

On Being Broken Open

By Phillip Moore

I am a person who loves extremes. My school day begins in blissful silence and quickly dissolves into the sounds of a hundred voices. I enjoy a conversation that includes the outburst of unbridled laughter and the surprise of unbidden tears. I have been known to race through the woods like a man possessed and yet I treasure the silence of a still pond. In December of 2005, I experienced the beginning of summer and the severe cold of winter. Within a 20-day span I experienced the intense heat of Buenos Aires and the arctic death wind of Livingston, Montana.

I think I know where this love of extremes comes from. I can trace it back to a specific year, place and moment: the time I was first Broken Open. When I say 'broken open' I mean literally the feeling of being cracked open like a vessel that had been heated up to unbearable temperatures and then submersed into water that was so cold the only thing that could result was a crack. This crack in me allowed something to enter into my consciousness that was so immense that it could not be contained, so awesome that it forever changed my way of perceiving. I consider it an initiation into my "wild self." It is why I am continually attracted to wild places. That attraction to the "wild" is one of the reasons that our school places an emphasis on the natural world as a primary teacher.

Recently, our school had an opportunity to share that vision. During last year's meeting of the Association of Independent Michigan School headmasters--essentially talking heads--an oppor-

tunity presented itself. For the first time in our association's history we considered a joint effort that would unite nearly 30 schools under the banner of community service. Excited by this opportunity, I hoped that we could push through the inevitable obstacles and move into this new territory. By the spring of last year the idea of a "literacy initiative" began to take hold. At first hearing, the idea of 'literacy' was not one that enrolled me. I tried to imagine events centered on the topic of literacy but nothing came. Then the light went on: I remembered the work of the author and physicist, Fritjof Capra, and his efforts in California centered on the idea of Eco-literacy. This was something that I could get behind, something that resonated deeply with our school's values.

As Capra says, "Being ecologically literate means understanding the principles of organization of ecological communities and using those principles for creating sustainable human communities." The basic principles of ecology are: interdependence, partnership, flexibility, and diversity. Many of us are deeply concerned about the state of our planet and about children in particular. In the last ten years alone I have noticed a disturbing connection between children and technology. Everywhere I look I see children plugged into mainstream media, by way of headphones, portable game boxes, and DVD players. Play out of doors is almost always organized sports, and fewer and fewer of our children are given the opportunity to play in an imaginary way in the natural world. Our fears about safety have played into the hands of commercial interests. Our children are experiencing a deep loss, a direct connection

to that which sustains all life. Thus this newsletter is devoted to our school's attempt to create a curriculum dedicated to promoting and investigating ways of teaching eco-literacy.

I'm in Mr. Larson's self-built sauna on the southern shore of Lake Superior. It is August 1967. A wood stove slammed between two walls is being stoked on the other side of the wall and the rocks on my side are getting hotter and hotter. I try to open the door but it doesn't budge. I begin to pound on the door and I hear him say, "Will you run to her?" I'm too hot and disturbed to understand. I sit down as the sweat rolls out of every pore. I notice that the air is slightly cooler lower to the floor so I get my head as close to the floor as possible. I hear him throw another log into the stove. I pound on the door. He says it again, "are you ready to run to her?" I say yes. He answers by saying, "you're heart is not in it." I say yes, yes, yes. Silence. I sit back on the bench, drained, defeated, and dead. Water hits the stove on his side and steam rises on my side. I cower. Then I go to the door and say "I want her, I will run to her, let me go". The door opens. I run, as in slow motion, across the sand and into the sweet sea the natives called Gitchi-gumi. Waist high I dive into her. That's when I split open. I come up and take a breath of air. I look out into the vastness of her water and see it go on into the sky. I feel more alive than I've ever felt before. I turn to see the pictured rocks and feel no separation. I look back to shore and see the old man. Big smile, then a big Viking laugh. I am filled with awe. So much so that it immediately begins to leak out of me.



