

# HARMONY EDUCATION CENTER NEWSLETTER

Harmony School • National School Reform Faculty • Rhino's •  
Research Institute

P.O. Box 1787, Bloomington, IN 47402  
www.harmonyschool.org (812) 334-8349

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## NEWS FROM THE OFFICE

### SPRING GARDEN WORK DAY

**Saturday, March 29<sup>th</sup> 10-2**  
(raindate Sunday) Everyone is  
welcome to help! Bring garden  
tools, wheelbarrows, and good  
weather!



**VISITOR TOUR - Thursday, April 3<sup>rd</sup>** at 11  
a.m. (or 10:30 a.m. for the Early Childhood  
Program) for anyone interested in learning about  
Harmony School. RSVP to 334-8349.

## HARMONY SCHOOL EXTRAVAGANZA Saturday May 17<sup>th</sup>

We are beginning to solicit donations for the  
Silent Auction held at the Extravaganza; if you  
have anything you think we could auction off,  
please contact Libby in the office. We are also  
looking for items to give as game prizes: almost-  
new or gently-used toys, stuffed animals, and fast  
food prizes are great as small prizes. If you have  
anything to donate, you can bring them any time.

As always, we will need lots of volunteers  
at this fun-filled family event, so be sure to keep  
that date open and bring your family and friends!  
In addition, if you'd like to help organize the  
games, contact us.

### THANKS FROM THE BEA FAMILY

On behalf of my family I would like to thank  
Harmony School for providing for my family in  
these tough times. I would like to thank the  
middle school parents, students, and teachers.

We would like to thank you for all the delicious  
food you gave us. Thank you tons! --*Brahm Bea*.

## NEWS FROM THE PROGRAMS

### EARLY CHILDHOOD PROGRAM

#### Linda, Tim and Martha (3-5 year olds)

As usual, the Valentine's Day Tea was the highlight  
for February in the ECP. The kids prepared by  
decorating bags for Valentine's cards, making heart  
shaped crowns, and learning love songs, including  
some old ECP favorites you don't hear much any more  
like "That's Amore" and "Witch Doctor." On the day  
of the tea, we prepared treats for parents and waited  
anxiously for the big event. When families and friends  
were all seated at tables in the gym, the kids came on  
stage and serenaded them with love songs, then served  
treats and tea before enjoying a snack themselves.

Our 100<sup>th</sup> day of school celebration was a bit  
toned down because it fell just before Valentine's Day.  
The kids brought loads of collections of 100 things for  
us to appreciate and count, though, and we learned the  
value of breaking down the collections into sets of ten  
to make the counting easier. This kind of activity  
prepares the younger kids for place value  
understanding and cements the concept for the ones  
who already grasp it.

In between celebrations, we've been  
continuing our theme study of people. We traced and  
cut out silhouettes of kids' faces in profile and  
everyone has been guessing which profile is who.  
Afterward the kids took advantage of the overhead  
projector that we were using to draw the profiles, and  
enlarged and traced many different objects from  
around the room. We explored the skin color of each  
other's hands with colored pencils and construction  
paper that spanned a range of skin tones. In addition,  
we are continuing to read books and pages about

children from other countries and cultures. Multicultural day was exciting for the ECP kids as they wandered through classroom exhibits trying out games, food, dress-up clothes, musical instruments and artwork from a large variety of cultures.

We finally got some real snow for sledding and snowball fights, but February had its share of rainy days, mud, and splashing in puddles, too. We also enjoyed snow and ice in the sensory table.

A few computers and VCRs have met their demise on the workbench. Although we never get them back working the way they were supposed to, the parts come in handy as props for all sorts of fantasy play. Speaking of fantasies, the ECP kids really enjoyed a production of two of Rudyard Kipling's "Just So Stories" put on by a traveling troupe of actors from Bloomington High School North. The acting was engaging and interactive and the kids responded enthusiastically.

Be sure to welcome Isaiah, who just joined our classroom. Many kids at Harmony already know him and he walked in and started playing from his first day like he's been here all along.

