

Beaver Island Musings by Karen Moore

www.uplandhills.org ▣ Spring 2006

In 1984 as teacher of the second oldest group at school, I decided that an annual spring trip was needed to bond our group, create a “rite of passage” and refresh us with a week of “school outside of school.”

South Manitou Island seemed like a good idea. The island appeared to offer just what I was looking for, an interesting ecosystem, decent campsites, and the opportunity to relate to, rather than just talk about, one of our great lakes. Another plus was the availability of programs taught by a natural resources officer. Pleased with my choice of venue, I was unprepared for a major drawback to my plan. As we hiked down a narrow path to the group campsite, I became aware of a familiar three-leaved plant that appeared to be everywhere. Fortunately, when we arrived at the campsite, it had been cleared. However, the paths to the outhouse, water pump and beach were choked with poison ivy. The children were apprised of the situation, but it was almost impossible to avoid it. By the time we arrived back at school, after an otherwise successful trip, about half of the children had rashes, ranging from mild to severe. I needed a new idea.

Earlier that spring, I had received a brochure from Central Michigan University’s Biological Station on Beaver Island. There were a number of interesting classes offered for university students. Aside from the poison ivy incident, the Manitou Island trip had been a success with the children, so why not



another island? I decided to call Dr. Jim Gillingham, the new director of the station, on the outside chance that he might consider a program for a small group of 10-12 year olds. Jim hesitated for a moment and then told me that one of his daughters was the same age as my class and he especially liked that age. He said he would get back to me, and he did.

At that time I had no idea that Jim was a herpetologist. My only close relationship with either reptiles or amphibians occurred periodically when my wild, red-haired, snake-loving brother would try to put one down the back of my shirt. This did not endear those poor creatures to me; nor my brother, for

continued on page 3

Contents

Director's Message	2
Calendar	3
Classroom Connections	4
Eco-literacy	5
Development Connections	6
Parent Connections	8
Community Connection	10

Editor's Note: The face of Connections will be changing over the next few issues as we address the rich complexity of the school community and its learning opportunities. In the back is a list of the upcoming issue topics and volunteer resource opportunities. Let us know how your voice can be heard.

Director's Message

The Great Turning and Sustainable Schooling by Phillip Moore

In the 80's the Upland Hills Ecological Awareness Center hosted a workshop called "Despair and Empowerment in the Nuclear Age." Joanna Macy, a Buddhist teacher and deep ecologist, traveled from her home in Berkeley, California to lead a workshop that affected me in a very profound way. A gifted teacher, activist, and mother, Joanna modeled a way of encountering a deeply depressing topic (nuclear proliferation) in ways that were empowering, honest, engaging and spiritual. We danced, sang, role-played and dialogued our way to new relationship with what was and still is.

So it came as no surprise when I read a recent article that she wrote in the summer 2006 issue of *YES!* magazine that she has once again captured the essential message of our time. The article, "The Great Turning as Compass and Lens," begins this way:

Wherever I go, in every group I work with, The Great Turning becomes more rewarding as a conceptual frame. It is a name for the transition from the industrial-growth society to a life-sustaining society. It identifies the shift from a self-destroying political economy to one in harmony with Earth and enduring for the future. It unites and includes all the actions being taken to honor and preserve life on Earth. It is the essential adventure of our time.

Joanna says that The Great Turning is a compass that points to what's possible: "It helps me live with radical uncertainty. It also causes me to believe that, whether we succeed or not, the risks we take on behalf of life will bring forth dimensions of human intelligence and solidarity beyond any we have known."

This unflinching vision of the future has long formed her activist work. At an Earth and Spirit conference in Seattle, for example, Joanna enrolled me to play the part of "Phil the Tour Guide." It was 2025 and all of the nuclear power plants had been closed down and were now 'family camps' where citizens would come for a three day stay that included hikes, organic food, universal dances, and a tour of the nuclear waste barrels that were our responsibility to guard for centuries. I got to tell the story of how we thought that nuclear power would usher in a era of "energy too cheap to meter," but ended up creating a kind of waste that future generations must maintain with constant vigilance while learning to live with terror. I still think about "Phil the Tour Guide" when I read about Iran and North Korea.

continued on page 11

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Upland Hills School

Mission Statement

Upland Hills School, founded in 1971, is an independent school community whose purpose is to educate pre-high school children. Our aim is to discover and respect the uniqueness of every child.