UHS 2006 WINTER CALENDAR



JANUARY	21	Saturday	Alumni Showcase karenJoy theatre
FEBRUARY	7	Tuesday	Arts Festival & JBP Performance
	20-21	Mon/Tuesday	2nd Evaluations—NO SCHOOL
	22-24	Wed-Friday	Winterbreak—NO SCHOOL
MARCH	11	Saturday	Bowl-a-fun
	24	Friday	Eugene Freisen karenJoy theatre
APRIL	8	Saturday	<i>Making Memories</i> Auction 2006
	12	Wednesday	Staff & Students Spring Celebration
	13-21	Thurs-Friday	Spring Break—NO SCHOOL
	24	Monday	School Resumes
MAY	5	Friday	Stargarden karenJoy theatre
	8	Monday	Karin's Group Beaver Island Trip
	29	Monday	Memorial Day—NO SCHOOL
	30-June 2	Tues-Friday	Ted's Group Senior Trip
JUNE	5-6	Mon/Tuesday	Final Evaluations—NO SCHOOL
	7	Wednesday	Renaissance Festival
	8	Thursday	All School Overnight
	9	Friday	Last Day of School

Editor's Note:

The theme of this issue is Ecoliteracy. **On Being Broken Open** creates the context for this focus on Ecoliteracy, which is merely how Upland Hills School operates. The Association of Independent Michigan Schools (AIMS) Literacy Project provides us an opportunity to make Ecoliteracy and Upland Hills School more visible to those who may be unfamiliar—visit www.aims-mi.org for more details. The articles on the **All School Salad** are written from 3 unique perspectives—a parent, a student and a teacher—and lend a multidimensional understanding of what took place at this winter celebration. **Sleeping Beauty** and **Lessons from the Orchard** capture how a sensitivity to the world around us is blended into each day. The Student and Parent sections reflect some of the diverse facets of Ecoliteracy at school. Finally, the Alumni Section features two teachers from the school's early years and gives some insight into the constancy of the Upland Hills School way.

ALL SCHOOL SALAD—NOVEMBER 28, 2005

Is the World Safe to Eat?...and other pertinent questions for the future of education

Reflections on Upland Hills School's First Annual Winter Salad Celebration

by Clifford Scholz

Entering the geodesic dome greenhouse in late November, the contrast is vivid. Outdoors: brown. Indoors: green. Before us, beds of lettuce have grown ready for harvest while the world outside the dome withered. Above and all around us, a protective superstructure consisting of clear double wall polycarbonate supported by the miraculous geometries that made it all possible.

We have our own little planet.

I enjoy watching the children's expressions best of all. The looks on their faces, their little pauses before they kneel or reach down to snip the leaves with the scissors. And how gentle they become in those moments.

Next, the handfuls of leaves going into the bowls, the younger ones beaming with "I did it!" and in some of the older ones, a momentary blip of confusion that I read as "Is that *it*? Am I done? Is it really this simple?"

Yes, that is "it". Walk to the greenhouse and pick a few leaves.

But how simple it is depends on how deeply one feels into the moment and into the layers of human, botanical, animal and celestial activity that embrace the simple act. Of course, the teachers understood and prepared for this. With everyone gathered prior to the harvest, David played gardening songs on guitar that the children sing, opening the aesthetic doorway. Ted and Karin followed, providing cognitive scaffolding for additional layers of appreciation by describing the history of the greenhouse and this particular crop of student-grown lettuce.

Later, with all the leaves washed in the individual morning meeting rooms, we meet again and all the lettuces and other greens are combined in a very large salad bowl. With everyone in a circle, I have the honor of tossing the green green GREEN! salad as Ken pours the dressing on and the students and teachers move back and forth in ring dance, with Ted providing musical accompaniment.

Yes, it's exuberant, and maybe it's even a little it's silly, but so is lettuce growing on November 28th -- in Michigan!

At last all the children and teachers have bowls of salad in their hands. After Jean speaks eloquently about the significance of what we are doing, we begin our little feast. In the quiet of chewing, student observations are shared. I sample the lettuce, look around, and realize that the salad is undergoing a profound, almost alchemical transformation. No, I don't mean the obvious transformation of lettuce turning into children right before my very eyes, though that is noteworthy. The instant the salad starts to disappear, some very important understandings, probably new to many, begin to take root and grow.

