

THE STUDENT HOUSE
A Practical Manual of Operations

Working Draft Only
Not for Publication

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THE CONTEMPORARY SETTING								
THE PHILOSOPHICAL PRESUPPOSITIONS								
THE HUMAN FRAMEWORK								
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PROLOGUE

The Ecumenical Institute began the Student House experiment in 1973. Seventy-two students between the ages of 11 and 14 (7th - 9th grade), all children of Institute staff, were placed in a residential setting with 12 adult and eight high school student faculty, with the assignment of designing and testing a comprehensive formation and training program for junior high school youth. The students attended public school in the local community, and supplementary curriculum and activities were designed for morning, afterschool, evening and weekends throughout the school year.

As the program has developed, the learnings of each year have directly shaped the design of the program. Student work teams rehabed the 17,500 square feet of open floor space of one floor of the Institute's Global Training Center to serve as the "home" of the Student House. Preschool and elementary after-school programs were developed and conducted with student participation as a service to the community and a practical training exercise. Student work projects were created to provide rewarding engagement and financial support for program activities. Special summer programs have been developed which expand and intensify the impact of the total program. In 1976 the first group of 9th grade students were sent for one year to live and work in a Third World village development project. At the present time, only 7th and 8th graders are resident in the Student House, and all 9th graders are placed in these service-oriented situations.

The chapters that follow describe the basic philosophy and program of the Student House, the comprehensive curriculum, and the practical operations of the program. The primary emphasis will be on what has actually been learned through the practical, concrete conducting of this experiment for a seven-year period. It is intended that this document would be helpful in charting the future course of the experiment, and in thinking toward the application of its learnings to the education and formation of youth in every human community.

EDUCATION IN A NEW WORLD

NEW GLOBAL VALUES

The world is in this decade experiencing the eruption of a novel civilization into its very midst. In The Third Wave, Alvin Toffler describes this sociological transformation as being as deep, pervasive and discontinuous as the pre-historic shift to Agricultural Civilization, and the more recent Industrial Revolution. the Third Wave Civilization, precipitated by the impact of modern technology, secularity, and urbanization, is creating new patterns of common sense, mood and human style in the midst of the strain and breaking up of traditional economic, political and cultural theories and institutions. These civilizational shifts are revolutionizing human values; they are producing pressure for the development of new trends in personality, or "social character". These trends are marked by human beings who grow up sooner, show responsibility at an earlier age, are more adaptable, evince greater individuality, search beyond motive for meaning, crave totality and balance in life, and see and project themselves in far more complex terms than any previous people. Not only does human freedom require, but more and more clearly the world is demanding persons who embody a comprehensive, futuristic and intentional style, lived in self-conscious relation and responsibility to others.

NEW HUMAN EDUCATION

As traditional values and images of human life and meaning are called into question, we are faced with a dizzying diversity of experimentation into new and more fitting modes of understanding and life style. The field of education is plunged into a crisis of rearticulating its aims and intents in light of these new perceptions of the quality of life, and the needs of individuals and society as a whole. For the past 200 years the school has gradually assumed more and more importance in the formation of youth. It has played roles the family, the church and the community no longer play. There is now a growing realization that this institution is itself in need of critical re-examination. The creation of new and alternative approaches are being called for to supplement the school in the complex of structures which is required to transform today's children into tomorrow's world citizens.

NEW YOUTH JOURNEY

While this global crisis impacts everyone today, the junior high school age group (12 - 14 years) experiences particular vulnerability to its shock waves. These youth struggle to appropriate the end and real death of childhood and the birth of a new, raw and unformed embryonic adult. One day they wake up to find themselves with a new and strange body, an interior consumed with a startling explosion of turmoil, an unknown self that is a stranger to family, peers and even themselves. They are consumed with new and searing

self-consciousness, driven by the shocking awareness of human suffering, society's ails, and their own potential for responsibility. Living in the tension of ecstatic dreamer and ruthless empiricism ("show me") these youth provoke continual social renewal in their demand for authenticity and the chance to make meaningful decisions about their own lives and destiny. Both pain and glory are present in the struggle to let the security of childhood go, and to embrace the promise of unknown adulthood.

Youth experience their boundless energy stifled in abstract schooling. The real life crisis through which they are passing is treated lightly by the adult world as "merely adolescence". They find themselves cut off from society; separated from real participation, productive work and responsibility. Living in their own world of peer relations, adult relationships are few, formally structured, and usually youth-centered. This separate sub-culture at its best manifests itself in deep and intense peer relations, an interest in change, concern for the underdog and a drive for autonomy. It is simultaneously expressed in a style of confrontation, the rehearsal of nihilistic, dead-end symbols and mythology, and the inward-turned values of the ghetto mindset. In the midst of today's warfare of old and new value systems, youth are driven to conceive of the world and act out their lives through images of immediacy, tacky materialism, and an obsession with the power and helplessness symbolized by drugs, cults and gangs. The authentic experimentation with alternative styles of adulthood, responsibility and authenticity becomes the despairing trying-on of an endless succession of empty styles until the army, a baby, hunger or an overdose force some confrontation with the actual reality of life itself. This mutual trap, in which both youth and their elders are equally caught, is depriving the world of the gift and power of youth's creativity. The great drive and desire of the world's youth for effective engagement and a hand in shaping the future are frustrated.

SOCIAL
SEPARATISM
TRAP

RADICAL INTENTS OF THE STUDENT HOUSE

TRANSITION TO ADULTHOOD

In the 1975 report of the Presidential Commission on Youth, entitled Youth, Transition to Adulthood, Coleman et. al. propose that the traditional self-centered and cognitive objectives of education - enabling economic independence, the capacity for managing ones own affairs, becoming a consumer of and participant in the cultural riches of society, and developing the ability for intense, concentrated engagement in a particular activity - are but one of several classes of objectives necessary for the formation of adults capable of living and acting responsibly in today's world. Another class of objectives set forth by the study, centers on others, and the development of mature responsibility: experience with persons of different age, class and culture, the experience of having others dependent on one's own actions, and the involvement in co-operative activities towards common goals. A third, transcendent class of objectives includes the emergence of a sense of identity and self-esteem.

NEW FORMATION OBJECTIVES

The Student House experiment was designed and launched as a practical response to the need for new institutions to supplement the school in meeting the human, educational, developmental and vocational challenges evident in society today. There are four basic objectives of the program, encompassing the arenas of common life, study, worship and mission, the four key aspects of primal community.

DEMONSTRATE COVENENTAL RESPONSIBILITY

The first objective of the Student House is to allow students the experience of living in intense and creative relationship to others in a purposeful community. Students not only learn how to participate in the life of the community, but gain an understanding of how such a community works. They are therefore better able to understand the dynamics and contradictions of any community in which they live, and also gain skills in creating the images and structures which will allow the enhancement of any community's life. The students discover through their own experience the powerful rebirth of authentic individuality that occurs in the midst of the corporate body.

GROUND ESSENTIAL METHODOLOGY

The second objective is to equip students with intellectual, social and motivational methods essential to effective selfhood and social responsibility. Through the repeated use of these methods in both academic and practical settings, students learn not only how to use these methods, but how, and why they are effective. The mastery of charting, guided study halls, corporate seminars and pedagogical training not only allow effective student leadership within the Student House, but also contribute to enhanced academic performance. Problem-solving skill, workshops and planning exercises bring rational form and focus to students' emerging sense of responsibility. As students

develop their reflective capacity, their ability to organize and articulate their own ideas and intuitions, and their self-consciousness of their own and others power and creativity, they become more able to actively participate in the charting and shaping of interior human space. They discover methods which reflect the structure of human life, and which enable intentional and fulfilled living.

INTERIORIZE
TRANS-
ESTABLISHMENT
VOCATION

The third intent of the Student House is to engage students in the contemporary re-articulation of human life and its significance in the language of everyday experience. The life of the Student House rehearses continually the necessity of coming to terms with the way life is without illusion or escape, and the possibility of the radical affirmation of all of life in every particular situation. Students are required to exercise their freedom in responsible decision-making, and are offered the possibility of engaging in the invention of humanness through the creation of fresh perspective and appropriate action. They see that membership in Buildings "Invisible College" is open even to students, and that it is possible to live a life of authenticity and service in the contemporary task of building the earth. Students discover that their yes to the totality of existence is their own invention of life's meaning and destiny.

CATALYZE
COMMUNITY-
STUDENT
GUILD

The fourth intent of the Student House is to enable the student's concrete participation in the practical task of the awakening, engagement and formation of local communities across the globe toward the building of a new earth. Students learn to think from a global perspective, and participate in the visioning, implementation and support of local human development efforts. The students' unique social station places them in the midst of a complex of formal and informal relationships with their school, community and peers, and the economy, political structures and cultural life of their city and nation. They are presented with the challenge of permeating society with fresh vision and effective methods, catalyzing committed leadership, and being themselves a sign of new life and vocation. The students discover that effective social change happens not in rebellion and negativity, but in the hard work of revolutionary service within the structures of society themselves.

BASIC
FRAMEWORK

The intents of the Student House are translated into an inclusive program of engagement and training. The Basic activities of work, study, play and travel (Refer to Actual Abstract chart) are orchestrated through the intentional design of time space and relationship, the comprehensive imaginal curriculum, and the self-conscious structuring of community life and care. This framework provides the vehicle for journeying students through these two critical years towards responsible adulthood.

Phase I Program
Chicago Nexus

PRACTICAL ABSTRACT

Orbit IV
Cycle I, Week 6
August 23, 1976

DEMONSTRATE Covenantal Responsibility		GROUND ESSENTIAL METHODOLOGY		INTERIORIZE TRANS-ESTABLISHMENT VOCATION		CATALYZE COMMUNITY-STUDENT GUILD	
Order Internal Life		Nurture Corporate Priorship		Remythologize Historical Obligation		Globalize Student Context	
Structure Corporate Action		Master Study Discipline		Motivate Situational Affirmation		Establish Guild Network	
Forge Servant Style		Engage Sociological Skill		Posture Dynamical Studenthood		Design Effective Program	
Honor Community Symbols		Employ Spirit Prowess		Engage Resurgent Creation		Initiate Structural Reformulation	

The Practical Abstract describes the underlying
intents of the Student House program.

Phase I Program
Chicago Nexus

ACTUAL ABSTRACT

Orbit IV
Cycle I, Week 6
August 23, 1976

WORK		STUDY		PLAY		TRAVEL	
Establishes Contained Atmosphere		Initiates Intellectual Creativity		Allows Discontin. Fun		Instructs Geo-Social Awareness	
Maintains Locals Stability		Plans Practical Action		Strengthens Physical Skills		Provides New Experience	
Elicits Constructive Engagement		Focuses Individual Attention		Exercises Personal Decision		Reveals Financial Self-consc	
Demands Spirit Discipline		Stabilizes Interior Pace		Builds Corporate Consciousness		Enables Focused Expenditure	

The Actual Abstract describes the radical engagement which is the foundation of the total Student House program.

INCLUSIVE PROGRAM OF THE STUDENT HOUSE

A. THE TIME DESIGN

TIME DESIGN

The comprehensive and imaginal design of time releases motivity through the experience of the ordinary and the extraordinary, the mundane and the discontinuous, and creates a pattern that can be lived self-consciously as my journey and the human journey. It provides opportunity for students to learn to invent for themselves creative patterns for the use of time.

ONE YEAR JOURNEY

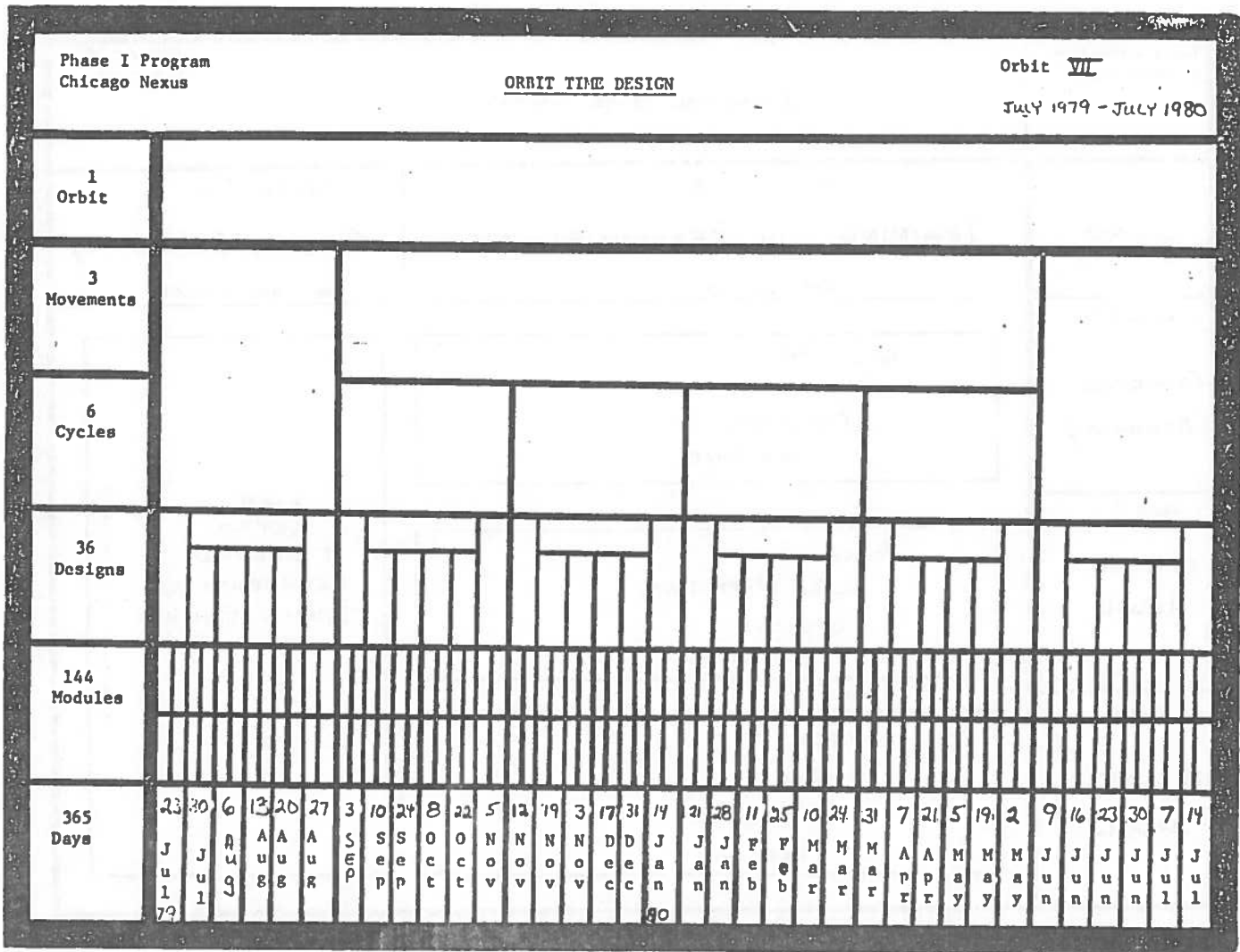
The Student House year is divided into six cycles. Each of the four ten-week cycles of the school year, corresponding to quarterly school grading periods, represents a basic step in the life-journey of the Student House. Cycles I and VI are shorter (six weeks each), and contain the intensification and discontinuity of the summer holidays. Cycle II (Sept.-Nov.) emphasizes the comprehensive breadth of the Student House, focusing on the establishment of the basic structures of the community, its life and work. Cycle III (Nov.-Jan.), which includes the Christmas break, empowers the focused impact of the curriculum through examining each theme for clarity and understanding, refining study skills and upgrading school performance. Cycle IV (Feb.-Mar.) releases motivity through the unity of the curriculum, emphasizing the relationship of each part to the whole, and deepening the grasp of the dynamics of symbolic life and play. Finally the common thrust of the community is given concreteness in Cycle V (April-May) as the depths of the intellectual, social and spirit methods are probed as resources for the task of global servanthood.