Guiding Principles

Upland Hills School holds the following principles as our core values and seeks to create an environment that:

- Protects, nurtures and defends the innocence of childhood
- Encourages a relationship between children and the natural world
- Empowers teachers
- Fosters cooperation and consensus in decision-making
- Promotes mutual respect and trust that encourages our community to form authentic relationships
- Teaches us to think comprehensively
- Builds friendships that connect us with others around the world

Upland Hills School encourages children to know themselves and to connect with their environment as responsible world citizens. We provide a full academic program that emphasizes mastery of skills and creative growth. Our vision is that through the alignment and commitment of parents and teachers, children will come to see themselves as having extraordinary learning potential and access to the greatest miracle or tool in human experience, love.

continued from page 1

that matter. Jim and our experiences at the station have changed and enhanced how many of us now relate to the natural world. Running through fields, lifting boards to discover whose habitat it is, slogging through the bog, climbing a never ending dune on High Island, smelling the pungent wild leeks on Garden Island, catching sucker fish with our bare hands, observing the progression of a beaver dam from year to year and discovering the home of a wolf spider have perhaps made an indelible imprint on our lives.

When I look back over the past twenty-two springs, I see Jim diving for a water snake, and Franny proudly carrying our snake, Checkers, in a bag on her lap all the way back from Beaver Island. I see Andy at McDonald's imitating a tuatara doing a "stolziengang". I remember Katrina saying goodbye to the cabins in the campground and Steven pushing himself to finish the hike across Garden Island. I see Isaac holding a red weather balloon aloft and Molly holding a green snake for the first time.

Our time on Beaver Island has become everything we had hoped this experience would be and much more than I had expected. Jim told me that he'll be retiring in three years to write and travel. The excitement and enthusiasm for the natural world that he models for us informs our experience on Beaver Island. These next three years will be very precious.

Connecting with the Future — Calendar of Important Events

June 12-September 5	Summer Recess
July 31	Scrips Order Due
August 3	Scrips Order Ready for Pick-up
August 29	Meet & Greet New Parent
	Orientation 6-8 pm
September 6	First Day of School
September 17	Community Picnic 1-4 pm

Classroom Connections

Sustainability in the classroom by Ted Strunck

I introduced the concept of “sustainability” to my class this year. I even took it to the level of ethics. We drew our examples and models from nature; the idea that nothing is wasted and that all the cyclical systems found in the natural world are self-sustaining. We investigated how we might apply this “sustainability” element to other aspects of our lives.

An “ethic” is a criteria for judging the good or bad of a situation. Looking at our lives with the ethic of sustainability gives us a tool and a context to make an “ecological” judgment, a judgment that includes the future.

One of our hands-on projects this year, based on the concept of sustainability, was to construct a rainwater harvesting system that replenishes the water supply for our greenhouse. We used the roof of the shed that Aaron Alimpich built last year for his senior project to catch the water. At about 150 square feet, it then drops it into a gutter and down a buried 4 inch pvc pipe running to the 1000 gallon reservoir in the greenhouse. We water all the plant beds in the greenhouse and sometimes even the school garden with our rainwater harvesting system.

My group also applied for a grant to fit the school roof with a 10 kilowatt Photo Voltaic array. We did an energy audit for the school, theatre and residence and calculated our energy needs. We found a source for the grant and put our proposal together. Unfortunately, we did not get the grant, but we will try again. Our commitment to finding and demonstrating a more sustainable life style will always be our focus.

My Senior Project by Chris Batdorf-Barnes

Ever since I was very young, I have loved things that are human powered. I have wanted to build a bicycle-powered generator for a long, long time. My senior project has been a great opportunity for me to do something that I love, and learn something while doing it.

