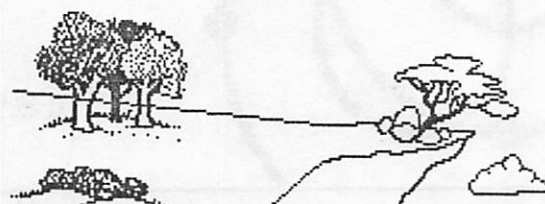
All are adept at setting up tents and building campfires, and Claudia reports they can now prepare and eat breakfast, break camp, and be on the road in 2 hours! The Vigil will have to be done without fire as campfires are not allowed in the wilderness areas.

And finally, Esther Lazear is sporting a cast on her right arm from a collision with Aaron Bushman at the swimming pool near Missoula, Montana!

The Map below shows their route. The lower line shows their path to Seattle, the upper, their return.



## Second, Third and Fourth Grade Camp in Pennsylvania



Camp Nawakwa in Pennsylvania is the location of the second, third, and fourth graders. Here they have cabins, an indoor kitchen, and a wooded area where the campers are making wooden houses and lodges.

The Native American theme has occasioned commissionings for individuals and lodges around the fire. Their council Circle Dance was created when each person selected an animal, named its spirit, quality, and characteristic, and then created a dance and costume to embody that. Their three-week cycle is focussing on the Earth and Water, the Land and Sky, and creation of myths.

They have enjoyed the opportunity for evening swims at a pool nearby.

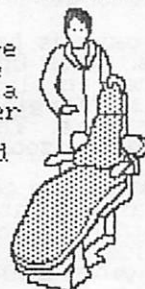
## 7th, 8th & 9th Graders Head in Many Directions

On the third floor of the Chicago Primary Unit, in the Student House quarters, there are eleven youth who are working hard to assure success in their next year's assignment.



Seven are 9th graders, who are just back from third world assignments in Kenya, Peru, India, Korea and Ivory Coast. Five are 8th grade graduates, preparing for 9th grade assignments. They have three emphasis in mind -- 1. American School correspondence courses (completion for 9th & beginning for some 8th). 2. earning money for travel (8th), or new wardrobes for 9th graders who have out grown or worn out last year's. 3. to share their experiences with each other.

The seventh graders are in apprenticeships -- one is living and working on a farm in Wisconsin, another is helping in a dentist's office in Kansas City, and two are serving as camp staff for the Phase I camp in Frankfort, W. Germany. The others are with family.



# UNIVERSITY SUPPLEMENT

September

## CORRESPONDENCE FROM UNIVERSITY STUDENTS

For me the University Colloquy was one of those events that when you look back years later you say, "Now that was significant!" It made a difference in two ways. First, in the Colloquy we discussed broad trends in education and long term concerns for universities. I was worried that we may have taken such a broad approach that what we said wouldn't be useful for the specific directions people would take on their own campuses. Secondly, there was a lot of passion engendered that week. I hitched back to Boston to begin work on a Summer Youth Enrichment Program for 30 kids from a housing project, with a strong desire to engage myself and my creativity. —

Four students from Harvard, who had spent the summer living and working together, developed the curriculum for the Youth Enrichment Program. We ended up with 10 essential components, a paragraph for each, a nine-week timeline, a one-week rhythm, and a sense that we're all in this together, now we'd better make it fly.

It's all over now, in the words of a local social worker, "The best program these kids have ever had." We went camping, played sports, visited museums and historical spots, learned about different cultures, swam a lot, and cooked various mundane and esoteric dishes. The high point of the summer was our three-day trip to New York City. We saw the sights, slept in the basement of a church, and miraculously returned with all 22 kids and three counsellors alive. The final event was an ethnic celebration. All the parents came for food from China, India and Mexico, skits and songs, and to observe the gradual mutilation of three gaudy pinatas.

While our children's program was in session, my mind was still spinning on what direction to take in the university. How to engage and sustain the deep commitment some students have to helping people? How to get really educated for a life of service? How to inject the option of social responsibility into the fabric of university life? Finally, it came to me — I'd begin a

Residential Experiment with students willing to discipline themselves to make their years in school make a difference. Reading over the document from the Colloquy, I saw the first mandate paragraph, "History calls the strategic directions toward effective education to be experimenting with authentic community. This involves radically committed students forming a demonstration house. . ."