TWO-WEEK DESIGNS

Each cycle includes one week of planning, one week of evaluation, and four two-week designs which introduce, develop, ground and intensify the Cycle's intents, themes and curriculum images. Such patterns of time allow the students to grasp time in discrete "moments", each of which can be plunged into and lived in depth. At the same time, each moment can be seen in relation to the whole of life's journey. Each design is begun with a context that maps out the practical activities of the two weeks, and introduces the central themes and images. Each design ends with a community celebration which lifts up and affirms the particular events and victories; the glory and the struggle which allowed the design's aims to be fulfilled.

WEEKLY RYTHMS

Rhythms in the week are created by collegium rationales, a balance of external and internal activities after school, and setting aside a particular evening for solitary recreation (family night). The daily time design weaves together work, study, play and travel in a balance of action and reflection that is intended to insure one great new awareness, one great expenditure and one great spirit happening each day.



The Orbit (Yearly) Time Design relates every moment to the entire journey.

<div> <div>PHASE I PROGRAM STUDENT HOUSE</div> <div>IMAGINAL TIME DESIGN</div> <div>ORBIT VII CYCLE IV</div> </div>		
IMAGES	<div>WEEK ONE</div> <div>TRAINING IN RESPONSIBILITY</div> <div>THE GUILD</div>	<div>WEEK TWO</div> <div>GLOBAL COMMUNITY</div> <div>THE TASK FORCE</div>
MORNING FORMATION ACADEMY	<div>DAILY OFFICE</div> <div>BREAKFAST</div> <div>COLLEGIUM</div> <div>SPACE CARE</div>	<div>FARM</div> <div>METRO</div> <div>TRAINING</div> <div>CELEBRATIONS</div> <div>SPECIAL EVENTS</div>
DAY I COLLEGE HOUSE	<div>PUBLIC SCHOOL</div> <div>METRO MARKETING</div> <div>GUILDS</div> <div>ATHLETICS</div>	
EVENING BRIDGE SCHOOL	<div>SUPPER</div> <div>STUDY</div> <div>PREPARATION</div> <div>READING</div>	

The week and day are designed in relation to curriculum intents and themes.

PHASE I PROGRAM STUDENT HOUSE					ORBIT VII CYCLE II			
TIME DESIGN								
	MON.	TUES	WED	THURS	FRI	SAT	SUN	
	R E S T							
5:15	WAKE UP						WAKE UP	
6:00	DAILY OFFICE						BUFFET BREAKFAST	
6:30	COLLEGIUM	METHODS LAB			COLLEGIUM	DAILY OFFICE	METRO MARKETING	
7:30	SPACE CARE							WK II TASK FORCES
8:00	STUDY / PREPARATION							
9:00	SCHOOL							
2:30	SNACK							
3:00	METRO MARKETING	GUILDS	METRO MARKETING	GUILDS	SPORTS/ SHOPPING		DISCONTINUITY	
5:30	R E F L E C T I O N							SUPPER
6:30	BUFFET SUPPER	SEMINARY	SODALITY (GUILD)	COLLEGE	WK II TASK FORCES DESIGN CELEBRATION	FAMILY NIGHT		
7:00	INDIVIDUAL STUDY/ PREPARATION	STUDY HALL						
8:00		PREPARATION						
9:30	BED TIME STORIES							
10:00	R E S T							

Consistent order and rythm allows the students
to appropriate the time design and make it their own.

PHASE I PROGRAM

CURRICULUM INTENTS STUDENT HOUSE PROGRAM

1979-1980
ORBIT III
CYCLE III

TIME	EVENT	INTENT	RATIONAL OBJECTIVE	IMAGE
			EXISTENTIAL AIM	
MORNING	MORNING RITUAL	DEMONSTRATE CORPORATE REHEARSAL OF LIFE	THE STRUCTURE OF WORSHIP EXPERIENCE TOTAL INVOLVEMENT	THE DANCE
	BREAKFAST	THE CORPORATE GATHERING	CLARITY ON WORLD IN WORD + WORD IN WORLD MY LIFE IS BROAD AND DEEP	AHA!
	COLLEGIUM	THE STRUCTURE OF LIFE	THE FORMS WE LIVE OUT OF I CREATE MY OWN LIFE	THE MAGICIAN
	SPACE CARE	ACTING OUT CARE	PLANNING AND ACTING THE PLUNGE INTO LIFE	WHIRLING DIRVISHES
H DAY	SCHOOL	IMPROVE ACADEMIC PERFORMANCE	LEARN HOW TO PLAN TIME ALL MY TIME IS MINE TO USE	EXCELLENCE
	METRO	CREATE DISCIPLINED HUMAN BEINGS	KNOWING WHAT THE TASK REQUIRES, PACING TO WIN I CAN CONQUER ANYTHING	PHYSICAL EXPENDITURE WITH A PURPOSE
	STUDY HALL	STRUCTURED ACCOUNTABILITY	LEARN BASIC METHODS: CHARTING • ART FORM METHOD, STUDY IS NO PROBLEM	METHOD IS KEY
	ATHLETICS	DISCONTINUOUS EXPENDITURE	METHOD + STYLE OF WINNING THE GOOD RACE	RELAX + POUR OUT YOUR LIFE
EVENING	SUPPER	DEMONSTRATE LIFE SKILLS	ROLES, SKILLS + PARTICIPATION FASCINATION	SOMETHING NEW TO VIEW
	ACTIVITIES	EXPLODE CREATIVE POTENTIAL	PLAN + PULL OFF THE BAZAAR CREATE ON BEHALF OF ALL	SOMETHING GREAT TO MAKE
	GUILD	FREEDOM + RESPONSIBILITY	CARING FOR THE CORPORATE STUDENT HOUSE + I ARE ONE	CARE IS SHARED
	BED-TIME	ENOUGH FOR THE DAY	OBJECTIFY DECISION TO CARE BY GOING TO REST I HAVE DONE WHAT I NEEDED TO DO	SOMETHING FUN IS DONE
WEEK II	CONVERSATIONS	INVOLVE IN IMAGE OF SERVICE	EXPOSING TO GLOBAL SERVICE I AM SERVING THE WORLD	GLOBAL TEAM
	TASK FORCES	TRAINING IN PRACTICAL SKILLS	SKILLED IN CREATIVE ARTS I CAN PRODUCE!	WINTER OLYMPICS
	SPECIAL EVENTS	DISCONTINUITY TO RE-ENGAGE	CORE CURRICULUM I KNOW MYSELF + MY SKILLS	CIRCLE IN THE ROUND
	SYMBOLIC LIFE	THE GREATNESS OF THE PAST WEEK	APPROPRIATE EVENTS OF PAST WEEK AS GOOD FREE TO FACE THE FUTURE	HOMECOMING BANQUET

THE
MORNING

The Morning in the Student House is intended to provide a corporate context, an awakened self-consciousness, and a drama of life's fullness in preparation for each day. The style and mood of the day is set in the morning, and therefore it is critical that the time from waking up until departing for school be carefully and intentionally orchestrated. The Rational objective of this time block is to occasion the physical and mental preparation for the day's activities. the existential aim is to enable the Student House to say "yes" to its corporateness and its care as a context for each day. The time design is as follows:

5:15 A.M.	Wake Up
6:00	Daily Office
6:30	Breakfast Collegium
7:15	Corporate Space Care
8:00	Preparation for School
	Supplies Distribution
9:00	Depart for School

WAKE UP
DRAMA

The wake up drama is orchestrated to be a celebration of the day's beginning. At 5:15, a large bell or gong is rung, accompanied by the ritual: "Praise the Lord, Christ is Risen!"
"He is risen, indeed!"

and the turning on of all dormitory lights. At 5:30, faculty return to the dorms to make sure that all are awake, on their feet, and getting dressed. At 5:45 an early morning snack assures that all are out of the dormitories and on their way to Daily Office by 5:55. Wake up is best accomplished by a team of 3 faculty, including at least one man and one woman

DAILY
OFFICE

Participation in Daily Office is part of the community's life, and both students and faculty are assigned to play all of the liturgical roles during the year. Style and discipline are emphasized. Design Three of Cycle II, emphasizing community Worship, includes conducting a separate Daily Office for the Student House, where students play all the roles, and special contexts and reflection are done.

BREAKFAST
COLLEGIUM

Breakfast Collegium begins immediately after Daily Office with singing, accountability and absolution, ritual and prayer (see the format on the following page). Student Leadership is developed as they learn to assume the roles of priest and rabbi. Collegiums need to be short and eventful: a great happening to start the day. This is a time to expand the operating context of the group, teach methodology, and enable corporate participation in shaping the consensus out of which the community lives and acts.

CORPORATE
SPACE CARE

Careful attention to the corporate space is necessary for community health and order. But furthermore, space care is integral to training the students in pride, responsibility and discipline. In 45 minutes every morning, all corporate space, and the dormitories, are cleaned and ordered by the teams and stakes. This task requires faculty participation, supervision, and frequent intervention in unblocking blocks.

BREAKFAST FORMAT

<p>6:30</p> <p>Opening</p>	<p>Songs</p> <p>Accountability: By Teams, and Faculty.</p> <p>Absolution</p> <p>Ritual: P. "Praise the Lord, Christ has Risen!"</p> <p>C. "He has Risen Indeed!"</p> <p>P. "Amen"</p> <p>C. "Amen"</p> <p>Prayer</p> <p>Greeting of Guests</p> <p>Ritual: "Let Us Feast"</p>
<p>6:45</p> <p>Scripture/ News Conversation</p> <p>6:55</p>	<p>Scripture: -</p> <p>The Rabbi rises and reads the capital verse to the body. Beforehand he has chosen a key phrase to ground.</p> <ol style="list-style-type: none"> 1) He asks them to "Repeat after me..." 2) He asks a reflective or affective question. 3) He asks "What's the point of this scripture?" or "What's the importance of this verse?" <p>(With Scripture Conversation you are out to "brand" the particular brief phrase on people's consciousness).</p> <p>News:</p> <p>Remaining standing, the Rabbi:</p> <ol style="list-style-type: none"> 1) Asks for 3 items of news that have jarred people's consciousness in the last 24 hours. 2) Taking one item, he asks for the relevant issues. 3) He wraps it up by asking a question about the significance or importance of this event.
<p>7:15</p> <p>Closing</p>	<p>The Priest asks for any necessary announcements.</p> <p>The Send-Out:</p> <p>Amen."</p> <p>P. "The Lord be with you."</p> <p>C. "And with thy spirit."</p> <p>"Amen."</p> <p>"Amen."</p> <p>Clearing the table by team</p>

PERSONAL
PREPARATION

After a faculty inspection of all space care assignments, students have one hour in which to prepare for school. This time is used for showers, laundry, study, and the distribution of school and personal supplies. This hour is orchestrated by a faculty member assigned to the "Service Desk". This desk also serves as a clearing house for the innumerable requests, personal issues and minor crises with which the students are gradually learning to cope.

THE SCHOOL
DAY

The time spent in public school (9:00 A.M. to 2:30 P.M.) represents the students' participation in the structures of the community, acting out the student vocation, and "putting on" the style and sign of authentic Phase I studenthood. Arenas for brooding, corporate intentionality and reflection include: classroom participation, independent study, extra-curricular activities, peer relations, and community impact.

THE
AFTERNOON

Afternoons are built around active engagement, and provide opportunity for income earning and voluntary service, technical and athletic skills development, and corporate community care. The afternoons provide focus for the creative and purposeful expenditure of youth's life energy, and symbolize the deed of active concern. The schedule is as follows:

2:30	Return from School
2:45	Nutritious Snack
3:00	Post-School Projects
5:00	Preparation for Evening

POST-SCHOOL
PROJECTS

Income-earning work is discussed later in this document under the title "Industry".

Each day several students, on a rotating basis, are assigned out of the regular project work to be the "Space and Support" team. Their responsibilities are detailed in the following chart. Their work allows the rest of the Student House to concentrate on their work effort without distraction.

APPRENTICESHIP

When income earning work has not been available, students are assigned in groups of 3 to 5 to various "Apprenticeship" assignments involving the missional tasks of the Order. Students are able to learn basic skills in management, mailing, printing, filing, library work, children's activities, and in the kitchen. At the same time they have the opportunity to work with adults other than the faculty, and to see themselves as contributing to a task beyond themselves and their own group.

ATHLETICS

Friday afternoons usually provide the opportunity for athletic activities, both team sports and individual recreation. Local facilities, including parks, gymnasiums, and swimming pools are available. In addition, a ping pong table, foosball and pool table are used in the Student House game room. Fridays also provide time for music, hobbies, inviting guests home for a visit, and shopping trips for student clothing.

AFTERNOON SPACE AND SUPPORT DETAIL

1. The task is completed when everything is done.
2. Everyone is done when the task is completed.

TASK

1. Bring up dishes 60 E.G.
 25 Preschool
 45 Student House
 (130 total)
2. Clear the afternoon snack to the kitchen
3. Clear and sweep Great Hall and serving area.
4. Set tables for Student House dinner
 (placemats, plates and cups, napkins,
 knife, fork & spoon, condiments)
5. Empty trash cans in Great Hall, serving area, lobby, bathrooms
 and E.G. Space.
6. Sweep halls and lobby (mop if & where necessary).
7. Stock Bathrooms with toilet paper, soap and towels.

A Sample design for the afternoon Space and Support team.

THE
EVENING

The evening creates a dramatic close to the day in affirmation, and encourages corporate and solitary reflection on the day's victories, struggles and learnings. The time design, from supper to lights out, reflects this "quieting down" mood:

6:30	Supper
7:00	Study Hall
8:00	Preparation (Laundry, showers, T.V., Reading, letter-writing)
9:30	Everyone to Dorms
9:45	Bed Time Story
10:00	Lights Out

THE
ECCLESIOLO
SUPPER

The Ecclesiola Supper construct is laid out in detail in the curriculum section. This corporate meal provides the opportunity for depth and spirit filled reflection on the day, and on the students lives. Either as a whole group, or as colleges of 15-20, the students gather in intentionally decorated, elegantly staged spaces to participate in conversations, study, workshops, and the solitary office. The formal mood aids in the intent of reflective, quiet time. The supper provides an opportunity to brood over the edge constructs and methods of the movement, and to grasp afresh our common memory.

STUDY
HALL

The Study Hall begins immediately after supper. A few students can be assigned to clear the meal, and the rest begin to study. An imaginal context focuses the attention of the students on the task at hand, and study methods intensify the effectiveness of their work. The disciplined, quiet atmosphere makes possible the kind of concentration that study requires. At the same time, the students, knowing that time for study is limited and precious, are encouraged to make full use of this hour. Through the year, special tutorials are designed and held to assist with special needs, both for a few individuals, and for a whole group or class. For instance, a special tutorial on the Illinois and U.S. Constitutions assured that all 8th graders were able to pass the required test for graduation.

