

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

October 2009

Volume 27, Number 7

NEWS FROM THE OFFICE

HARVEST WALK - Friday afternoon, **October 23rd** (**THIS IS A CHANGE OF DATE!**). Starting in Bryan Park at 1 p.m.

VISITOR TOUR - Tuesday, **October 27th** at 11:00 a.m. (10:30 for Early Childhood Program). Reservations are required.

GRANDPARENTS' DAY & HALLOWEEN PARADE - Thursday, **October 29th** at 1 p.m.

STAFF RETREAT - No school on **Friday, October 30th**. The Early Childhood Program will be in session with substitute teachers.

FALL WORK DAY
Saturday, November 7th
(raindate, Sunday)
10 a.m. - 2 p.m.



As always we need your help getting the grounds ready for winter, and with general indoor cleaning. Earn PIP hours & meet other Harmony parents!

EXTREME-A-GANZA also on Saturday, **November 7th**, from 2-5 p.m. This is a fundraiser for the high school spring trip - watch for more details soon!

PHOTO RETAKES have been scheduled for **Tuesday, November 17th** starting at 9:30 a.m. Order forms are available in the office.

THANK YOU to Bloomington Bagel Company for donating fresh bagels to the Bike/Walk-to-School breakfast last week, and to all the staff and students who participated.

NEWS FROM THE PROGRAMS

EARLY CHILDHOOD PROGRAM

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

We've had a great first month of school, getting to know the new ECP kids and watching the older kids step into leadership roles. It is a pleasure to find that everyone is adjusting well to life in the ECP. And the kids are all troopers as we found on a recent trip to the playground at Bryan Park. Even though some kids were hungry on the walk back, not a single child complained that it was too far. It is very unusual, especially in the first few weeks of school to not have a child or two dragging their feet at the back of the line and asking to be carried! Please help us welcome Quinn to Harmony School. He just started a week ago, but he walked in the door on his first day as if he'd been with us all year.

We've had a few art projects including making prints of painted shapes, and making string paintings—thanks to our classroom assistant Ankush for providing that activity. We also cut out silhouettes of the kids in profile, made from shadows. Be sure to come by and look at the silhouettes to see if you can tell which child they correspond to. Also check out the new fire-bellied toads and baby guppies as you pass by the fish tank. The workbench has been busy lately with a wood shaping activity where the kids use drills, saws and rasps to essentially demolish a board that is fixed to the table. Several substances and setups have passed through the sensory table, but the favorite had to be making playdough. There's nothing like sinking your fingers into fresh, warm playdough. Ahhh.

Outside there has been lots of digging and making castles in the sand with tools and buckets. It's been a bit cool and wet recently so we've also been enjoying music and movement activities in the dance room and some large group games in the gym. Our assistant Teniqua organized some movement activities and one day the kids kept a game of Red Light, Green Light

going for quite some time with no grownup intervention at all.

Enjoy the fall, -- *Tim, Linda, and Martha*

ELEMENTARY SCHOOL

KATE & CLAUDIO's (6- 8 yr olds)

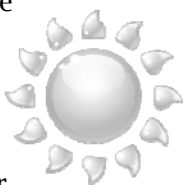
It's official, our classroom is in full swing! The veteran second graders have done their part to help each newbie adjust to our unique classroom experience. As part of our routine, we ask the kids to reflect upon a question posed by me or Claudio during directed journal on Wednesdays. Recently, we asked the kids to write about a rule that they find to be unfair at home, and they came up with some wonderful responses:

- I can't stay up very late.
- That I can't watch TV.
- My mom and dad say I can't play my Playstation 1.
- When my mom tells me to clean my room I say Ug!
- My dad said that I can't pick up the cat. That sucks.
- I don't get to be in my dad's room.
- I don't like the rule that my mom or dad has to be there when I poke the coals in the fire.
- My mom says I can't call my sister weirdo.
- I don't like it when my parents say that I have to clean my room.
- I don't like when I don't get to play the computer when my brother isn't on it.
- My parent's rules are fair.
- I can't run in my house.
- My mom never lets me cut stuff with a knife.
- I can't use a machete.
- My little brother doesn't have to eat all of his food before he gets to eat snacks, but I do.
- I hate putting away discs when I can just put them on the table.