I've got a house big enough for seven people, and I'm subletting most of the rooms until the experiment actually begins in February. Currently, there are four people committed to take this experiment on and four more who are seriously interested, so the first two essential ingredients, troops and facility are handled. I'm in the process of furnishing the house as inexpensively as possible right now while I gear up for this semester which is about to begin.

Last weekend at the New York Area council, I met with four of the five university students who are moving into the New York House to begin a vaguely similar experiment. We discussed the elements of a radically committed student's lifestyle and worked out our general intents for the year to come. One of our first decisions was to send reports in to Chicago to be distributed with the *Orbiter*, of which this is the first. As a closing note, we're all incredibly psyched about this year and already have numerous plans beginning to stew for what to do with students who aren't living with us. If you want to know what actually happens, just keep reading your *Orbiter*, we'll try to keep you posted.

I'm looking forward to hearing reports from other parts of the country. Remember we're finally most limited by the inadequacy of our imaginations.

Live fully,

Paul Clements

43 Columbia St.

Cambridge, MA 02139

## CHICAGO UNIVERSITY GUILD 1981-1982

On the weekend of September 18-20th, the Chicago University Guild and two representatives from Chicago Nexus met to plan the Quarter and to look at directions for the year.

We entered the weekend not really knowing what to expect and left with a corporate resolve to be the guild.

Friday night, the Practical Vision for the year was formed. Saturday was doing contradictions, proposals, tactics and implementaries. The implementaries were in the context of this quarter.

The three components of the Practical Vision were Engagement Opportunities, the Demonstrations Guild and University Impact. Engagement Opportunities included offering opportunities for Chicago Region University Students to engage in various activities of the guild such as Evening at the Institutes and forming a volunteer association in the same guise as the London Volunteer Program. The Demonstration Guild had to do with creating a demonstration structure in response to the Education Revolution. This includes things like creating an intentional curriculum and enabling high schoolers preparing for college. The University Impact included working on Academy accreditation for university students and establishing an education lab.

The contradictions and proposals were a painful yet releasing process as always but maybe, given space considerations, to lift up the work done on tactics. There were five major tactical arenas: (1) *University Journey Intensification*. The key tactical component here is the establishment of Truman City College as an education lab. There are already many advantages here from previous work in Uptown such as hosting a GWF. Sharon Rafos is attending school there and things seem to be ripe for action.

(2) *Equipping of Leaders* has to do with training of ourselves and others in the core curriculum and the five Great Talks.

(3) *Experimenting With Guild Motivation and Sustenance* has to do with regular eventfulness in the guild including a set meeting rationale for every Wednesday night and for special weekends designated to doing PSU's, awakenment events and study (of course.)

(4) *Stating Indicative Role* had to do with getting out a talking paper on the role of the university push on a global level and articulating the Chicago Guild 81-82 priorities.

(5) *Sustaining International Net* has to do with regular newsletters and communications with the other university students participating in this effort.

These are not inclusive but merely highlighting a few of the key components of the weekend. Documents are available on request. We felt the breakthrough of the weekend was grounding for us that we are not called to follow the great university tradition but to create the new images and foundations upon which people of the future go into university. We are now meeting on Wednesdays and have been working on the guild space and next week starting our 81-82 priorities as well as helping to host an Evening at the Institute to which 15 new university students are coming.

### DRAMA IN SURGERY

The room was tense as people looked at their partners, wondering who was going to pick the rat to operate on. Once the rat was scampering around the lab bench and thought it was supposed to *stay alive*. Paranoia set in as the rat was put under anesthesia and breathing monitored as this was the first time we were expected to keep it alive for the quarter. We looked at each other and finally my partner took the razor and shaved the fur from the underside of the belly. I took the forceps and scissors and made the incision about an inch long through the skin. The same was done for the muscle layer and the pulsing insides were laid bare. We took a deep sigh, very pleased that we hadn't killed the very animal man detests. As we were feeling very pleased with ourselves, my lab partner began to laugh hysterically. The rat had made a nervous twitch and I looked down in time to see a stream of urine running down my lab coat. Once cleaned up, we pulled the intestines out and laid them, *intact of course*, to the side, fished around and found our target: the left ovary. After tying a suture on either side of the ovary to prevent bleeding and further fertility, we cut the ovary out and repeated the procedure on the right ovary. Success! Now, all we had to do was put the poor bugger back together again. After stuffing the intestines back in, we sewed her up and waited. Sure enough, she came to, looked up at us, stumbled to her feet and fell again. Eventually she was up and around again and recovering nicely.