Is the produce of the earth, *this* earth, right *here*-- safe to eat?

Can we trust plants and sun and soil to nourish us?

How does it happen?

The answers to questions like these aren't likely to be found by looking at textbooks. To eat and share food is to connect with the primal, emotional part of one's being. To grow and harvest food is to bend down and touch the earth with care and gratitude, and to plant a seed is to actively participate in a mysterious and unknown future.

I think that's what we did at the All-School Salad. At least, that's what *I'd* say if anyone asked me what we did at school today.



“The dirt made my lunch”

By River Elder

Not many men, women or children realize what power Earth owns, what paradises it hold. At Upland Hills School, that statement about men, women and children not knowing what power Earth owns is changed. Upland Hills teaches people of all ages that the “Earth made our food.”

We were all gathered together in the biggest room of the Upland Hills building, and in the center of the room there laid a big bowl filled with lettuce that all the students from Upland Hills School picked and washed by themselves. A ceremony took place in that room, and we all held hands, spinning around the bowl as it was mixed, saying, “The dirt made my lunch, the dirt made my lunch.” Afterward, we all ate the lettuce in separate bowls.



The Greenhouse Story

By Ted Strunck

My group began to build the greenhouse about 10 years ago because I thought it would enable students to experience what is involved in producing food. The greenhouse isolates those factors into quantifiable elements. The kids interact with the process and learn the value of water, sunlight and a healthy soil.

We decided to make it a geodesic dome. The first obstacles were practical. How do we make it? How do we skin it? How do we learn the trigonometry involved? What materials do we use? One inch PVC pipe with an infinitely flexible tube hub was our first design for the skeleton. Worked great in the classroom but outside, the sun made the hubs too soft and it collapsed within 10 minutes. We learned we needed to secure the struts to the hubs so we screwed them together. It held for 3 months. We learned we needed our hubs to be inflexible.

Vacuum formed hubs were our next solution. (like the little geodesic dome the kids play on by Jean’s room). These hubs worked great and we began to skin the dome with a 6 mil. quilted polyvinyl material. We had to measure and cut the double skin pieces for each triangle and fasten them in place with a length of pipe cut in half. It held.

In the fall, we planted a variety of crops. Each student had a 2’ square to experiment with; pick the seeds, plant them, water, measure their growth, graph the temp differentials, etc. Things were growing well. Then Christmas break came. The snows piled up and the skin ‘bucketed’ and filled and finally the greenhouse collapsed under 2000 lbs. of snow. It looked like a big bowl filled with white soup when we returned after break. The kids, as usual, would not give up. They wanted to try again.

Now we knew we needed inflexible hubs, stiff skin, and stronger struts. Cutting the rigid skin panels was difficult. Each panel had to be measured and cut precisely. We devised a unique measuring tool. It was a triangle hinged at one vertex. The other two vertices had slots with wing-nut bolts that allowed the triangle to be infinitely adjusted. We simply laid it on our frame, tightened the wing nuts and traced it onto the panel sheet. Our present design has stood now for nearly 5 years! In that time we’ve done hydroponics experiments, tried rigging up a solar powered, automated irrigation system, a gravity fed irrigation system, a grow bed heated by resistance coils, but never got around to actually growing anything.

That first spring, during the ‘skinning’ phase of construction, a robin decided to build her nest on a step ladder right in the middle of the greenhouse. Construction was halted. The school debated whether to continue construction and probably force the robin to abandon her nest or wait until she finished raising her brood.

Karin Nanos’ class attached a live camera to the ladder and we could watch the robin all day long. We noticed she flew off every once in a while and returned within 5-10 minutes. We tried working on the greenhouse while the robin was away. We made little progress. The debate raged on. Kids were writing about life from the robin’s point of view. We waited for her to hatch the eggs, feed the growing chicks, get them to leave the nest and spring was over before we could skin the greenhouse.