Unfortunately, quite a few of our kids were feeling under the weather, so we are missing some entries. Everyone seems to have recovered, and we are looking forward to a happy, healthy rest of October! -- *Kate*

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

Do you ever wonder how we see? Where light comes from? How it works? How light travels? Well ask your favorite 3rd or 4th grader and you should get some pretty clear answers. In the month of October, our class has been exploring light from its most powerful source, our sun, to the receiver of light affixed to most living



things, eyes. We are experimenting, questioning, and creating theories around the subject of light and then exploring our findings. Our class will finish this unit with a dissection of an eyeball.

In other classroom news, the fourth graders are attempting to deal with a very serious problem in our school community. It seems that many of the school's staff members have been abducted to space by monsters and replaced with clones that act and look exactly like the real thing. Indeed, Claudio, Linda, Leslie, Libby, Tim, and even poor Roc have been brutally removed from our planet and taken to captivity in space. Thank goodness for our fourth graders! They have invented space tunnels that their high-powered space elevators are zooming through to save our doomed staff. They have already saved Claudio and the hope is that the others will be safely returned to earth as well. All of this work, by the way, is being done as our place value math project.

Finally, a shift is coming in our Authoring class. The kids have just finished personal narratives, short stories of their lives. Each child wrote a variety of "seed" ideas and then settled on a piece that they wanted to develop to fruition. They have now succeeded in this task and we are celebrating their success. Our next unit will give the kids an opportunity to engage their imagination as they write a fictitious story. Our first class went incredibly well and the kids are already creating some great ideas. -- *Jeremy*

KATHY & SCOTT's (10- 12 year olds)

My, what a whirlwind of activity we've experienced during our first month of school! Our first thematic unit this year was Native America, an interdisciplinary look at American Indians from Creation and Migration Theory to today. Our class has read Creation Stories and articles about the Bering Strait Migration theory, drawn illustrations of a Navajo Creation story, listened to modern and traditional Native music, practiced reading and using maps, and watched the new PBS video series, *We Shall Remain*. We have also read aloud from *The Ledgerbook of Thomas BlueEagle*. Our class has also formed small groups to research the cultures of American Indians living in various regional ecosystems. Students are currently making the finishing touches on their PowerPoint presentations and will present their research findings next week. We have been fortunate as well to benefit from guest speakers and demonstrations that help make our learning come alive.

Adam Bonney, Agnes' dad, visited us twice. During his first visit, Adam shared his expertise in making objects for daily use out of materials found in the local environment. He also demonstrated stone tool and weapon making. We

saw all manner of tool bags, arrows, spears, and even an atlatl. More recently, Adam returned to our class to demonstrate hide tanning and even offered a hands-on workshop where our students were allowed to try their hand at preparing a buckskin hide. Many of us were fascinated by the assortment of buckskin clothing and moccasins that Adam made. Within the context of our discussions about the oral storytelling tradition of Native Americans, Aaron Stahlman, Harmony School 8th grader and alumnus of our class, also visited our class to share his stories and talk about some of his experiences growing up. In a few weeks Aaron's father, Joseph Stahlman will visit and talk to us about Native American today. Next week we will visit the Eiteljorg Museum where we will participate in a workshop with the artist-in-residence, John Well-Off-Man, Ojibwe/Cree printmaker and photographer. After that we will go on a guided tour of the galleries looking at the art and artifacts of cultures living in regional ecosystems as well as the contemporary art gallery.

After this experience, we will transition into our new thematic units where we will study Astronomy and Conflict Resolution. "Space, the Final Frontier" is the name of our Astronomy theme this year. Annika's mother, Jena Hanes has helped me to come up with exciting curriculum to enhance our understanding of the universe that we live in. During this month, we will be making observations and recording

them in our "Astronomers Notebook", listening to music inspired by space, reading science fiction stories, visiting the Planetarium at the Indianapolis Children's Museum, learning about and making our own telescopes, answering the question of why we have seasons, exploring the solar system and beyond, talking about stars and galaxies (including our own Sun and Milky Way) and much, much more. These are the voyages of the spaceship K&S.

In the afternoons this month, we will begin to explore Conflict Resolution and peaceful communication. As the oldest students of the elementary school, the fifth and sixth graders have a responsibility to model appropriate communication skills and to help their peers or younger students resolve conflicts peacefully. We will explore the language of resolution and learn some techniques to help solve problems in an appropriate way. If we could all learn to use these tools together, imagine the possibilities. Until next month, stay healthy!

