



# The Independent Mind

DECEMBER 2007

## What 21st Century Learning Means

BY PHYLLIS POE

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At this year's ISACS (Independent School Association of the Central States) Conference, I took a seminar presented by Pat Bassett, President of NAIS (National Association of Independent Schools). This particular seminar was titled, "The Right-Brained Future of Creating 21<sup>st</sup> Century Schools". As we were visiting before the seminar started, he mentioned that this topic should speak directly to Clear Spring School and the importance of schools such as Clear Spring. Mr. Bassett has been quoted saying that Clear Spring School is "a model of 21<sup>st</sup> Century education". The seminar would be about what and how schools need to prepare students for life in the future. He was right. Clear Spring School is indeed doing what educational visionaries are speaking about in terms of how to guide our youth toward their futures.

*"The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift."*

—ALBERT EINSTEIN

Think about it. In the 1800's people didn't receive in a lifetime the amount of information we receive in a weeks worth of newspapers. Now add in the internet.

With information comes understanding and conclusions and change. We know little of what our children will need to know or what skills they will need to have for their future jobs.

So what curriculum will prepare our students? In the seminar, Mr. Bassett took three separate books: "21<sup>st</sup> Century; Tough Choices, Tough Times", by the National Center on Education and the Economy; "Five Minds for the Future", by Howard Garner; and "College Learning for the New Global Century." Some of the skills and values people will need that these three sources stated were:

- Creativity and innovation
- Facility with the use of ideas and abstractions
- Leadership
- Expertise in a field
- Respectful mind (open mindedness and inclusiveness)
- Ethical mind (moral courage)
- Teamwork
- Synthesizing mind (scanning and weaving into coherence)
- Resilience
- Real world problem-solving skills

*"We are currently preparing students for jobs that don't yet exist using technologies that haven't been invented to solve problems that we don't yet know are problems."*

—Karl Fisch

Denver public high school teacher

How do we arm our students for a future so obscure? We could drill facts all day long, which will be out of date by lunchtime. Already, what a freshman entering college learns today will be outdated by the time s/he is a junior.



*"We don't inherit the earth from our ancestors, we borrow it from our children."*

DAVID BROWER

## 21st Century Learning

(continued)

Mr. Bassett stated that in the 20<sup>th</sup> Century the left brain (the intellect) was most valued and awarded. He stated that in the 21<sup>st</sup> Century it would be the right brain (the creative impulse) that would be most prized. In other words, as the IQ was most valued in the 20<sup>th</sup> Century, the EQ (Emotional Quotient) would be prized in the 21<sup>st</sup> Century. Not to say the intellect will not still be important, but that it would need to be housed in a creative, empathic, resilient way that would lead to problem solving in a world of constantly changing information.

In *A Whole Mind* by Daniel Pink he states that in the 21<sup>st</sup> Century, rewards will go to creators; empathizers; pattern recognizers; meaning makers; i.e., artists, inventors, designers, storytellers, caregivers, big picture thinkers and master teachers. The rewards will go to the "Creative Class."

Clear Spring School is considered by Independent School leaders to be a 21<sup>st</sup> Century school. This is based on our emphasis on hands-on, project-based learning, innovative block schedule, which takes a student deep into a subject, travel, internship opportunities, teamwork skills, leadership skills, problem-solving skills, and Wisdom of the Hands program, to mention a few. Our students tend to be academically strong, independent thinkers, who know how to learn and enjoy the challenge. Our students are not cookie cutter students. In a crowd of teenagers, our students stand out. They are creative and empathetic. This week we had a young child visit our school and when his mother told him it was time to go he acted out. One of our first graders turned to Miss Jenny and said, "He really liked being here too much!" What a wonderful statement. It was simple and yet straight to the heart of the situation. There was no judgment, just laser point understanding. Empathy at the first grade level. I feel confident of this child's future in the 21<sup>st</sup> Century.

## Remembering Helen Fulton (January 29, 1914 - October 23, 2007)

Helen Fulton, along with her husband Bernard, were pioneers in education. They founded Greenhill School in Dallas in 1950, where Helen worked for 26



years as a volunteer. The impact of her contribution to this school was shown when, upon retirement, she was replaced by several full-time staff along with a bus system and a cafeteria service.

Helen and Bernard were inspirations to their children as well. Their son, Will Fulton (shown above 3rd from left) co-founded Clear Spring School in 1974. His sister, Molly Seeligson (far right), was Head of Clear Spring School for a number of years, is an alumni parent, and continues to serve on the Clear Spring School Board of Trustees. Georgie Green (far left), another daughter of the Fultons, set up the Alphabetic Phonics and *Adopt Excellence!* programs at Clear Spring School.