It took me a while to decide whether to keep it or donate it to the school and in the end, I decided to donate it to the school. It is my hope that it will be an opportunity for children to learn about energy. I believe the educational aspects of it are endless.

If you were to get a bicycle-powered generator from a catalogue, it would cost you about \$500. I built mine for less than \$100. Most of the cost is from the bicycle stand and my dad let me use his old one for my project. I already had an old bicycle that I could use so I didn’t need to buy that either. However, I didn’t have a generator or a way to attach it to the bicycle stand. So, I called the man who built the bicycle-powered generator for the EAC (Ecological Awareness Center) and was advised to go out to a NAPA auto parts store and get an electrical motor to use as a generator. My dad took me out to get one, but I still had the problem of how to secure it to the bicycle stand, and I had to figure out how I could get the bike to spin the generator. I found that I would be able to attach the generator to the bike stand using a hose clamp, and if I put a vacuum cleaner belt onto the spindle coming out of the generator and the spindle that protrudes from the bicycle stand, I would be able to spin the generator extremely fast, thus generating electricity.

I think the senior project program at Upland Hills School is a great way for children to express themselves and a way for them to leave their mark on the school. I think that when you do your senior project, it should be something that you want to do and that you feel drawn towards; you shouldn’t need to force yourself into working on it. It should be something that is fun. My senior project was a great experience for me and I hope it will be useful in education and recreation for years to come.



Eco-literacy

Upland Hills School has spent this past year making Eco-literacy visible . This is an underlying theme in all we do at school. Through morning meetings, afternoon classes and all school activities, our goal is to provide the children with direct experiences in the natural world and to cultivate within them a deep appreciation and respect for nature, and to foster their own growing Eco-literacy.

Because our school was begun at Upland Hills Farm thirty-five years ago, eco-literacy has been a part of our school since its inception. Children learned to press sorghum with Knight Webster using a horse to turn the press. Brooms were made from broom corn. Early on, Ken Webster taught his morning meeting group about farming: making yogurt, using a hand powered corn sheller, churning butter, and tending bees for honey. Understanding the cycles of life, the use of everything on the farm in a sustainable way, the need to be a steward of the land are all still relevant to today's student.

Here are just a few examples of how we further the legacy of these teachings:

Morning Meeting

Holly's group visiting the orchard to pick apples, and then make applesauce

Karin's group observing Monarch butterfly caterpillars emerge from the chrysalis in the classroom

Ted's Group building huts in the woods



Afternoon Classes

EIEIO	Greenhouse
Birdhouses	Paper making
Swamping	Bones
Nature Dyes	Felting
Alien Invaders	Knitting
Weed and Read	



All School Activities

Hiking to Addison Oaks and learning about gliders

Baking bread in outdoor ovens for Empty Bowls Meal

Harvesting lettuce from our greenhouse for All School

Salads

Learning about UHS founder Knight Webster and planting an orchard in his memory



Community Outreach

KJT production of Stargarden

Empty Bowls Meal

Peace by Piece Quilt

Development Connections

Understanding what Annual Giving is All About by Linda Bowers

How does Upland Hills School sustain its ability to provide a high quality responsive education to 85+ students each year? Through paid tuition and Annual Giving.