-- Kathy, Scott and the 10-12 year olds

MIDDLE SCHOOL

Kelli, Marty & Ursina

In September, Middle School afternoons consisted of a variety of community building activities. We also discussed personal decision-making and examined the function of rules by looking at internal and external motivators. We watched President Obama's speech on education and did a chalk talk about goal setting. We reviewed our Ethos and Conflict Resolution Process and students signed the Ethos. At an all school meeting, we met our seniors, and the youngest and oldest students in the community.

Our 5th period classes started. This is an all semester core class middle and high school students participate in. Classes are: *The Joy of Thinking, Human Rights, Music Composition, Geology, Out of the Earth into the Fire (pottery), Study Skills, and Advanced Math.*

As of last Wednesday, students started their Social Service/ Independent project rotation. Eighth graders had the option of participating in the Planned Parenthood Peer Education Program. "Peer Educators learn about the issues surrounding sexual orientation, age, ethnicity and gender. They also learn about the social environment in which sexual decisions are often made and the factors involved in making responsible choices." This is a 25 hour training for youths to become leaders so they can be resources for their peers.

Other students are volunteering at: VITAL, MCPL Children's Department, Wonderlab, Bloomington Playwrights Project, and Shalom Center.

On alternate Wednesday mornings, students will be working at the library on their independent project. Here are the due dates: notes - Friday, Oct. 16th; Rough draft - Friday, Oct. 23rd; final - Wednesday, Oct. 28th; presentations - Monday, Nov. 2nd. Please inquire about the topic your child chose and help them stay on track. Also, just a reminder, please make sure your daughter or son has a working (fine-free!) card. They need to be able to check out resources. We do not accept internet sources only.

We are off to a great start. I was really proud of our students' insights during our many discussions. They are working hard. Now they just need to walk their talk. -- Ursina

HIGH SCHOOL

Sal, Jeni, Tom, Emily, Ruthie, Jon, Paul:

October is shaping up to be a busy month for the High School. On the 14th, sophomores and juniors took the PSAT, while the seniors spent the

morning working on their projects and their college application packets. (The freshmen were with Tom for an educational experience that has become a high school tradition over the years!) On the 16th, the high school will be participating in the morning jazz workshop and the lunchtime concert, before regrouping for our first Fifth Friday, when students who are slipping behind on their work are given a chance to catch up! We hope everyone will be in good standing by Thursday, October 22, when new students in the high school will be getting their citizenship votes at a special Family Meeting. The following day - on Friday, October 23 - the sophomore class will be visiting Earlham College, while seventeen juniors and seniors will be representing Harmony at the Youth Summit. This occasion brings representatives from all the high schools in Bloomington together to discuss issues of importance to young people with leaders in our community who, over the years, have included our state senators, Matt Pierce and Peggy Welsh, the mayor, the captain of the Bloomington Police Department, school principals, industry leaders, etc. It is a tremendous opportunity for our students to make themselves heard and they represent the school with honor every year!

Meanwhile, the month is just as busy in individual classes -

Sal & Jeni: In *Western Civ*, students just finished their Day-in-the-Life of an Ancient Egyptian and have moved on to study the Ancient Greeks and the many ways in which this civilization reaches out to touch our own today. Members of the class are also beginning work on their year-long projects, where they will view the progression of history as it is reflected through a specific lens - for instance, a student may choose to focus on the history of transportation as a means to chart the progression from prehistory to the Industrial Revolution of the 18/19th centuries. Ask your student what subject they have chosen to specialize in!

In *The American Century*, we are in the midst of studying World War I and the many ways it shapes what and who we are today. Our discussions will move beyond the immediate horrors of trench warfare to encompass the History of the Women's Movement; the redrawing of the map under the Treaty of Versailles; and the Russian Revolution, which we will be studying in depth at our Russian Night on Thursday, October 22, when students will watch and discuss the historical drama, *Nicholas & Alexandra*, while enjoying a Russian dinner that includes Stroganoff, Baklava and Russian tea! If your student is in this class, please make sure they bring \$4.00 for their food.

The Politics of Everything finished up a unit on food and politics, where we discussed whether the government can tell us what to eat and how different policies have affected our choices at the supermarket. We are looking forward to discussing how art and politics interact, and in the meantime are working on the final project for the class, where each student will choose an issue, research it, and draft a bill to potentially change the law.