BED-TIME
STORY

The orchestration of the bed-time event is the product of much experimentation and hard experience. At 9:30 exactly, the T.V. is turned off, lights in the game rooms and study areas are turned off, and all students are sent to their dorms. At 9:45, a faculty member arrives at each dorm for the bed-time story. Students are expected to have completed all necessary chores, conversations, laundry, showers, trips to the bathroom and drinking fountain, etc., and to be in pajamas, in bed for the night. The stories, drawn from the classics, both contemporary and historical, provide a dream-time context beyond the mundanity of the students' daily lives. The story closes the day with images of the Care that is theirs from waking to sleeping.

WEEK II
IMAGES

The design of Week II is more flexible, shaped by the particular tasks or events of the weekend, and is intended to enable discontinuous intensification of engagement in a particular arena of work, training, service or recreation. The context, reflection, and themes of the weekend are carried through conversation, held over the meals which mark the weekend's time. Week II is climaxed by House Church, celebrating the completion of the week, the life of the community, and the final mystery of life itself before which every life stands.

THE HOUSE CHURCH FORMAT

FLOW

The Opening Ritual -- the host
Singing
Symbolic Accountability by teams
Absolution

The Common Meal -- The celebrant
Lighting the candles
Proclaiming the witness
Breaking the Bread

The Celebration -- the celebrant
Individual
Family
Order

The Reports -- the host
Week I
The Guild
Week II
Global Order

The Accountability -- the celebrant
The context
Response
Absolution

The Closing Ritual -- the host
Extinguishing the candles
The Send Out
The Lord be with you

DRAMATURGY

A simple formal setting. A time to rehearse the common memory in song and ritual.

A time to restate the meaning of the symbolic act of breaking bread and spilling wine.

A time to celebrate the uniqueness of human creation. Responses:
Ind.- "We celebrate your being here..."
Fam.- "We celebrate your family as mission from God to history..."
Order- Old 100 ("Praise God from...")
Death- "In the name of the Father...."
(tune; Ghost Riders)
(NOTE: some students may hold up parent's anniversary as fam. celeb.)

Responses: "Let us receive this report on behalf of the world, the People of God and the Movemental Order. Amen.

Songs:

Week I: Praise God to Jamaica Farewell
Guild: Glory Be to Children's March
Week II: Oh Lord Open Thou our lips.
Global: Psalm 117 ("Praise the Lord, all nations...")

A time for each to acknowledge in the announcing of one's name accountability before the body gathered. The question is, "Have you been faithful to the Rule of the Order during the past week?"

ROLES

Host
Celebrant
Scripture Reader
Word Bearers
Reporters
Accountability
Absolution

WEEK II SPACE AND SUPPORT DETAIL

ORBIT VII
CYCLE III

FRIDAY NIGHT		SATURDAY		SUNDAY	
TASK	✓	TASK	✓	TASK	✓
All tasks are to be completed by the space and support team.		1. Serve Breakfast.		1. Check candles, banner, bread and wine.	
IMAGE: have the whole floor looking great and ready for visitors at any time.		2. Clear Breakfast.		2. Bring up food for entire floor.	
1. Serve dinner		3. Sweep and mop Great Hall, Game and Business rooms.		3. Serve Student House House Church meal.	
2. Clear dinner		4. Clean Lounge		4. Clear.	
3. Sweep Great Hall		5. Bring up snack for whole floor.		5. Sweep Great Hall.	
4. Set tables for breakfast.		6. Clear snack.		6. Sweep halls and lobby.	
5. Sweep halls and lobby.		7. Sweep and mop halls and lobby.		7. Sweep and mop stairs to first floor.	
6. Check Bathrooms.		8. Serve Lunch.		8. Clean pantry: sweep	
		9. Clear lunch.		- mop	
		10. Sweep and mop (with disinfectant) all Bathrooms and shower rooms.		- wash dishes	
		11. Clean toilets and sinks.		- wipe counters	
		12. Stock bathrooms with soap & paper.		- clean fridge	
		13. Empty all trash and clean trash alley.		- grease trap	
		14. Bring up snack.		9. Serve snack	
		15. Clear snack.		10. Clear snack	
		16. Bring supper dishes up from kitchen. (130 place settings).		11. Check Bathrooms	
		17. Sweep and mop activity room.		12. Serve Preschool (and E.G.) lunch.	
		18. Set for dinner.			
		19. Serve and clear dinner.			
		20. Set up for House church.			
		21. Mop and Wax halls and lobby.			

The Week II enablement task, done by 2-3 students

B. THE SPACE DESIGN

SPACE DESIGN

The intentional design of space is the second powerful tool for fulfilling the intents of the Student House. Space, the living environment, is an external projection of the interior universe of the individual and the community. The residential, program and symbolic spaces demonstrate the role of the Student House as home, training program, and covenanted community.

The set up and orchestration of space and activities fills the space with significance. For a Student House with 48 students and 12 faculty, the following space is needed:

SPACE USE

1	Great Hall	60
2	Team Rooms	20
1	Lounge (T.V., etc.)	
1	Game Room	
1	Business area	
6	Dormitories	9
6	Faculty Apartments	2
1	Curriculum Resources Room	
1	Clothing & Health Supplies Room	
2	Faculty Rooms	
1	Tool Storage Room	
2	Bathrooms	
2	Shower Rooms	
1	Pantry/Kitchen	
1	Student Services Area	

If not housed in a larger facility such as a nexus or house, then, in addition, a full-service kitchen, laundry, mimeo room, and space for Daily Office would be required.

IMPACTFUL DECOR

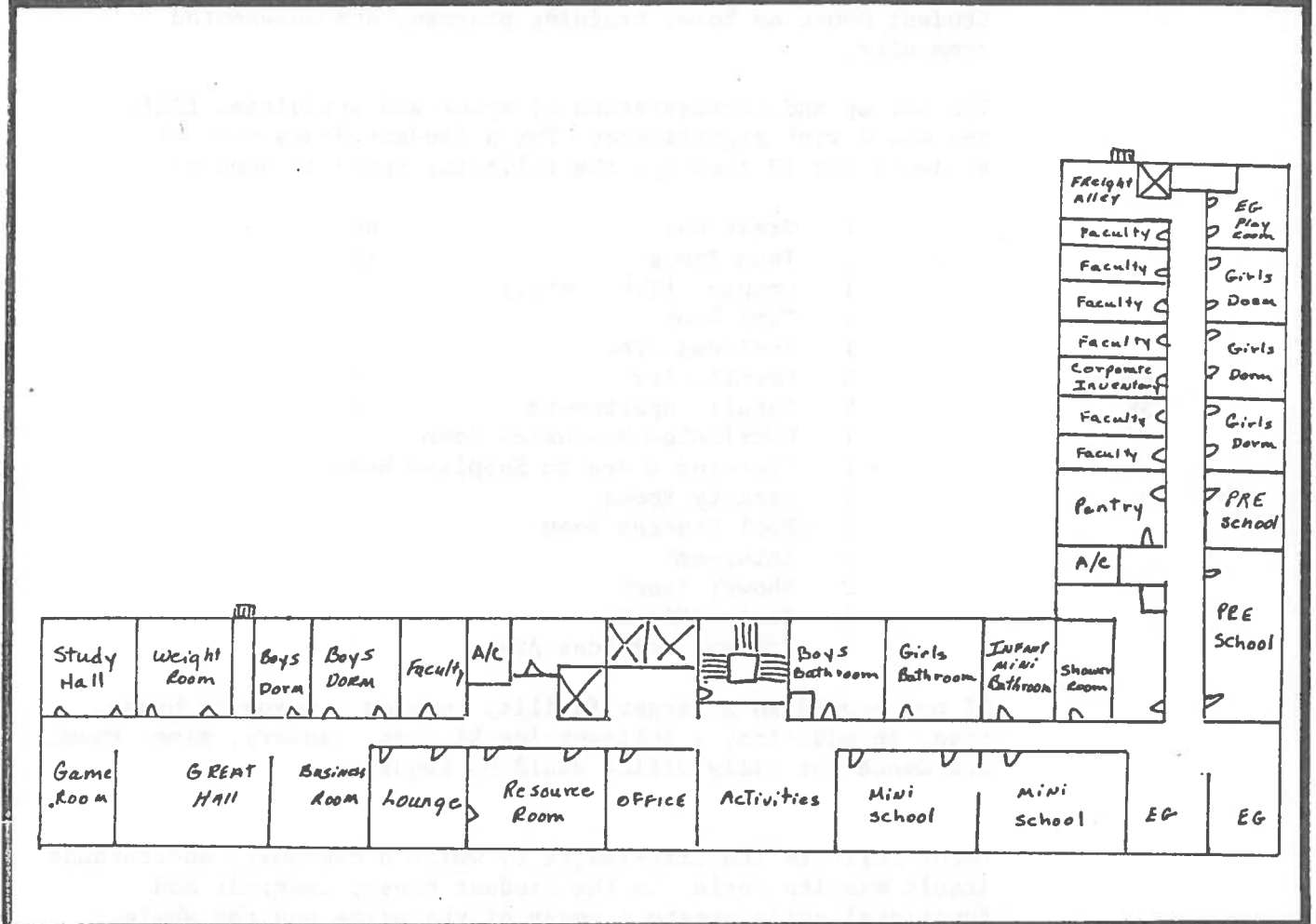
Decor reflects the life-images by which a community understands itself and its world. In the Student House, imaginal and functional grids create a sense of the parts and the whole. Classical and intentional art express the reflective deeps of life experience. Five broad themes guide the decor of the Student House:

The Globe:	Grids, Photos, Artifacts
Phase I:	Journey Chart, Quotes, Photos
Movement:	Common Symbols, Images, and Saints
Spirit:	Classical Art, Altars, Missional Themes
Time:	Week, Cycles, Curriculum

SPACE CARE

The regular, systematic and fastidious care of the space creates a symbol of corporate responsibility. Samples follow of daily space care assignments, checklists and equipment needs. Each cycle a one-week team competition ("Space Race") helps build drama and motivity into the mundane tasks of cleaning.

3rd FLOOR PLAN



The space of the facility is designated for residential, programmatic, and symbolic uses.

THE HOUSING TASK	HALLS	<ol style="list-style-type: none"> 1. Sweep halls, alcoves, desk spaces and freight elevator area, after breakfast, before supper and before bedtime. 2. Sweep under desks, in corners, and along base boards. 3. Empty trash into cans and remove cans to freight elevator area. 4. Spot mop all spills. 5. Elevator lobby - sweep and mop. Reset the altar and attend to decor.
	SPACES	<ol style="list-style-type: none"> 1. Vacuum and clean all lounges, study rooms, ecclesiola spaces and dorms after breakfast, before supper and before bedtime. 2. Dust all surfaces (wiping with wet towels all spills and cup rings), including: tables, TV, window sills, etc. 3. Remove all trash to cans and all cans to freight elevator. Empty ashtrays. 4. Remove all dishes to the kitchen. 5. Straighten all furniture on the floor.
	BATHROOMS	<ol style="list-style-type: none"> 1. Thoroughly scrub twice daily, the toilets and urinals, paying special attention to the urinal frame and toilet bases. 2. Thoroughly scrub twice daily the sinks and mirror with disinfectant bleach. 3. Sweep floor, empty trash and spray with staph-ban. 4. Mop floor when necessary. 5. Restock toilets in the morning and paper towels in the evening.
	SHOWERS	<ol style="list-style-type: none"> 1. Remove hair, old plastic bottles, etc. from showers and tubs. 2. Clean showers and tubs with disinfectant bleach, and rinse thoroughly. 3. Dispose of all trash, lost towels, clothing, etc. 4. Wipe mirrors, benches, ledge, sills and fountain with a wet rag. 5. Sweep floors and mop twice daily.

The team space care tasks daily dramatize the decision to take responsibility for the care of the community.

(page 24) A simple checklist offers the team an occasion of objective accountability.

SPACE CARE DETAIL

TEAM SPACE CARE RESPONSIBILITIES

CLUSTER A	CLUSTER B	CLUSTER C
1. Lobby Administration Area Stairway to 1st Floor Hallway	4. Pantry Preschool	7. Great Hall
2. Boy's Bathroom	5. Lawrence Hallway Trash Alley	8. Serving Area Game Room Business area
3. Infant-Mini Bathroom Girl's Bathroom	6. Showers Minischool	9. T.V. Lounge Hallway Alcove

1. The task is completed when everything is done.
2. Everyone is done when the task is completed.

Cleaning	✓	Ordering	✓
1. Area swept.		1. Area cleared of all inappropriate articles: <u>dishes</u> to kitchen.	
2. Trash removed and empty trash container present.		<u>books</u> to library.	
3. Interior spaces of desks, cabinet etc, cleaned and ordered.		<u>clothing</u> to Corp. Inventory.	
4. Surfaces all wiped and cleared of debris.		<u>school and office supplies</u> to Educ. Resources Room.	
5. Floors mopped as needed.		<u>tools</u> to Tool Room.	
6. Floors waxed as needed.		<u>cleaning equipment</u> to janitor's closets.	
		<u>athletic equipment</u> to 2nd Floor locker.	
		2. Equip area with whatever supplies needed for effective operation; e.g., bathrooms: hand towels, soap, toilet paper, etc.	
		3. Ash trays and trash cans located in appropriate spaces.	
		4. Drapes straightened.	
		5. Report and repairs needed in area to appropriate <u>guard</u> and/or faculty.	
		6. Decor in area repaired, maintained, and recreated when necessary.	
		7. Appropriate chairs in area by type and color (all gold chairs to Great Hall, straight back to faculty, big green to reception lounge and lobby)	

STUDENT HOUSE SPACE CARE EQUIPMENT LIST (3 Teams, 12 Units)

12	Mops
12	Straw Brooms
3	Mop Buckets
4	Push Brooms
12	Pails
4	Toilet Brushes
1	Carpet Sweeper or Vacuum Cleaner
12	Dust Pans

Supplies:

Disinfectant
Wax
Cleanser
Rags and sponges
Toilet Bowl Cleaner
Trash Bags

C. COMMUNITY PATTERNS

COMMUNITY PATTERNS

Human relationships in the Student House are intensified and intentionalized through the patterns of the team, the guild and the stake (dormitory). These patterns symbolize the corporate, structural care that is the style of relationship in an urban world. They allow flexibility in action, diversity in encounters, and an opportunity for every student to experience the demand for leadership and responsibility.

TEAM CARE

Teams assume primary responsibility for the physical, intellectual, vocational and spirit care of every student house member. They provide a structure for the regular rotation of practical enablement tasks and "chores". Values employed in making team assignments include:

- Balance of sex and age
- Each team an effective unit
- Working units of 3-4 persons
- House "core" priorship spread across teams

Team assignments need to be reviewed at the end of each cycle, and modified or reconfigured as needed. Team enablement tasks are rotated daily and weekly, and the basic rationale and model needs to be simple and rational, so that it can be remembered with ease. Samples of team constructs can be found on the following pages.