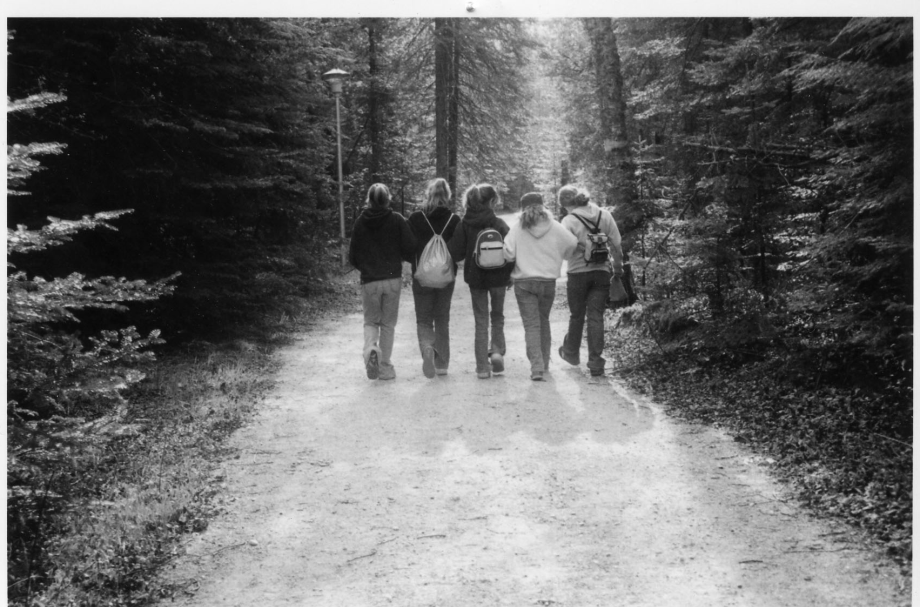
We all understand the concept of paying tuition so our kids can attend this remarkable school. Annual Giving seems to be a bit more confusing for many of us. Annual Giving is the essential connection of energy, love, talents and financial resources that comes into the school each year so the staff can focus on what they do best: educating the hearts and minds of each child attending the school.

Annual Giving is the consistent, regular offering of talents, time and financial resources on behalf of Upland Hills School. It takes many forms, such as volunteering to help stuff envelopes for a mailing, sharing a talent or interest with our students, using Kroger or Whole Foods scrip when you grocery shop, buying books at the annual Book Fair, being involved in the theatre program, or answering one of the school's requests for money.

The annual spring auction is another of our Annual Giving opportunities. The auction is a time when families in the community donate gifts and services on behalf of the school, gather together to enjoy the fellowship that has been building all year, and then bid on and purchase the donated items. Individuals volunteer to work at the auction, sustaining an effort that began nearly a year before. Auction proceeds contribute a significant amount to the operating budget each year, fund tuition assistance, and provide a modest compensation increase to our Upland Hills teachers.

Annual Giving provides the yearly financial energy that sustains the school. It addresses vital educational and unforeseen internal community requests, such as emergency tuition reimbursements, that show up as the school year unfolds. Annual giving is an important way for school families and other members of the Upland Hills community to offer supplemental financial resources to underwrite timely learning opportunities, such as last year's school wide trip to Addison Oaks to interact with the glider club and learn about the raptors. It allows us to address untimely situations such as a parent's job loss and its impact on a family's ability to address their tuition obligations and the school's ability to meet its own connected financial responsibilities.

Annual Giving provides the flexibility to address the changing needs of the school without impacting the daily consistent operations of the school or the ability of the school to continue to offer a high quality education. As we complete this school year, congratulate yourself for the contributions you have been able to make to this wonderful school. As we move into the next school year, take some time to imagine and plan how you can connect to the future of Upland Hills School. The possibilities are endless.



Co-creating A Sustainable Community by Kathy Long

Discovering UHS was like finding an oasis in what felt like a barren land of newness following our move to Michigan from Oregon. My first visit to the school was an experience of adults and children with hearts and eyes that conveyed a definite happiness. The UHS campus seemed like a haven for the beauty of the natural world and children. The trees, buildings and people radiated even more joy with the buoyant tromping of feet, so many “boats in the ocean” navigating the happy earth. I had found yet another “home.”

This year I was finally able to participate in an annual Upland Hills School (UHS) event that directly influences my family. The 2006 school auction, “Making Memories” is no less memorable than my story of finding UHS.



I went to the auction wanting to give in return for the many blessings my family has received from our association with UHS. “Making Memories” felt more like an epiphany of children, families, friends, supporters, and visionaries than a fundraiser. I sampled great good; shopped for presents from a vast assortment of items; completely underestimated the zealous bidders already familiarized with an UHS silent auction; and so purchased only one gift-all in support of a small school with a huge vision for the education of children. And, I watched with awe the 3.5-minute video montage that amazingly portrayed 35 years of children, their teachers, and the community that loved them.

