

SYNAPSE

Vol XVII, Issue I

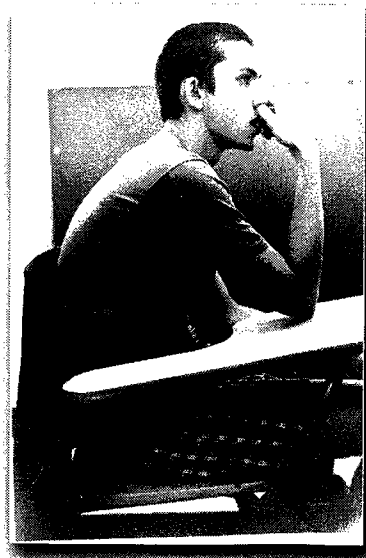
March 1999

A point of contact where information and
energy are exchanged



get smart

the
many
paths
to knowledge



by young religious unitarian universalists. . .

for everyone

Continental Calendar Spring 1999

March 1999

1 GA Scholarships become available
10 Spring *Synapse* comes out
ConCon flyer is inside!
12-14 ConCon pre-site
15 Fall YPS Application Deadline
15 Youth Council At-Large
Application Deadline
15 Position on Appraisal
Application Deadline

April 1999

1 YCRs - turn in advisor listings
deadline
10 Youth Office Internship
Deadline (info page 34)
8-11 Steering Committee meets
11 YRUU Sunday

May 1999

7-9 Youth Advisor Task Force
meets
10 GA Youth Caucus Housing
Registration Deadline
10 GA Staff/Scholarship
Application Deadline
15 ConCon Scholarship Deadline
June 1999

15 ConCon Registration Deadline
24-28 General Assembly in Salt
Lake City, UT

July 1999

15 Tentative GA 2000 Workshop
application deadline
23 Steering Committee meets
24-30 Youth Council at
Graceland College, IA
31-Aug 5 ConCon at Camp
Hantesa, IA

September 1999

1 Fall Synapse Submission
Deadline
15 Jan-Dec 2000 YPS app.
Deadline

October 1999

7-10 Steering Committee meets
Next Synapse: Nov 1st, 1999

The YRUU Songbook

edited by Alison Purcell

The songs and chants we
love, for worship, community
and fun! This 2nd edition has
more chords and more songs.
\$5.00

15 Year Review

The Report and Findings of
the 1997 Youth Programs Re-
view Committee to the UUA
Board and Youth Council. Of-
ficial as it sounds, this book is
actually a huge sourcebook of
YRUU history and recommen-
dations for improvement.
Highly recommended to reli-
gious professionals.
Free until reprint

GET THE GOOD STUFF FROM THE YOUTH OFFICE

Deep Fun:

The YRUU Gamesbook

edited by Sienna Baskin
An exciting compendium of
games arranged in the "Five
Steps to Building Community."
Includes most traditional YRUU
games, some brand new ones,
and some flashbacks to the days
of LRY. **\$5.00**

YRUU T-shirt

A fashion must for any self re-
specting YRUUer. Features a
YRUU crossword puzzle with
clues on the back.
(please specify L/XL) **\$10.00**
while supplies last

Accessible Spirit

by Emily Stainer & Sienna Baskin
A resource on how to make
your district and local youth
programs more accessible to
people of different abilities,
as well as techniques and ac-
tivities for raising sensitivity.
A potential first step on the
road to activism on this issue.
Free until reprint

The YRUU Catalog:

edited by Sienna Baskin
Everything we've got, laid
out and easy to understand.
Free up to 5 per order.

**All this great stuff can be yours! Just mail your order to the Youth Office.
Remember, make checks out to "YRUU."**



Wink from the editor

get smart



Pop quiz, hot shot. What are the five components in youth group programming? Umm.... community, leadership, umm... oh yeah, worship... and oh I know: social action..... hmm, that's only four. There's a fifth? Learning? Who really cares?

We suggest that our leadership development trainers say, "Hey, Learning is part of all of these things!" And it is. Don't get me wrong, I've learned a lot from YRUU. But maybe there's more that could be done. Imagine, if you would, going to a conference workshop or a Sunday-morning session and leaving feeling like you know *more*. Not just about your friends, but about history, art, language, politics, or science. To suddenly realize the implications of Daoist philosophy in Chinese films or to look into the science behind flutes and jet engines. Imagine being empowered to learn about these things.

If school makes your brain turn off, if books seem useful only to prop up the coffee table, it may be time to get smart. Other youth have had problems, and there are a lot of options. This edition of *Synapse*, we're taking a look at what they've done. We're looking at ways to get more out of public high school, worthwhile things to do during the summer, different models of education in independent and home-schooling programs, and post-graduation choices you can make.

But why would you care? Maybe you're happy with your education. In YRUU, getting smart is a side product of living life. Because of our age and our place in

society, education is a big part of the lives of youth. When we sit at check-in at a local youth group or in a conference touch group, we often talk about some test or project we had to do. This *Synapse* wants to acknowledge all the wonderful challenges we take on outside of YRUU. So welcome to a little continental check-in, everyone. Whether you love school or hate it, the people you'll meet in these pages will give you a taste of something different.

Also consider how you could learn more from youth group. As always, you learn the most by doing. Volunteer as a literacy tutor, teach ESL (or learn ASL), give citizenship classes for immigrants, or even have your youth group run an after-school program at a local elementary school.

Next time you're sitting in class and bored out of your mind, do yourself a favor and break out a copy of *Synapse*. It may be the smartest thing you ever did.

In Faith,

Austin from Boston

About *Synapse*...

Synapse is a publication of Young Religious Unitarian Universalists (YRUU), the youth organization of the Unitarian Universalist Association. Subscription is free. Two issues per annum. For more information on subscriptions, see the back cover.

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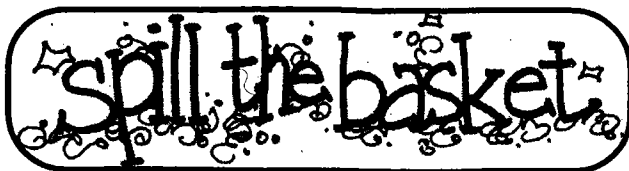
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Advertising:

Rates vary depending on size and type of organization. UUA affiliate and associate organizations are given preference by the editors. Also, non-camera-ready or odd-sized ads have special rates. Advertisements should not be construed as endorsements by the Youth Office, YRUU, or the UUA. The editors reserve the right to refuse any advertisement. Contact the Youth Office for specific rates for your organization.





Work Hard for No Money

hmmm... question for you:

I am a lifelong UU and am thinking about seminary, but I was wondering if there were internships or specific jobs that are open at the UUA or through another organization that would satisfy my major interests. I love working with teenagers, want to be able to do hands-on stuff (working in an office is not as preferable as outside, for example) and would love to be able to wear jeans and birkenstocks every day. I also really like to do what I am passionate about and work with people who will make me think.

Elizabeth Hardin

Elizabeth,

Well, I can tell you that a lot of jobs open up at the UUA all the time, but the majority of them are not the "birkenstock and jeans" hands-on type that you envision. Even the YPS position doesn't let us out of the office to do the "real" work nearly as often as we'd like. You might consider looking at the UU Service Committee, they maintain regular internships doing what I understand to be real projects... unpaid, though. If UUA culture carries over to UUSC, however, once you're in as an intern, a job offer isn't too hard to get. They are especially interested in finding people who are willing to be campus organizers for their various campaigns, so that might be a good way in for you, if you're interested. One of their current large issues is Burma and protecting the Massachusetts Burma Law. I wish I had more info on how to get in good with them, but that's about all I can offer right now.

If you are interested in seminary a number of churches that are near colleges will often fund a seminary

candidate to serve a campus ministry for undergraduates... even if none of them currently have such

a program, it's a good idea and you can talk them into it. A number of districts and even local churches are now funding part-time paid youth coordinator positions for adults, but they're usually looking for someone over 25.. however, it's something to keep in mind. Another thing to keep on your radar screen is participation in young adult conferences... there is a certain tradition of confusion and chaos in young adult affairs, but some people are working to change that. If you would like to get more info about young adult affairs in your area, you can contact Joey Lyons, whose e-mail is joeylyons@hevanet.com and he can tell you who is coordinating for your district.

Austin

Hell NO we won't GO!

Dear Youth Office,

I don't know exactly where to go in the UUA to find information about conscientious objector status... tho' I thought you might be closer to the matter since you deal with people in the registering-for-the-draft age range.

Please let me know. My son needs to register or whatever service the UUA offers. Thank you very much.

Beth Lehman

hi Beth,

Funny you should write about registering as a conscientious objector, because I had just been doing some research on this subject for a future issue of Synapse. To register as a conscientious objector with the UUA you need to get in touch with Nancy Lawrence and her contact information is: nlawrenc@uua.org (617) 742-2100 x303. Basically she will inform you that: "The UUA keeps records of all Unitarian Universalist conscientious objectors.

"In order to open a file, we need a letter from you explaining how your faith informs your decision to be a conscientious objector, as well as a letter from your congregational minister or president confirming your Unitarian Universalist faith. Any other supporting materials are welcome and they may be sent to us at any time in your life."

If he would rather register non-denominationally here is another group to look into: **Military & Draft Counseling Central Committee for Conscientious Objectors: 2208 South Street Philadelphia Pennsylvania 19146 (215) 545-4626** (these folk's web page is <http://www.libertynet.org/ccco/home.html>).

Let us know how this process goes, & keep on rockin'...

Mister G Thanner

postscript: Anyone that is registered as a conscientious objector, and would be interested in talking about the why's and how's of registering as one, we would love if if you wrote an article about it for a future Synapse.

Synapse Submissions...

dearest Synapse editors,

My name is Hugh Jass and I am a faithful subscriber to Synapse. I was wondering how I could get something published in this fine publication? thanks,

Hugh Jass

Hugh Jass,

Hugh Jass... "Huge Ass..." ha, ha, ha, humor... And in terms of submissions... PLEASE send us "Sparks," articles, art, photographs, anything your heart desires (we will be eternally grateful)..

respectfully yours,

Large Butt

Would you like to see the Youth Office regain a bit of their dignity? Then send us letters! We'll be sure to respond and take you seriously!





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a point of contact where information & energy are exchanged



EDITORIAL POLICY:

Articles for *Synapse* are chosen from among those submitted by Unitarian Universalist youth, adults working with youth, and other interested parties. Articles are chosen on the basis of content and quality, with some preference given to new authors. All written materials are subject to editing before publication, and graphics may be enhanced. The opinions expressed are not necessarily those of the editors or the majority readership.

SUBMISSIONS POLICY:

Each submission must have the submitter's name and address attached. Multiple submissions are accepted.

When submitting photographs, please include the name of the person who took the photo to provide proper credit. Submissions not used will be kept on file for possible use in future issues. Name may be withheld upon request. If you wish to be notified prior to publication, enclose a self-addressed stamped envelope.

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Sparks: Dedicated to the celebration of UU youth spirituality
and the contributions youth make to UU congregations.



Send us your sparks: poems, homilies, illustrations,
stories about your spirituality.

Galen Moore, p25; Alex Smith, p34; Kate Breitenbach, p40

Next Synapse Deadline: September 1st, 1999!

The topic: Art and Censorship

Send Submissions to:

Synapse, c/o UUA Youth Office, 25 Beacon St, Boston, MA 02108

Youth Office: 617-742-2100, x351 & 352, yruu@uua.org, www.uua.org/YRUU

Cover Art by (top row, left to right): Nathan Becket, Valerie Schoman, Moonfrog Davidson,
(bottom row) Ben Dewey, Nathaniel Klein, Phillip Kirschen-Clark (photographer)



YU Steering Committee speaks

Compass

If Steering Committee means nothing to you, keep reading. Please, I will give you a prize. It is the year-round governing body of YRUU. We take ideas and plans from district representatives in the summer at Youth Council and work with their plans to revision and guide YRUU. This job ranges from planning and staffing YRUU Continental Conferences and Events to thinking up ways to promote youth and youth empowerment in the denomination as a whole. So we have more stuff to do than time, but we love to push YRUU to be the best it can be (even if it means meeting for fifteen hours to choose staff for an event, something we had to do last meeting because of the large number of excellent applicants).