Looking forward to Spring! --*Tim, Linda, and Martha*

## **ELEMENTARY SCHOOL**

### **MICHELE & CLAUDIO's (6-8 yr olds)**

Thank goodness it's March! We have been suffering from profound spring fever and needed the cure—spring break! After we return to school, refreshed and revitalized, watch your mail for your child's brief evaluation. If you have any questions or comments, please arrange a time to meet with us right away.

March 7<sup>th</sup> was our student teacher's last day at Harmony. We all made Katie cards and wished her happy travels in Ireland. Before she left, she taught a wonderful science theme, "Solids, Liquids and Gases." Some of the activities that the kids loved were:

1. The Incredible Ice Melting Race—Students designed their own ice melting experiments and compared their best and worst ice melting strategies.
2. Making Ooblec and Glop—The kids loved making these weird substances and getting their hands dirty. Were they solids or liquids? That was the question.
3. Sorting Solids—Kids put various solids into groups based on properties chosen by the students themselves.

We all enjoyed Multicultural Month and Day. During February, Katie taught a unit on Ireland. She introduced this unit in a clever way:



on the floor, she laid out pictures with facts about Ireland on the backs. Then kids picked out the pictures that appealed to them and read out the facts. We really learned a lot in a short period of time! The kids learned about the castles in Ireland as well and then had the opportunity to draw their own castles based on their individual tastes. They may not have been conventional, but they all were incredibly inventive! My personal favorite was the class that covered Irish sayings. The kids got a kick out of these and used them for the rest of the day. Anyone out there know what "What about ye?" and "Pull your socks up!" mean?

This month our kids chose from "Deep Sea Creatures" with Jo, "Collages" with Jeremy and "Chinese Culture" with Kathy for Exploration. All of these have gotten excellent reports from our kids.

After Spring Break, the second graders will begin a new writing assignment—writing a "How to" piece. The students will pick simple procedures, such as "how to turn on a light" and write down each step. When they are finished, the first graders will follow their directions very literally to see if it works. It's apparent right away when a step is left out or written in an ambiguous way. Then, it's right back to the drawing (writing) board to try again! -*Michele*

### **JEREMY & JO's (8-10 yr olds)**

All of us have stolen a cookie from the cookie jar, or skipped a class that we knew we should have gone to, or put off some important task to do one of significantly less importance, but inside we know what is right and wrong and what level of right or wrong we are choosing to participate in. Some basic "rights" and "wrongs" are ingrained in us and others we have to learn. As teachers and parents, we have the task of helping young people to navigate these ideas and to create a set of beliefs by which they will learn to make their own decisions. If we show them that yelling, pouting, ignoring, or manipulating are the ways that a person gets the things they need then our kids will emulate this until they find other options. The opposite is also true. If we show them healthy decision-making they will imitate this as well.

Kids are trying to figure these principles out from the beginning of their lives. Crying is the most rudimentary way to get what you want (even 9 year olds know the power of a few forced tears and a big pouty lip). But as highly social scenarios like school enter kids' lives they begin to make choices about how to get the things they want and need. As teachers, our job is to help kids learn techniques for supporting themselves in healthy decision making and show them how to most efficiently find help when they need it. A

person who has these skills can succeed in just about any job, community, or learning environment.

The third and fourth grade is a perfect time to really start this important work. We create classroom systems that expect kids to wonder for themselves how to solve a given problem. During Authoring classes, for example, we have in-depth conferences with each child and others may not interrupt. This helps those who have our attention to understand that they are important and our time together is meaningful and focused. It also reinforces the idea that others can use the tools available to them to solve the problem, or move past it and come back later.

So what does this have to do with right and wrong? Independent problem solving coupled with the appropriate support systems will get any of us a long way when it comes to right and wrong. We can tell our kids what to do and how to do it, but ultimately it will be their choice. Giving kids the skills to make healthy decisions (whether in a learning environment or anywhere else) and to know their options creates powerful individuals who know how to “do the right thing”. --Jeremy

#### **KATHY & BART's (10-12 year olds)**

Both Spring Break and warmer weather bring some well deserved rest and fun. Our class will definitely chatter with shared tales of our adventures when we come together after the break.