What is it that has sustained UHS for 35 years? What is it that has compelled so many to contribute skills, time and

dollars to realize the UHS vision: “that through the alignment and commitment of parents and teachers, children will come to see themselves as having extraordinary learning potential and access to the greatest human experience, love”?

I believe it is a vision courageous enough to include love that sustains UHS. Yes, schools are designed for teaching and learning, but isn’t 100% of our life about relationships? Could it be that the genuine love for children and the natural world found at the school is that which emboldens our actions for a sustainable community and future?

My most endearing memory of this year’s auction is that of watching the many men and women donating money to provide 136 days of scholarship assistance that in turn provides learning for children other than their own. Some donors were not even parents. I am sustained today by the realization that I am a part of a community that demonstrates genuine love for children and their future and a school that genuinely values the natural world. Thank you.



Parent Connections

Carpooling– Stuart Bandalene

The year was 1998, our first year at Upland Hills. It was then that I learned another definition of the word commitments. Two round trips totaling 88 miles a day, 440 miles a week, which included weather and construction delays. I think every major intersection I take has been closed at some point over the years. We have a very diverse drive, going through a run down section of Pontiac, past a homeless shelter, then by the Silverdome and the Palace, through an industrial section, and finally through the woods of Indian Lake Road where we have to watch out for deer who for some reason love our van.

After five years, relief came! There was room for us to carpool with the Eshelmans and the Rollins. It was not only helpful but entertaining. Five children, our preschool son and myself (seven people), backpacks, projects and an hour trip after two stops to drop off, with usually a third stop for a snack. The entertainment I mentioned came in many forms. It was the singing, additional play rehearsal with Alissa, Kara, Zack and Elana, conversation or goofy things kids do after a long day at school. It was always enlightening to see a teen's perspective.

I have many funny stories from our journeys to and from Upland! Most of you who travel a long way to attend Upland Hills School know what it takes and what a huge sacrifice it is for the whole family. I feel like I am always packing the car for the trip each and every day, and then cleaning it out when I get home, only to go inside to make dinner and prepare for the next day. Yes, I will be honest and say that there are times I say to myself that it is crazy to drive this far and spend 3 1/2 hours in the car every day, not to mention the gas. But to see what Upland Hills has done for my children makes it all worth it! I would drive twice as far. The feeling as a parent to be sitting in the theatre or standing off to the side watching the magic that Phil and his staff perform is amazing.



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Creating Sustainable Relationships – Robin Michel

How does one create sustainable relationships? Over the past year I have been exploring this question in all my personal relationships. For years I've lived the role of dutiful daughter, thoughtful sister, unwearied wife, attentive mother and solicitous friend. I invested a great deal of energy in doing and being the type of person I wanted others to notice and be. The problem was that no one else was showing up in my life according to the script I had created for them. I was putting forth effort to *maintain* relationships, not *sustain* them.

Sure, my housebound mother liked it when I showed up at her doorstep with a carton of groceries and a willingness to do her house chores. Yet I didn't really like the role and my two daughters didn't either. I was too busy attending to grandma so they didn't get my or her attention. Grandma was lonely from a week of staying inside so she had a large need to. I would become exhausted trying to help with her housework and listen to her talk. All the while I was feeling bad that I had ignored my own daughters. Due to the "look, don't touch" rule that existed in her china doll house, I had two bored, frustrated daughters. At the end of such a visit I would complain to my husband about the situation; how I had siblings who lived nearby yet didn't visit our mother as often or help her around the house.

Likewise, I was the willing ear to my family members' complaints about their own inner sagas and dramas. I, in turn, passed on my own frustrations and dramas onto friends. My own daughters received the short end of my frustrations many times, too. It was like a never ending cycle, where negative energy circled around and went from one relationship to another in some form or fashion.