The trick was to keep her under the right amount of anesthesia so as not to kill her or let her come around while we were digging around. One team found this out the hard way. They were doing very nicely until they realized the rat had become conscious while they were inside her. Oh, well, for the good of Science and future surgeons.

Office hours are from 11:00 pm - 2:30 am. . .Who's next?

-Mark Jewell



# UNIVERSITY SUPPLEMENT

October 1981

## CORRESPONDENCE FROM UNIVERSITY STUDENTS

### LETTER FROM THE NEW YORK UNIVERSITY CORE

Dear Friends:

During the weekend of October 16th the University Student Cluster of the New York Region gathered together to build models for an internal life structure and plan programmatic schemes for the upcoming year. Among an array of creations and designs, perhaps the major victory of our meeting came in the establishment of a name: University **CORE**, which stands for Community on behalf of Responsible Education. **U. CORE** has been functioning as a self-conscious community since early September, but this weekend session provided the initial opportunity to pull together the structures and models within which the experiment will operate in the forthcoming year.

A long and complex series of events has led to the formation of this community. The opening talk at the weekend reviewed trends and events of the preceding decades and reminded us of the current and longstanding struggles of students and others involved in higher education. Many examples were cited pointing to the experience of limits and ineffectivity when attempting to address the issue of vocation, authentic and responsible action and the building of vital, human community. We were reminded of the University Colloquy held last spring which brought 35 people together to dialogue about current trends in society, their impact on students and higher education and the direction in which we, as those who care, intended to steer history. Finally, we were reminded that this experiment in the New York Region is not a program to which we've all been recruited, but rather, it's a convergence of all of our lives and all of our decisions to respond to the sociological struggles of our times.

The University PSU (Problem Solving Unit) took place in Nutley, New Jersey at a spacious and very hospitably lent church. Beginning with dinner on Friday evening and coming to a close with a celebrative event late Saturday night, seven people comprised the team: Jane St. John, Claire Clements, Tom Price, Jim Hamje, Peter Clements, Lorraine Rozendal, and Kathryn Geurts. Friday night's work consisted of an introductory conversation over dinner, an opening talk and a reflective conversation. Saturday morning opened with a conversation discerning our advantages and

vulnerabilities based upon the previous six weeks of experimentation. The first workshop consisted of a brainstorm of practical responses to the vulnerabilities, and following lunch, the second workshop was aimed at targetting victories in four arenas: year-long, this quarter, weekly-daily activities, and a miscellaneous category of unchartable items. After breaking the brainstorm items into four arenas we placed them on time lines which correspond with the Regional, Area and Continental Calendars, and created a weekly time design congruous to the New York House's weekly rhythm. Interspersed throughout the work of the two days was a series of conversations and events focussing on the Arts. Finally, we opened our celebration with a *symbol and name creating drama* over a candle-lit dinner, and closed with a rip roaring round of bowling at a nearby alley.

In order to target our practical actions for the year, we utilized previous work from the University Colloquy as well as work from the New York Area Council. This included a model of five arenas of the essential elements of a responsible student's lifestyle. Under *Vocated Academic Excellence* we scheduled team study sessions on a weekly basis and for *Explore Appropriate Symbolology* our focus this quarter is on daily reflections and dialogues, group exercise, and monthly celebrative events exploring New York City. Under *Intentional Structures & Discipline* we are concentrating on creating and actuating a financial model this quarter, and for *Declaring the New Student Mode* we established a timeline of interchange endeavors and scheduled a period to pull together a mailing list. Finally, in the realm of *Structural Revitalization*, the two concentrations for this quarter are creation of a vocational dialogue format, and initial contact with people in the region who are concerned with the status of education.