Last month our students traveled through a variety of fascinating cultures during Multicultural Creation Classes and on Multicultural Day. Students will also complete a variety of independent reading choices focused on multicultural themes within a few weeks. This unit will culminate with a “Book in a Box” project offered by our student teacher, Netta, that combines reading, writing, summarizing, art, design, use of symbolism, and other skills.

I recently reconnected with a Bloomington community member who visited our class’s Peace Museum several years back, and she gifted me with a chapter of her memoir from the 13<sup>th</sup> year of her childhood as a Jewish child in Budapest in 1944 during the Nazi occupation of Hungary. I shared this snapshot of an elderly immigrant’s childhood experience with the kids recently during read aloud time. Also, extending the multicultural theme, I will be in Beijing and Anshan, China seeking exchange opportunities, particularly in shared curriculum, for all programs in our school by the time you read this newsletter. Our 5<sup>th</sup> & 6<sup>th</sup> graders learned a bit about China in the past several weeks. I’ve prepared a lesson for the Chinese students that shares images and stories of our Harmony community and our class. Our students wrote letters to students at my host school in

Anshan that I’m presenting during my visit, and I’ll definitely share my experiences upon my return. Let’s continue to celebrate our wealth of diverse cultures in the world in our efforts to help make the world a more just and peaceful place.

Please take a moment to browse through the *Collected Works of the Harmony 5<sup>th</sup> & 6<sup>th</sup> Grade Class of 2008* displayed on the hallway table outside of the office. We are proud of our young authors. Thanks to Crystal Yoakam for copying and binding the copy.

We would also like to extend congratulations to **Natasha Hastings-Heinz** and **Corey Dadds** for their extra investment as authors by writing and submitting entries to the City of Bloomington Human Rights Commission essay contest on the theme *Variety is the Spice of Life*. Their entries are included in our *Collected Works*. **Corey Dadds** won 1<sup>st</sup> place in the upper elementary division of the city wide contest for his essay and will be recognized later this month. We’ll provide an update in the next newsletter. Congratulations, Corey, for this honor and recognition of your talents.

Our kids finished up two science-based thematic units last month as well. In Bart’s *Journey at the Speed of Light* they explored the electromagnetic spectrum, magnetism and basic electricity. After watching *An Inconvenient Truth*, the class did an Exploratorium on alternative energies.

The 5<sup>th</sup> & 6<sup>th</sup> graders extended their hands-on discovery of science in Netta’s Kitchen Chemistry theme. They did several demonstrations and experiments working with properties of solids, liquids and gases, solubility, and polar and non-polar liquids.

The culminating journey of our graduating class of 2008, the graduation project, continues into Stage 2 of 4 stages. This year we have a nice variety of topics offered, including:

- Aaron Stahlman– Gumboot Dancing
- Arianna Bennetti – Unethical Food Corporations
- Eli Skooglund – Sweden
- Emilie Campbell – Rhythm & Blues
- Gabe Bonnell – Washington DC
- Irene Marks – New Orleans, Louisiana
- Isaac Lyden – Recording Music
- Natasha Hastings-Heinz – Theater & Movies
- Nicholas Larimer – JRR Tolkein & Middle Earth
- Renan Havill - Germany
- Risa Flynn – Hip Hop Music & Dance
- SongBear Burke – Cleveland, Ohio

At this point our graduates have met with parents, classmates, and teachers to brainstorm subtopics and connections to resources in the community. In their proposals, the grads constructed webs for their overall plan and tentative outlines for the first two stages of their research. By the publication of this newsletter,

their introductory Stage 1 paper asking the essential question of the project, summarizing the scope of their project, and providing background and historical information will be published. In Stage 2 our 5<sup>th</sup> graders will board the ship and support their graduate mentors by researching related topics of their own interest. In Stage 2 our graduates will answer their most compelling focusing questions in their primary research paper and will finalize their experience plans. We encourage you to stop and chat with our graduates about any support or community connections to resources that you might be aware of.