At the beginning of this year, I walked out to look at the greenhouse. Some struts were falling in and 6 panels were missing and I felt like taking it down. Karin Nanos encouraged me to give it one more year. We fixed it up and planted all cool-weather crops; lettuce, spinach, arugula etc. On November 28, we had our first “Winter Lettuce Celebration” – an all school salad party!

The lettuce was beautiful and delicious. The greenhouse had extended our growing season all the way through November! The kids went to the greenhouse and clipped their own lettuce, tossed it all together in a huge bowl in the middle of our circle and shared the freshly harvested solar power. We had enough to feed the whole school and fill 10 more bags to give to parents. Hmm...organic lettuce!

The root systems are still in the ground and come the first warmth of spring, we’re hoping they, too, will resurrect and we’ll have another Salad Party in May!

CLASSROOM CONNECTIONS

Sleeping Beauty

By David Sosin

At Upland Hills School, one of our sayings is that “the natural world is our biggest classroom”. Sometimes students go outdoors to study the wonders of creation with an instructor, but often their deepest learning about nature happens when students are just out there. We learn differently by being than by doing. Learning by doing is another of our favorite methods at Upland Hills, but learning to simply *be*. . . at peace with the outdoor world, with its creatures and within ones self. . . that’s on another level.

How do we balance the wildness of the woods with our need to be in those woods? Upland Hills doesn’t have a nature center or a set of nature trails. Our school land and its neighboring properties tend to be left alone to grow wild. Tree limbs die and fall off. Bushes grow full. Vines overtake trees. Poison ivy finds a home for itself. What level of tameness and safety do children need in order to feel at home in the woods? How much underbrush should we clear to make the woods safe to walk and run in? How do we keep a balance between wild and accessible, between sterile and real?

I am reminded about the Sleeping Beauty tale in which the prince comes along after 100 years to wake the princess asleep in her castle. But the castle is surrounded by a dense forest full of enchanted trees and tangled vines. How can the prince get through this barrier and discover (and awaken) the sleeping beauty? That’s exactly what this class is doing! We are reopening the woods that were sloping orchard fields 30 years ago. The ice storm of 2002 left these woods devastated and filled with fallen limbs. The way into the woods was blocked and the bittersweet, grape and honeysuckle took over. The Sleeping Beauty class is an attempt at reclaiming these wonderful spaces so that children can also bloom and grow.