So we had this meeting at a retreat center, on the beach. Yeah... the ocean in January. Six elected members and two appointed members make up this committee. One of our fun tasks is keeping connected with district representatives by phone and e-mail and finding out what is going on in district and local groups as far as social action, spirituality, workshops, fun, problems and so much more. If you want to know this stuff, the District Branches section can let you know more.

As far as the other business, here are some examples of what we did at this meeting to help revision and steer YRUU, including the Youth Office in Boston:

- Selected ConCon and GA staff and their roles (if you want to attend either event see insert)
- Worked to create and support new Continental Conferences for Youth of Color, GLBT issues and social action leadership
- Discussed how to make YRUU an actively anti-racist organization
- Visioned ways to serve the needs of YRUU better through mass meetings of youth from local and district levels, addressing youth inclusion in all areas of Unitarian Universalism, and making the current governance and leadership more effective.
- Basically looked for ways to shift YRUU, Unitarian Universalism, and the world on its axis because youth are so powerful and fun we could actually do it

Emily Stainer

Continental YRUU Steering Committee

Get smart

Words you may not know that are used in Synapse:

LRV - Liberal Religious Youth, the predecessor organization to YRUU. An independent affiliate corporation run entirely by people under the age of twenty for thirty years.

UUADP- UUs Against the Death Penalty

YCR - Youth Council Representative

VFP - Volunteers for Peace, a workcamp organization

GLBT- Gay, Lesbian, Bisexual, & Transgender;

ESL - English as a Second Language

ASL - American Sign Language

UUSC - UU Service Committee: an independent affiliate of the UUA dedicated to service and social witness in this country and around the world



1998-99 Steering Committee

Top Row: Geoff Schwartz, Austin Putman(YO)
Middle Row: Greg Faron, Phyllis Daniel, Mandy Jacobsen,
Jen Harrison (YO), Emily Stainer
Bottom Row: Laura Trumbull, Eroca Nicols, Nathaniel Klein (YO)



How Schools Fail Us by N. Cochrane

Various people define the process of learning and education in different ways. To start with, the old reliable **Webster's Unabridged Dictionary, second edition** defines:

educate (Latin *educatus*, pp. of *educare*, to bring up, rear, or train a child, from *educere*; *e-*, out, and *duc ere*, to lead, draw, bring.)

1. to give knowledge or training to; train or develop the knowledge, skill, mind, or character of, especially by formal schooling or study; teach; instruct.
2. to form and develop (one's taste, etc.).

learn

1. to gain knowledge of (a subject); to acquire information concerning, as by instruction, study, observation, experience, etc.; to acquire skill in (anything); as, to *learn* the news, or a lesson; to *learn* instrumental music.
2. to come to know.

(You might note the differences in these definitions. Under educate, there is no mention of learning; it is mainly concerned with training, *giving* knowledge to, instructing. The Latin root of educate also provides some interesting insights.)

In the Feb. 1978 New Age magazine, John Holt states his view of the words. "People learn by virtue of being alive—they are curious animals. We start the minute we're born. What's hidden behind the word *education* is the idea of some kind of mysterious process that is somehow different from all that and magically improves those who go through it."

Neil Postman and Charles Weingartner have stated: "...education is a lifelong process of learning how to negotiate with the world. Forget 'negotiate with' read: understand, accept, cope with, manipulate, triumph over, enjoy, be-one-with, or whatever is your fancy. For the moment, the important part is that it is lifelong—which means it begins before you enter school, and ends when you do."

Jerome S. Bruner and some thirty-five scientists, scholars, and educators gathered together in 1959 at Woods Hole on Cape Cod to discuss how education might be improved. Their findings start with this definition. "The first object of any act of learning, over and beyond

the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us to go further more easily."

To a certain extent, schools fail in a) making learning pleasurable and b) serving us later to go further more easily. It may be incongruent to make both points in the same sentence, but the two are connected inextricably. It is well known to students, and more suspected by educators that once a student has completed a course se doesn't like, much of the knowledge acquired in the course is no longer available to hir. Presumably, the student interested in the subject has a better retention of the knowledge acquired.

At this point, I would like to go back to some of the roots and assumptions of the modern school system on the process of learning.

In the early 1840's, Horace Mann suggested to the Massachusetts State Board of Education that the Massachusetts Public Schools could be made more pleasurable, humane, and actually impart more information to young people if they would adopt the methods of teaching then in use in Prussia. According to Mann, these methods were apparently satisfactory to the youth of Prussia, for they appeared happy while learning. A group of thirty-one Boston grammar school masters wrote that "...to make learning pleasurable would be to destroy the habits of discipline and obedience the schools were intended to foster." Nothing was likely to yield more 'mischief' or to be more 'subversive of real happiness,' the masters wrote, 'than mistaking what may afford the child present gratification, for that which secures him lasting good.' To place the child's needs and interests first could only threaten 'the welfare, both of the individual and society, by sending forth a sickly race, palsied in every limb, through idleness' and determined 'to gratify a morbid thirst for pleasure.'

This type of attitude still pervades the school system to a large extent, the concept that education is an ordeal, a rite of passage, that 'magically improves those who go through it.' At this point, it is no longer the definitions that have been cited that count, for, in the eyes of the school system, learning is done in a specified place at a specified time in a specified subject. Welcome; you have now entered the realm of 'schooling'.

This article is merely an excerpt from the article in "People Soup" Vol. VI, Issue IV, May '79, an issue dedicated to "Alternative Education." If you would like to see the article in its entirety it is on the YRUU website: www.uua.org/YRUU. To become a LRY buff, order your own copy of all of the "People Soup" published at <http://ourworld.compuserve.com/homepages/moonstone/LRYroom.htm>.

CHANGE THE WORLD: *You Can, You Should, and You Will!*

By Kristin Wallace

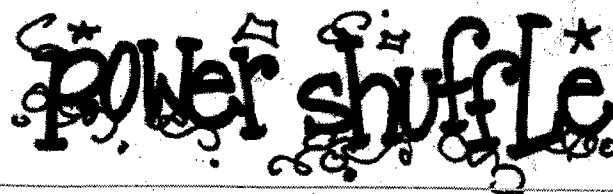
For the past two summers, I have been an intern at the UUA Office for Faith in Action, located in Washington, DC. These summers have shaped my perception about social action and have deepened my passion to make a difference in this world.

My first summer at the UUA, when I was doing some filing, I came across a folder entitled "UUs against the Death Penalty." I had only recently formulated my anti-death penalty views, and was interested in learning more about what others in the movement were saying. I wrote down the address of the UU organization, and that very day I wrote the president, Jean Rabenold, a letter expressing my interest in the cause. I am now a member of UUADP, have participated in an anti-death penalty protest in front of the Supreme Court, organized and facilitated a service at my home church in Columbia, Maryland about the death penalty (featuring Jean Rabenold), and am currently researching the death penalty case of a young woman in Tennessee. I hope to major in political science at Carleton College, where I am a freshman this year. I plan to pursue a career in social justice, in particular correctional education, as inspired by my anti-death penalty convictions.

My advice to you aspiring UU social activists: Think about what

What ticks you off? Think about what you are passionate about and what you want to change. For me, this was the death penalty. Every time I see a newspaper headline reporting that someone has been given the death penalty, I want to cry. What effects you? Do you wish you could help every homeless person you pass on the street? Does it absolutely infuriate you to hear a friend being called a "faggot"? Do you cringe at the smoke that exhausts from a car? As UUs, most of us have been brought up to be sensitive to activist issues, think about these issues critically, and act on them. The world is wide open. Anyone has the power to make a difference, if he/she will take the risk and energy to do it. Those of us who are able to understand what is wrong in the world and have the passion to change these things have the responsibility to make a difference.

After you have come up with a social action cause that concerns you, I encourage you to look to the UU community as a major resource to get your plan off the ground. Most likely,



bothers you about this world.

there is already a national UU group working with your issue! To name a few: UUs for Ethical Treatment of Animals, Undoing Racism Organizing Committee, and UUs for a Just Economic Community. Check out the UUA's webpage for more organizations (www.uua.org). Remember that you also have your local UU church as a resource. There is power in numbers. Get your youth group involved with the issue, talk to adults that have careers in the issue you're concerned with, get involved with your church's social action committee. The possibilities are endless when you have the desire and the people to help you. Go on, change the world!

Kristin can be contacted at wallacek@carleton.edu. She would love to answer any questions you have about social action.

Can You Read This?

YRUU is exploring ways to make resources available to youth who may communicate in languages other than English or who are vision-impaired and cannot benefit from written resources.

Has your church or youth group found ways to reduce these barriers?

Has your church been in need of such resources but didn't know where to find them?

Which YRUU resources do you think are most in need of being offered in more than one language/format?

Please send information to:
Tera Little
1999 YRUU Steering Committee
300 S. Washington Avenue,
Fayetteville, AR 72701
email:
suprstar@dicksonstreet.com

This is in response to a resolution passed at the 1998 Youth Council (the continental governing body of YRUU). Ask your district Youth Council Representative about it.



Power shuffle **PART DEUX**

Support Hurricane Relief Effort In Nicaragua

The Situation is only getting worse...

by Lucy Grinnell

In late February, I will be part of a brigade of volunteers going to Condega to rebuild houses. Much support is needed in order to see this project completed. Please read the following information, and if you can, fund-raise in your district or in your school. Donations will be greatly appreciated by many Nicaraguans who have lost their homes and livelihoods.

The Devastating Aftermath of Hurricane Mitch:

Last October, Hurricane Mitch swept through Central America causing severe damage to the countries of Nicaragua and Honduras. Although the international response to the crisis was timely and substantial, this disaster, which has been called the worst natural disaster in the Western Hemisphere in the past two centuries, will affect the region for years to come.

Condega, Nicaragua; One of Many Towns Destroyed by Mitch:

Condega is a small town in the poorest region of Northern Nicaragua. Its population is approximately 29,000 (10,000 urban, 19,000 rural). The incessant pounding rains of the hurricane lasted for 5 full days, destroying 541 houses in the urban area of Condega alone. The first figures were, in urban Condega; 4,215 people directly affected by the hurricane. As of December fourteenth there were still five shelters housing three hundred people. The rest of the homeless have piled into their friends and families already crowded, small houses.

The Food Problem:

The livestock in Condega has virtually vanished, leaving no milk, eggs, or meat. Fruits and vegetables are scarce, as all crops have been washed away. The supply of rice, beans and corn (their daily sustenance) is rapidly running out and the soil will not be fertile again for replanting crops until July. Consequently, there will be no food this spring. People are dying of hunger, malnutrition, and epidemics are on the rise due to a lack of medical care, supplies, food, and drinkable water. Also, cases of domestic violence reported have

dramatically increased as a result of the stress and hardship brought by the hurricane. The situation is desperate.

Please Support Condega Homemakers!

The Condega Homemakers Project is a small, New York-based grass-roots organization of women who, beginning in February 1999, will be sending volunteers to Condega to help with construction. We are hoping to send another group of volunteers in May as well. We are collecting donations to cover the cost of building materials as well as travel expenses for volunteers who may need assistance. The brigade will be working with the two other grassroots organizations, the Asociacion Colectivo de Mujeres Constructoras (The Women's Construction Collective) in conjunction with La Red de Mujeres Condega (The Network of Women).

The collective is currently working on securing land on which to build. Additionally, they are identifying the women who are most in need of housing. While the government and other organizations have begun the task of rebuilding the 550 homes, the collective is interested in reaching out to those who have been overlooked. The beneficiaries of the houses will be directly involved in the construction, and when finished, they will be the legal owners of the property (quite uncommon for women in Nicaragua). In addition, local women will be trained in carpentry, iron work, and construction, so that when the project is finished they will be able to earn money using these skills.

How You Can Help:

We are trying to raise funds to cover the cost of building materials for the 15 houses, which will cost approximately \$3,500 each. If we raise enough money, the collective is prepared to build up to 15 additional houses. While our brigadistas are making every effort to raise money to cover their own airfare (about \$525 each), donations may also be used for needs-based assistance with travel expenses.

MADRE, an international women's human rights organization, is the fiscal sponsor of this project. Tax-deductible contributions can be sent to:

MADRE
121 West 27th Street, Room 301
New York, NY 10001

Make checks out to MADRE, earmarked for Condega Homemakers Project.