The finishing touch to all of this exciting and creative work is a University CORE symbol pictorially describing our story. Vibrantly depicted in orange, yellow, crimson, blue and brown, it contains the various paths from which we've all traveled, finally converging into one road, moving toward the dawning of a new day.

Toward a New Student Mode,  
The New York University CORE

**CURRENT NORTH AMERICAN ADDRESSES  
ORDER RELATED UNIVERSITY STUDENTS**

Mr. Paul Clements  
43 Columbia St.  
Cambridge, MA 02139

Ms. Genevieve Morrill  
215 78th St., 2nd Floor  
Brooklyn, NY 11209

Ms. Liz Reese  
2811 Nela Ave.  
Orlando, FL 32809

Mr. Carl Tuecke  
1819 5th Ave. NW  
Waverly, IA 50677

Ms. Ann St. John  
316 Nelson Univ. of Wisconsin  
Minneapolis, MN 55403

Mr. Mark Hockley  
3330 Stevens Ave. S.  
Minneapolis, MN 55408

Mr. Jon Elizondo  
URH 113 Carr, 906 W. College Ct.  
Urbana, IL 61801

Mr. Peter Bishop  
Brackenridge D. 345  
Austin, TX 78705

Ms. Ruth Ennis  
Vlg. 1 #150, 9051 Stockdale HW.  
Bakersfield, CA 93309

Mr. Tom McClain  
145 Granada Ave.  
San Francisco, CA 94112

Mr. James Ross  
608 Beaverhill Blvd.  
Winnipeg, Canada R2J 2Z6

Ms. Laura Griffin  
1678 Asylum Ave.  
W. Hartford, CT 06117

Mr. Kenneth Rose  
126 4th Street, Apt. 2  
Troy, NY 12180

Mr. Rick Walters  
FIT Box 5715  
Melbourne, FL 32901

Mr. Bradford Grow  
322 North Clinton St.  
Iowa City, IA 52240

Mr. Robert Lanphear  
1938 Freemont Ave. S.  
Minneapolis, MN 55408

Mr. Chris Black  
2867 S. Kinniekinnie, #308  
Milwaukee, WI 53207

Ms. Susan McClain  
1539 W. 16th St.  
Topeka, KS 66604

Mrs. Tracy Lingo  
2572 Leyden  
Denver, CO 80207

Ms. Laura Ennis  
975 W. San Gabriel  
Clovis, CA 93612

Ms. Kim Smith  
2298 B Ashby Ave.  
Berkeley, CA 94705

Mr. Tim Mueller  
P.O. 1299 Yale Station  
New Haven, CT 06520

Ms. Alice Rose  
203 Barh D. Rennselear Polytech.  
Troy, NY 12181

Ms. Kathryn Tippet  
Stuyvesant Hall  
Delaware, OH 43015

Ms. Margaret Griffin  
E 207 Hillcrest  
Iowa City, IA 52242

Ms. Toni Mueller  
2324 Girard St.  
Minneapolis, MN 55405

Ms. Kim Rafos  
6929 N. Lakewood, Apt. 1  
Chicago, IL 60626

Mr. Wesley Salmon  
c/o H. Trapp, 744 S. 10th  
Salina, KS 67401

Mr. David St. John  
1049 Magnolia Ave.  
Los Angeles, CA 90006

Ms. Kristen Knutson  
957 S. Van Ness Ave.  
San Francisco, CA 94110

Ms. Elaine Worden  
5027 16th NE.  
Seattle, WA 98105

Mr. James Hamje  
c/o J. Kunkel, 103 N. Ninth St.  
Newark, NJ 07107

Ms. Meg Tippet  
311 S. 13th St., Apt. 501  
Philadelphia, PA 19107

Ms. Tara Johnson  
328 Kilgour Hall E. College Ave.  
Waukesha, WI 53186

Mr. Steve Gibson  
121 Lake Wood Garden Drive  
Oshkosh, WI 54901

Mr. Tony Bell  
3315 Nicollet Ave. S. #3  
Minneapolis, MN 55408

Ms. Mary Boivin  
1217 W. Rosemont, Apt. 3  
Chicago, IL 60660

Ms. Shelley Reese  
426 NW. 25th, Apt. 9  
Oklahoma City, OK 73103

Ms. Lisa Smith  
13647 Calais Drive  
Del Mar, CA 92014

Ms. Casilda Woodward  
957 S. Van Ness Ave.  
San Francisco, CA 94110

Mr. David Allan  
5556 Snowdon St., Apt. 1  
Montreal, Canada H3X 1Y9

Ms. Jennifer Ross  
227 Waterloo Street  
Winnipeg, Canada R3N 0S4

## UNIVERSITY CORE REFLECTIONS ON TREK

This is a team article from the University CORE in New York. Last week (week 6) the Phase I trek to our area happened, and it stirred up so much eventfulness in our lives that we wanted to share some highlights with you. First, though, an overview of the time. Doris Morris and Fred Lanphear arrived in New York on Wednesday afternoon. We had invited them to come help us think about the question of vocation. It has seemed to us that these days in our lives, and for others around us, the questions of what to do with life are particularly complex—yet exciting to dialogue about. On the