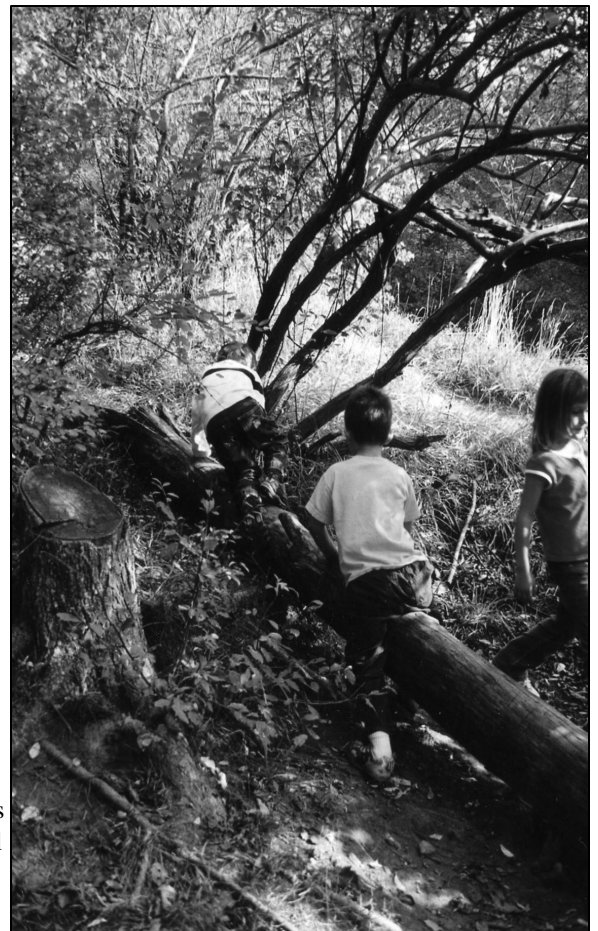
Lessons from the Orchard

By Holly Neumann

This fall, I took a trip to a local apple orchard with my Group and parents. I have done this trip for several years; enough years so that children that were four with me are now in high school. I return to this orchard for several reasons, one of them being my love of tradition. I chose this orchard because it is an old orchard, family owned and run for many years. And when I take my class there in October, it is about picking apples, no Halloween stuff lurking about around the trees. There are several varieties of apple trees; we visited Jonathan that day. A tractor and wagon took us out to the trees and it was so quiet, we could hear the birds calling. This is an experience I want my children to have in their memory book-cool October days with school friends picking apples. A simple time.

One of my children said something that stayed with me all day. I had asked them to help me fill a bag so that we could have apples back at school to share with others and to use for some cooking projects. When I’m asking for help at the school, I will tell them that, “Many hands make light the work.” So when Lila heard me ask for help she said, “You know, Holly, many hands make life the work!” And in that twist of my words, I could see this time together in a new way. These children together in this moment, picking apples, laughing, hearing the calling of the birds, was enough. This life-this moment-is the work.

All of the staff at our school have been realizing how connected and devoted we are to giving our children direct experiences with the natural world and building activities from these experiences. Upon returning from the orchard, we peeled and cored the apples, making applesauce and apple prints. Other activities continued to enrich this trip, including stories and making photo albums. We call this type of experience Eco-literacy. I know in my heart that when the children are outside climbing our apple trees or drinking fresh cider, they are falling in love with the natural world.



UPLAND HILLS SCHOOL AUCTION DONATION FORM

Name of Donor _____

Business/Organization _____

Contact Person _____ Phone _____

Address _____

City _____ State _____ Zip _____

☐ Certificate Enclosed

☐ Merchandise Enclosed

DONATION (describe in detail, include for presentation, related visuals such as photo, brochure, menu)

Value of item _____ Sentimental Value _____

Expiration Date _____ Solicited By _____

☐ I am not able to contribute, in the above listed area. Enclosed is my gift of \$_____ in support of Upland Hills School.

On behalf of the children, the teachers and staff of Upland Hills School, we thank you for your support.

All donations will be included in our Auction Program Book, distributed to approximately 350 people. Donors will also be included in our bi-annual Business Directory. Your contribution is tax deductible to the full extent of the tax laws.

Upland Hills School is a 501(c) (3) nonprofit organization, Tax I.D. #38-78-0017F.

UPLAND HILLS SCHOOL 2575 Indian Lake Road, Oxford, MI 48370
www.uplandhills.org 248.693.2878 FAX 248.693.4317

UPLAND HILLS SCHOOL AUCTION ADVERTISING FORM

Name of Donor _____

Business/Organization _____

Contact Person _____ Phone _____

Address _____

City _____ State _____ Zip _____

☐ Camera Ready Art Enclosed

☐ Enclosed is ad layout, text and logo for design by UHS

_____ **CENTER PAGE: \$250.00 (5 ¼ X 7")**

_____ **FULL PAGE: \$150.00 (5 ¼ X 7")**

_____ **HALF PAGE: \$100.00 (5 ¼ X 3 ½")**

_____ **HALF PAGE (vertical): \$100.00 (7 x 2 ½")**

_____ **QUARTER PAGE: \$75.00 (2 ½ X 3 ½")**

☐ I am not able to contribute, in the above listed area. Enclosed is my gift of \$_____ in support of Upland Hills School.

On behalf of the children, the teachers and staff of Upland Hills School, we thank you for your support.

Advertisements must be submitted 1 month prior to Auction to appear in the Program Booklet. All donations will be included in our Auction Program Book, distributed to approximately 350 people. Donors will also be included in our bi-annual Business Directory. Your contribution is tax deductible to the full extent of the tax laws. Upland Hills School is a 501(c) (3) nonprofit organization, Tax I.D. #38-78-0017F.