Then I started noticing my role in the cycle. I began stopping what I was saying, and most of all, what I was doing. It was tough. The simplest way I can describe my actions is that I let the ground between myself and those closest to me grow fallow. I didn't rush in and try to plant some situation that I would be in charge of maintaining. Instead I learned to just *be* with that person. I learned to listen when I went out for coffee with some friends and let go of offering solutions and advice. I cut telephone conversations short with family members when I noticed my own children were being neglected by such calls. I learned to listen more to my own discomfort inside and respond less to what other people were saying about their own lives.

Ironically, as I stopped being so quick to attend to others, I found people around me changing. The dramas and sagas of family members started dying down with no audience to keep it alive. Siblings started stepping into to care for my elderly mother so when I did visit her, I could be present with her and not thrust myself into the care giver role. Both of us found ourselves responding differently to each other. One of the benefits of letting the relationship go "fallow" was how the resentments I had let build up inside of me disappeared and composted into something richer and fuller. That same change showed up in more and more relationships.

Friendships grew deeper because I began to really listen by staying still and present and saying less. My relationship with my husband opened up because I found my silences had become meaningful in sustaining our relationship instead of destructive and full of quiet resentments. Likewise my relationship with my daughters changed too. I learned to be more present with them as they talked. Ironically they stopped fighting so often with each other. They recognized intuitively that I was truly showing up with my attention instead of having it show up in fleeting moments.

As I attend less to the voices of those around me and listen more to their hearts, my relationships with those individuals, especially my family members, have converted into sustaining ones instead of merely existing as maintaining ones. I have grown the better because of it.

Community Connections

The Systems Project By Tom Tomich

Significant social shifts or movements almost always start with one person or a small group. For these movements to have a chance of succeeding they need to spread their idea outside the early, committed group. The Upland Hills community is a very environmentally aware group, but we are small. For us to make a global impact, our ideas need to be shared beyond our community. This is a story of how one sustainability project spread from Upland Hills into Linden Middle School.

If you walked into Linden Middle School, you very well may see small groups of students wandering around counting light bulbs. What you may not know is that the genesis for this project was 4 years ago while I was a student teacher in Ted's group.

As part of my student teaching, Ted and I created a project to measure the amount of different resources the school used. The students measured how much food, water, electricity and natural gas Upland Hills used. The idea behind what we called "The Systems Project" was to find out what was using a specific resource, like electricity and ultimately figure out how to use less of it. To measure electricity use, the students recorded different types and numbers of light bulbs along with the number of watts each one used. The systems project led to an increased level of awareness among staff and students. When Ted's group found out how much electricity was being used, their reaction was pretty immediate, "Turn off the lights!"

When I moved into my current job in Linden, the systems project was still on my mind. How could I move a project from a school steeped in environmental awareness to a math class in a school that is for the most part environmentally unaware? What came to my mind was the article "Dancing With Systems" by Donella Meadows. This was an article both Ted and I had read and was the basis for our project. Meadows recommended that before you change a system you should first see how the system is currently working, or as she said "get the beat of the system."

It is sometimes difficult to grasp how much electricity is used in a school the size of Linden Middle School. Kilowatt hours are a pretty obscure concept for most middle school students to understand. It was pretty obvious to the students in Linden that most of the electricity was used by the many lights in the school. Nobody at the school had any idea of how many lights were in the building. So, my math class started recording and organizing information on the number of lights in the school.

The Linden systems project is a work in progress. Hopefully we will have a finished product by the end of the year. It has been a struggle at times because the kids in Linden haven't been exposed to environmental thought to the extent that Upland Hills students have, but there truly is a natural desire to nurture and protect the natural world. When we started getting some firm data on the incredible number of lights at Linden Middle School and the dollars it cost to run them, my math class responded immediately, "Turn off the lights!"

Moving the systems project from Upland Hills to Linden Middle School has had another benefit. Working on a project of environmental focus at Upland Hills is a pretty normal occurrence. Starting a project like this at Linden has helped me gain positive attention from other teachers, the principal and the staff in the superintendent's office, and had the effect of raising their consciousness as well. The message is spreading even further into the Linden School community.