other hand, it seems hard to have a conversation that is *real*—or that gets beyond pat answers. Anyhow, one of the things we realized was that the questions themselves, and the process of working with them is a vital part of life. Doris and Fred stayed here till Friday and when they left, most of us went with them. Jane St. John went with Fred to spend the weekend with the youth cluster in Boston, while Kathryn Guerts, Claire Clements and Doris were hosted by the three youth in Philadelphia. (That meant Peter Clements was left studying in New York.) Here are some highlights from the visits.

Our first conversation was titled *Questions I wish I'd never been asked*. No, it is not a recollection of truth or dare games, or a brainstorm of questions to use to humiliate people. Rather, it deals with that one ultimate-dread-of-a-question...“What do you do?” In surveying the answers one discovers that our preschool methods really do turn out creative human beings. there is a whole array of blunderings: well, my parents deal in antiquities in Europe and I live with friends; my parents are missionaries so I live with Rev. McClain; I don't know anything about those charts on the wall, I swear; and, my parents do community development overseas but they move around so much I can't live with them.

This discussion demonstrated that most of us have public and private stories. We do not and cannot live out of most of our public stories because they don't sustain us in our real situation. To balance this discussion, we buckled down to write out our private

stories—the ones that get us up at 5:00 am and allow us to laugh at our public stories, not try to live out of them. Each of us discovered that we had never taken the time to write out, in one ten minute sitting, our own stories. The conciseness, accuracy and insight was refreshing and we decided that this would be a great exercise for anyone. How about you—what do you?

We finished the corporate solitary session and the serious reflection of vocation, and decided we needed to get the dishes done before we could leave, or celebrate. So, we all joined in and washed the dishes. Then we went down the street, walking through the University neighborhood, to an ice cream shop. There must have been 30 different flavors of ice cream, including peanut butter which Kathryn had. The chocolate fudge sundaes looked so good, that after 10 minutes of trying to decide, and tasting, we all got chocolate sundaes. They were two large scoops, with syrup and a cherry on top. We talked, ate and listened to the juke box. The event was really a splurge for the whole group. We walked home, all high off of ice cream sundaes. The celebration was a highlight that set a positive mood for the whole weekend.

In my three visits to Philadelphia I've found that citizens of this historic city can't resist playing tour guide with their guests. This time, however, rather than a drive through the streets of Society Hill, we were led on a brisk walking tour, stopping for such events as touching the Liberty Bell, visiting the Quaker Meeting House, and gazing at the *Rising Sun Chair* at Independence Hall. Rienzie led us to the center of the city, which is the site of this nation's first capitol, and pointed out the statue of William Penn at the very top. Then we headed toward the Free Library and the infamous Art Museum thinking that we'd dash up the steps as Sylvester Stallone did in the movie, *Rocky*. But seeing as though our toes were *nearly froze* from the nippy weather, we decided to hop on a bus instead. I was particularly impacted by Rienzie's running commentary on the historic sites. It's amazing how much you can learn about your own country when you go on a tour with someone from Sri Lanka.