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Making Memories

Auction 2006 - April 8, 2006, 5:30 P.M.

Celebrate 35 years of high quality, low cost education at Upland Hills School by participating in our annual auction. There are many ways to get involved:

Become a Sponsor - Provide essential underwriting for the evening by becoming a sponsor. Four levels of sponsorship provide ten (10) admission tickets to the Auction, a special reserved table for you and your guests with personal signage/logo display, Banner recognition, Program Book acknowledgement including a full-page ad, Express Check-out, and a listing in our business directory.

Buy a Patron Table - Host a table for 10 at the Auction. You can share it with friends and family for a memorable evening, or donate it back to the school and we will fill it for you! Patron Tables include ten (10) admission tickets to the Auction, a special reserved table for you and your guests with personal signage/logo display, and Program Book acknowledgement including a half page ad and a listing in our business directory.

Donate auction items - We need new, quality items for both the Silent and Live Auctions. The value of Silent items starts about \$50, while Live items begin at \$500. Some ideas:

Entertainment tickets - music or dance lessons - handcrafted jewelry - pottery - signed books - travel package
photographs - sporting event tickets - dinner - body work - cottage rental

Start now to request donations from businesses that you patronize. Let them know that they will be featured in the auction booklet and the bi-annual Upland Hills Business Directory. Check the Auction display at school to identify past donors that have not yet been personally contacted.

Advertise - Place an ad in our auction Brochure. Businesses that can't donate an item will often buy an ad in our brochure, and get a listing in the Upland Hills School Business Directory. Families can also place an ad to celebrate their child and/or the school.

_____ Philanthropist	\$7500	_____ Champion	\$2500
_____ Benefactor	\$5000	_____ Sponsor	\$1500
		_____ Patron	\$500

Business/Organization _____

Name to Appear on Signage/Logo _____

Contact Person _____

Phone _____ Address _____

City _____ State _____ Zip Code _____

Return this form with payment to: Upland Hills School, 2575 Indian Lake Road, Oxford, MI 48370 248-693-2878

STUDENT CONNECTIONS



Environmental Artist

Zachary Meyer, a student in Jan's group, recently won one of fifty-one First Prizes in the International Environmental Children's Drawing Contest. The drawing contest was sponsored by the Japan Quality Assurance Organization and the International Certification Network, with support from UNICEF and drew over 19,000 entries from 54 countries. The contest is intended to encourage children to think about the earth environment and to develop a deep interest and concern towards the protection of environments on a global scale.

He loves to draw, getting his inspiration from books and his own rich imagination. After first creating a pencil drawing, Zach colors them in with permanent markers. His pictures are rich with natural elements and are highly detailed. He loves entering contests and sharing his pictures with others. Zach won the Peter Pan poster contest at school last spring, and has contributed his art to the school newspaper.

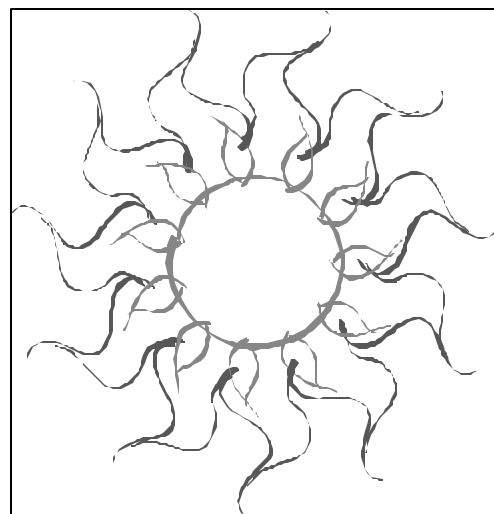
Zach was also recently selected as a finalist in the local round of the 11th Annual Reading Rainbow Young Writers and Illustrators Awards held in the Detroit Public Television studios on June 1, 2005.