Hang posters. Make phone calls. Send email. Collect donations. Host a house party. Build houses. You can make a difference.

Lucy Grinnell is a student and former YRUVer... For more information contact her at adelantenica@hotmail.com, or look @ their web page: <http://www.columbia.edu/~marg/homemakers>.

Food Not Bombs

by Nathan Staples

common cause

profile of a YRUUS
friendly organization

Late in 1996 I helped found a Chapter of "Food Not Bombs" in Toledo, Ohio. I soon found out that "FNB" was much more than just a way to feed the less fortunate. In this country food has become a means for profit instead of a right. With the simple act of serving food publicly "FNB" points out the level of hunger in this country and the amount of surplus food that is wasted everyday in this country ("FNB" serves exclusively vegetarian food because it uses less of the earth's resources). People shouldn't have to beg or degrade themselves to stay fed especially when we have the means to stop it.

Starting a chapter of "FNB" is simple. One person cannot run a chapter of "FNB" but one person can start a chapter. Just get some friends involved, or some kids from your church. Food can be acquired through donations, food co-ops are usually very generous and most grocery stores will give you their food once the expiration date has passed. (Note: Food doesn't magically go bad once those little numbers on the package have passed, it will still be good for a few days afterwards) And although you can't always count on a whole lot of adult support from your church, they should back you up all the way, and you should be able to use their kitchen and cooking supplies. After that all that is left is getting a ride downtown and setting up a table. Those are the basic steps, although it can get a lot more complicated than that if you want it to. You can get as much out of "FNB" as you put into it.

I had the pleasure of recently talking to a very inspiring man. Eric Weinberger has been involved with social action for over 40 years and has been involved with "FNB" since the late eighties. Certainly you don't have to have his determination to become involved but it is something for us all to strive for. Anyway, the interview went something like this...

Nathan Staples: *How did you get involved with social action?*

Eric Weinberger: In 1958 or 1959 a peace walk came through the town where I was living, and working in a factory at the time. I talked to them and they turned out to be from a group called New England Committee for Non Violent action. This was at the tail end of the McCarthy period, and essentially there was no peace movement in this country. I quit my job and joined New England Committee for Non Violent action as a staff member. I later became involved in the civil rights movement, and in the anti Vietnam War

movement. In general I was simply a staff person with many anti war and pacifist organizations.

NS: *Do you know much about the history of Food Not Bombs?*

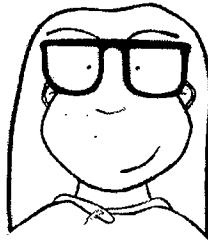
EW: Yeah, Food not Bombs was founded by a bunch of people in Cambridge. It functioned first as an affinity group, as part of the demonstrations in 1980 against the Seabrook nuclear power plant that was just beginning to be built. There were demonstrations there every year, with mostly people from Boston or Cambridge. One year there were 1400 people arrested. The Food Not Bombs affinity group took it upon themselves to supply vegetarian food (Seabrook is a tiny little town and essentially doesn't have any restaurants, let alone vegetarian restaurants that could serve people by the thousands). Food Not Bombs for the first half dozen years of its existence functioned

as a service organization providing food to any of the many non violent social change demonstration groups of the 1980s. Women's rights demonstrations, anti-war demonstrations, anti-nuke demonstrations... Food Not Bombs was always there.

In 1988-89, I got involved with Food Not Bombs. Maybe a year or two prior to my getting involved, Food Not Bombs began to notice (as everybody began to notice) that there were hungry people sleeping in the doorways. This was not always so, but we began to see it as commonplace. We saw

this a new role for Food Not Bombs; in addition to feeding people at demonstrations, we could also feed people outdoors in demonstration. Food Not Bombs could draw people's attention to the existence of hunger in this country. This was back in the days when Andrew Meese, a cabinet member under Reagan denied that there was any hunger in the United States.

A San-Francisco Food Not Bombs group grew up around that time, founded by some of the same people who had founded the Boston/Cambridge group. They were simply feeding people in parks and the San-Francisco police started arresting them for this act. This continued for a period of years, and thousands of arrests resulted from this. It became sort of a national scandal, people wouldn't believe that one could get arrested for feeding people for free. Amnesty International got involved. The way the United States government was handling hunger was stupid; throwing people in jail for feeding people? In late 1989 the Boston/Cambridge group of Food Not Bombs started doing free meals in the park. A Friday meal was the first one we set up, which is now in its tenth year. In



mister nathan staples...
pro-food, anti-bombs...



addition we do a variety of other weekly meals, five different ones every week. Some small, some large, some are sponsored by other groups, some not. They are all vegetarian, not all of it is vegan but the main portion of it is vegan. We also try to function as a distribution table for information of upcoming non-violent social change events. We will be feeding people next Saturday at a walk from Central Square Cambridge to Harvard Square. This will lead into an address by Noam Chomsky in one of the churches in Harvard Square where Food Not Bombs will have a food table set up.

We never sell food, we always give it away. Depending on who we are feeding we might ask for a contribution or not. That is to say the meals in the park are for the hungry, we wouldn't dream of asking for a contribution although sometimes we do get a contribution or two.

The meals, such as the homeless sandwiches we are planning to do at the rally in Harvard Square before Chomsky starts to speak, we might suggest a one dollar contribution, that is the way we keep Food Not Bombs functioning. We don't receive the grants that some other organizations do, and we rarely get a contribution of any size, but our expenses are very low and we have no paid staff at all. We have one... I wouldn't call it a broken down van, but one van that's on the point of breaking down. And all of the pots and pans we use we have been able to collect over the years. Most of our cooking is done in borrowed church basements, many such churches have full fledged commercial kitchens which is what it takes to turn out a meal for sixty to one hundred and fifty people.

NS: *You kind of answered it already but how did you get involved with Food Not Bombs in the first place?*

EW: Through a theater group called the Living Theater. I had been with the Living Theater many years before and I thought that this might be something that I could get involved in. The theater group really didn't go anywhere... at all. But in an attempt to raise some funds to keep it going we took over the Food Not Bombs literature table in Harvard Square, which had been there for a decade. At this time this table was heavily understaffed, the work that it takes to keep such a table interesting wasn't being done. I worked at that table for a couple of years prior to

getting involved with Food Not Bombs as a food operation. It was fun running the table because you get into all sorts of political discussions (it's Harvard Square after all, there are people from all over the world). We would carry... at one time I counted up to fifty different varieties of political literature. Concerts, demonstrations and speeches by Chomsky or Zinn or whoever. At this time there was a fairly major protest movement in this country that the Food Not Bombs table made itself part of. We saw what we really needed to be doing was getting permanent food tables going, and we used the literature table to raise the initial money to guarantee ourselves that we would be able to keep the food tables going for at least a season, through the winter of 89-90. We didn't want to start serving food and then after a couple of weeks find that we didn't have the funds to continue. From

our literature table we also sold peace T-shirts and a hundred and fifty different varieties of peace buttons, as well as the literature.

NS: *Do you work with a lot of youth in Food Not Bombs?*

EW: There are people involved with Food Not Bombs that started when they were fifteen and didn't stop 'till they went off to college, and when they come back

for college vacation they stop by not only to say "hello," but to work at the table for a couple of weeks. There are two couples that met at the Food Not Bombs table and it looks like they're getting married. Yeah, pretty much all the people involved with Food Not Bombs are quite young. I did a presentation at a private high school today and we drew more than our share of potential volunteers. It tends to be people whose music is... its called "hard-core straight edge." There was a guy with a bright yellow six-inch tall mohawk, he recently shaved his head but it was rather impressive while he had it. I hadn't known people of that generation, and I was surprised to find out that they are very sweet kids.

No one gets involved with Food Not Bombs unless they really do want to do something helpful. You see people lying in doorways and you want to do something. What can you do? You read a story in the paper one day that says, "All extensions that are given to single parent families have run out," so now there are seven hundred and forty families about to be literally thrown out of their homes. What can you do? I think FNB is ready to start feeding twice as many people as we currently are, we've developed free food sources, and simple, easy to cook recipes.

If you have questions or are interested in starting a group feel free to contact me: nstaples@usa.net or (734)854-4821.

find a list of FNB chapters at:

<http://www.webcom/~peace/PEACETREE/stuff/stuff/chapters.html>

Food not Bombs web page:

<http://www.foodnotbombs.org>

email FNB @:

webmaster@foodnotbombs.org





Home Schooling- A Cool Option

by: Chelsea
Schepps

For me home schooling has been an experience that is fun, interesting, and rewarding. A lot of people may think that it would be boring, but that is not the case. Imagine being able to sleep in, eat whenever you want, and skateboard on a break. These are just some of the advantages.

Ever since I was five, I have been home schooling through the San Marcos County Home Education Program. They offer activities such as chorus, rock climbing, Spanish, and guitar. The majority of the time, these classes prove to be exciting. One example was a back-breaking trip I took to the desert. I had the opportunity to experience camping out in the middle of nowhere using only a map and compass to find my way around.

I tested my abilities last year when I went to seventh grade at the local jr. high. I met a lot of new people and was able to get very good grades (most of the time), but overall I decided to go back to home schooling for eighth grade. I felt that I had gone to middle school long enough to know what it was like, and thought I would rather just go back to home schooling. Next year, I plan on attending the high school in Carlsbad to see what it is like.

When I first started home schooling, I didn't think twice about doing it for religious reasons, I just loved being at home, and I took it for granted. After going to school, I realized that a lot of the time, the first UU principle of respecting the worth and dignity of every person was not part of some of my teachers' curriculum. That first principle is the one I value the most, and I think that schools should try to make more of an effort to live by it. I believe that in home schooling, I am able to live this goal out to its fullest.

Chelsea Schepps is a Transitioning Youth that is kickin' up a storm in sunny Southern California.

Windows

by Annie
Abernathy

The San Diego School of Creative & Performing Arts (SCPA) is now a sixth through twelfth grade school of about 2,000 specializing in "creative" & performing arts (hence the name). Dance, theater, music, all the visual arts- & of course you do get the basics- math, history, all that fun stuff. God, what an opportunity! Except not. I started at SCPA in the fourth grade & was overwhelmed with being at a high school. How many elementary schools have six periods? I don't want to bash it, SCPA is great for some people... But I think at SCPA they stifle creativity & only extroverts succeed. It was a place where other students & staff decided if they did or didn't like me based on their opinion of my brother. After five years of being in such a negative place it began to affect my health. The closer I got to school, the more ill I felt. I was nauseous, hyperventilating, dizzy, rarely eating, & constantly depressed. I took my Prozac & did my deep cleansing breaths but my health & my grades got worse. We started looking into home schooling but found something better.

Yay, Windows Arts Academy! I looked at the brochure & knew I would hate it, but when we visited I heard angel voices sing. Windows is a college preparatory charter school downtown. With one hundred students & a teacher per subject; Humanities, Leadership, Science, Art, & Math (all taught through visual art). We walk to museums, the library, places where we can research & experience & apply what we're learning. When I was little I decided I wanted to be an elementary school teacher, & that is still my goal. On Mondays I get to go to my neighborhood school & intern as a class. I'm teaching lessons, correcting papers, supervising recess, creating homework, & learning about my future career. My teachers are all really neat, too. They're all hippies. I think I've learned more from them in the conversations we've had & stories they've told about life than is expected from school.

I am in my second year at Windows and as you might assume, based on the last paragraph, I am healthy, happy, & love going to school everyday now. And I wish everyone could find a place they're really keen on.

Annie Abernathy is a transitioning youth from the Pacific South West District & lead singer of her rawkin' band.



My Education on Education

by Laura Trumbull

I came down with Senoritis the first week of my freshman year of high school. I hated the environment, teachers, classes, the whole kit and caboodle. Deciding to cure this atrocious disease, I graduated early my senior year, hoping that a little over seven months off could heal me and rejuvenate me for my first year at the University of Michigan. I firmly believed that come college I would be at home.