GUILD ACTION

Through the guilds, each student participates in the building and implementation of the community's models for its economic, political and cultural existence. Each guild is assigned a concrete, specific arena of responsibility. Cycle II is spent in learning the practical skills involved in the arena, and learning to follow instructions. Cycle III begins to train the guilds in the methods of planning and following through on necessary tasks. Cycle IV allows the guilds to learn methods of motivity, injecting spirit into their assigned arena. In Cycle V, the guilds turn outward, building the plans and doing the preparation for the summer and the coming year.

DORM LIFE

The stakes offer comradeship, care and celebration in the context of missional fellowship. Each dorm organizes its own structures for cleaning, wake up, and decor.

STUDENT HOUSE INDIVIDUAL ANALYSIS							
NAME: _____				DATE: _____			
PHYSICAL MAINTENANCE		INTELLECTUAL CARE		SPIRITUAL CARE		VOCATIONAL CARE	
HEALTH ISSUES		BASIC TOOLS		SELFHOOD PATTERN		GRADE REPORT	
TIME REQUIREMENTS		RELATIONAL SKILLS		INTERNAL CRISIS		POST-SCHOOL PARTICIPATION	
BUDGET SITUATION		PSYCHOLOGICAL DEVELOPMENT		NECESSARY ESCAPES		CURRENT INTERESTS	
CLOTHES INVENTORY		IMAGINAL METHODS		EXISTENTIAL QUESTION		FUTURIC PUSH	

The basic screen for structural team care.

STUDENT HOUSE
ORBIT II

ORGANIZATIONAL CONSTRUCT

CYCLE FIVE
APRIL, 1975

STUDENT HOUSE CONGREGATION									
CONGREGATION	ECCLESIOLA A			ECCLESIOLA B			ECCLESIOLA C		
	1	2	3	4	5	6	7	8	9
	a.	a.	a.	a.	a.	a.	a.	a.	a.
	b.	b.	b.	b.	b.	b.	b.	b.	b.
STUDENT HOUSE CADRE									
CADRE	COMMUNITY RELATION			HOUSE RELATION			CENTRUM RELATION		
	ECOUNTER	PARTICIPATE	SYMBOLIZE	PROGRAM	ADMINISTER	LEARN	TRAIN	ENABLE	REPRESENT
	1. LOCAL SCHOOLS	5. INTENTIONAL CHURCH	9. COMMUNITY CELEBRATIONS	13. SYMBOLIC LIFE	17. BASIC POLICIES	21. URBAN ARTS	25. ORDER EDGE	29. FOOD SERVICE	33. GLOBAL DEMONSTRATION
	2. SOCIAL EVENTS	6. YOUTH PROGRAMS	10. SPECIAL SERVICES	14. CURRICULUM DESIGNS	18. BUDGETING FINANCES	22. INTELLECTUAL METHODS	26. ELEMENTARY INSTRUCTION	30. PUBLICATIONS PRINTING	34. RESEARCH DYNAMIC
GUILD	SPHERE SOUTH			SPHERE EAST			SPHERE WEST		
	NAME	LATIN AMERICA	BLACK AFRICA	SEAPAC	SUB-ASIA	CHINA	EUROPE	NORTH AMERICA	USSR
GUILD	CAIRO	CARACAS	LUSAKA	SINGAPORE	BOMBAY	CHUNKING	LONDON	SAN FRANCISCO	MOSCOW
	TEHRAN	BUEENOS AIRES	NAIROBI	HONG-KONG	CALCUTTA	SHANGHAI	BRUSSELS	MONTREAL	IRKUTSK

A sample organizational chart, showing both practical roles and symbolic images for team and guild.

Phase I Program
Assignment Construct

PRIORSHIP AND CONGREGATION ASSIGNMENTS

Cycle 10
January 20,

		The Team Priors							
PHASE I PRO- GRAM PRIOR- SHIP	Congre- gation	ECCLESIOLOGIA A		ECCLESIOLOGIA B		ECCLESIOLOGIA C		ECCLESIOLOGIA D	
		MAJURO	JEJURO	OOMBULGURRI	MALIWADA	KAWANGWARE	TRASTEVEERE	ISLE OF DOGS	CITY FIVE
		P. Bishop	J. Haman	K. Knutson	R. Wiltse	D. Forbes	S. Reese	J. Ross	E. Worden
		B. Elliott	D. Duncan	T. Walton	L. Griffin	K. Bell	J. Zhart	L. Caruso	W. Harringer
PHASE I PRO- GRAM PRIOR- SHIP	Guild	B. Kroeger	M. Cramer	C. Convey	Br. Lanphear	J. Friebe	R. Addington	C. Poole	N. Jewell
		COLLEGE HOUSE		BRIDGE SCHOOL		FORMATION ACADEMY		GLOBAL COMMUNITY	
		J. Dahlke	G. Tolman	A. Howell	J. Ross	C. Woodward	F. Karpoff	L. McDonald	P. Baker
		J. Elliott	J. Hamie	B. Bell	G. Moore	T. Megraw	C. Henschen	B. Lanphear	B. Miller
PHASE I PRO- GRAM PRIOR- SHIP	Cadre	D. Dirlickson	Ca. Bolvin	R. Ennis	L. Forbes	C. Grow	R. Best	T. Mueller	M. McClell
		FINANCE		INTERNAL LIFE		ASSIGNMENT		MISSION	
		S. Rafos	R. Stanley	C. Bolvin	C. Bishop	G. Morrill	W. Salmon	R. Woodbury	C. Crowe
		K. Tomlinson	P. Henschen	M. Whitney	J. Wiltse	K. Addington	S. McClain	S. Kelder	T. Johnson
PHASE I PRO- GRAM PRIOR- SHIP	Faculty	L. Blackledge	J. Newkirk			D. Ellsworth			
		The Post Priors				TRAINING			
		DEVELOPMENT	MANAGEMENT	OPERATIONS	RESEARCH				
		R. Hanson	H. James	J. Appen	G. Benson	R. Bartlett	V. Forbes	M. Johnson	S. Peris
STUDENT HOUSE CONGREGATION ASSIGN- MENTS		V. Kirsh	G. Kirsh	P. Bolvin	D. Jennings	R. Bishop	S. Gowers	S. Johnson	J. Stovall
		D. Yost	J. May	G. Peris	D. Lingo	L. Ennis	B. Grow	J. Orr	J. Suggs
STUDENT HOUSE CONGREGATION ASSIGN- MENTS		ECCLESIOLOGIA A		ECCLESIOLOGIA B		ECCLESIOLOGIA C		ECCLESIOLOGIA D	
		MAJURO	JEJURO	OOMBULGURRI	MALIWADA	KAWANGWARE	TRASTEVEERE	ISLE OF DOGS	CITY FIVE
		S. Johnson	J. Suggs	B. Bishop	B. Grow	M. Johnson	L. Ennis	V. Forbes	M. Watson
		P. Bishop	R. Ennis	C. Henschen	E. Butcher	P. Baker	J. Hamie	M. Griffin	G. Tolman
STUDENT HOUSE CONGREGATION ASSIGN- MENTS		S. Kelder	J. Haman	K. Knutson	D. Dirlickson	D. Forbes	S. Rafos	B. Miller	R. Stanley
		G. Moore	T. McClelland	G. Morrill	R. Wiltse	S. McClain	S. Reese	J. Ross	E. Worden
		S. Hahn	R. Woodbury						
		C. Bolvin	D. Duncan	S. Gibson	B. Bell	K. Bell	A. Howell	L. Caruso	W. Barringer
STUDENT HOUSE CONGREGATION ASSIGN- MENTS		B. Elliott	M. Whitney	T. Mueller	L. Griffin	B. Lanphear	T. Johnson	T. Megraw	L. Reese
		C. Woodward	R. Walters	T. Walton	W. Salmon	A. St John	J. Zhart	C. Grow	L. McDonald
		S. Peris	G. Peris	V. Kirsh	G. Kirsh	J. Orr	J. Stovall	G. Benson	D. Jennings
		B. Kroeger	K. Addington	C. Convey	C. Bishop	L. Blackledge	R. Addington	C. Poole	R. Best
STUDENT HOUSE CONGREGATION ASSIGN- MENTS		B. Suggs	M. Cramer	J. Dahlke	C. Crowe	Carl Bolvin	P. Henschen	J. Elliott	N. Jewell
		J. Ross	L. Forbes	L. Newkirk	Br. Lanphear	J. Friebe	F. Karpoff	D. Ellsworth	K. Michael
		L. Yarber		K. Tomlinson	M. McClelland	J. Wiltse			
		C. Lingo	D. Lingo	D. Yost	R. Yost	M. May	J. May	R. Bartlett	J. Appenfelder

This assignment design allows every student to assume a priorship role in some arena of Student House life.

NEW WORLD TEAMS	CLUSTER A		CLUSTER B		CLUSTER C	
	Sphere East		Sphere South		Sphere West	
	Team 1	Eric Mann** Jill Sheldon David Blackledge Diana Early B. Knutsen	Team 4	Julie Powell** Geoffrey Harper Linda Duffy Chris Williams M. Boivin T. Lingafelter	Team 7	Greta Hansen** Andy St. Clair Jody Booher Walter Heiges M. Griffin
	ORIENT		BLACK AFRICA		NORTH AMERICA	
NEW COMMUNITY GUILDS	Team 2	Sue Barkony* Tricia Mueller Lori Haman T. Karpoff	Team 5	Russell White* Jenny Mann Sandra Lanphear Kevin Walters B. Griffin	Team 8	Juliet Jayasekara Anne Vosler John Worden Eric Shropshire R. Lingafelter
	SEAPAC		N.A.M.E.		EUROPE	
	Team 3	Louanne Lachman* Sara Ennis Robert Allan Nancy Griffin C. Shropshire	Team 6	Sarai Holcombe* Patrick Mitchell Diane Jewell Angela Boone J. Johnson	Team 9	Randy White* Beth Hamje John Michael D. Morris R. Shropshire
	SUB-ASIA		LATIN AMERICA		EURASIA	
NEW COMMUNITY GUILDS	ECONOMIC DEVELOPMENT GUILDS towards self-sufficiency		HUMAN DEVELOPMENT GUILDS towards self-confidence		SOCIAL DEVELOPMENT GUILDS towards self-reliance	
	Cooper- ative Agricul- ture	Randy White John Michael Tricia Mueller Beth Hamje Greta Hansen	Living Environ- ment	Russell White Sandy Lanphear Eric Shropshire Jenny Mann	Health	Diana Early Angela Boone Louanne Lachman Andy St. Clair
	Industry	Jody Booher Patrick Mitchell Lori Haman	Corporate Patterns	Sara Ennis Walter Heiges Jill Sheldon	Education	Juliet Jayasekara Linda Duffy John Worden Chris Williams
	Commerce	Eric Mann Julie Powell Sue Barkony	Identity	Sarai Holcombe Kevin Walters Robert Allan Nancy Griffin	Welfare	Diane Jewell David Blackledge Anne Vosler Geoffrey Harper
RESIDENTIAL CARE STAKES	STAKE I Boys North	STAKE II Boys South	STAKE III Girls East	STAKE IV Girls Center	STAKE V Girls West	
	Geoffrey H. Eric M. David B. Robert A. Russell W. Patrick M. Chris W.	Andy S. Walter H. John W. Randy W. John M.	Lori H. Jill S. Diana E. Sue B. Tricia M. Louanne L. Sara E. Nancy G.	Beth H. Jody B. Juliet J. Greta H. Anne V.	Jenny M. Julie P. Linda D. Sandra L. Sarai H. Angela B. Diane J.	

A simpler assignment design with fewer students.

DESIGN TWO

WEEK	2					3				
DAY	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
WEEKLY OFFICE	B	B	B	B	B	C	C	C	C	C
WEEKLY OFFICE	4	5	6	4	5	7	8	9	7	8
WEEKLY OFFICE	6	4	5	7	8	9	7	8	9	7
WEEKLY OFFICE	7	8	9	7	8	1	2	3	1	2
WEEKLY OFFICE	8	9	7	8	9	2	3	1	2	3
WEEKLY OFFICE	9	7	8	9	7	3	1	2	3	1
WEEKLY OFFICE	1	2	3	1	2	4	5	6	4	5
WEEKLY OFFICE	2	3	1	2	3	5	6	4	5	6
WEEKLY OFFICE	4	A	A	A	A	B	B	B	B	B
WEEKLY OFFICE	3	1	2	3	1	6	4	5	6	4
WEEKLY OFFICE	A	A	A	A	A	B	B	B	B	B

DESIGN THREE

WEEK	4					5				
DAY	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
WEEKLY OFFICE	A	A	A	A	A	B	B	B	B	B
WEEKLY OFFICE	2	3	1	2	3	5	6	4	5	6
WEEKLY OFFICE	1	2	3	1	2	4	5	6	4	5
WEEKLY OFFICE	5	6	4	5	6	8	9	7	8	9
WEEKLY OFFICE	6	4	5	6	7	9	7	8	9	7
WEEKLY OFFICE	4	5	6	4	5	7	8	9	7	8
WEEKLY OFFICE	8	9	7	8	9	2	3	1	2	3
WEEKLY OFFICE	9	7	8	9	7	3	1	2	3	1
WEEKLY OFFICE	C	C	C	C	C	A	A	A	A	A
WEEKLY OFFICE	7	8	9	7	8	1	2	3	1	2
WEEKLY OFFICE	C	C	C	C	C	A	A	A	A	A

DESIGN FOUR

WEEK	6					7				
DAY	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
WEEKLY OFFICE	C	C	C	C	C	A	A	A	A	A
WEEKLY OFFICE	8	9	7	8	9	3	1	2	3	1
WEEKLY OFFICE	7	8	9	7	8	2	3	1	2	3
WEEKLY OFFICE	2	3	1	2	3	6	4	5	6	4
WEEKLY OFFICE	3	1	2	3	1	4	5	6	4	5
WEEKLY OFFICE	1	2	3	1	2	5	6	4	5	6
WEEKLY OFFICE	5	6	4	5	6	9	7	8	9	7
WEEKLY OFFICE	6	4	5	6	4	7	8	9	7	8
WEEKLY OFFICE	B	B	B	B	B	C	C	C	C	C
WEEKLY OFFICE	4	5	6	4	5	8	9	7	8	9
WEEKLY OFFICE	B	B	B	B	B	C	C	C	C	C

DESIGN FIVE

WEEK	8					9				
DAY	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
WEEKLY OFFICE	B	B	B	B	B	C	C	C	C	C
WEEKLY OFFICE	6	4	5	6	4	9	7	8	9	7
WEEKLY OFFICE	5	6	4	5	6	8	9	7	8	9
WEEKLY OFFICE	9	7	8	9	7	3	1	2	3	1
WEEKLY OFFICE	7	8	9	7	8	1	2	3	1	2
WEEKLY OFFICE	8	9	7	8	9	2	3	1	2	3
WEEKLY OFFICE	3	1	2	3	1	6	4	5	6	4
WEEKLY OFFICE	1	2	3	1	2	4	5	6	4	5
WEEKLY OFFICE	A	A	A	A	A	B	B	B	B	B
WEEKLY OFFICE	2	3	1	2	3	5	6	4	5	6
WEEKLY OFFICE	A	A	A	A	A	B	B	B	B	B

Enablement assignments are rotated weekly and daily.