By his own admission Gandhi ultimately failed in his quest for non-violence because, in part, his followers were not ready to accept non-violence in their hearts as the end result. At Linden Middle School, I have found students and adults who are open to their growing environmental awareness. Let us continue to cultivate this sustainability consciousness in our hearts.

continued from page 2

However, I recently had an opportunity to think about the positive contribution to The Great Turning that we make here at Upland Hills School. Our school is radically different from most. It was founded on a set of values, and like a seed that was planted 35 years ago, it has grown to the point where we can now detect a direct relationship between those values and the actions of former students. This was made clear to me a few days ago when I joined a touch football game at school that quickly turned from bad to worse. There was a brief moment of hope when I ran for a sure-thing pass, but it fell through my arms in the end zone. Nonetheless, it was not a game to be missed. The highlight of the game wasn't the cheers of my teammates when I asked to join in (they soon realized that even though I was two feet taller than everyone else, I lacked talent), and it wasn't the drive that marched our team within a touchdown of winning. It was the moment when I looked up through failing eyes and saw a former student coming towards us. I quickly invited Jesse Tarr to join our team (we lost anyway) and I enjoyed the fact that even though he's half my age, he too had trouble keeping up with our playground friends.

Jesse threw me that touchdown pass, and I dropped it. But we were both enjoying the moment. I shot a short movie with my digital camera and opened it by asking him about his life. Jesse recently graduated from Northern University and was overflowing with enthusiasm because he just found out that he had landed the job of his dreams. He told me that he had sent only two resumes to companies that were installing large wind farms. His job application opened with a statement about his earliest memory of our school. In his cover letter he said "growing up in the presence of two small wind turbines, I've been instilled with an understanding and appreciation of the power of the wind that blows every single day." That statement leapt out at the reader and led directly to a face to face interview in the Twin Cities, and then to the wind farm job itself. Jesse is joining in The Great Turning.

Uncertainty and Jesse are no strangers to each other. While we were playing I thought about his last year here. His closest friends were graduating a year ahead of him and he felt more than ready to split from this small pond. So there was no graduation ceremony for him as he went from our school to the Lake Orion public schools. At his high school graduation party I remember how excited his parents were that he was going away to school. I also remember when he returned home after his first year, crestfallen and shaken. He took a year off from school and worked for us building the Karen Joy Theatre. We worked well together. He took on every new challenge with focused attention and confidence. He moved from finishing the walls with concrete to installing theatre seats and lighting with determination and resourcefulness. At the end of that year he had rebuilt more than just the theatre.

Sustainability, for me, means thinking beyond yourself. Our different school has attempted to create an atmosphere that is deeply appreciative of the natural world and of every person's uniqueness, which includes the different paths they may take to realize their dreams. The School is now 35 years old, which means that we are just beginning to learn the lessons of "slow knowledge" and "deep time." Some of those lessons will be taught to us as our former students interact with the world.

A few weeks ago we were able to experience the school through the eyes of close friends who had not seen the school since 1973. When John and Marjorie Tedesco were asked about the changes, John responded. "Everything has changed," he mused, "but the spirit remains the same." That is the spirit that each of us needs to hold intact as we move into The Great Turning.

Contribute to Upland Hills School *Connections*— We are seeking articles, photos and ideas for future issues of *Connections*. Here are the themes, so let your imagination and interests flow into an offering to share with the Upland Hills Community.

Publication Date	Issue Topic	Deadline
Fall	Educating the Whole Child	(Aug 2006)
Winter	Environmental Studies	(Jan 2007)
Spring	The Year in Review	(May 2007)
Fall	3-D Initiatives	(Aug 2007)

Volunteer opportunities this summer

**Articles for Fall 2006 *Connections* Newsletter—
Educating the Whole Child**

Proofreading

Gardening

Annual Community Picnic

Summer Clerical Work

Painting

Building

Save the date!

Upland Hills Auction
Saturday, March 31, 2007
Twin Lakes Golf
and Swim Club

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