However, after a disenchanting first semester of college, I found myself dropping and adding three new classes three weeks into the second semester. I was beginning to feel like I had an aversion to any kind of learning at all. High school was awful. Now college, it wasn't so much that it was just new and "scary," but I hated the deadlines and the anxiety caused by professors and exams. And then along comes a phone call from the Youth Office, asking if I'd be interested in doing an interview about education. Now I am thinking, "I should be the last person doing this interview, I hate education at the moment," but I decided to do the interview nonetheless.

I called this supposed education junkie. On the other end of the phone I was greeted by the extremely pleasant and young voice of Sheldon Solomon. Sheldon is a Professor at Skidmore College with a Ph.D. in Experimental Social Psychology. He grew up in New Jersey and attended Franklin and Marshall College, originally intending to get a degree in Chemistry. By chance, in his junior year he took a course in psychology and was hooked. After graduating, he spent six months working as a chef. For lack of anything better to do he went to graduate school at the age of 21, received his Ph.D. at 25, and started teaching.

It was shocking to me that someone could be so eager to go to school and then go back again so quickly. When I asked Sheldon about this, he honestly stated that he just didn't know what else to do. In fact, he hated college, but wasn't aware of any other choices he could make. I found, though, that what made Sheldon unique was that even after getting his Ph.D. he still felt that there was an important aspect missing.

I questioned Sheldon on his views of public, private and home schooling. He has an incredible philosophy about learning and education. He feels that while any form of education in an institution is positive (even if those institutions need work), there remains a single most important aspect of education, and that is human experience. "I am all for traditional education only when it is complemented by large

doses of life!" Sheldon feels strongly that, while academics are an important and a valuable aspect of his life, everyone should have a "fundamental social pursuit" in life. After all, most of our lives are spent interacting with one another, **not** in the classroom. He himself felt that the time he spent as a chef was just as valuable as his time

in college. Although he believes that an underlying "anti-intellectual atmosphere" is forming among high school and undergraduate students, he also feels that knowledge and learning shouldn't be considered "in the words of Frank Zappa, 'A hideous deformity in our society.'" Sheldon encourages all people and especially youth to seek education in all forms and to take it in earnest, but not too seriously.

I asked Sheldon again why he went through school so quickly, if he feels that life experience is just as important as formal education. He asked me what school I was at, and I explained to him that I probably wasn't going to be here much longer. He said that the most important thing of all is that each person realize that the rate and the environment at which they learn should be their own decision. After all, he teaches and says that teaching is "humbling" and "the ultimate test of whether you are full of shit," and he learns more now than he did before.

So I thanked Sheldon for the interview and for honestly sharing his viewpoints and hung up the phone. He spoke wisely for his young age; he had convinced me that my choices should be satisfactory to myself and to society. I realize now that it must have been a miraculous intervention of some kind that I was asked to write this article because my mind has been set a little more at ease. I've been uneasy with the choices I have made about school. I don't have an aversion to learning, I'm just not sure where I want to be learning right now. So instead of spending this semester filled with anxiety and stress, I've decided to relax knowing that at the end of it, I can make yet another choice. And that in itself is my large dose of life.

Laura Trumbull is a youth from Michigan District and recently led the Continental Leadership Development Conference Training

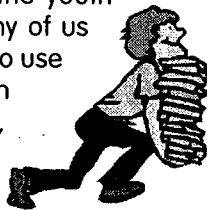
Interested in journalism?
Want to do an interview?
Drop us a line: yruu@uua.org



Be An Educated Advisor

By Jennifer Harrison

Advisors have really challenging jobs. We are expected to wear the hat of councilor, supporter, instigator, expert listener to both parents and youth, planner, driver, minister, youth advocate in the congregation, parental advocate in the youth group, friend, mentor, conflict resolution expert, a participatory adult presence at conferences, and most of all a true supporter of youth empowerment. We are often expected to know how to deal with any of the problems that come up with youth or the youth group. While many of us have skills we put to use intuitively when working with YRUU, I have found that my work has been greatly enhanced by attending classes and reading books on specific topics that relate to youth. Most everyone who has been a youth advisor has experienced learning about difficult issues from their youth group. Depression, body image problems, violence, conflict, problems with parents, suicide, drug use, pregnancy, problems with school... the list goes on. Often the environment youth create with each other in youth groups is one of the few places in their lives where they feel truly safe enough to share their most painful experiences. The loving communities created and sustained in local youth groups and at district conference really strive to accept people exactly where they are in their own growth. Sometimes advisors feel overwhelmed by some of the intense emotions that can fly in youth communities. Most of the time we are well equipped to help by being



fishbowl: for adults who practice
ministry with youth

Advisor and Youth Resources

Body Image/ Eating Disorders/Dieting

Backlash: The Undeclared War Against Women, Susan Faludi,
(The author, in her 20's, includes chapters on the beauty industry and media's impact on women's power)

Body Love: Learning to Like our Looks and Ourselves, Rita Freedman

The Black Women's Health Book, Evelyn C. White

Enlightened Eating, Rebecca Ruggles Radcliffe, PO Box 8032
Minneapolis, MN, 55408 (Chapters include: why we eat, finding joy, rage response, surviving the holidays, etc. Also provides a newsletter.)

Straight Talk about Eating Disorders, Michael Maloney

Bulimia/Anorexia Self-Help Hotline: 1-800-227-4785

National Assoc. of Anorexia Nervosa and Associated Disorders,
Hotline: 1-208-831-3438

Suicide

American Suicide Foundation 1-800-531-4477 (survivor support groups for families and friends of a suicide)

National Adolescent Suicide Hotline 1-800-621-4000

Youth Suicide Prevention Programs: A Resource Guide CDC National Center for Injury Prevention, MS K60, 477 Buford Hwy., NE Atlanta, GA 30341-3724

The Power to Prevent Suicide: A Guide for Teens Helping Teens Richard Nelson and Judith Galas

empathic and active listeners. But at times the issues youth raise seem to be bigger than we can handle. Sometimes youth tell us things that obligate us as people of conscience to tell someone else. If someone is doing harm to themselves or someone else we need to know where to refer these youth. We also need to know who in the congregation we can talk to about problems. Advisors need to know who our support network is when we need to work through our own feelings evoked by our youth work. Develop a relationship with the Director of Religious Education and the Minister. If you are an advisor it is usually up to you to get educated about youth culture and youth issues. You should compile a list of local contact organizations that can provide you and the youth in your group support. The following are organizations and books I have found helpful in understanding some of the issues I have encountered in youth groups.



Violence/Anger/ Conflict Resolution/ Communication Skills

Anger Management for Youth:
Stemming Aggression and
Violence, Bloomington, IN:
National Education Service,
1994

Acquaintance? Friends? Partner?
Discovering Relationship
Values and Building Skills: A
Discussion Group Model for
Guys, Curriculum: Gayle M.
Stringer and Nancy J O'Mara,
King County Sexual Assault
Resource Center, 1994 phone
206-226-5062

National Organization for Victim
assistance 1-800-879-6682

Fist Stick Knife Gun, Geoffrey
Canada

Streetsmarts: A Teenager's Safety
Guide, Jane Goldman

Deadly Consequences: How
Violence is Destroying our
Teenage Population and a Plan
to Begin Solving the Problem,
Deborah Prothow-Stith, MD

Internet violence prevention
resources

[Http://education.indiana.edu/cas/
adol/adol.html](http://education.indiana.edu/cas/adol/adol.html)

Domestic Violence Hotline 1-800-
333-7233

Skills for a Violence-Free
Relationship: A Curriculum for
Young People, Barrie Levy,
California Coalition on Battered
Women, PO Box 5036, Santa
Monica, CA 90405

Dropping Out

How to Survive High School, Terry
Dunnahoo, NY: Franklin Watt,
1993

Pass Key to the GED, Murray
Rockowitz, Nauppauge, NY:
Baron's, 1995

Cracking the GED, Geoff Martz, NY,
Random/Villard Books, 1994

The Teenage Liberation Handbook:
How to Quit School and Get a
Real Life and Education, Grace
Llewellyn

Cigarettes/Drugs/ Alcohol

Alcoholism and Drug Hotline 1-800-
821-4357

Alateen 1-800-821-4357

Badvertising Institute [http://
www.badvertising.org/](http://www.badvertising.org/) anti-
cigarette info/ ads

No Lfs, Ands or Butts: A Smoker's
Guide to Quitting, Harlan Krumholz
and Robert Phillips

Drug 24 Hour Hotline 1-800-821-HELP
(drug and alcohol referral)

Marijuana Anonymous World Service
1-800-766-6779

Narcotics Anonymous 1-800-662-
4357

National Council on Alcoholism and
Drug Dependence 1-800-622-
2255

Living with a Parent who Drinks too
Much, Judith Seixas

Coping with a Dysfunctional Family,
Paul Taylor

Runaways

Angels' Flight Crisis Center for
Runaways 1-800-635-8651

Home Run 1-800-HIT-HOME
National Runaway Switchboard 1-
800-621-4000

Resources for Disabled Persons

An Accessible Spirit, Emily Stainer,
Susan Malsberry, and Sienna
Baskin, Youth Office, 25
Beacon St., Boston MA, 02108
1-206-742-2100 x355

National Information Center for
Children and Youth with
Disabilities, 1-800-695 0285 or
1-703-893-9614

How to Choose a College: Guide
for the Student with a Disability,
The American Council on
Education, Health Resources
Center. One DuPont Cl, Suite
800, Washington, DC 20036

How it Feels to live with a Physical
Disability, Jill Kremenz

Peterson's Guide to Colleges with
Disability Programs, Charles
Mangrum and S. Strichart

GLBT Youth

National Gay/Lesbian Hotline

1-800-347-TEEN Thursday to
Sunday, Parents, Families and
Friends of Lesbians and Gays
1-800-4-FAMILY

Email PFLAGTL@aol.com

<http://www.critpath.org/pflag-talk>

The Gay, Lesbian and Straight
Teachers' Network, 2124
Broadway, #160 NY, NY 10023
(Ideas and resources for
Educators working to end
Homophobia in Schools)

National Center for Lesbian Rights,
462 Broadway, Suite 500A, NY,
NY 10013 (defends rights of
Gays, Lesbians, Bisexuals and
Transgenders for free)

Coming Out to Parents: A Two-
Way Survival Guide for
Lesbians and Gay Men and
Their Parents, Mary Borhek

National Lesbian, Gay and
Bisexual Student Caucus, 815
15th St. NW, Suite 838,
Washington DC, 20005

Children of Horizons: How Gay
and Lesbian Teens Are
Leading the Way Out of the
Closet, Gilbert Herdt and
Andrew Boxer

Becoming Visible: A Reader in Gay
and Lesbian History for High
School and College Students,
Kevin Jennings

IFGE International Transgender
Resource Guide [http://
www.transgender.org](http://www.transgender.org)

Legal Issues for Youth

American Civil Liberties Union,
Children's Rights Project, 132 W.
43rd St., NY, NY 10035

Youth Law Center and National
Center for Youth Law, 114
Sansome St., Suite 900, San
Francisco, CA 94104-3820
(Provides free information to youth
advocates about low-income
children and fights for them in
court)

Teen Legal Rights: A Guide for the
90's, Kathleen Hempelman



Resources for Asian American Students

Coalition for Asian Pacific American Youth (CAPAY) c/o Institute for Asian American Studies, University of Massachusetts, 100 Morrissey Blvd., Boston, MA 02125-3393
 Leadership Education for Asian Pacifics, 327 E. Second St., Suite 226, LA, CA 90012-4210
http://dir.yahoo.com/Education/Organizations/Student/Cultural/Asian_American
 There are tons of Asian American Students Associations on-line, use any search engine and look for "Asian American"

Resources for Latino Students

National Hispanic Scholarship Fund, PO Box 748, San Francisco, CA 94101
Doing Our Homework: How School Can Engage Hispanic Communities, Andrea Bermudez, ERIC Clearing House on Rural Education and Small School, PO Box 1348, Charleston, WV 25325-1348 (describes how to involve parents and do parent education)
 LULAC (League of United Latin American Citizens) 2100 M St., NW Suite 602, Washington, DC 20037-1207 <http://www.lulac.org>
 United Mexican American Students PO. Box 207, UMC, Room 182, Boulder, CO 80309
 Libreria y Galeria San Jose distributes books by Latino authors in English and Spanish. PO box 8068, San Jose, CA 95155-8068