THE FOOD TASK	SET	<ol style="list-style-type: none"> 1. Begin breakfast set at 9:30 pm. the <u>night</u> before. Begin dinner set at 5:30 pm. 2. Check kitchen menu to inform the number of serving utensils and type of setting. 3. Bring all supplies needed for the meal to the serving area, including: tubs, condiments, serving bowls, and spoons, etc. 4. Set all places neatly with knife, spoon & cups on right side of plate and fork & napkin on left. Do not forget song books and condiment bowls. 5. At completion of set be certain that all carts are in the serving area.
	SERVE	<ol style="list-style-type: none"> 1. Report to the kitchen 20 minutes before the beginning of the meal ritual. 2. Distribute entire dish into serving bowls before placing on table. Check for appropriate distribution. Serve all food so that pans are left empty. 3. Cover all <u>hot</u> bowls and pitchers with foil. 4. Be certain that all condiment bowls are filled and tubs are laid out.
	CLEAR	<ol style="list-style-type: none"> 1. Clear all tables separating trash and garbage from silverware and dishes. 2. Wipe tables with hot water and dust crumbs off chairs. 3. Fold the chairs and sweep the floor thoroughly and remove trash pile into cans. 4. Remove all food paraphernalia to the kitchen (with the exception of condiments). No utensils or tubs or anything else should be left in the serving area. 5. Scrub the serving desks thoroughly.
	SNACK	<ol style="list-style-type: none"> 1. On one cart, bring to the appropriate area the snack, including cups and napkins. (Check with faculty at the front desk for instructions). 2. Place a clearing tub in the snack area. 3. Clear thoroughly the snacking area.

Learning to read, understand and follow detailed procedures is a skill which every student must master.

MEAL DETAIL

1. The task is completed when everything is done.
2. Everyone is done when the task is completed.

Set	✓	Serve	✓	Clear	✓
1. Get downstairs early for set up.		1.		1. Tables cleared totally.	
2. Locate set up: plates or bowls (check menu) napkins and tubs cups knives forks spoons any needed condiments		2.		2. Chairs and tables wiped with hot soapy water. (Tables always and chairs when needed)	
3. Bring up on freight elev ---recruit driver 1st.		3. Milk/Juice for E.G.		3. Chairs on tables.	
4. Wipe tables and chairs if necessary and check number.		4. Serving dishes and spoons		4. Sweep floors and places all piles in trash --- removing trash to freight elevator area when full.	
5. Clean and order entire area as needed.		5. Food--check menu and make certain to have everything.		5. Clean serving area.	
6. Set tables.		6. Food distribution to tables (E.G. 1st)		6. Clean and reorganize condiment containers.	
7. Set out songbooks and newsheets (breakfast).		7. During meals of the total S.H. no service during opening songs and rituals.		7. Order all usable left-over food for return to kitchen.	
		8. Initial cleaning of serving area.		8. Carts down on time and fully sorted.	
		9. Keep large pots free for return of food--- important to return all usable food to kitchen in good condition.		9. Re-set and order tables and chairs.	
				10. Review condition of entire area.	
				11. Turn off the lights.	
Breakfast set is to be done the night before by 9:00p.m.		Serve begins at least 45 minutes before meal.		Clear is done <u>immediately</u> after after every meal by the entire team .	

A simple checklist turns routine to challenge

STUDENT HOUSE
CYCLE V

CONGREGATIONAL SEATING ASSIGNMENTS

WEEK 2
APRIL, 1975

S. GIBSON	TAMI W.	G. TOLMAN	RUTH E.
MARGIE A.	T. MUELLER	SUSAN McC.	K. KNUTSEN
G. MOORE	R. WALTERS	C. RIPPLE	KARINA B.
TARA J.	CHERYL T.	ELAINE B.	B. LANPHEAR
T. MEGRAN	M. WHITNEY	D. FORBES	SHELLEY R.
DARLA D.	RACHEL S.	RHONDA W.	M. REAMES
R. STANLEY	J. ZHART	SARAH K.	ANN ST. J.
ELAINE W.	A. HOWELL	M. HOPLIGHT	
A. KNUTSEN	JENNIFER O.	K. MAY	D. DUNN
		NANCY C.	J. CLITHER
		BECK G.	L. PAUL

J. HAMJE	B. KNOWLTON
SHARON R.	CARLA H.
J. ROSS	MARGARET G.
P. BISHOP	JULI H.
C. GROW	J. CATES
C. LINGO	R. McCADE

GENEVIEVE M.	S. TALKINGTON	LEAH K.	Y. FORBES
C. BOIVIN	TONI M.	R. JEWELL	TRACI L.
BECKY E.	T. BELL	DEBBIE H.	D. ALLAN
R. WOODBURY	MARY P.	T. McCLAIN	SHELLEY H.
BECKY B.	B. MITCHELL	SUSAN C.	M. SHINN
T. McCLELLAN	BECKI B.	T. WAINWRIGHT	MARY J.
	J. SUGGS	SHEILA J.	B. GROW
		J. HIGGINS	ANGELA J.
JANE M.	C. HOLLAND	NORMA B.	DAVID A.
		DAWN L.	R. BARTLETT
		JUDY A.	D. NEWBORN

				LESLIE F.	K. TOMLIN	ROBIN A.	D. ELLIS	CARI B.	J. DANKE	CATHY B.	N. JEWELL	KELLY M.	W. BARON				
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The seating chart helps to create team identity as well as establishing basic order for collegium.

STUDENT GUILD TASK DESCRIPTIONS

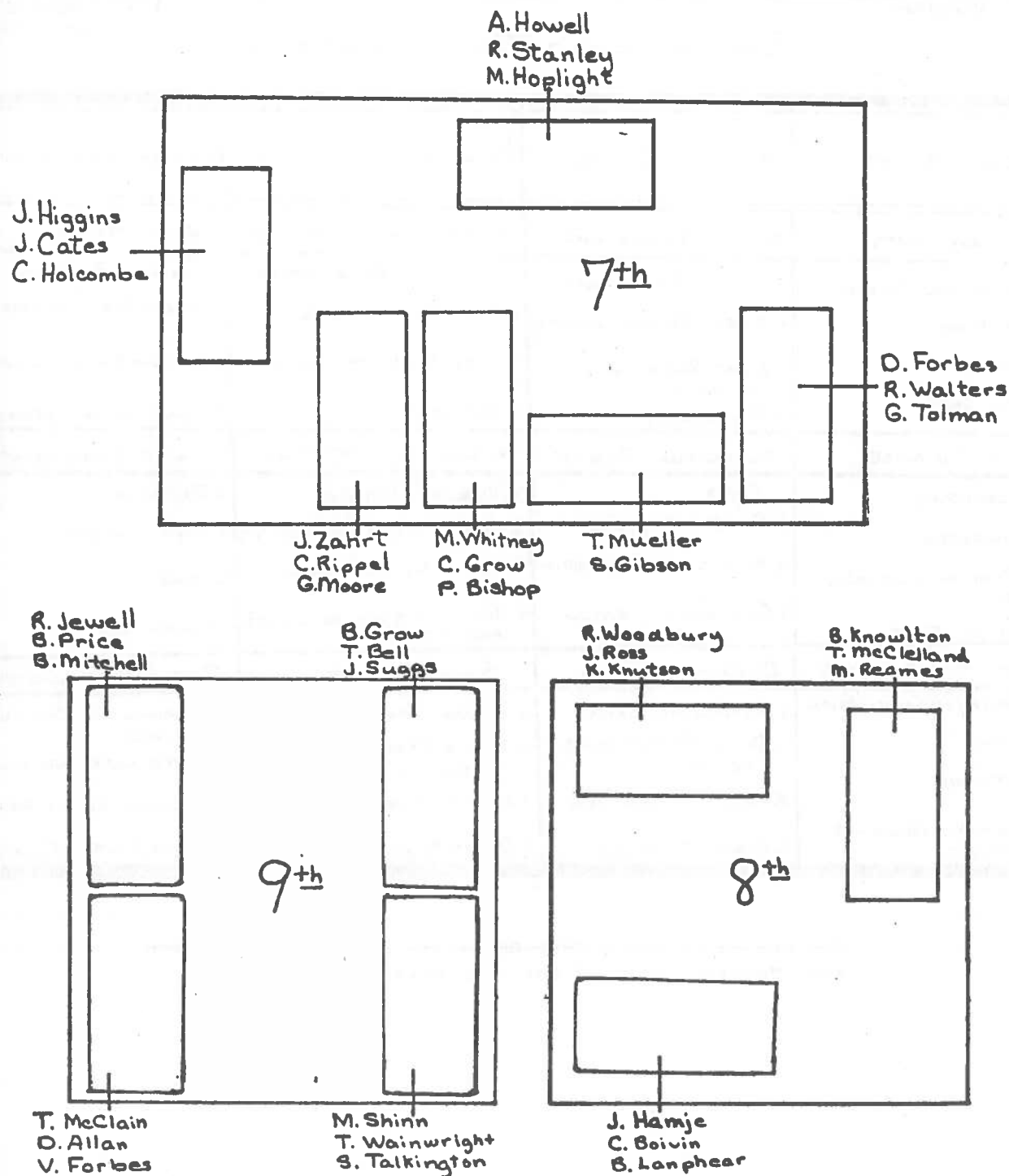
COLLEGE HOUSE	BRIDGE SCHOOL	FORMATION ACADEMY	GLOBAL COMMUNITY
CULINARY ARTS	MEDIA PRODUCTION	CORPORATE INVENTORY	VENTURE 21
1. NUTRITIOUS SNACK 2. FARM FOOD 3. SPECIAL EVENTS 4. PANTRY CARE	1. SLIDE + PHOTO CARE 2. VIDEO + RECORD INVENTORY 3. VIDEO RECORDING + OPERATIONS 4. PHOTOGRAPHY	1. CLOTHING INVENTORIES 2. PERSONAL SUPPLIES 3. CORP. INVENTORY CARE 4. SHOPPING	1. BUSINESS RECORDS 2. VEHICLE CARE + RECORDS 3. BUSINESS ROOM + EQUIPMENT 4. FARM PLANNING + RECORDS
PHASE I FINANCE	CURRICULUM DESIGN	HEALTH AND RECREATION	IN-KIND PROCUREMENT
1. BOOKKEEPING 2. ALLOWANCES 3. D.O. PENNIES + LAUNDRY DICES 4. RECEIPTS FILES	1. FILES 2. COLLECT SUPPLIES 3. MATERIALS PREPARATION 4. CURRICULUM WRITING	1. HEALTH RECORDS 2. HEALTH SUPPLIES INVENTORY 3. SPORTS EVENTS + EQUIPMENT 4. ACTIVITIES SUPPLIES INVENTORY AND CARE	1. RESEARCH 2. APPOINTMENTS 3. CALLS 4. FOLLOW-UP
PROPERTY MAINTAINANCE	CONTROL SYSTEMS	SYMBOLIC LIFE	DEPLOYED CLUSTERS
1. CARPENTRY/WINTERIZATION 2. PLUMBING 3. ELECTRICAL 4. REPAIR + MAINTAINANCE CHECKLIST	1. COMMUNICATIONS 2. DAILY ASSIGNMENTS RECORDS 3. FILES AND TRACKING 4. SCHOOL SUPPLIES	1. ALTAR CARE 2. DECOR CREATION + MAINTAINANCE 3. HOLIDAY EVENTS PLANNING 4. DECOR SUPPLIES CARE	1. RECORDING AM. SCHOOL GRADES 2. CLUSTER LETTER WRITING 3. AM. SCHOOL EXAMS MAILED 4. CLUSTER LETTER FILING

The arenas of Guild responsibility are a comprehensive and practical grid of the community's total life.

MEN'S DORM ASSIGNMENTS

Preliminary Operations Manual

January 27, 1975



Dormitory assignments are most helpfully made according to age group.

IV. THE COMPREHENSIVE CURRICULUM OF THE STUDENT HOUSE

A. THE THEORETICAL PARADIGM

FOUR-FOLD PROGRAM

The Student House experiment was designed and launched as a practical response to the need for new institutions to supplement the school in meeting the human, educational, developmental and vocational challenges evident in society today. The Student House is designed as four distinct, yet interwoven, programs within a single comprehensive construct. These four component programs are: College House, Bridge School, Formation Academy and Global Community.

COLLEGE HOUSE

College House is a total experience of the power and discipline of the common life of the missional community, in covenant before Being itself. The College House dynamic grounds the significance of Phase I through actual participation in the life of the Order, and a concrete vision of vocational possibility and historical challenge.

BRIDGE SCHOOL

Bridge School is a compendium of methods, images and skills designed to bridge the gap between academic education and the practical demands of daily life and real responsibility. The program encompasses the three R's, developing athletic, artistic and social skills, psychological development, and the empowering of an open-ended, self-aware and decisive imagination.

FORMATION ACADEMY

Formation Academy is a matrix of symbolic and social forms which journeys the student from the life of the child that is no longer through the wild and perilous transition toward the adult that does not yet exist. Students are encouraged and assisted towards independent responsibility, excellence in learning, solitary discipline and self-reliant integrity.

GLOBAL COMMUNITY

Global Community is a laboratory of vocational exploration and experimentation, set in the context of practical world citizenship. In this program students experience the possibility of sophistication in life style, real engagement in community and society, and a depth grasp of the qualities of life and human character emerging in the midst of today's resurgence.

TOTAL LIFE

This four-fold program is itself the curriculum of the Student House. Learning is a total life process which occurs not only in the formal classroom, but in informal (indirect) occasions, programmatic activities and special events. The Orbit Curriculum Model shows how each program, and the relationships between them, receive repeated emphasis as the students participate in each cycle and design.

Phase 1 Chicago		CURRICULUM THEORETICAL ABSTRACT				Orbit V Cycle 2	
College House		Bridge School		Formation Academy		Global Community	
FUTURIC ELECTION	20th Century Impingement	BASIC TOOLS	Reading Comprehension	INDEPEN- DENT RESPONSI- BILITY	Solitary Achievement	WORLD CITIZEN- SHIP	Cultural memory
	Secular Religious		Mathematical Confidence		Role Fulfilment		urban stylization
	New Student		Writing English		Dependability image		On behalf of mythology
	Century 21 Contingency		Verbal Expression		Total Battle		issue consciousness
RESI- DENTIAL	TWLI Image	RELA- TIONAL SKILLS	Atheletic Ability	LEARNING EXCELLENCE	Study Skills	STYLE SOPHIS- TICATION	Male Adventuresomeness
CORPORAT- NESS	Symbolic Life		Artistic Performance		Records Maintenance		Female Winsomeness
	Enablement Roles		Formal Presence		Individual Expenditures		Personal Fastidiousness
	Team Experience		Peer Relationships		Corporate Accomplishment		Social Skills
ORDER PARTICI- PATION"	Missional Experimentation	PSYCHO- LOGICAL DEVELOP- MENT	Physical Growth	SOLITARY DISCIPLINE	Time Utilization	SOCIAL ENGAGE- MENT	Contextual grounding
	Third Order Care		Common Sense		Space care		Church membership
	Servanthood Training		Self image		Solitary Office		School participation
	Vocational Preparation		Reflective prowess		Personal Time Line		movemental order
PHASE 1 SIGNI- FICATION	Second Generation	IMAGINAL METHODS	Sociological Impact	SELF- HOOD INTEGRITY	Courage to be	INCLUSIVE HUMANESS	Radical humans
	Social key		Phenomenological consciousness		Sacred space		Serious Nonchalance
	Church Sign		Ontological awareness		In but not of		Directed Passion
	Future Images		Theological symbols		Adolescent Authenticity		Character STrength

The Theoretical Abstract describes the foundational imagery of the Student House curriculum.