Helen Fulton regularly shared her knowledge and skills with teachers at Clear Spring School over the years. She introduced "Cuisenaire rods," mathematics manipulatives, to the elementary program at Clear Spring School while working with former teacher Nancy Wood.

Helen, and everyone called her Helen, was a model of leading by example. Highly principled, the word "mediocre" was never to be accepted as sufficient. Rather than daunting, her attitude encouraged others to achieve.

Her participation, support and inspiration for Clear Spring School will be greatly missed.

# Students Grow While Learning About Growing

BY STEVEN S. WHITE

The sweet smell of fresh basil was the first thing the Clear Spring School students and teachers noticed when they first ventured into Patrice Gros's organic farm.

These elementary students, grades 1-4, were there with their teachers Jenny Amussen and Michelle Sullivan, to begin their 6-week "internship" to learn about the entire process of organic gardening.

On their first visit it rained, so being too wet to plant, the students all went to work mulching Patrice's leek beds with straw, being careful not to actually cover up the tender plants. They got to watch Patrice and his crew in action and see some of his other crops grown there such as corn, basil and tomatoes.



When they returned the next week, it was time to begin sowing seeds. Students were shown how to rake the beds and to dig

trenches with rebar alongside the irrigation system. They were provided with seed planters to help them measure out just the right amount of seeds. They planted radishes, turnips and spinach, that only a week later were thriving and already in need of thinning. During this visit, they learned how Patrice's well, pump, and pond all worked together to irrigate his crops. Patrice taught the students about how certain insects are beneficial to the process of growing healthy crops.

Patrice works full-time on his farm, using best practices of organic gardening. His hope and goal is that everyone learns how best to work with the earth in a

way that's healthy for the planet and produces the healthiest foods for our bodies. "By the time most kids are teenagers, their eating choices have already been

shaped by a consumerist media," says Patrice Gros. "If we can teach them early about the nutrition of raw foods from the Earth, instead of food with a long label of chemicals we don't even understand, their eating habits have a better chance of staying on course."

Watching the excitement of these students harvesting turnips for market, the lesson seems like

one that will stay with them. After gathering a cartful of produce, Patrice taught them how to carefully bundle them to display at the farmer's market. These students displayed produce at their own table at the market on October 25<sup>th</sup>.

"This type of in-the-field learning has always distinguished Clear Spring School," says Phyllis Poe, Head of School. "These community partnerships are invaluable to our ongoing mission to provide a 'hands-on, hearts-engaged educational experience' for each and every student, and to connect them continuously with their local and global community."



# Alumni Profile: Mason Juday

SUBMITTED BY MASON JUDAY

*Mason Juday was in the first class of Clear spring School in 1974. He remained at CSS until the 7th grade which was as far as the school went at that time.*

I am presently living in Berlin, Germany with my wife Irena. We are due to have our first baby, a boy, in early March. I met Irena eight years ago during a trip to Europe where I spent a semester in Rome as part of my architectural studies. We kept in touch, meeting over the years in Pompeii, Paris, Amsterdam, and New York. Irena is working on her PhD in Religious Studies at the university in Erfurt, Germany (the city where Martin Luther went to school).

I am now working for the firm *Realities:United* in Berlin. They were ranked among the top 10 design firms last year. Their best-known project is the Kunsthau Graz, Austria, where they designed the video/lighting system that sits underneath the building's acrylic exterior. I moved to Berlin knowing I wanted to work with them, as their practice most closely matches my graduate studies. I am currently managing a project that is being built in Singapore.

My education, academic and otherwise, wound a convoluted path across the U.S. I toured through the U.S. and ended up in San Francisco -- it was there that I resume studying, shortly after my 21st birthday at City College San Francisco. My father paid my rent and sent me a small stipend that kept me afloat in Ramen noodles.

I attended CCSF for three semesters managing a good GPA, but after a slight case of broken-heart right before the Spring semester, I decided that I wanted to hit the road. After spending several years of moving around the U.S., I began to run out of new territory to explore, so I took off to Mexico with a set of written instructions on how to get to Rio Nexpa



scrawled in the back of a sketchbook. On hearing of the illness of a friend's father, I returned to Eureka Springs.

This turn of events gave me much cause for reflection. I considered what I enjoyed doing, and what was important to me. Traveling was obviously important, but so was learning. I really enjoyed working as a carpenter, however I thought that there was some chance that I would run out of things to learn from it and end up being bored. I also realized that I existed in a small economic and cultural bubble around Eureka Springs, and that beyond word of mouth, I had no credentials whatsoever. I figured that I was two and a half years away from a bachelor's degree, and that would be something -- and afterwards I could go back to being a carpenter if I liked.