Native Americans

American Indian College Fund (represents 29 tribal colleges) 21 W. 68th St. Suite IF, NY, NY, 10023
 National Indian Youth Leadership Project PO box 11849, Albuquerque, NM, 87192
 United National Indian Tribal Youth, 4010 N. Lincoln, Suite 202, Oklahoma City, OK 73105

Resources for African American Students

Black Community Crusade for Children and Black Student Leadership Network (Publishes a newsletter called WeSpeak! A Voice of African American Youth and initiates campaigns) Children's Defense Fund, 25 E St. NW, Washington DC, 20001
African Americans Students in Interracial Schools: A Guide for Students, Teachers, and Parents, Ed Smith
37 Things Every Black Man Needs to Know, Errol Smith
100 Best Colleges for African-American Students, Erlene Wilson

Learning Disabilities

Orton Dyslexia Society 1-800-ABCD 123
 Learning Disabilities Association 4156 Library Rd., Pittsburgh, PA, 15234 (grassroots organization for parents and teacher)
 Attention Deficit Disorder Association 1-800-487-2282 (referral to support groups) 1-800-232-2322
You Mean I'm not Lazy, Crazy, or Stupid? Kate Kelly and Peggy Ramundo
Survival Guide for College Students with ADD or LD, Kathleen Nadeau
Where's My Other Sock? : How to Get Organized and Drive your Parents and Teachers Crazy, Claudine Wirths

OUTSTANDING ADVISOR AWARD

THE ADVISOR SELECTED WILL BE PRESENTED WITH THE OUTSTANDING ADVISOR AWARD AT THE GENERAL ASSEMBLY AWARDS BREAKFAST IN 1999. THE OUTSTANDING ADVISOR WILL HAVE \$100 DONATED TO THEIR YOUTH GROUP IN THEIR NAME, IN ADDITION TO MUCH-OVERDUE RECOGNITION, CELEBRITY STATUS, AND UNDYING LOVE AND SUPPORT OF YOUTH EVERYWHERE. TO APPLY SEND:
 (1) A BRIEF BIO OF ADVISOR'S EXPERIENCE WITH YOUTH AND HIS OR HER QUALIFICATIONS;
 (2) TWO LETTERS OF RECOMMENDATION FROM YOUTH THE ADVISOR HAS WORKED WITH;
 (3) ONE LETTER OF RECOMMENDATION FROM AN ADULT IN THE CONGREGATION OR DISTRICT.
 SEND NOMINATIONS TO: THE YOUTH OFFICE YRUU@UUA.ORG BY APRIL 1, 1999.

Multicultural/ Anti-Racism Education

National Coalition of Advocates for Student 100 Boylston St. Boston, MA 02116-4610 <http://www.ncas1.org/>
 National Institute Against Prejudice and Violence 31 S. Greene St., Baltimore, MD 21201
 The People's Institute for Survival and Beyond, 1444 North Johnson Street, New Orleans, LA 70116 (504) 944-2354 phone. (504) 944-6119 fax. (2 & 1/2 day Undoing Racism Workshops) Challenging White Supremacy workshops <http://www.cwsworkshop.org/>
 The People's Institute West, P.O. Box 9334, Berkeley, CA 94709, phone (510) 849-0397 (510) 849-0467 fax.

Teaching Tolerance (includes ideas for classroom use, no charge) Southern Poverty Law Center, 400 Washington Ave. Montgomery, AL 36104

Common Bonds: Anti-bias Teaching on a Diverse Society, Deborah A Bymes and Gary Kiger, Wheaton, NK Association for Childhood Educational International, 1992

Everything You Need to Know About Being a Biracial/Biethnic Teen, Renea Nash

Self Esteem/Stress

All I Really Need to Know I Learned in Kindergarten: Uncommon Thoughts on Common Things, Robert Fulghum (inspirational and humorous essays by a former UU Minister)

Life Mastery: A Self Esteem Handbook for Adults and Children, Claudia Kings

Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp

Life's Little Relaxation Book: Over 300 Ways to R-E-L-A-X, Steven Selzer



Youth Activism/ Empowerment

Children's Defense Fund, Black Student Leadership Network (BSLN) 1-800-ASK-BCCC; <http://www.childrensdefense.org>

The Seattle Young People's Project, 1265 S. Maine St., Suite 310, Seattle, WA 98118

Center for Campus Organizing PO Box 748, Cambridge, MA 02142Cco@igc.apc.org

The Center for Youth Development and Policy Research, 1255-23rd St. NW, Suite 400, Washington, DC, 20037 (The center does research, analyzes policy, provides information about youth programs, and provides technical assistance)

Youth Action (Breakdown newsletter is written by young people), 1830 Connecticut Ave., NW, Washington, DC 20009 (Works with community-based organizations in low-income areas "to develop opportunities for young people in social, environmental and economic justice efforts." It provides youth organizations with training, technical assistance and networking.)

Youth Build USA PO Box 440322, Somerville, MA 02144 (They train youth in construction skills for 12-18 months by rebuilding abandoned buildings to produce housing for low-income people. Students attend academic and leadership classes as well.)

Vegetarian Youth Network, PO Box 1141, New Paltz, NY 1256 <http://www.cyberveg.org/navs>

Global Response: Environmental Action Network, PO Box 7490, Boulder, CO 80306 (This international network for students provides a newsletter called Young Environmentalist's Action, in Spanish and English, that suggests actions to take and addresses.

Student Conservation Association, PO Box 550, Charlestown, NH 03603 Earth Day site www.earthsite.org

NOW, 1000 16th St. NW, #700 Washington, DC 20036 (ask about the Young Feminist Resource Kit) <http://now.org>

United States Student Association, 1612 K St. NW, Suite 510, Washington DC 20006 (This is a national grassroots org. made up of hundreds of college campuses, it has 4 affiliates: the National People of Color Student Coalition, the National Women's Student Coalition, the National Lesbian/Gay/ Bisexual Student Caucus, and the State and System Student Association Coalition.

Congressional Switchboard 1-202-224-3121

Federal Office of Information 1-800-726-4995

US House of Representatives 1-800-972-3524 or 1-202-225-31-21

US Senate 1-800-972-3524 or 1-202-224-3121

President or Vice President 1-202-456-1111 (comment line)

email: President@Whitehouse.gov, 1600 Pennsylvania Ave., Washington DC 20500

Depression/Grief

Humanistic Mental Health Hotline 1-800-333-4444 (information about depression, suicide prevention, and drugs and alcohol)

Depression Awareness Recognition and Treatment Center 1-800-421-4211

Focus on Recovery 1-800-888-9383 (referral to self-help groups)

Don't be S.A.D: A Teenage Guide to Handling Stress, Anxiety and Depression, Susan Newman
When A Friend Dies: A Book for Teens About Grieving and Healing, Marilyn Bootman

I also recommend anything by Elizabeth Kubler-Ross



Sex Education/ Reproductive Health

Planned Parenthood 1-800-230-7526 (will refer to a local clinic and do pregnancy and abortion counseling) 1-800-829-7732 for birth control information

Civil Liberties and Public Policy Program, Campus and Community Organizing for Reproductive Freedom <http://hamp.hampshire.edu/~clpp/index.html>

Sex Information Education Council of the U.S., 130 w. 42nd St., Suite 2500, NY, NY 10036, Phone 212-819-9770

National Gay and Lesbian Task Force, Publications Dept., 2320 17th St. N.W., Washington, DC 20009, Phone 202-797-3578

Our Whole Lives, A Lifespan Sexuality Education Series, Developed by the UUA and the United Church Board for Homeland Ministries. Available through the UUA starting in June 1999. Phone 1-617-742-2100 x423

Advocates for Youth, 1025 Vermont Ave. NW Suite 200, Washington DC 20005

Coalition for Positive Sexuality 3712 N. Broadway #191 Chicago, IL 60613 (This youth-led organization believes you have the right to complete and honest sex education) <http://www.positive.org>

Search Institute. Human Sexuality Values and Choices (for middle school students) 800-888-7828

King County Sexual Assault Prevention (PO Box 300, Renton, WA, 98057 (They have curriculum and pamphlets)

AIDS Action Hotline 1-800-2352331

Latino AIDS Line 1-800-637-3776
Gay/Lesbian Youth Hotline 1-800-347-8336

The Youth Advisory is now the Fishbowl, a place for the support and appreciation of advisors and part of the new Synapse.



An International Intrigue

by Stephan Antoniewicz

My adventure began in 10th grade when my teacher asked me to participate in something called Inquiry, a simulation experience that in 1995 addressed "Religion, Politics, and Society in North Africa." That first year, I represented the Islamic Salvation Front (FIS), an Algerian political party which had won a popular election in 1992. By 1995, they had been overthrown by a secularist government weary of the imposition of Islamic Law. I remember being enveloped by my role; I literally became a representative arguing that my organization should be reincorporated into the government.

My second year I represented another non-governmental organization, El Servicio Para Paz y Justicia (SERPAJ, The Service for Peace and Justice), during a simulation addressing "The Future of Democracy in Latin America." This grassroots organization faced the unique challenge of promoting civil society in a continent savagely ruled by military juntas and dictatorships.

Inquiry challenges high school students to face global issues that affect us all, whether we know it or not. The class itself is a year-long elective, much of which is spent preparing for a role-playing simulation in which students become representatives for countries, non-governmental organizations, and international organizations such as the United Nations or International Monetary Fund.

The program differs from a regular high school class because it is not a requirement, but rather a chance for students to explore a topic that interests them personally. My school did not give a grade for Inquiry and we met on the weekends. As students, we were free to learn at our own paces, liberating us from the burdens of memorizing dates and names. I felt free to explore themes

and specific concepts, and actually interact with my peers in debates and the formulation of a coherent policy or position that would address the issues occurring at the simulation weekend. After reading the recommended articles, excerpts, and books, I was asked to present my opinions and try to address issues that government officials across the world were also debating.

The simulation, the culminating event of months of work, arrives in April. Here students use their knowledge and apply it by debating and trying to work out policies and differences. Students learn to think on their feet, adjusting their points of view when possible to create agreements and react to events occurring in the world.

The students come from diverse backgrounds: both private and public schools and a variety of states. Everyone comes with their personal experiences and beliefs, creating an environment where students disregard their assumptions and stereotypes in order to address a common issue.

Students forget that they are from Pace Academy or Arlington High during the simulation, creating an environment where delegates engage in serious and intense policy debates. Though always intense, the aspect-focused committees do not follow parliamentary rules, since the goal is to promote the free flow of thought and dialogue. Students are not constrained to their committee and interact with delegations to discuss developments in other committees.

In my three years the topics were vastly different, but many issues remained the same: How can we develop a civil society that holds governments and international bodies accountable? How do we not forget the individual in a world that increasingly is becoming more complex and anonymous? How do we develop strategies to create dialogues between ethnic groups, countries, non-governmental organizations, and international bodies that appear to have different interests and agendas?

Finally, how will the international community address the idea of sovereignty? How will this divisive issue

redefine the nature of states and the expanding role of non-state actors?

Inquiry was the best activity in which I participated in my high school career. By not being constrained to a textbook or a set curriculum, I could develop my own thoughts and original ideas. Students are encouraged to create new policies where past politicians have failed.

The program challenged me to examine complex multifaceted issues in a way that no other high school course could. This challenge has continued for me as I have studied this year's topic, "Global Crime, Corruption, and Accountability" in depth, this time as a college student. Looking back at my high school experience, I see that these issues are alive and still in the mainstream press. I can pick up any newspaper and read about the ongoing civil war in Algeria, or read about the recent arrest of Pinochet, or examine the plight of the Albanians in Kosovo who are victims of Serbian aggression because of their ethnicity. These topics do not end with the simulation, but continue to develop and unfold. This human connection to global issues personalizes what I have studied and makes it much more meaningful.

Sometimes it is easy to become cynical, but Inquiry dares students to be optimists. Global change begins at the individual level, with every involved student. By gaining a more educated and globally-conscious mindset, I realized that crises in far-flung part of the world affect all of us, and we have a responsibility to resolve them.

After participating in the Inquiry program for three years, Stephan is now a student at Tufts University participating in EPIIC, a full-year course in the Experimental College. EPIIC students design and facilitate the Inquiry Simulation Weekend.