Human Rights has finished learning about the evolution of the idea of human rights and is now moving on to contemporary topics. The first topic we are learning about is poverty and to help us learn this, we paid a visit a new local store, Global Gifts, to hear from a Kenyan artisan whose village benefits from the Fair Trade program.

Tom: Parents, please email me (coupcoupdad@sbcglobal.net) or call before 9pm (333-1120) if you wish an update on your student's progress in my classes before we begin our parent-student-teacher conferences for seniors, 9th graders and new students in November.

Greek and Latin Roots students have been discussing different kinds of medical and non-medical doctors and practitioners in the physical and mental health fields. Efficient note-taking and study skills are encouraged and cramming is demonized.

9th Grade American English students are a delightful new group to work with and I thank our Middle School for preparing them well for an easy transition into high school. We are fine-tuning language mechanics and grammar skills and discussing the semantic positive/negative/neutral charges of new words.

Literary Criticism students have access to my Facebook page for supplementary material and communication as we romp through ancient, classical, modern and contemporary poetry. Each week students share a poem they have "caught in their net" and we discuss its components and functions. Each student creates their own anthology.

In *Depth Psychology*, my co-teacher Allison Baker responds to the weekly writing she receives from each student on the gender studies curriculum material she presents. Students are building dioramas that reflect masculinity, femininity and gender neutrality while I observe group dynamics. I am telling the story of Parsifal and the Search for the Holy Grail.

By student request, I offer *silent book reading* during Creation...shhhhhhhh.

Emily: Ruthie's *Science of Water* class has spent the first month of the course studying the physical aspects of water. They've compared the physical properties of water to other liquids,

investigated the flow of the Jordan River, tested water samples from all over Bloomington and graphed ten years of water quality data from the City of Bloomington.

The Research Seminar is off to a running start. Students have written project proposals and subjected them to the peer-review of their classmates. They have been to the IU science libraries and have even begun writing their final papers. This week they are performing their first experimental trials - wish them luck!

Geology had a great start with some creative experiments on crystal growth and discussions of mineral crystalline structure. We also visited Leonard Springs Nature Preserve to begin our study of Indiana limestone and karst topography. The highlight so far, of course, was our trip to Marengo Cave. Half the class opted for the wet and wild crawling explorer tour, while the other half walked through the large caverns of the "Crystal Palace." Thanks to Tom Pfister for accompanying us!

Lastly, thanks to all those who helped and participated in the International Walk/Bike to School Day!

Jon: In *Precalculus* we are concluding our review of operations with polynomial and rational expressions, and we will soon be moving on to methods for solving and analyzing rational functions. This analysis will include determining end behavior, finding roots, graphing functions, finding inverses, methods for deriving functions, and the use of functions to model data.

In *Algebra 1* we are concluding our study of fractions and ratios and will soon be moving to our next unit on decimals and percents. These units will concentrate on solving many types of real world and SAT problems involving fractions and percents. By the end of the month we will be moving on to the rules for simplifying of algebraic expressions.

In *Algebra 2* we have ended our review and are now learning to factor polynomial expressions. This will lead us directly into the next unit on polynomial division and simplifying rational expressions. The remainder of the semester will be spent solving algebraic equations, then analyzing and graphing linear and quadratic functions.

In *Independent Math*, each student now has an individualized curriculum that they are working on. Most of the students are also getting better at using text books and the internet to help them understand new (and old) math concepts.

Paul: This fall semester has gotten off to a good start: students have for the most part been staying healthy and working hard. In first period *Cultural Arts of the Middle East and India*, we've

been learning about some of the early religions of India and Persia. We discussed the importance of bridging cultural distance, of understanding ideas from new perspectives, and how religion has been fundamental to the worldviews of these areas. The students are working on PowerPoint presentations in which they document the arts from their particular country, and soon we will be working on research papers.

During second period we have been listening to music from Indiana to Ireland, focusing on bluegrass, old-time, and Celtic music. Next week will be our first listening test in which students have to identify the instruments, genre, song title, and cultural significance of these musics. Soon, we will be turning from the European roots of American music to the African roots, delving into the blues and West African traditions.

During my third period I had planned to teach American Language and Culture, but because our new international students have been delayed in obtaining their visas, right now I am helping Jon tutor several students in math. For me, it's been both a blast from the past and also a bit of fun. I used to love math and science when I was in high school, but for the past 10 years or so they've been on the back-burner. Now I get to think about the best way to explain logarithms, fractional exponents, and the coordinate plane. I don't know if this is something that I should admit in public or not, but the more I do it the more I realize that I love math.