## PHASE I TREK WEBS YOUTH NETWORK

This past month has been a time of touching base with youth across the continent. Beginning on the east coast, one of the Trek's focus, the Vocations Dialogue, took shape through the creative input of the University CORE in New York. From the CORE, Jane St. John was assigned to the Trek staff to Boston and Claire Clements and Kathy Goerts to Philadelphia. The presence of the university students in these visits was very significant and was replicated in Montreal with David Allan, in San Francisco with David Ellsworth, Minneapolis with Mark Jewell, in St. Louis with Ashar Ertel, and in Kansas City with Bruc Lanphear.

The visits took on shapes and forms as varied as the number of houses we visited. The one pattern that was rather consistent, in *cold* contrast with last year's visits, was the choice of ice cream as the celebrative *substance* rather than pizza. In each visit there were five components that were held at one time or another, either as separate or combined events. They were the Vocations Dialogue (a highlight in each visit), the Youth Report, the Regional Focus on Youth, the Phase I Report highlighting the emerging generation, and a special event for the E.G. These events were mostly in morning or evening structures. The daytime found us visiting museums and other historical points of interest, running *Metro* in Toronto, planning for the youth symposium in Kansas City, and just visiting in some places. The following is the description of one visit through the experience of Michelle Jimks, who represented the Student House in the visit to St. Louis.

*When we first arrived in St. Louis, it was around 4:00 pm and later in the evening there was going to be a house warming party for the house which has just moved into a fine new facility. Then on Saturday morning, we did the Student House report, and an E.G. curriculum talk, and we talked about when we would take the one E.G. in the house for a walk. Then, we had the youth from the house report on what had happened this year so far. During the day from about 10:30 'til 4:30 we didn't do anything really because both youth were at work. At 4:30 they came home, and they had a friend come over. We ate dinner and met and talked about the vocational dialogue. Afterwards, we went out and bought ice cream and topping and we watched a movie on TV for our celebration. On Sunday after House Church, we did the last talk and meeting focusing on youth and presented them with a picture and aquote, and then we drove home.*

The visits have been exciting for a number of reasons. Most important was the many illustrations of youth and adults working together as one regional tema. At the same time, the unique role of youth began to emerge as the trek focused on youth in the region and the new directions and strategies both locally and continentally as plans were made in anticipation of the Youth Symposium to be held in February.

Our trek to Toronto was great. We had a lot of fun and work also.

At 4:18 pm Friday, November 20, we picked up Martha Karpoff from outside her place of work. Then the three of us (Don Barkony, Martha Karpoff, and Bruce Ellsworth) were on our way to Toronto.

First, we went to Detroit and stayed overnight. The next morning, Martha and Don did a collegium for the Detroit House on what the Student House and Phase I were doing and what they had done already. Diana Early joined us for the drive to the Toronto House and we arrived there in the afternoon and went to where we were to stay for the night and got settled. For dinner, we all (including the Toronto youth, Diann Jewell, Randy White, and Tricia Mueller) went to Mr. Submarine and had big submarine sandwiches. After that we went to the House where we were staying and did a workshop and prepared for a collegium the youth were to do the next morning for the Toronto House

The next morning we did the collegium we were supposed to do and Don and Martha did their collegium again. Then, we all went to deliver advertising for a play and when we finished, we all went to see the Space Needle in Toronto which is the highest man-made structure in the world. That evening we had banana splits and saw some movies from the library which were fun.

Sunday morning we left for Detroit and Chicago and we arrived in Chicago that evening at about 8:30.

—Bruce Ellsworth

When I went to Kansas City for the youth trek, we went there to talk about what was going to happen with the Presidium. Fred Lanphear had decided he was going to set up for the Presidium and was going to stay there for a few extra days to do it. Among our meetings there was a report on Phase I around the world which talked about how the ninth graders were coming along. We also did a story on why we were holding the Presidium in Kansas City. We also decided that the Presidium was going to be called the Youth Symposium. We did a workshop on where we were going to sleep and meet and how people were going to get here. During the weekend, we had two regional meetings, one Thanksgiving celebration and did all the planning that Fred was going to do so he came home on time and altogether, it was a very enjoyable time.

—Colin Murphy