Cycle One						the whole
PLANNING PROGRAM						
i	ii	iii	iv	v	vi	
Planning	WORK				Evaluation	

Cycle Two					
the breadth					
BUILDING STRUCTURES					
i	ii	iii	iv	v	vi
Planning	College	Bridge	Format'n	Global	Evaluation
	House	School	Academy	Community	
	GC	BS	FA	CH	
	CH	BS	FA	CH	
CH	FA				CH
BS	GC	CH	FA	BS	BS
					GC

Cycle Three					
the emphasis					
DEVELOPING CURRICULUM					
i	ii	iii	iv	v	vi
Planning	Bridge	Format'n	College	Global	Evaluation
	School	Academy	House	Community	
	FA	GC	CH	BS	
	CH	BS	FA	CH	
BS	CH				BS
FA	GC	BS	FA	CH	FA
					GC

Cycle Four					
the unity					
EMPOWERING MOTIVITY					
i	ii	iii	iv	v	vi
Planning	Format'n	College	Global	Bridge	Evaluation
	Academy	House	Community	School	
	FA	BS	CH	GC	
	CH	BS	FA	GC	
FA	GC				FA
CH	BS	CH	FA	GC	CH
					BS

Cycle Five					
the depth					
CONCRETIZING COMMONALITY					
i	ii	iii	iv	v	vi
Planning	Global	College	Format'n	Bridge	Evaluation
	Community	House	Academy	School	
	GC	CH	CH	FA	
	CH	BS	BS	BS	
GC	FA				GC
CH	BS	GC	CH	FA	CH
					BS

Cycle Six						the parts
EVALUATING PROGRAM						
i	ii	iii	iv	v	vi	
Planning	TRAVEL				Evaluation	

Each cycle, design and module has a specific emphasis in relation to the whole curriculum.

COMPREHENSIVE
CURRICULUM

The formal curriculum, taking place primarily in morning collegiums, evening ecclesiola and meal conversations, is based on the curriculum of the Academy, and the Theoretical Abstract of the Phase I Program. The intent of the formal curriculum is to impart the underlying structure as well as the content of human knowledge, basic skills, and methods. The student relates his own life experience to his academic studies and to inclusive images of 20th Century wisdom. In the midst of imaginal presentations, depth study and serious sharing, students are released to begin the task of inventing the meaning of life for themselves. Informal curriculum occurs in the contexts, rituals, deors, celebrations and short courses which continually rehearse lifes' limits, possibilities and freedom as grounded in the particular. The intent of informal curriculum is to sift the mundane for its significance, and to continually call the students to self-consciousness. Programatic curriculum in work, study halls, chores, sports and other activities, relies on the structure of engagement to dramatize and communicate the structure of life and the dynamics of society. This is enabled through imaginal contexts, trans-rational constructs, and both corporate and solitary reflection. Extra-ordinary opportunities for learning occur in special events such as work projects, trips, weekend courses, visits to Human Development Projects, the Christmas Bazaar and the Lenten Drama. These events allow for the experience of depth and sustained engagement in focused activity, require intensive co-operative effort, and at the same time allow students to try on new styles of action and responsibility.

STUDENT HOUSE CURRICULUM IMAGES
FORMAL CURRICULUM

CYCLES BY WEEK ONE YEAR IN SIX CYCLES		DESIGN THEMES MORNING COLLEGIUMS SUPPER GATHERINGS WK II CONVERSATIONS									
July	CYCLE I	SUMMER PROGRAM				FAMILY DISCONTINUITY				ORIENTATION	
August										COMMISSIONING	PROGRAM PILLARS
										RURAL CELEBRATION	URBAN LAB
September	CYCLE II THE COMMON LIFE	PLAN	COMMUNITY LIFE		EFFECTIVE STUDY		LEADERSHIP STYLE		RADICAL SERVICE		EVALUATE
		PRIMAL COMMUNITY	PRACTICAL OPERATIONS	STUDY METHODS	CHARTING LAB	PLANNING METHODS	LEADERSHIP LAB	WORKSHOP METHODS	UR IMAGES		
		VOYAGE	THE TEAM: Courage								
November		MYSTERY	Awful Encounter	POVERTY	Inescapable Power	CHASTITY	Transformed State	OBEDIENCE	Infinite Passion		
November	CYCLE III THE HUMAN WISDOM	PLAN	LIFE EDUCATION		INTERIOR UNIVERSE		EXTERNAL WORLD		HUMAN DESTINY		EVALUATE
		IMAGINAL EDUCATION	ART FORM LAB	PSYCHOLOGY ART	LECTURE LAB	SCIENCE PHILOSOPHY			SOCIOLOGY HISTORY		
		RS-I	THE ROUNDTABLE: Corporateness								
January		CONSCIOUSNESS	Authentic Relation	MEDITATION	Creative Existence	CONTEMPLATION	Moral Ground	PRAYER	Final Accountability		
January	CYCLE IV THE PROFOUND LIVING	PLAN	TRANSESTABLISHMENT STYLE		REVOLUTIONARY HERITAGE		EFFECTIVE ACTION		DEPTH MOTIVITY		EVALUATE
		MORAL ISSUE	CYF PEDAGOGY	CHRISTIAN HERITAGE	SPIRIT MOVEMENT	7 REVOLUTIONS	CADRE LAB	SPIRIT METHODS	TEAM CARE		
		ODESSEY	THE ECCLESIOLOGIA: Care								
March		CARE	Original Gratitude	KNOWING	Universal Concern	DOING	Singular Mission	BEING	Transparent Power		
April	CYCLE V THE GLOBAL SERVANTHOOD	PLAN	GLOBAL CONTRADICTIONS		LOCAL STRATEGY		VOCATIONAL DISCIPLINE		IMPLEMENTARY TACTICS		EVALUATE
		NATION WORLD	SOCIAL DEMONSTRATION	COMMUNITY POLIS	GRIDDING LAB	INDIVIDUAL FAMILY	LIFE PLAN	SUMMER VISION	CURRICULUM WRITING		
			THE GUILD: Creativity								
May		TRANQUILITY	Radical Illumination	FAITH	Unknowable Peace	HOPE	Unspeakable Joy	LOVE	Endless Life		
June	CYCLE VI	PLAN	SUMMER LAUNCH		SUMMER PROGRAM						
		ORBIT REFLECTION									
July		SUMMER PREPARATION									

PHASE I
STUDENT HOUSE

CYCLE II COLLEGIUM MODULES

CYCLE II
ORBIT VIII

THE COMMON LIFE





COMMUNITY LIFE		EFFECTIVE STUDY		LEADERSHIP STYLE		RADICAL SERVICE	
2	3	4	5	6	7	8	9
PRIMAL COMMUNITY	PRACTICAL OPERATIONS	STUDY METHODS	CHARTING LAB	PLANNING METHODS	LEADERSHIP LAB	WORKSHOP METHOD	UR IMAGES
DISCIPLINE - COVENANT - TIME/SPACE - ASSIGNMENTS - WORK	TEAM - - - -	AIMS - VOCATION - EDUC. PLAN - TRAINING PREP - THIS YEAR	TOPICAL - - - -	VISION/CONTRA-DICTIONS - - - -	DESIGN - - - -	CONTEXT - - - -	BLACK/WHITE - - - -
WORSHIP/STUDY - S/C-NESS - WORSHIP - CURRICULUM - STUDY/PLAY	GUILD - ACTION - MODEL - METHOD - RESPONSIBILITY	NEEDS - DETERRENTS - BLOCKS - CONTRAD. - KEYS	FUNCTIONAL + PROPOSITIONAL - - - -	PROPOSALS - - - -	SONGS + RITUALS - - - -	GESTALT - - - -	RED/TAN - - - -
MISSION - JUSTICE - WITNESS - PRESENCE - TRAVEL	STAKE (DOWN) - - - -	TOOLS - TIME - SPACE - PLAN - METHOD	IMAGINAL - - - -	TACTICS - - - -	SET-UP - - - -	CONSENSUS - - - -	BROWN/YELLOW - - - -

PHASE I PROGRAM
STUDENT HOUSE

... CYCLE III COLLEGIUM MODULES

CYCLE III
ORBIT VIII


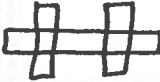




THE HUMAN WISDOM

LIFE EDUCATION		INTERIOR UNIVERSE		EXTERNAL WORLD		HUMAN DESTINY	
2	3	4	5	6	7	8	9
IMAGINAL EDUCATION	ART-FORM LAB	PSYCHOLOGY & ART	LECTURE LAB	SCIENCE & PHILOSOPHY	CHRISTMAS		SOCIOLOGY & HISTORY
					HOLIDAY		
							
COMPREHENSIVE CURRICULUM	STRUCTURE	BIOLOGICAL	4x4	BIOLOGY			DYNAMICAL SOCIOLOGY - ECON. - POLIT. - CULT. -
LIVING METHOD	TUTORIAL	SOCIAL	ILLUSTRATIONS	PHYSICS			HISTORY: OBJECTIVE/RATIO
REVOL. STYLE	TUTORIAL	RATIONAL / ART	DRAMA	MATH & PHILOS.			HISTORY: INTERPRE

PHASE I PROGRAM
STUDENT HOUSE

CYCLE IV COLLEGIUM MODELS

THE PROFOUND LIVING

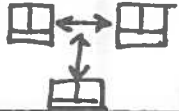







TRANSESTABLISHMENT STYLE		REVOLUTIONARY HERITAGE		EFFECTIVE ACTION		DEPTH MOTIVITY	
2	3	4	5	6	7	8	9
MORAL ISSUE	CYF PEDAGOGY	CHRISTIAN HERITAGE	SPIRIT MOVEMENT	SEVEN REVOLUTIONS	CADRE LAB	SPIRIT METHODS	TEAM CARE
							
CONTEXTUAL ETHICS	CONVERSATIONS	OLD TESTAMENT	DECLARATION	RESURGENCE	TRAINING PLAN	TIME	PHYSICAL
TRANSESTABLISHMENT	TALKS	NEW TESTAMENT	CONSTRUCTION	YOUTH REVOLUTION	ENGAGEMENT PLAN	SPACE	INTELLECTUAL
85/15% FREEDOM	WORKSHOPS	CHURCH HISTORY	SUMMER '80	BATTLEPLAN	S/S/S WORKSHOP	BEING	VOCATION/SPIRIT

PHASE I PROGRAM
STUDENT HOUSE

CYCLE V COLLEGIUM MODULES

ORBIT VIII

THE GLOBAL SERVANTHOOD

GLOBAL CONTRADICTIONS		LOCAL STRATEGY		VOCATIONAL DISCIPLINE		IMPLEMENTARY TACTICS	
2	3	4	5	6	7	8	9
NATION & WORLD	SOCIAL DEMONSTRATION	COMMUNITY & POLIS	GRIDDING LAB	INDIVIDUAL & FAMILY	LIFE PLAN	SUMMER VISION	CURRICULUM WRITING
							
WEST	PROGRAM CHART	IN URBAN	GLOBE/CONTINENT	COVENANT	WORLD	VISION	INTENTS
EAST	CMTY ORGANIZATION	SUBURBAN	AREA/REGION	DISCIPLINE	SELF	THEMES & THEME IMAGES	ORCHESTRATION
SOUTH	IMAGINAL EDUC.	EXURBAN	METRO/LOCAL	MISSION	TRAINING	LOGISTICS	TOOLS

PHASE I PROGRAM
STUDENT HOUSE

ORBIT VIII
1980-81

EVENING CURRICULUM

	THE TEAM Courage CYCLE II	THE ROUNDTABLE Corporateness CYCLE III	THE ECCLESIOLA Care CYCLE IV	THE GUILD Creativity CYCLE V
CONVERSATION	THE PROPHET	THE EXEMPLARS	LUKE	VICTORY REPORTS (METHOD)
STUDY	<u>WORKING</u> - Studs Turkel	"COMMUNITY" - D. Bonhoeffer	ORDER STUDY	READINGS IN EDUCATION
WORKSHOP	C.E.M. STORIES	NEWS ANALYSIS	CLUSTER LETTERS	SUMMER PREP
THE TEAM CONTEXT	CORPORATENESS CURRICULUM	TEAM CARE	SOLITARY OFFICE	PRIORSHIP

PHASE I PROGRAM
STUDENT HOUSE

INFORMAL CURRICULUM

SYMBOLIC LIFE		BREAKFAST		BED TIME STORY		CELEBRATIONS	
COVENANT RESPONSIBILITY CYCLE II	DAILY OFFICE		ABSOLUTION: OBJECTIVITY OF HOPE	THE FUTURE	STAR WARS	CYCLE II ROLLER SKATING CYCLE I	MOVIE
	CLASSICAL RITUALS		PRAYERS: HUMAN SUFFERING				TALENT SHOW
			CONVERSATION: SCRIPTURE / NEWS		EMPIRE STRIKES BACK		CONCERT
			SEND-OUT: PROFOUND HUMANNES				CASINO: HALLOWEEN
ESSENTIAL METHODS CYCLE III	DAILY OFFICE		ABSOLUTION: GROUNDING THE WORD	COMMUNITY	WATERSHIP DOWN	CYCLE III THE CABARET	BOWLING
	ROLES EXCELLENCE		BOOK OF COMMON PRAYER				POT LUCK
	CLASSICAL RITUALS		OLD TESTAMENT / HEADUP				CHRISTMAS
	GROUNDING		SEND-OUT: METHOD				DANCE PRODUCTION
TRANS-ESTABLISHED VOCATION CYCLE IV	MORNING RITUAL		ABSOLUTION: FREEDOM	HISTORY	TRINITY	CYCLE IV ICE SKATING	VALENTINES
	SECULAR QUOTES		PRAYERS: THOSE WHO CARE				DISCO/DANCE
			JOURNAL / NEWS				THE THEATER
			SEND-OUT: THE EXEMPLARS				COST PARTY
COMMUNITY-STUDENT GUILD CYCLE V	DAILY OFFICE		ABSOLUTION: GIFT OF POWER	STRATEGY	SHOGUN	CYCLE II GREAT AMERICA	PICNIC
	CREATE OWN RITUALS		PRAYER: STRATEGY				MUSEUM
			CAPITAL / GRID THE VERSE / NEWS				CULTURAL FESTIVAL
			SEND-OUT: STYLE				SPORTS: MEMORIAL DAY

PHASE I

STUDENT HOUSE
STRUCTURAL (PROGRAMMATIC) CURRICULUM

ORBIT VIII

WORK

STUDY

PLAY

TRAVEL

THE STUDY HALL

RECREATION

THE GUILD

ENABLE
MENT

BASIC
SKILLS

ART - FORM

CHARTING

STUDY PLAN

TIME DISCIPLINE

Team Sports

Correspondence

Discover Music

Rite of Passage

LEARNING
THE
SKILLS

SPACE
CARE

ACADEMIC
ESSENTIALS
(tutorials)

READING

WRITING

MATH

CONCEPTS

Tumbling & Swimming

Christmas Prep.