And speaking of math and science, this semester I'm for the first time teaching a Science/Technology course: *Digital A/V Production*. The course is a hybrid: part music theory, part technology, and part composition. The kids seem to be having a blast with it, and are also learning lots, so I'm feeling pretty good about it. Right now we are learning the basics of Western rhythmic notation as well as the ABCs of Sony Acid - a sequencing program similar to Garage-Band for Macs. Each of the students is working towards a final project - to create their own 3-5 minute music track and then to create a video for it. Right now we are working on creating 1, 2, and 4 measure loops that will function as the building blocks for their larger composition. We now actually have enough good computers in my classroom so that students can work on their projects in pairs, and overall I'm tremendously proud of the work that they are doing with those machines.

PROFILES

STAFF PROFILE

Leslie Burns

Hello Harmony, my name is Leslie. I was born and raised in Ellettsville, IN, a small town just 10 minutes outside of Bloomington. Although some would disagree I consider myself a Bloomington townie. Growing up I spent most of my time playing outside with my three siblings and hanging around the house with my parents and animals in Ellettsville. For seven years starting at age fifteen I worked as a lifeguard at McCormick's Creek State Park, where I gained a profound appreciation for nature and wildlife.

After high school I moved to Bloomington for college where I attended Indiana University and obtained a Telecommunications degree. Once I moved to Bloomington I immediately immersed myself in the culture working and eating at various restaurants, visiting art galleries, and playing in the many forests and lakes that Bloomington has to offer.

After college I traveled to New Zealand for a year with my brother working as a waitress, apple picker, and wine representative. During this time I was able to live in a country that places a strong emphasis on their local community, culture and beautiful landscape. I longed for this kind of lifestyle, which I think Bloomington has. After New Zealand I moved up to Chicago for a job as an IT Project Manager at a software company. I spent two years in Chicago but only wanted to be back in Bloomington, aka Home.

When thinking about Bloomington and what I was looking for in a career change the first thing that came to mind was Harmony. Harmony holds many of the philosophies and values that make a school and community great and I feel privileged to be a part of this school.

In my free time I work and hang out at Little Zagreb's Steakhouse, another Bloomington legacy. I also enjoy pottery, ethnic food, traveling, hiking, camping, riding my bike, and being around animals. I am excited to be working at Harmony and look forward to getting to know the children, families and staff here.

FAMILY PROFILE

*The Reed Family, compiled by Harmony parent
Barbara McKinney*

I recently had the pleasure of talking with Renee Reed, the mother of five children who have had experience at Harmony: JQ, who attended from 9th through 11th grade; Marsha, who graduated from Harmony and who is now at Ivy Tech; Mandi, who spent a year at Harmony, Noah a fifth grader and Jarien who is in second grade.

Renee said that when her family lived in Indy, she chose to homeschool because of concerns about the quality of IPS schools. When she divorced, homeschooling was no longer an option, so she and the children moved to Bloomington. While happy to have the children attend the public schools in her district (Fairview and Tri-North) she also had in mind to look into Harmony because of their 'family' aspects. It took a while to get everyone accepted, but eventually, they were. She said Mandi did well at Harmony during her one year there, but decided to transfer and is now very happy at Jackson Creek. For the remaining Reed boys, Harmony has proven to be a good fit, giving them the level of structure and freedom that helps them to thrive.

Renee was born in Gary, as were JQ and Marsha. She came to IU in 1991 as part of the Groups program, and "took my sweet time to graduate." While at IU, with an Individualized Major in 'Deaf Culture/Deaf Theater,' she met a dancer from Ghana who was essentially doing sign language through her dancing. This intrigued her, and she used her final semester at IU to travel to Ghana and study West African sign language via dance, an experience she called the most fantastic of her life. Renee keeps busy with a variety of jobs, including caring for a 94-year-old woman whom she called a "sweetie," a lot of volunteering (Lotus, Mother Hubbard's Cupboard and UU Family night to name a few) and she recently became an Independent 'Chocolatier' for Dove. Renee's hobbies include dancing (Morris and Contra) performing as a drag king, bowling with Sparks League, board games and thrift store shopping. Renee's partner is Stephanie Burks whose son Luke attended Harmony for two years and now attends Pinnacle.