Get Inquiry at your school!

Contact:

Heather Barry, Director

617-627-3934

hbarry@tufts.edu

www.epiic.com



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For more information about VFP

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Construction & restoration of low income housing or community buildings; environmental projects such as trail building, park maintenance, organic farming; social services working with children, the elderly, physically or mentally handicapped, refugees, minority groups, drug/ alcohol recovery, AIDS education and arts projects; historic preservation and archaeology. Work projects can be of any type because they arise from the needs of the host community. This is a very grass-roots program.

Accommodations:

Your registration fee covers room & board. Workcamps vary greatly in living conditions. Generally, 10-20 people from four or more countries arrive on a given day in a host community. You may be housed in a school, church, private home or community center. Living arrangements are generally cooperative, with volunteers coordinating and sharing the day-to-day activities such as food preparation, work projects and recreation.

When: 95% of workcamps occur June - September.

Duration: 2-3 weeks per workcamp.

Volunteers often register for multiple workcamps in the same or different countries.

Language: No foreign language proficiency required in most areas.

UUSC workcamps are short-term projects that help volunteers examine and understand the root causes and damaging effects of injustice. By working directly with people in the communities they serve, participants experience community struggles firsthand and gain skills for fighting injustice in their own communities.

Now entering its 4th year of offering hands-on service, advocacy and learning opportunities to volunteers, UUSC's workcamp program is expanding to forge a direct link between the workcamp experience and policy advocacy. From California's San Francisco Bay area to the Mexican border in southern Texas, UUSC volunteers will be trained as advocates for political, social and human rights.

UUSC workcamps to advance human rights:

César Chávez Youth Workcamp: Washington state, July 12-25, 1999. This workcamp is designed for participants from 16 to 21 years of age and will introduce participants to issues affecting migrant farmworkers, help renovate farmworker housing and provide an opportunity to take part in local advocacy.

Women's Intergenerational Workcamp: Los Angeles, California, July 1999. This workcamp will be a two-week experience in July, bringing together participants from around the country to renovate shelters and health centers for women in the Los Angeles area while exploring gender justice issues. Designed for women of all ages, the program cost is \$245 per week.

Church Rebuilding Workcamp: Across the nation, predominantly black churches have become targets for arson attacks and firebombings. Over the last three years, UUSC has taken the lead in responding to this crisis. The UUSC is sponsoring a church rebuilding workcamp in Buffalo, South Carolina. Volunteers reside in house trailers and/or tents, where there are bunk beds or cots and a small space for personal items. The cost is \$175 per person per week.

Youth Summer: Based in Oakland, California, this workcamp is a leadership development, cultural exchange and political advocacy program for teenagers. Working with inner city youth, participants will be trained in community

For more information on UUSC workcamps contact:

Rev. José Ballester

(617) 868-6600

fax: (617) 868-7102

e-mail: jballester@uusc.org

web site: www.uusc.org

organizing skills and carry out a grassroots organizing campaign with inner city residents. August, 1999.



District Reports reports on what districts are up to from YCR's...

Pacific South West

-Evan White:

The Pacific Southwest District is on a roll. In November we had an excellent YAC-run mini-con and after Christmas we had an absolutely exciting and thrilling Winter Camp (led by yours truly) with a larger crowd than we've been getting recently. Coming up we have four conferences, including our Memorial Day Elections conference, a social action conference, and an SDC. The district is also getting revved up for WUUKY (Western UU Karmic Youth) and we sent five representatives to the planning meeting in Sacramento. All who went said that this multi-district conference will demonstrate how districts can combine resources and learn from each other. We are currently searching for a new District Executive and a Programs Consultant serving as a life-span RE position. The YAC is currently considering adding a new executive position as well: a Communications Ninja, who would take care of electronic and regular mailing lists as well as the PSWD web page. Other bylaw changes are pending district approval. Otherwise, boogie down y'all.

Mid South - Chris Trace:

The YAC of MSD had a fantabulous meeting, & finished our number one goal: THE SEX POLICY, YES! Now it is subject to Board approval and approval by M(D)REs. The only sticking point may be shared bedding; we'll cross that bridge when we get to it. We decided to make our conference and district environment more welcoming to junior high youth. We came to consensus on having separate junior/senior high conferences and to have some mixed aged events. One of the mixed aged events will be a new Bridging/ Coming of Age Ceremony which will be held annually in May. This conference will both bridge in and out, while also replacing the annual election

conference as it had been merged with the MSD BOT elections. We have also added a TAR for Junior high aged youth onto the YAC. At the next meeting we will add a post high TAR to the YAC and explore its job description. We made many strides in the area of communications. We have two people to work on a web site and one to edit the district newsletter. Our ultimate goal is to have conference registration online so we don't have to spend as much on paper registrations. Two new congregations are now active in district YRUU: Marietta, GA and Auburn, AL.

South West - Bryan Beck:

The SWD had the Southwest UU Summer Institute (SWUUSI), but despite good representation of the SWD at Con Con, SWUUSI had a great turnout. Tulsa, OK had their rally (con) in September which had approx. 120 people (which is large for us) and San Antonio, TX had a very successful Alice and Wonderland theme rally Halloween weekend, "Who Are UU?" Little Rock, AR had a small but good "Happy Rally." Houston, TX is having their rally MLK weekend where there will be another District Exchange with MDD. Dallas, TX is planning to host their 1st rally soon. Oklahoma City & New Orleans are both hoping to have rallies this year (with talks of Fayetteville, AR & Fort Worth, TX having rallies in the near future). We had our first Social Action Con. The turnout was small but it was the first; we are still learning how to make social action in our district as common as worship. After the MDD rep. comes to our district, we will be sending a rep. (Maia Cudhea) to MDD for one of their cons... further news as it develops. Our YAC is going to meet with the District Board in March to discuss the age limits one final time. The YAC is having an all out age limits meeting the Monday after the Houston Rally to plan for this important encounter with the Board. Hopefully, the Board will see how important this is to us. We've made our district newsletter, "the Yackity Yac" quarterly and we are going to mail

them out instead of handing them out.

Central Mass

-Aaron Kucharski:

Central Mass has finally established a YAC. A social action coordinator for this term and a new YCR for the years 2000-2001 were elected at the November con, as well as the other spots already filled on the YAC. The con was smaller than expected but was successful in getting our YAC together, and getting other teens in the YAC used to planning for future conferences. We need to do more outreach. We are currently working on trying to get more adults filled in on the YAC board, and trying to organize cons to not conflict with neighboring districts. Six members of the YAC are involved in planning the MASSive Con. We are trying to get our district more focused on social action, and are sending our SAC to the NSJC. A new newsletter will be out soon; the name has not been established. One last thing that is often being discussed is the merge (maybe) of CVD and CMD. Parts of the two YAC's have met to discuss, and a meeting on March 6-7th, for both YAC's, will react to a district merge.

Mass Bay District

-Abbey Tennis:

Hello YRUUers! This year, Mass Bay has created more programming than ever, with a LDC, a SDC, a Social Action Conference, and three other conferences! Our first con had a large attendance with representation from CMD, CVD, MNYD, and Ballou Channing. Our LDC was slightly under-attended, but the Steering Committee had a semi-retreat during the LDC, where we bonded and accomplished some long-term goal setting. Our SDC went very well; we saw many new faces, youth and advisors. We're currently planning our February Conference, and our new SAC is hard at work on our April Social Action/Election Conference. A number of members from our district



will be attending the upcoming NSJC, and a number of members are on the MASSive Con planning committee. We're looking forward to MASSive Con, & our final 3 conferences.

Joseph Priestly

-Andy Hynes:

The DYSC (our YAC) is having a few difficulties. Weather has given us problems this year. We are working on revising our registration policies, our adult orientations, and communication in general. There have been 2 conferences since the last report, Sexuality Con (hosted by a church) and Wintercon (aka Spirituality Con)! Sexuality Con was no smoking & went without a hitch. Wintercon ended up happening despite snow storms, and with a few minor incidences involving smoking (once again, a no smoking con) went well. Lacking an up-to-date website, we are relying on our newsletter, "the Purple Cow" to keep us informed. Our district board of trustees now allows us to have an observer present to give input at all their meetings. This is an important step for us. In all, board/YRUU relations are great. Our LDC was great, the SDC however was hexed by the weather. We've yet to have our Advisor Training. Our Post High & jr. high programming is nonexistent, but we are attempting to remedy the Post High situation now, & the jr. high in the future.

Central Midwest

-Arnie Birren:

At a YAC meeting in December it was decided we need funding from the district board to hold spring con 2000 at a conference center. We have learned that such money will not be available. We are now brainstorming other options for holding a 325 youth conference. Our winter conference is in the beginning of February in Urbana, Ill. There will be 150 people there, one of our smaller cons in recent memory. We're planning on cutting down on the smoking problem by actually policing for it. This will certainly cause some tension between the

youth and adults. That's it.

Michigan - Alena Acker:

The YAC is an overall hard-working, fun, and dedicated group. We had an LDC in early October, and our fall conference at the end of October, both of which were way successful. Our winter conference will be February 19-21, it has a swing dancing theme. We are currently working on forming a new district with Ohio Valley. Our district YACs have met and are very optimistic about all the opportunities this new district would give us. Planning for a joint district conference is in the works. Because of a demonic mailing list, our first newsletter of the season has yet to be sent out. Our website is being set up. The district board has expressed concern about our smoking policy. We have sent out a letter to the board members and ministers explaining our policy, and several YAC members will attend the next board meeting. Generally things are peachy!

Metro New York - Doug Faron:

Recently our district had the Princeton Conference run by the Princeton Youth group. It was a success, but possibly the best part was the new involvement. Those who came had to trudge through a snowstorm but we still reported over 70 people. Almost half of these 70 were new people, & there were a large number of freshmen. The conference though heavily programed proved to be a successful one. In the next couple of weeks there will be a YAC/SAC meeting and the YAC Conference will go off on the last weekend in February. After that there will be a barrage of cons from different youth groups. That is basically all that is going on here.

Ohio Meadeville

-Mimi LaValley:

We are busting out of our britches. Our 2nd annual Jr. High Conference, cleverly themed "Con as You Are" comes February 5-7. It promises to rock solidly (record attendance expected), although a nearly all high school YAC planned it. Later on the menu this month is our

first ever Social Action Conference (high school only) in Columbus, Ohio. Hopefully it's the first step in reinventing our district as part of a righteous and meaningful youth movement. So far this year we've had one other conference, "Fall Conference," also in Columbus in November. It's been a busy couple of months, with YAC stuff going on almost every weekend. A lot of leader-type people are pretty burned out. Hopefully an influx of talented new energetic youth will perk us up. A new co-chair was elected in January, Andre Dearment. The YAC is pushing for a revamped budget from the board to scholarship more kids to conferences and continental stuff, and to cover new social action projects. A bridging ceremony is in the planning stages for Jr. high kids into YRUU at the OMD Annual Meeting in March. Also at the annual meeting there will be a youth caucus (with several youth as voting delegates), a party, & a youth-led service. Huzzah. Check out our new website! <http://members.xoom.com/omdyruu/> & that about wraps it.

Pacific Central

-Eroca Nicols:

A SDC is planned for the Spring. An advisor training was going to be in February (but was cancelled due to low registration). An Election's/Social Action Con (called Lexicon) is President's day weekend where a new council will be selected, there will be an all con workshop on Deaf Culture, & a Canned Food Drive. The out going council is revising their job descriptions for the new Council. There will be an LDC style Thing at the beginning of the 'First Council retreat. WUUKY planning is coming along nicely; staff app. out soon, registration flyers out in late March-early April, Staff Selection Committee will meet in late April-early May. There is a youth on the Interviewing panel for the Lifespan RE consultant. Farewell.



FREEDOM IN UNIFORM

by Mimi LaValley

In case you haven't noticed yet, certain members of our society are born into a life with many more benefits and privileges than others. Shocked, are you? Well, it can be quite a startling revelation to wake up one morning and find yourself caught in a rather harebrained class system,

as I did. This is the story of my revelation, how I became jaded with government-issued education, and how I ended up a bona fide kilt-wearing, alma-mater-singing private schoolgirl.