Discover Dance

Saviors of God

UNDER
STANDING
THE
FUNCTIONS

VENTURE
21

SOPHISTICA-
TION

REFLECTION

DEPTH
EXPRESSION

PROBLEM
SOLVING

RELATIONSHIPS

Discover Drama

Journey to the East

BUILDING
THE
PLANS

SELF-
MANAGEMENT

LAUNDRY

SPACE & DECOR

BUDGET

REVIEW

INTELLECTUAL METHOD

TUTORIALS

INDEPENDENT
STUDY

Team Sports

Discover Art

Childhood's End

CREATING
THE
MIRACLES

PHASE I PROGRAM
STUDENT HOUSE

SPECIAL EVENTS
CURRICULUM

MAJOR CYCLE
EVENTS

EVERYDAY
EVENTFULNESS

DISCONTINUITY

SUMMER
PROGRAM

AUTUMN
WORK

RYTHM

BLITZ
METHOD

PRACTICS

CYCLE II

PRODUCTS

SPACE RACE

DAILY OFFICE

GUARDIANS

HALLOWEEN

AUGUST

CAMP

CHRISTMAS
BAZAAR

STORY

PRODUCTION

INDIVIDUAL
RESPONSIBILITY

STAGING THE
EVENT

CYCLE III

SPACE RACE

BAZAAR PREP

CHRISTMAS

STUDY INTENSIFICATION

THANKS -
GIVING

TRIP

LENTEN
DRAMA

DYNAMICS

RESOLVE

RULES/REHEARSAL

CYCLE IV

PRODUCTION

SPACE RACE

LENT

DRAMA PREP

DRAMA PRODUCTION

CHRISTMAS

FARM

SPRING
FIELD
DAY

CHALLENGE

RYTHM

LOGISTICS

EXTRA

CYCLE V

SPACE RACE

SPRING BREAK

CAMPAIGN ENGAGEMENT

SPORT DAY

SPRING
BREAK

PROJECT

CURRICULUM WRITING

THE STARTING POINTS

ABSTRACTS/EMPHASIS

WHAT CONSCIOUSNESS REQUIRED?
WHAT ACTION NECESSARY?
WHAT PRESENCE CALLED FOR?
WHAT VISION OF YOUTH INDICATED?

INTENTS FORMULATION

BROAD OBJECTIVES

YEAR
CYCLE
DESIGN
MODULE

CURRICULUM WRITING

BEGIN & INTENTS

KEY TO GOOD CURRICULUM
FUTURE ORIENTED VS. IMMEDIACY
WITHIN CONTEXT of TOTAL JOURNEY
EMPIRICAL EVALUATIVE CRITERIA

ORCHESTRATE THE WHOLE

ANTICIPATE THE JOURNEY

ORIENTATION
FOCUSED ACTIVITY
CORPORATE REFLECTION
SOLITARY BROODING

CONTRADICTIONS

GIVENNESS OF SITUATION
TRENDS IN EDUCATION
IRRITANTS/DETERMINANTS TO VISION
UNDERLYING OBSTACLES

EMPHASIS

MODULE
TIME
BLOCK

FOCUS THEMES

DIFFERENT FROM INTENTS
POETIC, IMAGINAL STATEMENTS
GRAB STUDENTS IMAGINATION
PROVIDE MEANING & MOTIVITY

INJECT THE DRAMA

STUDY
TRAVEL
WORK
CELEBRATE

CURRICULUM OVERLAY

INTENTS: Response to Contrad.
KNOWING - awakening
DOING - engagement
BEING - fulfillment

RATIONAL OBJECTIVE

PICTURE
UNDERSTANDING
MEANING
THEME

RATIONAL PROCEDURES

ARTICULATE THE DRAMATIC MOVEMENT
DELINEATE THE KEY STEPS
PINPOINT FOCAL EVENTFULNESS
DESCRIBE STEP BY STEP ACTIONS

CREATE THE CONTEXTS

DAILY ANNOUNCEMENTS
CYCLE/DESIGN WEEK IMAGES
YOUR ROLE
WKLY REFLECTION

BASIC TIME DESIGN

Practical Function - order chaos
EXPERIMENTATION - time of our life
SUCCESSIVENESS - day to day linearity
DISCONTINUOUS - wild radicality

EXISTENTIAL A/H

EVENT
DECISION
RESOLVE
TEACHING / IMAGE

ORCHESTRATE THE HAPPENING

Relationship of Anticip./Particip./Memor.
Create Mood Anticipation
STRUCTURE INTENSE PARTICIPATION
DEVISE MEANS OF REFLECTION

FRESH THE PRACTICES

DAILY ENABLEMENT
INDIVIDUAL SPACE
CORPORATE DORM
WKLY ENABLEMENT

V. THE CORPORATE STRUCTURES OF THE STUDENT HOUSE

CORPORATE STRUCTURES	<p>The Corporate Structures of the Student House are a manifestation of the secular-religious disciplines of the Spirit Movement. As these structures are embodied and lived, the students become themselves the model of primal community, a demonstration of historical engagement, and a sign of fulfilled living.</p>
ECONOMIC DISCIPLINE	<p>The Economic Life of the Student House reflects the embodiment of radical poverty for the sake of global service. Basic sustenance is provided through the parental support of the Order as a whole, and the student stipends provide a corporate fund for clothing, health, care and allowances. The Student House program is self-supporting, and program costs are met by various student enterprizes and fund-raising activities. The corporate budget, allocating limited resources for both internal sustenance and external mission, symbolizes the stance of stewardship over this world's wealth.</p>
STUDENT BUSINESS	<p>The Student House business project, "Venture 21", is not only the foundation of program financial support for the Student House, but is a demonstration of youth motivity and engagement, and a profound formation design. Key values to be held in establishing a project include:</p> <ol style="list-style-type: none">1. Labor Intensive2. Corporate organization of work3. Flexible enough to mesh with total program4. 2-3 hours, 4-5 afternoons/week.5. Gross investment of faculty & student time yields minimum wage (\$3.10/hr.) <p>Engagement in Venture 21 trains students in the required job skills, teaches them "the value of a nickel", and exposes them to basic principles of employment and management: production, sales, manpower, bookkeeping, quality control, schedules, etc.</p>
DIVERSE ENTERPRIZES	<p>Four kinds of enterprize have been explored for Venture 21 projects. Mass advertizing delivery, clean-up work, the Farm, and contract sub-assembly. Advertizing delivery (C.D.S., Metro) combines the benefits of athletics with a corporate task which requires following detailed instructions, paying attention, and teamwork with an opportunity for exposure to the various styles and environments of the metropolis. Clean up work (the dog show, circus, etc.) provides discontinuity in the work program, allowing the students to earn a large amount in a short time, with a lot of work. This type of work often puts the students "on stage", in the public eye, and at the same time they encounter styles of urban living they would otherwise never be exposed to. The Farm work, on the other hand, gets the students out of the city, and provides an opportunity for learning many practical skills, the use of tools and implements, and environmental practices. Contract sub-assembly, although the least explored and utilized work option in the past, may very well provide new sources of income and training in the coming years. This arena has been well documented by the "Earn and Learn" program of the Evanston Public Schools, and warrants further probing.</p>

STUDENT HOUSE
SUSTENANCE BUDGET

ORBIT VII
JUNE, 1980

BUDGET CATEGORIES			MONTHLY AVG	ACTUAL APRIL	ACTUAL MAY	ACTUAL JUNE
PHYSICAL CARE	CLOTHING	CLOTHING ACCESSORIES UNDERWEAR	608.00	540.00	627.88	791.94
	PERSONAL CARE	LAUNDRY HAIRCUTS TOILETRIES	124.00	112.60	102.73	220.32
	HEALTH CARE	HEALTH SUPPLIES MEDICAL BILLS OVER 20% of STIPEND PHYSICALS	70.00	201.21	109.28	5.40
SOCIAL CARE	SCHOOL EXPENSES	SCHOOL SUPPLIES SCHOOL EVENTS SCHOOL FEES GRADUATION FEES & EXPENSES	178.00	337.50	377.89	57.70
	STUDENT CARE	DAILY OFFICE PENNIES TRANSPORTATION DORM EVENTS	70.00	32.87	39.56	21.50
	ALLOWANCE	\$2.00 PER STUDENT PER WEEK	256.00	122.50	311.00	238.00
SPIRIT CARE	FACULTY	COFFEE MEETING SUPPLEMENTS CYCLE CELEBRATION BIRTHDAYS	110.00	84.61	57.36	72.39
	STUDENT	WEEKLY/DESIGN CELEBRATIONS CYCLE CELEBRATION BIRTHDAYS	125.00	52.93	98.64	338.40
	SPECIAL	MEAL SUPPLEMENTS HOUSE CARE EVENTS GRADUATION PARTY	75.00	30.42	31.24	195.24
OTHER	MISCELLANEOUS	SUMMER EXPENSES	—	52.60	(28.95)	42.95
	LOAN	PERSONAL INTER-ACCOUNT	—	0	(57.55)	34.00
TOTALS			1616.00	1567.24	1669.08	2017.84

PHASE I
PROGRAM BUDGET

ORBIT VII
JUNE, 1980

BUDGET CATEGORIES			MONTHLY AVG	ACTUAL APRIL	ACTUAL MAY	ACTUAL JUNE
CURRICULUM EXPENSES	PS I	TOYS DECOR SUPPLIES EVENTS EQUIPMENT	50.00	76.64	2.49	184.30
	ELEMENTARY	DECOR SUPPLIES EVENTS EQUIPMENT SPORTS EQUIPMENT	100.00	169.49	60.65	5.78
	STUDENT HOUSE	GUILD EVENTS MATERIALS CYCLE CELEBRATION CULTURAL EVENTS SPORTS EQUIPMENT CURRICULUM eg SPRING B	200.00	537.87	20.47	-
PROGRAM EXPENSES	PROGRAM SUPPLIES	STAMPS OFFICE SUPPLIES FILM/DEVELOPMENT VIDEO TAPES MATERIALS	60.00	68.36	33.97	77.97
	DECOR + RENOVATION	HARDWARE TOOLS DECOR RENOVATION MAT'L'S SPACE REPAIRS	300.00	28.23	95.16	309.64
	EQUIPMENT	PROGRAM EQUIPMENT - PURCHASE + REPAIRS TV, MICROWAVE, CBS, STEREO, etc.	70.00	122.46	0	0
VEHICLE EXPENSES	LEGALIZATION	INSURANCE TICKETS DRIVERS LICENSES VEHICLE LICENSES CAR PAYMENT	400.00	406.36	481.96	566.83
	MAINTENANCE	REGULAR REPAIRS MAJOR REPAIRS BODY WORK	260.00	152.27	589.64	1118.29
	GAS	GAS	400.00	413.00	388.00	366.00
BUSINESS EXPENSES	METRO	SNACK MONETARY AWARDS SPECIAL SNACKS	200.00	175.50	218.50	188.00
	FARM	PHONE ELECTRIC BILLS TRIP EXPENSES FOOD/GAS etc	160.00	149.08	311.09	44.33
	OTHER	PAST SUMMER PAYABLES SAVINGS STUDENT HSE. SUST. MISC.	466.00	509.77	231.48	644.30
	LOAN	INTER-ACCOUNT STUDENT HOUSE SUST. SAVINGS	-	5.25		67.68
TOTALS			2666.00	2814.28	2433.61	3573.12

POLITICAL
DISCIPLINE

The Political Life of the Student House reflects the embodiment of a stance of radical historical obligation. Consensus is forged out in the tension of participation (the community), representation (as teams, guilds and stakes act on behalf of the whole), and symbolic leadership (assigned priors, the faculty, and the Order as a whole). Corporate obedience is symbolized in the method of corporate planning and in the design of internal and external assignments. The effective engagement of every individual is ensured and sustained through corporate structures of care and welfare, in particular, for clothing, health and educational supplies.

OPERATING
GUIDELINES

Basic peace and order are established through a simple set of guidelines and rules, necessary for the maintainance of the community's life and mission. These disciplines are not only necessary and practical, but symbolize the community's Rule in relation to its covenant with the final limits of life. The guidelines, rehearsed directly and indirectly in stories, context and reminders, include:

1. Your first response is always "YES".
2. Consider your own needs in the context of what the entire community needs.
3. If you disagree, build and present your own model.
4. Rebellion, tantrums and blaming are irrelevant; your decision to take responsibility for the situation is the key to effectivity.

BASIC
RULES

The rules provide a basic framework of community order which every member can rely on, to be respected, observed and enforced. They include:

1. You take responsibility for your assigned tasks.
2. Be present for Daily Office, meals, and all other corporate events.
3. Use language and exhibit behavior appropriate to the place, time and role you are in.
4. Respect the community symbols.

It has been found necessary to directly and explicitly articulate several absolute and "non-negotiable" limits in regard to the application of these rules. These include drug abuse, theft, law-breaking, and causing grave damage or danger to life and property. If a student is unwilling or unable to control these behaviors, they will be suspended or expelled from the program.

NECESSARY
SUPERVISION

Although the students, through the structures of their corporate life, are expected to learn to manage their own affairs, it is finally the responsibility of the Faculty to provide the program with the necessary supervision and the enforcement of these rules and guidelines. Supervision does require substantial faculty time. During free time and discontinuity, at least 2 faculty need to be available at all times, one of whom is providing a visible presence. Effective supervision of study, work, and more complex tasks requires at least 1 faculty for every 10 students, or even 1:4, depending on the task. Supervision and "night watch" assignments are made on a rotating basis to all the faculty.

CULTURAL
DISCIPLINE

The Cultural Life of the Student House reflects the embodiment of radical chastity, the style of willing one thing. Humanness is grasped as a challenge to be embraced and lived. It is to be courageously invented in dialogue with the heritage of the past, the demands of the future, and the profound self-consciousness of the moment. The common images of the curriculum and the common style of corporate life symbolize the covenant of missional community. Celebrations, participation in the Daily Office, common rituals and symbols dramatize the significance of real life in this moment, and sustain the community in radical hope.

IV. The Operating Principles of the Student House

For a community to live together and work together, there must exist a community discipline. It is the basic understanding of the Student House that the students as the church, are being trained for mission for the alleviation of innocent suffering and therefore need to learn a style of responsible action on behalf of others. The guidelines for behavior are based on that larger context of the task in the world and what the present and the future may require of them. They are then grounded in the day-to-day relationships within the Student House community, the public school, and the urban community: to honor the other, to operate within the structures and to enable the whole community.

The students, as self-conscious, experimenting, testing youth, need continual re-articulation, support, and reinforcement. The teams, the clusters and the dorms exist to enable community discipline: as peers they inject the self-imposed care requirement and at times take corporate responsibility for individual action. Reward and punishment, incentive and sanction may indeed encourage positive and helpful behavior, and discourage negative, inappropriate behavior. Both indirect means (contexts, demonstrations, and conversations) and direct (accountability, consultations, special assignments, fines, giving or withholding privileges, physical swats) are used when appropriate. However, beyond all concern for discipline, order and efficient community operations and relations, the underlying and primary intent of discipline in the Student House is to enable the emergence of the raw decision of final obligation taken in the solitary reaches of each student's free responsibility. Therefore every reward, affirmation and recognition is contexted and offered as a symbol of new decision and a celebration of the burden and the glory of real responsibility. Similarly every occasion of punishment or correction, whether corporate or private, becomes an awe-filled drama of the final limits of life itself, the embracing of the consequences of the deed that freedom assumes, as well as the rehearsal of the word of absolution, of cosmic permission to go again and live authentic freedom, of the perpetual possibility of new decision and responsible action.