Through a couple of very lucky coincidences I ended up interviewing at the Architecture School in Fayetteville. After hearing stories of architecture school when I was thirteen, architecture was the first career that I ever ruled out completely (the education sounded way too stressful); however a counselor asked what I would do if I had the means to do anything. My deep enjoyment of building provoked an answer that was so stereotypically "Architecture" that I'm too embarrassed to repeat it here. The drawback was that I would have to complete another five years of school due to the inflexible studio curriculum.

After stepping out of the architecture building at the U of A with the next five years lined out for me, I felt a tremendous relief, and was really happy.

I actually managed to get through the program a semester early in December of 1999, ranked third in my class. That month I went to interviews at Columbia, Harvard, MIT, and Rensselaer Polytechnic

Institute (RPI). When I returned from that trip, there was a note on my desk, from a firm in Boston that I had also visited, offering me a job.

I graduated and took the job in Boston. Within nine months my salary had increased fifty percent, and within a year I was acting project manager for a twenty-five million dollar project on City Hall Plaza in Boston. Needless to say, graduate school lost its priority for a couple years.

After being diagnosed with Crohn's Disease - a diagnosis which often precludes stressful employment - I decided to head back into academia. One of my favorite professors at the U of A, Ted Krueger, had been successfully recruited by RPI -- he then recruited me to attend the program there in Informatics and Architecture. I was granted a University Fellowship, and stayed on as a research assistant to finish my master's project; an invention that incorporated micro-computers, GPS and other sensor technology to develop synthetic senses for humans. This may sound odd coming from architecture, but in fact the MIT Media Lab is part of the MIT School of Architecture, so there is somewhat of a tradition of doing weird stuff under the aegis of Architecture.

After finishing there I moved back to San Francisco for a few years, initially working as a consultant to a company developing a new construction system. I was later as a senior associate to an architect who had a 30 year old practice in San Francisco after teaching at Oxford.

On a trip to Europe in '05 Irena told me I should drop by and visit her, though Erfurt is almost in the middle of nowhere, I did so as casually as possible. Our visit went quite well, and she suggested that we ought to explore this more in the next couple years. I told her to let me know when, and I would pack my things. There was a phone message waiting for me upon arrival back, so I began packing.



I realize that one of the major turning points instigating my second run at university-level education took place at the Clear Spring 20th reunion. Evi Seidman was there and asked me what I was up to. I explained my various employment as auto-mechanic and carpenter. She looked at me and said "don't program yourself to be poor, Mason. You may want to have money one day -- maybe you'll want to help support Clear Spring School even." I have reflected on that moment quite often through the years, however I hadn't really considered the context until just now.

It is difficult for me to separate the personalities from the school, when it comes to Clear Spring. However my earliest recollections of the school environment were of the freedom to pursue my interests, and to learn at my own pace. It seems to me that the absence of heavy punishments, strict regulations, and other authoritarian power structures made for an environment that fostered self-reliance, self-direction and independence. I have never felt so free to learn as my first years at Clear Spring.

I began my education free to ask questions, and being treated with respect - both for knowledge attained, and for thoughtful probings. I always felt free to speak and act at Clear Spring School, and I credit that foundation of self-respect and self-belief as being a key element in seeing me through my unusual path. For years I had heard that I would love college, that I would be able to do what I wanted, but it took me quite a while to believe that would be possible again; to have a collegial relationship with a learning environment.

I have always been a lucky guy, and I cite attendance at Clear Spring School as one of my blessings. I would not recommend that anyone choose the path that I did, however I would love to send my own children to Clear Spring. Looking at the campus now, I see the school has come at least as far in the intervening years as I have - if not further.

## Clear Spring School Board of Trustees

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**PHYLLIS POE**, *Head of School*

*Together, all at Clear Spring School promote a lifelong love of learning through a hands-on and hearts-engaged educational environment.*

## Preparing Students for Lifelong Learning

Clear Spring School promotes a very particular approach to education that is reflected in every class, beginning in preschool and continuing through 12th grade. Teachers and staff take very seriously their dedication to helping students build a strong foundation, not just through imparting information, but in helping children find their specific areas of interest and showing them that learning can be a fun and exciting process.



*Charla Destry*

Charla Destry, our PrePrimary teacher, begins inspiring the learning process through exploring the use of the five senses. Children are encouraged to experience their world through individual lesson choices, movement and play. The age grouping of 3-6 allows students to move backward and forward within their range of development both socially and academically, allowing for fluctuation of individual development. The environment promotes self-discipline and encourages educational engagement.