My public junior high school was a waste of time. I spent a lot of time avoiding confrontation with kids who resented the way I looked or talked, doing classroom busywork, and going through an endless cycle of frustration, leading to insolence and then "disciplinary action," I was convinced I

was wasting away. I felt doomed to a life of word-search puzzle homework and being lashed out at by underpaid, equally frustrated teachers who hated me for not responding to their teaching approach. So I resolved to get the hell out. My only goal in seventh grade was to somehow resist my seemingly inevitable relocation to the high school up the road.

I had heard about the Ellis School For Girls through my sister, who went there for her last three years of high school. She had found out about the school by a stroke of luck. I decided to apply there in sixth grade, hoping I would qualify for a scholarship. I was accepted into the school, but wasn't eligible for the only scholarship available that year, since it had been given to a girl from my neighborhood the year before. I tried again the next year, with no luck. Then, in my eighth grade year, I was accepted into Ellis with a full scholarship, based on need and academic performance. I received a call at home from the Upper School Director inviting me to enroll for my freshman year. I was elated. I didn't really know what I was getting into, only that it was a great opportunity much more enticing than staying where I was.

When I got to Ellis, I didn't just get educated in the classroom. I learned a lot about how the world works. I found myself among girls who lived in neighborhoods I had only passed through, with parents who were doctors and lawyers and CEOs. I discovered that my school was where the daughters of the elite began their promising careers at a very young age. By a fluke, I had gotten in on the world of the privileged. I'm grateful for it; even though being at Ellis has made me a little cynical, it's also helped me figure out who I am and will help me get where I want to go.

I love my school for a lot of reasons. I get individual attention because the faculty to student ratio is one to eight, and my teachers actually hold degrees in their fields. They are knowledgeable in every aspect of what they teach, instead of being generically certified



Theme section:
get smart

'thinker' by Ben Dewey

Mimi, cont'd

in their fields. They are knowledgeable in every aspect of what they teach, instead of being generically certified in "teaching." The environment is unique, with a small student body (it's kindergarten through twelfth grade) of about 25 girls per grade. The upper school division, where I spend my days, is small enough for actual community to develop. Everyone works hard and we are encouraged to have goals and be dedicated. We aren't told not to take math and science courses. There is at least an attempt made to treat us like people rather than girls. I've always been particularly fond of the school's motto, "esse quam videri," or "to be rather than to seem" although ironically, it is mainly a decoration to preserve the image of the institution. I like the idea of a school having a philosophy guiding it, and one that encourages individuality and being yourself. Mostly, I love the challenge of an intensive college preparatory education. Even if I wasn't heading off to a university somewhere next year, I would still have benefitted from being taught how to be an intellectual, and from the confidence I have gained.



"This is the story of how I ended up a bona fide kilt-wearing, alma-mater-singing private schoolgirl."

- Mimi LaValley

(photo courtesy of Evan White)

Yes, I wear a uniform. But I'm willing to sacrifice the punk rock points I lose for that because I don't feel I have submitted to any imposing conformity. Rather, I have challenged one. I don't get to flirt with the opposite sex in the hallways. But who cares? That's not why I go to school. I sometimes feel alienated being around so many girls with whom I have so little in common. And I resent that I had to find my way to where I am in spite of the limitations of a flawed system. But I've found a niche for myself in the awkward world of "becoming," and it suits me. So I'm willing to be the poster child for economic diversity in my school, and I can tolerate the dirty looks I get from old friends from my neighborhood, who think I'm a snob for not accepting our lot. I don't feel I need to justify where I am anymore. And I am never willing to overlook the hypocrisy, discrimination or unjust elitism I see around me at my prestigious school. I don't buy it. I speak out. And I know the opinions I voice there come from a different perspective. Making my ideas heard is as important to me as learning from others' ideas. No school is perfect, but go where you are comfortable enough to make noise about what isn't. Thereby the system will be reinvented.

I think everyone should have a chance to get the kind of education that suits them in high school. I would urge anyone to go where they can be happy--whether it be public, independent, single-sex or coed, backyard shed, whatever. Don't let anyone else tell you where you belong.

One final note about independent schools: If you want to find one, you may have to do some searching in your area, as admissions testing and application information are not always made readily available to the general masses. If you find one you like, don't be deterred immediately by exorbitant tuition costs-- a lot of them have hefty scholarship funds. And like colleges, acceptance isn't entirely based on grades. Interviews, essays and teacher recommendations can also play a big part. Explore your options, kid!

"Jah, Tomato. Zsa Zsa Tomato. Mimi LaValley 'food chew rock lion' getting down in the Pittsburgh 'Zion'. Darkling hoo-doo."

-O.B.N.A., punk rockers of the Southwest



Galen Moore

"Welcome to Summer's End"

One by one we smiling go
[Sleeve rolled up past elbow-hole]
The sun's read
These pages yellow
[I must beg to fill my bowl]

*Lying down by evergreens
I may feel the sunshine
May still breathe the lazy drone of bees
Forgetful of why and who I've been
May see the San Francisco skyline
Hazy beyond the trees*

Turn your face to the warming sun
This long shadow lives by and by
[A reserved figure]
[Pressed and creased]
Might mar delicious sensation
Deep lake on naked thigh

Soon we'll be away from here
[Step on the gas]
Dry your eyes, my dear

Ask not what your country can do for you, but what you can do for Synapse.





I attended "normal" public institutions of education for most of my life, but towards the beginning of middle school my

academic performance began to steadily decline. In the beginning of my eighth grade year I tried out going to one of those "schools for gifted kids." It sucked too. It might have been a great idea, but nothing that I tried really gave me what I needed at the time (if I may be pompous enough to say that schools should cater to me). I returned to a normal school and graduated middle school with a GPA that I'm sure didn't top 2.0 (I remember getting less than 1.0 one semester). So anyway... I then moved on to the wonders of public high school. I found there a conglomeration of: a lot of disappointment, a lot of mislead youth and administrators, and a lot of opportunities for self destruction. I was distressed by the fact that school was the way it was. Why did the kids uphold their social cliques with such vigor? Why did everyone insist that the way that school was being run was the right way to run it? I didn't even last a whole semester in high school. I had begun high school playing bass in the orchestra, wrestling, and playing football... all of which I eventually quit because I didn't feel like I had a place... I ended up withdrawing from school entirely a few weeks before my first midterms.

I tried out various alternative schools, but didn't go to any of them for more than a day. Eventually I found a pretty cool school that only required you to go to class and participate. I went to school from about 8:30 to

Education on an Island Somewhere in the South Pacific

by Nato Hollister

12:30, but I couldn't even handle that... I was kicked out three times for not making the proper grades. I no longer had many options open to me. I had however met all of the requirements necessary to attend a drug rehab, behavior development, etcetera, etcetera type program in Samoa... "Paradise Cove." Being trucked off, out of the country, away from everything... everything, and for 19 and a half months... without the slightest clue what is going to happen is a frightening experience to say the least. I later realized it is also an amazing opportunity to get away from the institutions that we exist within, and reflect up on it all.

Samoa is way different than the United States. I actually learned little to nothing about their formal education system other than the following: they all wear uniforms and walk to school, at school they all sit cross legged on the floor in large groups, there is one college and one theological school on the island, and anyone that wants a degree above a bachelor's has to go to New Zealand, Australia, or the US.

I did however learn a significant amount about their lives and society. One of the things that struck me in Samoa (other than rocks) was the astounding unity and cohesion between the people. In the US, many of us may know one or two of the same songs, or a couple similar stories, but that is it. In Samoa, everyone learns the same songs and traditional stories that have been passed down through the generations. So when a lot of Samoans come together, from all different villages and areas, they know

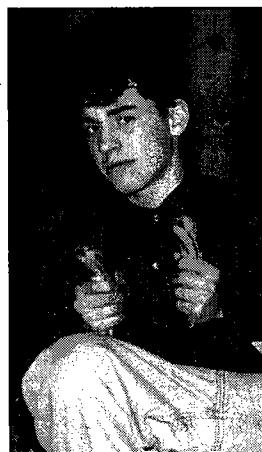
all the same songs, and are able to sing together. I think that is awesome.

A Samoan man once told me that Americans are smart with science and computers, and Samoans are smart with rocks and trees. I totally agree. You wouldn't believe the inventions and contraptions the Samoans make with plants, and how proficient they are at doing it. There are no starving people in Samoa. Aside from the fact that food grows on trees, the people really care, and they will not let one another go hungry. The villages that they live in are pretty much just huge extended families, and they look out for one another. Everyone pretty much knows everyone else, or their brother, or their uncle, etcetera,

etcetera. Even if they don't know someone a Samoan still acts polite and hospitable, the Samoan culture prides itself on its friendliness.

Almost every Samoan that I came into contact with was a superb singer. I don't know how they do that. But, as I said before, they all get together and sing the traditional songs and it is quite beautiful. There is also the great tradition of the Samoan Slap Dance and the Fire

Dance, or Siva Afi. The Samoan Slap Dance has no point that I know of other than it being tradition. The dance itself basically consists of slapping the body and yelling, and is very fun to do and to watch. I had the honor of learning one of the slap dances, and I love to teach it. So sign up for my one-shot workshop at Con Con and you can all slap yourselves and yell with me. The Siva Afi is one of the most awesome things that I have ever seen. They



Nato the Badass...
packin' two bananas...



...more education from
the South Pacific...

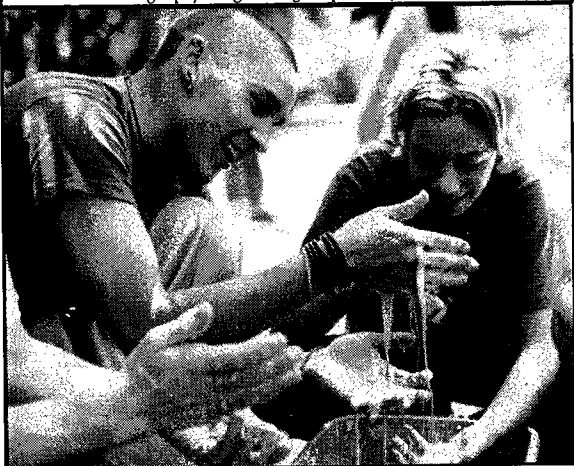
have flaming sticks that they spin around their head as their tongues are on fire, and they do all sorts of other crazy tricks. The Siva Afi is something to see.

One of the most fascinating things that I learned, I was told by a Samoan friend of mine, about their culture as opposed to our society, he said "In America, you say 'excuse me,' and you say 'I love you', but in Samoa we don't say those things, because everyone already knows that we mean them."

I totally recommend anyone who has the means to go to a third world country for a year and live with the people, to do so. This experience completely changed my life. It was great to be able to get away from our society and to look at it from a distance. When I got back, whenever I went into public, I would start laughing at all the funny things that people in our society do. Things that people put so much care into, that for me hadn't mattered for the last year and a half. People are quite amusing. So all in all, my stay in Samoa opened my eyes to a great many things, that I never would have realized otherwise.

*Mister Nato Hollister is a rockin' youth
from New Haven Connecticut.*

PCD folk do the gooepy boogie woogie photo by: Shawnie McGibeny



Odyssey of the Mind...

& Duct Tape

by Tori
Sweetzer

In the eighth grade, there was this really cool, and fairly new teacher Mr. Poirier, who was all gung-ho about bringing in this crazy new program to my middle school, something called "Odyssey of the Mind." Somehow or another he convinced me to join my first team that year, and I've been hooked ever since. OM is, to me, nothing less than awesome. You want free reign of creativity? It's got it. You want a small team to work with, and control of a project where the adults have to butt out? No problem. You want lots of duct tape? It's all there! The basic setup is that you're on a team of 5-7 people, with a coach or two (usually parent volunteers), and your goal is to come up with a solution to a long-term problem. There are usually 4 to 5 problems to choose from every year, and people all across the country, the world even, are solving the same problem. Every team presents their solution at regional competitions in 8-minute performances. If your team scores well there, you're off to States. And if your team has the highest scoring solution to your particular problem at States, then you compete in the Worlds, baby.