Renee has helped out at Harmony in many capacities. She has been a High School PIP Coordinator, a 'copy' person, has never missed an extravaganza, and can often be counted on to

volunteer in the kitchen during Open House. She regularly takes on club activities as PIP job as well. One club she and some students enjoyed was "Bloomington By Bus," where the kids could go where ever they wanted as long as they could get there by Bloomington Transit. This fall, she's doing a holiday crafts club, where the students will do a different holiday craft each month.

OTHER REPORTS

RHINO'S ALL AGES CLUB UPDATE

BOO! And Happy Halloween from Rhino's.

The annual Halloween show at Rhino's this year features JUCIFER and special guests. Halloween at Rhino's is always a special time, trust us.

The after school programs continue to chug along with many new faces and great ideas. Youth Radio, Youth Video, Youth Mural Arts, Youth Journalism, and Screen Printing all have many new young people involved from all over the county, and they are doing some incredible work.

Rhino's youth Anti Tobacco Industry work, VOICE, continues to expand across the state. We'll be holding an open state wide Adult Ally Training from 1 to 5pm at Rhino's on Thursday November 5th. Any adult interested in finding out more about VOICE or getting involved is welcome to attend. It is free of charge, but you do need to register. Contact Brad at Rhino's if you are interested.

There will also be a state wide Youth VOICE training which will be led by Rhino's staff on Saturday November 14th from 9am to 5 pm at the State Fairgrounds, Pepsi Coliseum. The event will be produced and led by Rhino's staff and, once again, is free. These Youth trainings will be done quarterly in different parts of the state. Rhino's will host one on February 13th. The events offer youth the opportunity to join other youth from across Indiana for a day of fun and action combating the tobacco industry using video, audio, art, and most importantly---themselves! They will spend the day planning action against the tobacco industry in your community and actually creating the tools you need to fight back!

Registration forms for the youth event can be found at: <http://voice.tv/VoiceYEEApplication.pdf> or by talking to Brad.

As always, there is a lot going on at Rhino's. Stop by and see for yourself! --Brad Wilhelm

DEVELOPMENT OFFICE REPORT

Two parent volunteers and one student volunteer have come down to the Development Office to help us. We

enjoyed working with them and there's plenty of work for anyone else with the time and inclination.

Fortunately, we were awarded more Neighborhood Assistance Program (NAP) credits. Donors of \$100 or more receive 50% off their Indiana taxes as a credit as well as the usual deduction from their federal taxes if they itemize. This means that donors in the 35% tax bracket are eligible for a \$50 tax credit off their state taxes and a \$35 deduction off their federal taxes. In other words, a \$100 contribution only takes \$15 out of pocket. Scott has more information and all the paperwork in the Development Office if you are interested.

Grandparents' Day is scheduled to coincide with the **Halloween Costume Parade** on Thursday, October 29, from 1:00 to 2:30 p.m. Anyone interested in having us invite grandparents or other adults who are important in your son's or daughter's life, let us know their names and addresses down in the Development Office and we will make sure they get an invite to the parade.



The annual Halloween Party at Rhino's Youth Media Center will be held on Saturday, October 31. With four bands, a costume contest, chocolate truffles, and pie, you can't go wrong.

We are writing a continuation proposal for our work in Indianapolis through Harmony-Corps. Maintaining and, hopefully, expanding this program with help from other funders will be the next order of business after we submit this proposal. --Scott Hutchinson

NATIONAL PROJECTS

Deborah Meier Institute

On Saturday night October 10th Harmony and Indiana University (the School of Education and the Lilly Library) hosted an Appreciation Dinner for the New York City based educator Deborah Meier. The dinner was MC'd by Indiana University President Emeritus John Ryan. Debbie Meier is considered the founder of the "Small Schools Movement" and was the first educator to win a prestigious MacArthur Foundation "genius award" in 1987. Harmony was able to obtain funding to bring Debbie's archives to Indiana University and the materials are now housed at the Lilly Library under the name the Meier Archives. At the dinner an announcement was made of the creation of the Deborah Meier Institute - a partnership between the School of Education and Harmony Education Center.

National School Reform Faculty

Harmony's NSRF division is planning a seminar for principals and teacher leaders in Bloomington Nov. 12th -14th. This seminar will be facilitated by Debbie Meier, NSRF's new director Dave Lehman and Harmony's very own Michele Mattoon. For more information, go to:

<http://www.nsrffharmony.org/events.html>