Ted's Group Solar Panel

by Craig Willette

This year in Ted's Group, we're going to try to put up a solar panel on the school roof to fully power the school pump. First we have to find out a way to get enough funding for the project. One thing suggested was to get a grant from a fund. That's part of my job: to look for a foundation that will give us money.

We are doing this project to help the school with money as well as to help the environment. We are also trying to spread a message: Solar energy is the most efficient energy source on the planet. It doesn't pollute and it doesn't take away from the natural environment. We have an idea of sustainability as an ethic; if it's sustainable, it's good, it's natural. If it's not sustainable (like gasoline, for example), then it's bad.



PARENT CONNECTIONS

Cracker Factory

By Linda Bowers

Any one who visits Upland Hills School in the summer knows that there is a lot of activity in the garden. Students and parents meet weekly to plant, weed, cultivate and share gardening experiences. As the fall approaches, the vegetables ripen and the harvest begins.

This year, as harvest time approached, one of our Upland Hills parents, Kaye Riley, brought in samples of Italian Flax Seed Crackers for the kids who had worked in the garden during the summer. She explained that they were a “raw food”, made from flax seeds and dried vegetables and herbs. The kids were curious and tried them, and they were a hit.

Kaye volunteered to teach a class called “Cracker Factory” when school started this fall. In this class, the children learned to make the crackers, completing the cycle of planting, cultivating and harvesting with preservation and food preparation.

The kids took tomatoes from the garden and dehydrated them. Herbs were dried. They learned ways to preserve foods so that they are available out of season, yet retain their natural enzymes which aid in healthy digestion. The crackers were assembled and decorated with the dried herbs and tomatoes, then heated to a temperature below 115 F so that they became crisp crackers.

“The kids really enjoyed it,” said Kaye. They proudly shared their crackers at this year’s Empty Bowl Meal, where they were enjoyed by all.

*This column is a regular **Connections** feature. We invite parents of current or former students, including teachers, staff, and alumni with kids to share their stories, to give advice, to show off their expertise. Be creative or straightforward—just dare to share! Please send submissions to Lisa Maruca at lisa.maruca@wayne.edu or drop off hard copies at the UHS office.*



COMING SOON- “Stitching and Stirring”

A School’s Celebration of Quilting and Cooking

This first edition of the Upland Hills School Cookbook includes photos and history of all 18 community crafted quilts as well as favorite recipes of our UHS families.

Reserve your copy now- only \$25.00

**Call the office (248- 693- 2878) or email
info@uplandhills.org to order.**

ALUMNI CONNECTIONS

Parents of alumni: Please forward this to your son or daughter. If they no longer reside permanently at home, please advise Upland Hills of their new address at (248) 693-2878 or alumni@uplandhills.org

Alumni Teachers

by Linda Bowers

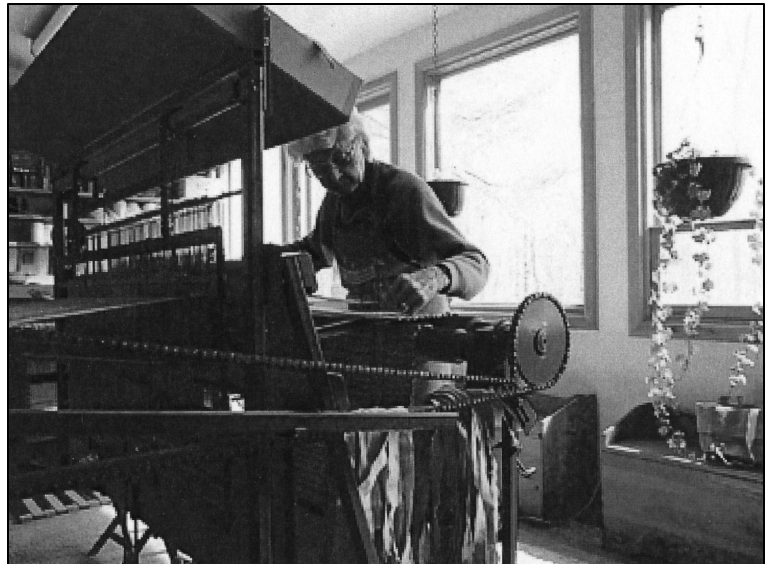
In the course of contacting alumni of Upland Hills School, I have fielded many questions about where past staff are and what they are up to. So I began to contact those that I could find, and request information about them and their UHS experiences. The responses I have received have been delightful. Here are two:

Ella Baker

Ella Baker taught crafts at Upland Hills in the early 1970s. She currently lives in the woods at Common Ground in Rockbridge County, Virginia. She spends much of her time in her workshop weaving rugs from recycled blue jeans and other used cloth materials.

In her note to UHS she wrote, "I'm gathering materials about my experience at Upland Hills School-highlight of my life! I'm over 90 now and still interested in children and, of course, still interested in weaving. Cheerful greetings to all!"

Ella was featured in the August 2005 issue of The Advocate, where she spoke about her love of working with children and weaving. "I feel very fortunate for my background, and it made it possible for me to work with children all my life. I taught in ...private schools that focus on educating the whole child, not just the brain. There's lots of art and music and dancing and stories, imaginative play, and allowing the children the freedom to express their creativity and then capturing that and helping them to put it towards their fulfillment of themselves. I enjoyed that so. I had a chance to show children how to weave, but I don't do it as much anymore because I'm so hard of hearing."



A Note from Rhea Sullivan

"All in all, I taught 45 years in the public school system, the last 5 in Upland Hills School. A most wonderful ending to my career. I started teaching, age eighteen, in a rural school, east of Flint, for \$27 a month, plus \$2.50 a month for janitor work which included stoking a furnace. I felt so fortunate. It was 1933.

Upland Hills was such a revelation! I would think to myself; "Now how do the children learn so well, so enjoyably, on one half day of academic teaching, with a choice of after lunch activities of arts, crafts, drama, cooking, out of doors survival skills -and really achieve in academics?"

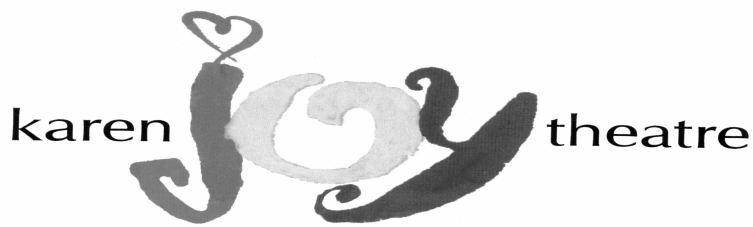
I know why. It has to do with the acceptance and supportiveness of the staff toward each other and toward the children. And the part the great out of doors has in the curriculum.

I have never worked with a staff that is so creative. Upland Hills was a beautiful ending to my years of teaching children.

P.S. I will be ninety-one in a few weeks and life is beautiful."

Eugene Friesen**March 24 at 7 pm**

Join us for a captivating evening of music and entertainment. Upland Hills School is delighted to host this Grammy Award winning cellist for this special performance which will include Rumi poetry and a mystery guest.

**Apotheosis Book Club**

Join us for tea, snacks and lots of conversation on the third Tuesday of each month from 7-9 PM at Holly Neumann's house, 5745 Cobb Creek, Rochester, MI. . Check the chalkboard outside the office or call Holly at 652-2108 or Karen Moore at 693-8487

STAY CONNECTED BY VISITING OUR WEBSITE**WWW.UPLANDHILLS.ORG**

Alumni, do you have a story that you would like to share?

Email alumni@uplandhills.org

Friends and family, do you have a general question or need to update your address or email?

Email info@uplandhills.org

Do you want to know more about the auction or how to support the work at Upland Hills School?

Email development@uplandhills.org

Do you need the schedule, or to buy tickets for the latest Karen Joy Theatre event?

Email kjt@uplandhills.org

UPLAND HILLS SCHOOL

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Making Memories
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Saturday, April 8, 2006
Twin Lakes Golf & Swim Club*