I hope you all had a restful and joyful spring break. --Kathy

## **MIDDLE SCHOOL**

### **Marty, Kelli and Ursina**

The end of the school year brings about a new set of challenges--most specifically, how to squeeze an infinite amount of stuff into a finite amount of time. This includes the typical spring hubbub of nice weather, outdoor picnics, soccer challenges, etc, but also the more serious business of bringing classes to closure, independent projects and presentations, grad projects and presentations, CAT testing, the end of the year trip, speech writing, the Extravaganza, yearbook, and finally, graduation.

The key for students to gracefully survive this onslaught is pacing. This means that, more than ever, students need to look ahead and keep moving towards their destination. For 8th graders, this is particularly critical with regard to their graduation projects. We're currently 5 weeks into a 13 week process. That means the topics have been chosen, committee meetings conducted, research begun, and outcomes determined. This year's topics include learning to play instruments, photo journalism, web design, cooking, animal rehabilitation, bicycle frame construction, surrealism, DJ-ing, special needs fashion design, and nuclear weapons.

For 8th graders, the end of the year represents an important transition. We take seriously the idea that students need to demonstrate that they're ready to succeed in high school. This involves a degree of academic seriousness, the ability to focus, be independent, and look beyond their own perspective. These are skills we work on from day-one in the Middle School.

As always, if you have any questions or concerns, please contact us. --Marty

## **HIGH SCHOOL**

### **Sal, Paul, Emily, Tom, Jon & Zeri**

**Sal:** I cannot begin this month's newsletter without thanking the many, many people who helped with the high school's contribution to the Open House. Thank you to the parents and students who helped with the cleaning; to the families who made the food and the wonderful wait staff who served it (and to Berta Medicus for running the kitchen); thanks to the student guides in all the rooms; thanks to Chelsea Smith for traveling down from Earlham to be one of our alumni representatives and to Lance Kellar for postponing his trip so he could represent the Seniors; thanks to Nolan Moss and Lauren Hersch for running the lights and sound at the forum; and, most especially, thanks to the students of the Press Corps – Katia Griffin Jakymec, Izzy Jarvis, Sarah Kolodziej, Carina Lee, McCarry Reynolds, Riley Voss, and Hannah Watt for such a magnificent effort.

And the work goes on this month, with fundraisers for the spring trip. **On Friday, March 28<sup>th</sup> from 1:00pm – 6:00pm, the high school will be holding a *Book, Music and Movie Market, with a Sidewalk Café*.** This is your chance to clean out those bookshelves and/or the garage. We need contributions of books in all categories, for children through to adults, as well as any CDs, DVDs or videos you can spare. On the day, please come and browse, while taking time to enjoy a latte, or a cup of tea, with a pastry.



We would also be grateful for any rummage you may have to contribute for a ***Rummage Sale and YART on Saturday, April 12<sup>th</sup> from 8:00am – 4:00pm.*** With the escalating price of gas and food, the high school will have to raise more money than usual for its trip, so we would appreciate all the support you can give us.

In the meantime, of course, work goes on in our classes. In *Western Civ.*, we have just begun our journey through the Renaissance and will be comparing the works of DaVinci and Michelangelo the week after Spring Break. We will also be taking a field trip to the IU Museum of Art and the Lilly Library. In *The American Century*, we are about to embark on our studies of the Cold War with an evening entitled *The Atomic Café*, when we will be putting President Truman on trial for the dropping of the Bomb on Hiroshima and Nagasaki. Both classes are beginning to turn their thoughts towards their final projects and the presentations they will make on History Night, which is tentatively scheduled for Wednesday, April 30<sup>th</sup>.

**Paul:** We're just past the halfway point in my classes, though it feels like the rest of the semester is going to

fly by. I think we're all looking forward to warmer weather and a little sunshine!

In *American Popular Music*, we've just finished cruising through the 1960s. We looked at the Soul movement with Motown, Stax/Volt, James Brown, and Aretha Franklin, and we discussed how Black music related to the Civil Rights and Black Power movements of the time. The students also gave presentations about some of the most influential Rock artists of the period, ranging from Janis Joplin to the Beatles to Jimi Hendrix. Students are also beginning to work on a compilation CD and liner notes that relate to a band or theme of their choice.