COMMUNITY DISCIPLINE

The corporate faculty is the catalytic demonstration of the function, intents and program of the Student House in the midst of the community. As students confront the faculty, they encounter a group of human beings representing different phases and varied gifts, who corporately assume responsibility for the program and the students' care, in the context of one, common global mission. The corporate stance, common style and single resolve of the faculty is born out of an image of objective responsibility, founded

CORPORATE
FACULTY

on commonly articulated intentions, and lived in the utter humiliation and glory of life's forgiveness of human weakness and rebellion. Within this corporate structure, each individual faculty member plays assigned roles for programs, tasks and care. The faculty continually broods on the corporate journey of the community, and the solitary decision of every member, guards the mission and discipline of the house, occasions the happenings which breathe fresh spirit and new life into the mundanity, and continually evaluates the total program in the light of the contradictions of society, the community, and the formation of youth, sharpening its address and refining the articulation of its intents. The faculty implements its role through common models, daily checks, weekly meeting and cycle and yearly evaluation and planning.

LIFE-LONG
JOURNEY

The Student House is not an isolated community, but exists as a two-year sojourn on a life-long journey, and within a complex of human relationships and covenants. Prior to entering the Student House, usually during the summer after 6th grade, the students participate in a Rite of Passage Trek. This trek, combining aspects of a survival trek and a mythological journey, symbolizes the end of childhood and the beginning of the journey towards adulthood. Participants undergo ordeals, or tests, of physical, intellectual, and spiritual fitness, preparing them for a life of decision in free responsibility. Each child is sent out by the family to learn how to live on their own, and to build a new and more profound, if also more distant, relationship to being that family in history. This sending-out and rite of passage are not imposed on life, but are a dramatization of the actual death of childhood, the birth of a new human person, and the drive for autonomy and self-determination which occur in the life of every child about the age of 12.

ETHICAL
APPRENTICESHIP

Assignment of each student to a Human Development Project for the 9th grade year represents yet another rite of passage to complete the Student House experience. This Third World missional apprenticeship is one which every student looks forward to and prepares for from their first day in the Student House. Travel funds are raised and saved by the students, both through their work projects and through the gifts of relatives and family friends. The students live and work as part of the project auxiliary, assuming adult roles and responsibilities. The impact of this experience for the individual student is the raw encounter with human suffering and their own responsibility. The year gives students a concrete and practical context for continuing their education. For the Student House as a whole, the year symbolizes the intensification of mission, the historical necessity on behalf of which the Student House exists.

EXTERNAL
RELATIONS

The Student House has been a program primarily involving the children of the Order, but designed as an experiment on behalf of every child in the world. Students find themselves related to their families not only directly as son or daughter, but also through their own relationship to the Order of which their families are a part. Students participate in the structures of family economic care through the family budget and stipend. Political participation in the family continues through correspondence, family reunions at Christmas and during August, and participating in forging and rehearsing the family's concrete battleplans and vocational thrusts. Culturally, participation occurs through family symbols, rituals, myths and celebrations. In general, a family resident in the Chicago Nexus is assigned to play the role of "godparent" to each student, symbolizing in a representational way the continuing family responsibility for and care of the deployed youth.

The student lives in multifaceted relationship to the Order. In the first instance, the student is a member of and participant in the family Order experiment. At the same time, students are in training to become global servanthood as a life-long vocation. Finally, students are under the discipline of preparation for the call of awakening and care, to decide to be the sign of hope in history. This three-fold tension of being, becoming and waitful preparation empowers the experimentation of age 12 to 14 with the context of historical significance.

VII. THE 1979-80 EXPERIENCE

A. BACKGROUND DATA

INTRO- DUCTION

Orbit VII of the Student House took place in the looming shadow of the '80's, in a year in which youthful rebels directly participated in creating new governments in Nicaragua, Iran, Liberia and Ghana, disclosing again the untapped potential of Phase I's hidden army. At the same time the senseless death of 11 persons trampled at a rock concert in Cincinnati only served to underscore the explosiveness and confusion of a generation caught between a power-filled capacity for engagement, and a deep and pervasive paralysis of will. Uptown youth, including Student House participants, experienced the intrusion of global human suffering through the influx of Indo-Chinese refugees into the neighborhood, and through the continuing deterioration of the urban community marked by street gangs, drug traffic, unemployment, crime, alcoholism and arson.

Two broad images characterized the thrust of the Student House at the beginning of Orbit VII:

THE THRUST

- 1) The program is not only a demonstration of youth engagement, and a religious house of the Order, but as as a serious experiment in human formation. This took the form of an emphasis on basic training -- academic prowess, methodological competence, and practical skills.
- 2) Society has become much more ready in recent times to appropriate the learnings and methods of the Institute's Imaginal Education research, particularly in the arenas of the Infant School, the Student House, and the year in a Human Development Project. Therefore a major ~~was~~ *effort* placed on program documentation during the year. This included an analysis of Student House graduates' responses to a detailed questionnaire, the organization of the archives, and the writing of the Student House Manual.

THE COMMUNITY

There were 39 students in the Student House during 1979-80, of whom 34 completed the year. These 34 included 20 eighth graders, 12 seventh graders and 2 sixth graders; 20 girls and 14 boys. Of the five who did not complete the year, one left with his family on assignment to Australia, one was reassigned to the care of his family, and three belonged to families who left the Order. 29 students had been in the Order, and therefore in Phase I structures, for 7 years or more. 8 had experienced a divorce or remarriage in their family, 5 are adopted. 31 were U.S. citizens, and one each were citizens of Australia, Canada and Malaysia. There were 3 blacks, one Indian, and 30 whites. Of the U.S. citizens, 19 have lived one year or more outside North America. Although fewer in numbers than in previous years, the group displayed a brightness and intelligence, as well as the gift of dramatic flair.

PROGRAM
SHIFTS

In light of the analysis of learnings of the program over its first six years, several modifications in Student House design, curriculum and structure were made during 1979-80. These were primarily directed at focused impact, clarifying the basic pillars and bringing greater form and order to basic designs.

1) Structures were clarified and objectified through printed constructs and rationales. Time rhythms were re-designed to bring greater order, consistency and flow to the day and week. Pulling 3 collegiums each week (Tues.-Thurs.) together into a "curriculum unit" with a common theme gave a focus to each week and allowed issues to be grasped in greater depth.

2) Practical engagement in the mission was re-empowered through weekly "Nexus Apprenticeship" assignments.

3) The themes, images and intents of the cycles and designs shifted from poetic "Other World" imagery to more concrete images of the program's single thrust over that period of time. For example, "Strike Force Nine", conducted during the 2-week Chicago Schools strike, saw students in methods labs learning charting, gridding, and pedagogy, and sent student work teams to Human Development Projects in Iowa, Oklahoma, Minnesota and Illinois.

4) Tactical indirection was employed wherever possible as an alternative to dealing head-on with behavioral issues. Reading bed-time stories at 9:45 P.M. enhanced the effectivity of both "lights out" and morning wake-up.

B. THE HAPPENING OF THE YEAR

The Junior High School years are perhaps the most turbulent and explosive in a human being's life. Youth's newly awakened and as yet undisciplined will rebounds endlessly from immediacy to defiance. Youth's alienation from society's norms, rules, values (and idols) is accentuated by their peer-group separatism. Far from protecting youth from these struggles, the Student House catalyzes an intensification of crisis through plunging students into reality, giving them permission to live in radical relationship to the awesome mystery of life itself. Four major themes can be discerned in the experience of this struggle during 1979-80.

THE
YOUTH
STRUGGLE

1) Students experience themselves caught in the middle of the battlefield surrounded by warring gods, competing values and interpretations of life's meaning. The ghetto, encountered in school and the street, holds out the despair of materialism, immediacy and defiant individualism. The media offers the empty promise of the good life, leisure time and comfort. In the midst of this conflict the challenge to identify with the common life and global service of the spirit movement is experienced as unreasonable, unbearable and absurdly impossible; yet the students live with the daily demonstration and experience of the adventure and fullness of profound human living.

2) The symbolic life, drama, and curriculum of the Student House provoke radical self-consciousness to the students' journey, ever awakening them to their actual situation, and the possibility of living that situation in depth, rather than to strive vainly to escape. This searing awareness discloses crisis and decision in every moment.

3) Freedom and responsibility become the central focus of short courses, contexts and reflections. Living with the consequences of one's own free deeds and decisions is discovered as authenticity.

4) Finally, the radical corporateness of student house life brooks no escape into solitary hiding and illusion. Students experience in corporate action the power of deciding to learn to live with the world's need and history's demand.

The Profound intent of the Student House program is to allow this inevitable struggle to be lived in depth, embraced and transcended as the source of power and creativity for the experimentation with and invention of new modes of humanness itself. This is done through demonstrating comenental responsibility, grounding essential methodology, interiorizing the vocation of the trans-establishment, and catalysing the community-student guild. These objectaves were broken loose, and students allowed not simply to endure but to life deeply and transform the crisis of youth, through the mode of objective, structural care. This was evidenced in the past year in six dimensions:

1) Team corporateness was experienced as releassing power, whether in the "Space Race" contest for team space care, or in the assigning of production quotas for the students business by team rather than by individual. During April and May, student teams working Saturdays at the farm completed 3000 yds. of fencing, stringing 2 miles of barbed wire on 200 steel posts and setting 20 railroad ties in concrete as corner posts.

2) Similarly the forging of faculty teamwork, the clarification of roles and the embodiment of a common stance was experienced as the "that-without-which" the program could not happen. The creation of a "Faculty Room" was symbolic of this move.

3) A strong push on Academic performance through study halls, tutorials, and the charting method paid off in significantly improved grades, 100% passing or graduating, and 13 students receiving year-end honors.

4) The use of surprize and drama, and the occasional corporate event of concrete accountability and absolution began to bring about a shift in the students' relationship to discipline. One illustration of the shift from student vs. faculty polarization towards corporate responsibility was the unprecedented decision by several student leaders to publicly identify the persons responsible for several acts of destruction of community property, and to assist in dealing with them.

5) Discerning the recurring patterns of mood and rythm allowed them to be woven into the program's structures and time design. For instance, focusing the afternoons towards radical and active expenditure, and the evenings towards reflective activities and study elicited greater participation and a gradual "settling down" of the community tone.

6) Drama, not only in the La Mancha play, but in decor creation, farm work, athletics and daily curriculum set the context for a serious demand for quality and care in the students actions. Pulling 3 collegiums each week (Tues - Thurs) together into a "curriculum unit" with a common theme gave a focus to each week and allowed issues to be grasped in greater depth.

THE
WINNING
MODES

C. REFLECTIONS AND RECOMMENDATIONS

The experience of Orbit VII has revealed several arenas of weakness in the program, all of which reflect the need for a thought-through stabilization of Student House curriculum, and a profound and fresh articulation of its basic intents.

1) The basic Covenant of the Student House needs to be objectified and spelled out for students and parents alike, and grounded in the practical disciplines of the rule of the community. A clear understanding of the community's symbolic life, common participation and assignments, and economic systems and budgets is needed from the very beginning of the year.

2) Similarly the practical intents of the program need to be rearticulated to aid in guiding the faculty's planning and work, and the practical designs of the program spelled out to present students with a clear picture of the program's expectations for their participation and performance.

THE DISCERNED WEAKNESSES

3) A clearer understanding of the relationship of parents to their "sent out" children needs to be worked through. Parental responsibility is not abandoned, but intensified in the decision to assign their children to the formation and care of the Student House. Each parent is not only responsible for their own child, but for the support and development of structural demonstration models for the formation and care of all of the earth's children. The confusion and struggle in these roles was no doubt intensified in the past year by the fact that 20 students had parents residing in Chicago, making much more difficult the objectivity and distance both the program and the families require.

4) A fourth weakness was experienced in the orchestration and timing of logistics and practical enablement. Because the program is year-round, and students at this age are in need of at least minimal supervision at all times, scheduling corporate faculty time is a complex task. Often critical arenas such as space care, resources, vehicle maintenance and even corporate faculty planning went neglected in the face of immediacy, intruding demands, and conflicting schedules and obligations.

Several clear directions emerge from the faculty's reflections on this past year:

THE FUTURE DIRECTIONS

1) The Student House requires an intensive, carefully planned period of contextual orientation at the beginning of the year, covering the basic aspects of the program, the community's covenant, and the context for the Student House as a social experiment on behalf of the globe. This would include a drama of commissioning the program for the year, placing on each member of the community the responsibility for the group's total life and mission. The Faculty recommends that the Orientation week begin with this commissioning at 6 P.M. on Sunday, August 24th, 1980.

2) The economic life of the Student House requires intensification in several dimensions, including upgrading the income-earning potential of student businesses, linking weekly allowances more closely to the work projects, focusing budget priorities for the program, and developing in-kind opportunities for program support. The exercise in budgeting and financial reporting during 1979-80 not only allowed a clear picture to emerge of income and expenses, but made it possible for the program to survive a 50% reduction in anticipated earnings over the year without significant reduction in program quality and activities. This exercise needs to be continued.

3) The past year has demonstrated that high academic performance can be expected and achieved without sacrificing the broader work, formation and missional life of the community. The design of study halls, tutorials, methods labs and performance tracking requires extensive work this summer.

4) The Chicago nexus needs to experiment in the coming year in the arena of corporate parental responsibility, on behalf of the entire Order. This could take the form of participation in the send-out and commissioning of the students to the student house; the assumption of an "ombudsman role", perhaps by the existing structure of the internal life commission to provide both the necessary forum for questions, discussion and helpful suggestions and at the same time protect the integrity of the ongoing program; the assignment of a particular person resident in Chicago to act as the Godparent of each of the program participants.

5) The options open for program extension need to be considered, including the inclusion of more participants from beyond North America and outside the Symbolic Order, re-location in a 3rd world urban center, and a focusing of CYF and permeation strategies within Chicago, Uptown and the school system.

6) The present documentation effort is not the end of a project, nor the end of the experiment. However, a model is now in being which can be tested for replicability and for mass training, with continual re-assessment and incorporation of lessons learned, based on on-going documentation.

EPILOGUE

The initial phase of the Student House experiment is completed. A construct is in being in history, a model has been forged out for its operation. A new kind of student is impacting the world with corporate power and a style of servanthood. The first graduates of the Student House are already finishing college, launching careers, starting families of their own. The edge of the program is already turning towards the challenge of mass education, toward the necessity of creating the structures for educating, and for giving profound significance to that education, for every youth on the planet.

The next step in documentation is to complete the detailed writing of the curriculum described earlier, and making it available for use and modification on a wider scale. At the same time, constructs for high-school youth and older students need to be developed which continue the formation process towards vocational commitment.

The contemporary crisis in education, the intents, designs, curriculum, structures and operating principles -- these are the Student House experiment. This textbook should be helpful in conducting this program in the future, as well as in continuing to develop its impact and depth. However, a word of caution is in order: the Student House requires effectivity in the formation of human beings, not obedience to a textbook. This formation is accomplished day by day by day in the midst of the wild tension of warring values.