By the time students graduate from Clear Spring School, they have experienced the culmination of the educational process begun at the Pre-Primary level. Pete Golden, our High School teacher, guides older students through an increasingly complex and integrated curriculum. With the help of a world-class woodshop program and a well-developed travel program that takes students across the country, students complete a variety of projects that Pete believes solidify academic concepts. Organized community involvement and a commitment to peer-assisted learning are also hallmarks of a school that is dedicated to fostering within its students a true “lifelong love of learning.”

*“Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”*

- PLATO



*Pete Golden*

## Why an Annual Fund?

We recently mailed our request for donations to our annual fund. As you, our friends and families, consider the extent of your giving this year, we wanted to provide you with some facts about the annual fund.

- Tuition cover only 40% of the school's expenses.
- Grant funding from foundations are almost always restricted to specific programs or projects, and cannot be used for general operating expenses.
- All donations are tax-deductible, and although most people finalize their giving at the end of the year, you are in charge of the timing of the gift.
- With costs rising in every area, and our commitment to keeping tuition low enough to be accessible to most people, extra giving insures good educational resources and technology, broader educational experiences, and allows for teacher salary increases to keep our wonderful teachers.

## Other Considerations

- You may choose to set up a monthly draft. Just speak with Brenda Spencer, our Business Manager.
- You may want to earmark your giving to our *Adopt Excellence* program. This is the fund set aside to provide scholarships, or reduced tuitions, to those who cannot afford the full tuition cost.
- For those of you who participate in holiday giving to friends and family, consider a donation to Clear Spring School in lieu of a gift, and include an acknowledgement card.

## Challenge 20/20 Update

The NAIS (*National Association of Independent Schools*) "Challenge 20/20" pairs school from around the globe to tackle one of the 20 global issues identified in the book "*High Noon: 20 Global Problems 20 Years to Solve Them.*" The issue of Global Warming is the challenge presented to our school in partnership with schools in Florida, Canada and Singapore. In communications with the school in Singapore, our students have participated in conversations via the web and phone about the possible solutions to global warming.

Classes are studying several issues and points of view related to global warming. It's our goal to stimulate discussion and come to a better understanding of the many challenges facing the world.

Students have also investigated the concept of the individual and collective "carbon footprint" and discovered different ways to calculate it and reduce it. The school in Singapore was very interested in learning about our school Trashathon program and plans to implement something similar in their own school.

Middle School students spent time designing models of "green" buildings that utilized sustainable technologies they've been studying in preparation for the planning of the new high school and fine art buildings.

*Clear Spring Senior,  
Jina Yamaguchi,  
an exchange student  
from Japan,  
demonstrates  
the ancient art of  
the Japanese Tea  
Ceremony to the  
entire student body.  
This year we are  
pleased to host two  
exchange students,  
the other being  
Peggy Wu, from  
Taiwan.*



## Tax Deductible Contribution Form

Clear Spring School is a 501(c)3 non-profit organization. We rely upon the financial support of individual and corporate contributions for us to continue providing the quality education we've been known for since 1974. If you or someone you know is interested in contributing to Clear Spring School, please complete this form and mail it with your donation to CSS, P.O. Box 511, Eureka Springs, AR 72632.

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone(s) \_\_\_\_\_

I have enclosed \$\_\_\_\_\_ towards:

- Annual Fund       Wisdom of the Hands  
 Adopt Excellence       Other \_\_\_\_\_

*Thank you for your generous gift!*

## Did you know that Clear Spring School:

- Has the highest percentage of graduating students going on to higher education than any other school in Carroll County?
- Currently has four former CSS students attending the prestigious and academically competitive ASMSA? If ASMSA drew equally from all counties in Arkansas, they would be accepting only about 2 students per county.
- Was the second school in the state to be accredited with the high standards of ISACS and NAIS? Currently there are only five accredited schools in Arkansas as compared with 45 in Missouri.
- Formed the first multi-age soccer team in Carroll County? We were named the "Chili Peppers."
- Had its legal incorporation papers prepared by Hillary Rodham 34 years ago?
- Currently has five alumni serving in the military?
- Has a travel program that has taken our students to 23 states and Washington DC?



**P.O. Box 511  
374 Dairy Hollow Road  
Eureka Springs, AR 72632**

**Mark the date:**

*Clear Spring School's*

*4th Annual*

*Chocolate Lovers Festival*

**FEBRUARY 16, 2008**

**[www.clearspringschool.org](http://www.clearspringschool.org)**

**Address correction requested**