In *American History* we've begun our transition from understanding the differences between the different British colonies to investigating the causes and events of the American Revolution. Before break we looked at the French and Indian War, after break we'll look at the Revolutionary War, and then we'll begin an in depth study of the Constitution. The students are working hard right now to write historical fiction stories based on events in America prior to 1750. Some of them are new to this sort of creative writing, but they're working hard at it!

*Cultural Arts of Africa* has been transitioning from West Africa to East Africa. We looked at Traditional African Religions of West Africa, particularly of the Yoruba, as well as the influence of Islam. Now we're debating the relationship between Greece and Egypt, Egypt and Nubia, and Nubia and Ethiopia. In the process we're learning about what racism means, the Afrocentrism/ Eurocentrism debate, and how issues in the present influence our perspectives on history.

*Practices of Music* has been going great.

We've begun taking different scales and as a group improvising accompaniments and taking solos. Since the students are coming to this class from classical, rock, and heavy metal backgrounds, it's been fascinating to see what sorts of rhythmic and melodic ideas they express.

**Emily:** *Biology* students spent February literally unraveling the mysteries of DNA structure and function. Both *Cells & Genes* classes and the *Human Anatomy & Physiology* class toured the Bloomington Hospital in February, where we got a behind-the-scenes look at the pathology lab and blood bank!

The *Anatomy and Physiology* students also examined how blood flow in goldfish responded to over-the-counter medicines, examined X-rays and MRI films, and dissected chicken legs. We discussed how muscles work, and continue to try and work our own through our fitness tests, basketball games and some weight-lifting at the YMCA.

The *Chemistry* class conducted labs that dissolved the inside of pennies, created barium sulfate, and inadvertently burned a lot of popcorn. We also started balancing chemical equations and calculating chemical masses using the incomprehensibly huge unit of the mole. We ended before spring break by experimenting with the many ways that the low, low temperatures of liquid nitrogen affect common objects.

Many thanks to Abby Middleton, Jacob Ramones, Alex Chau and Hannah Watt for their help with the science demos during the Open House!

**Tom:** Working backwards, 5th Period *Learner & the Learning Process* class continues to explore polarized reactions to anomalous phenomena as well as gain imagery and vocabulary for how our brains developmentally evolve. We shall begin exploring our favorite music when we return from holiday.

*Oracular Systems* class is going splendidly and its progress is being posted on The Magic Cafe, a cyber site for magicians, mentalists and bizarre entertainers who have been contributing resource materials.

*Greek and Latin Roots* class is beginning to finish up; the last few chapters ahead of us will be absorbed in a relaxed manner. In April, *Depth Psychology* students will be presenting class research projects on individuals and their various therapeutic schools and theories. In our story, Parsifal just blew his first chance in the Grail Castle and is helplessly staring at three drops of blood in the snow.

*Ninth Grade English* class students finished their letters to Water. The letters they wrote for Wind were forwarded to the Himalayas and the ones they wrote for Fire were recently tossed into Hawaiian volcanic flow.

**Jon:** Over the next month in both the *Algebra 2* classes, we will finish our study of quadratic functions - with the emphasis being on graphing systems of equations and inequalities. In the *Algebra 1* class, we continue with methods for deriving linear equations.

At the end, we will move to the subject of systems of equations. The *Geometry* class will also be looking at linear functions with an emphasis on their relation to polygons.

**Zeri:** In March, *German* students are learning everything they ever wanted to know about subordinate clauses and subordinating conjunctions, as well as (finally!) the long-awaited genitive case.

After Spring Break, we will begin Chapter 7 in *Spanish*. We'll cover comparatives, superlatives, demonstrative adjectives, adjectival nouns (or is it nominal adjectives?), reflexive pronouns, and a big,

healthy dose of reflexive verbs.

*English as a Second Language* students are embarking on a very difficult journey indeed. They have decided to read "Life of Pi" by Yann Martel. It is a story about a boy stranded on a raft in the ocean with a Bengal Tiger, and contains much specialized vocabulary as it delves deep into the fields of zoology and theology. Wish them luck!

## PROFILES

### STAFF PROFILE

#### Jon Cracraft

I grew up in Indianapolis. My family was fairly well-off and fairly conservative. As a kid I was primarily focused on school (I was pretty nerdy). As I grew older, academics continued to be my priority (I remained a nerd), but I also played several sports, was the singer for a rock band, and was an avid player of Dungeons and Dragons. In high school I started to become philosophically and politically critical of many of our social and economic practices - and when I say "our" I mean "human" - not just American. Wanting a progressive environment in which to develop my thinking, I decided to go to a small liberal arts school, Macalester College, in St. Paul, Minnesota. There I began to focus my studies on anthropology and biology - as I increasingly looked to evolution for answers to questions about why we live the way we live, and how to improve our situation. After graduating from college, my plan was to work for a year, and then go to grad school for either evolutionary psychology or cognitive science. The job I took, however, was as an assistant at a neurobiology lab in New York - an experience which rapidly cured me of ever wanting to conduct scientific research for a living ever again. After leaving New York, I regrouped and decided to apply to Virginia Tech to study philosophy - in particular the philosophy of biology and cognitive science. At Virginia Tech I taught discussion sections to the introductory philosophy course - an experience I greatly enjoyed. However, other events were occurring at this time which left me increasingly disenchanted with our country's direction and, more consequentially, with modern life in general. I left Virginia abruptly and embarked on a two and a half year period of wandering the country. For the most part, my goal was to visit and learn about intentional communities. I also spent some time in the wilderness, or working for various organizations. It is a myth that I walked everywhere that I went (I mostly took Greyhounds), but I did walk quite a

bit - including a walk from Bloomington to Louisville, a walk from Vero Beach, Florida to Melbourne, Florida, and a walk from Chattanooga to Whitwell, Tennessee. By Greyhound, over this period of time, I traveled from the East Coast to the West Coast and back again three times.

In the end, I never found what I was looking for. Every intentional community I visited was full of the same pettiness, hypocrisy, greed, jealousy and stupidity as everywhere else. I did learn one important lesson - I learned what it meant to have a useful skill. I learned that intentional communities are full of people who can cook, garden, make art, play music, and build small structures, but that they are in desperate need of lawyers, accountants, and, perhaps most importantly, people who can build and repair complex machines. The last commune I stayed at was Eastwind. They had a factory for making nutterbutter, but the bottling machine had been broken for two years, and no one knew how to fix it. So they bottled the butter by hand via an assembly line. When I arrived, everyone was required to work 35 hours a week - 7 of which had to be in the factory bottling. While I was there, a former engineer happened to visit the community, and he was able to fix the bottling machine. This eventually allowed the community to lower the work requirement to 30 hours a week. So one man, in two weeks, is able to save the community approximately 8000 hours of labor (per year). This realization had a profound impact on me and eventually led to my returning to school to study mathematics and (later) computer science. This semester marks the first time that I was able to put my new skill to the test - as I was able to write a program that does some of my grading for me.

As a teacher I want to impart this lesson to my students. I do not expect them to become engineers or computer programmers. I do not expect them to give up their dreams of being musicians, artists, actors, writers, etc. But I do want them to understand the importance of having a practical skill, and while mathematics is not itself a practical skill, a mastery of basic geometry and algebra makes the acquisitions of practical skills much, much easier.

### FAMILY PROFILE

**The Akey-Haines Family**, compiled by  
*Harmony parent Barbara McKinney*

I had the pleasure of having lunch with Terri Akey the other day. Terri and her husband Rob Haines are the parents of Sarah Haines, who started Harmony last fall and is in second grade. The first thing I learned is that Terri and I are

almost, sort of related, in a way probably too complicated to explain in this article without making your eyes glaze over, but it was a nice example of those types of coincidences that Bloomington seems to foster.

Terri recently accepted a job as a researcher at IU's Center for Evaluation and Education Policy. She has a doctorate in educational psychology and research from the University of Kansas. Previously, she was working for Rockman, a local evaluation firm, and has been doing research and program evaluation for educational and not-for-profit organizations for the last 12 years. She was born in New Castle, Indiana. In her free time, Terri likes to do amateur photography, read, and cook.

Rob was born in Wichita, Kansas. Rob is an artist who paints in oil. He was a graphic artist before Sarah was born and became a stay at home dad after her birth until she began attending school. Rob's oil paintings communicate the message that we as a people have more in common than the differences that divide us by creating expressionistic renditions of everyday scenes and objects. His website with his most recent work is

<http://rbthaines.home.insightbb.com>

Rob and Terri met while she was an assistant professor at Auburn University and Rob was a graphic designer in Topeka, Kansas (ask them about their unique story sometime). They moved to Lawrence, Kansas where Terri was the Director of Research for a Kansas City school system. They've been married nine years. Sarah was born in Lawrence. When she was three, they moved to Indianapolis to be closer to family— Terri's parents live in Mooresville, Indiana.

Terri, Rob and Sarah moved to Bloomington last July. They were commuting from Indianapolis for two years and are glad to live closer to work and school.

Terri said that Sarah loves the freedom and support she's receiving at Harmony. She said that Sarah seems to be blossoming since she started Harmony, learning to speak up for herself and growing in self-confidence. Sarah attended University Elementary last year and is happier having more freedom and not having to sit at a desk quite so much, and thrives in an environment that focuses on her strengths. Sarah enjoyed being part of the Holiday Follies in December; she was an avalanche, a challenging role. Sarah seems to have inherited her dad's artistic ability but prefers sculpting to painting. She also likes the Exploration and Creation classes. She likes math and loves reading, having just finished the fourth Harry Potter book. Her hobbies include pottery, horses, and pets, and

she wants to be a "pet-house" designer when she grows up.

Terri and Rob learned about Harmony because she crossed professional paths with Roc Bonchek and Scott Hutchinson. Because they didn't feel that public school was the right place for Sarah, they were really glad when a space opened up at Harmony so Sarah could attend.

The family has two pets, a black cat named Mojo and an Australian shepherd named Loki. They like to travel and see new places, and will be going to Puerto Rico for the first time over spring break.

So far, Terri's PIP job has been a little bit of anything she has asked to do. Her profession requires her to travel a lot which can make scheduling difficult. She recently agreed to make peanut butter and jelly sandwiches when her schedule permits, and she and Rob help with keeping Harmony clean and other small jobs. Rob's PIP work involves helping out with any artistic type projects.

## OTHER REPORTS

### RHINO'S ALL AGES CLUB UPDATE

Exciting times here at Rhino's! Fresh on the heels of our trip to the Indiana Project Voice anti-tobacco conference, Rhino's will be hosting a training and capacity building event all day on April 5<sup>th</sup>. Youth and Adult Leaders from across Southeastern Indiana will be attending to plan a statewide summer event and produce radio and video spots for their communities.

We are also planning our big **Sweet Sixteen Gala** to be held at the Oliver Winery on **April 25<sup>th</sup>**. The highlight will be the GuitArt auction of six high quality playable guitars, painted by local artists: Joel Washington, Joe Lee and Bess Bohan-Lee, Jet One, Laura Brickmanus, Lindsay Hine, and our own Danielle Urschel and Izzy Jarvis. These FANTASTIC instruments will be on display in Roadworthy Guitar and Amp's front window on Walnut Street starting the first week of April.

Shows and afternoon programs are still going strong as well. Come on by and say hello this spring! --Brad

### REPORT FROM THE DEVELOPMENT OFFICE

Our focus this month is **October 17-19**. That's the date of Harmony's all-school **reunion**. A menu of great activities is taking shape for any

and all Harmony alums to return for a weekend of reminiscing and looking forward. Go to [http://www.harmonyschool.org/www/alumni\\_reunion.html](http://www.harmonyschool.org/www/alumni_reunion.html) for more information and to register. You can help by passing the word along to other alums as you see them. And we're inviting you to join in the planning group to add your ideas. Contact Mary Beth at 334-8379 or [mbroska@harmonyschool.org](mailto:mbroska@harmonyschool.org).

You can use that same contact information to earn PIP hours by helping with Harmony's 28<sup>th</sup> annual **Golf Outing on May 4<sup>th</sup>**. This is one of our biggest fundraisers, adding over \$10,000 to the Harmony scholarship fund. We need people to help with food, shopping and set-up on the day of the event. It's a great way to rack up PIP hours while having fun.

--*Mary Beth*