My first year our problem was to build a time machine, and create a time traveler, and a plot with a surprise ending. Our "time machine" ended up being a giant cardboard Pep-C machine (Pepsi being copyrighted and all). The following year I was a part of the team that had to choose two impressionist paintings, recreate them, and work a poem into the performance. Man, you don't know classic until you've heard Walt Whitman's eternal classic "Oh Captain, My Captain" set to punk rock music sung by a boy with a foot-tall mohawk. Insane. My sophomore year my team took on the task of constructing a balsa wood bridge. We spent hours upon endless hours planning, drawing, calculating, cutting, gluing and building intricate structures out of thin strips of balsa wood for the sole purpose of hearing them crunch (and measuring the weight they each held).

After a one year hiatus I have returned to OM. And with less than a month before the performance left, I couldn't be happier that I joined the team. So I lose sleep. I'm used to that. What I get from it is much more valuable. I am with a bunch of cool folks, where I get to be frenetic and creative. I get experience in set building, script writing, creative use of duct tape, compromising, pizza eating, making trees out of chicken wire and *papier maché*, embarrassing the hell out of my teammates, procrastinating, form filling, punk rock and show tune singing, dealing with broken tape player's the day of the performance, spontaneous thinking, and laughing... and did I mention duct tape?

I probably won't continue next year. Not many colleges have OM in place, and I'm sure I'll be busy enough without it. But the skills I've learned and the memories I've made will last me a long, long time. And don't worry, I'll be sure and keep up on my duct tape skills.

*Tori Sweetzer is a youth from Mass. Bay, and one of the co-coordinators
of the YRUU.org website project*

get smart



get smart



by Matthew
Riederer

How to Succeed In College Without Actually Going

"So, where are you going for college?" the archetypal small-talk person has asked me for the past two years. "Funny you should ask," I sneer, winding up for my now trademark sucker-punch to the gut. "I'm not going to college" I answer with surprising enthusiasm and a mischievous glint in my eye. And I'm not. Not this year and probably not next year either.

I mean really, what is less relevant than college? (attn. wise girls/guys: don't answer that.) It seems that these institutions of higher learning are little more than expensive alcoholic summer camps; assembly lines for corporate robots; music schools which teach only one song: the funeral dirge mourning the loss of a meaningful way of life. And the beat goes on: money, money, money, always money.

I looked at this sad state of affairs and said to myself, "Self, my time is too valuable to be squandered fighting the educational establishment for another four years." High school didn't do it for me and college looked a lot like high school, so I applied for this crazy federal program called Americorps*NCCC. I was accepted by the Denver campus (Ha ha ha ha, FOOLS!). And so at about the same time that my high school peers traipsed off to their respective institutions of higher drooling, I began my training for a year of national service.

Let me explain a bit about Americorps. First: the name. There are over 400 Americorps programs, the National Civilian Community Corps is just one of them. So although it may

'thinker' by Matthew Riederer (up top)

seem as superfluous as a third nipple, the "NCCC" part is important. Second: NCCC is a ten month program beginning on October 5 and ending on August 6. (I will miss ConCon. Audio Note: sound of me being kicked...in the stomach...a lot.) Third: Corps Members are 18-24. Fourth: Corps Members receive \$180 every two weeks for living expenses. Food, lodging, health care, and medication are paid for. At the end of ten months, CM's receive a \$4,725 education award. PS: all that money gets taxed.

Our year is divided into four rounds. My team spent our first round in Detroit renovating a Neighborhood Health Empowerment Center. Now we are in Victoria, Texas helping people rebuild flood damaged homes. Our projects come from four focus areas:

education,
environment,
unmet human
needs, & public
safety.

So there is all
the fat, here's the
skinny:
Americorps*NCCC



Yadda yadda yadda.
For more info on
Americorps*NCCC call
1-800-94-A-CORP

is alarmingly militaristic. Our campus is run something like a benevolent dictatorship (an oxymoron). One of my friends who left the corps in January summed the problem up very well with this astute observation, "They want worker bees, not thinker bees." "Unacceptable" I say. There is a lot of work to be done, both on projects and on the program itself. I'm working on it, change will come. Despite this problem, and ten others I could name off hand, I believe that the idea of Americorps*NCCC is good enough to outweigh all of its institutional and bureaucratic flaws; and they are many.

Back to the idea of not going to college... This idea may step on some toes. Namely the toes of your parents who may have worked hard in order to afford you THE OPPORTUNITY to go to college. Keep their situation in mind. Also college-bound friends may be put off by your decision. The very best way to counter the arguments made by these (and other) skeptics is to prove them wrong. Apply for internships everywhere you see something you would like to learn. Take tai chi classes in the afternoon. Teach yourself geometry at night. Be rabid in your search for opportunities; where you find none, create some, etc. The second best way to counter the arguments made by the skeptics is to laugh maniacally (HA ha ha ha) and say, "FOOLS!"

Matthew Riederer
4830 Tanglewood Dr.
Boulder, CO 80301

*Matthew Riederer is a youth from
Mountain Desert District*

PS: I recommend an article by William Upski Wimsatt on the "unschooling" movement. If you want a copy you could write to me or find it on the Internet:

<http://www.itp.tsoa.nyu.edu/~review/current/tripod/WW321.html>



Edjication

by Caspian Baskin

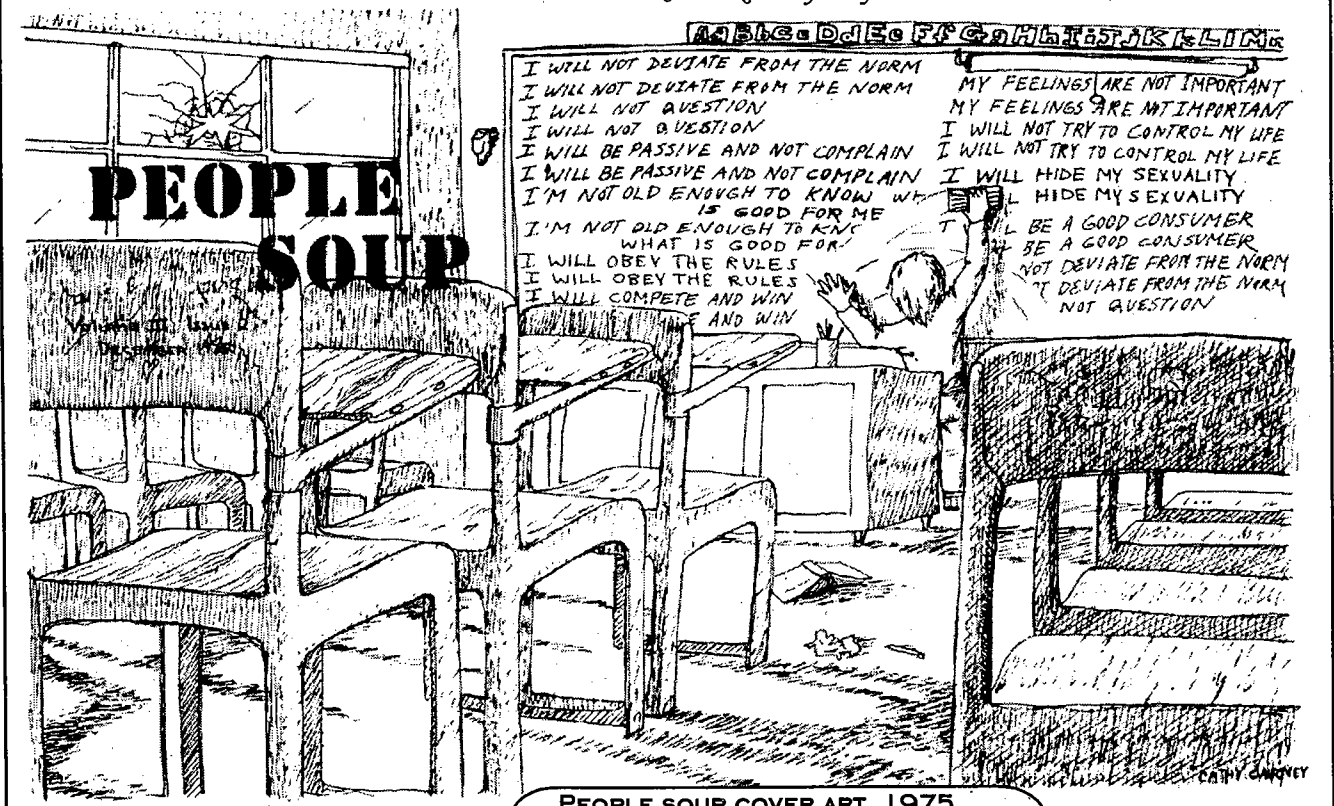
All this crazy schooling started for me in the third grade when I decided that I didn't like math and thought "why the heck should I do the homework?". So I didn't, for four months. No one knew this. My teacher thought I was a punk and my parents thought my math teacher didn't like assigning homework (which was actually quite the opposite from the truth). I finally broke down in a rare moment of morals and guilt and told everyone what a schmuck I was. My mother said, "I'm very disappointed in you" (parents never get mad, they get "disappointed"). My math teacher was a little less tactful with her response. Me and my mother (a teacher herself) decided that the only way I could finish this year without murdering my math teacher was for me to do that kooky home-schooling thing that all them hippies are doing. Since it would only be for half a year Mom decided she could take care of my schooling.

It worked out pretty well. But hey!!! Why stop there!!!! There was a new kind of public school in town and heck if I'm not a sucker for new things. Take a jar of month-old peanut butter, slap a bright star lookin' sticker that says "new" on it, and I'll get three. So off I went, back to the wonderful world of public schools. I had a great time, me and all my "gifted" friends. In retrospect, gifted kids are strange, downright kooky in fact (and if you tell 'em this they'll take it as the greatest compliment in the world: "I'm weirder than you"). This all went along fine until "middleschool." I had the worst buncha teachers in the world! Especially my math teacher (Coincidence?)

The worst portion of that year, and the reason for my leaving, was a meeting where all my lovely teachers came and whined about all the horrible things I was doing, and doing wrong, obviously. Ahhh, those were the days. So - boom- I'm back at home (darn, just as I was gettin' a social life).

My friends stuck around for a few months and then just sorta stopped callin' and stuff. It was very dull for a while and I didn't wanna go anywhere 'cause I didn't have any friends. But I soon realized that the friends I had in school were only my friends out of necessity, 'cause if you didn't have friends at school you'd go insane (postal? is that word still used?). So I went out and made myself some real damn friends. And I signed up with a little school in Michigan called Clonlara which does correspondence schooling, I guess, with home schoolers (or UN-SCHOOLERS depending on the level of giftedness and "weird"ness that is required in one's life.) It was enjoyable. I still had a little bitterness tied into math (and to the gifted weirdos (you're welcome... weirdos)) but other than that I did pretty well for about four years until I got too lazy and sorta stopped doin' stuff. The last chapter of this epic is that I'm going to get my GED and go to community college. If the rest o' my life turns out like my edjication did then I'm in big trouble!!!!

Cas Baskin is a youth from the Florida District



SPRING 1999

PEOPLE SOUP COVER ART, 1975

COURTESY OF THE YOUTH OFFICE LRY ARCHIVES

SYNAPSE 29

Freedom Service

by Evan Aird

NORTHAMPTON, MA ~ Sunday, January 24th

Our Society has become so popular that we now have three services on Sunday, at 9:15, 11:00 and 4:00. My youth group is putting on a 4:00 service for our congregation on the theme of Freedom. The service opens with the usual Welcome and Announcements. Then I play the classical guitar piece "Leyenda." We light the chalice in honor of freedom and throw out a special welcome to the congregation, since it is a youth service.

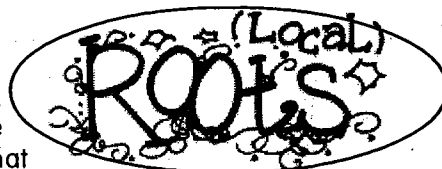
We are supposed to play Blackbird in between lighting the chalice and the Welcome, but we accidentally skip it, so we stick it in afterwards. Ahh, the art of making mistakes. We read opening words from Barbara G. Walker, saying that while throughout history people have fought and killed each other, it has been the peaceful people, mostly anonymous, who have contributed the most to human culture. We sing our anthem, "Old Hundredth," and then proceed to conduct a rain communion for an interlude.

The communion has four parts: the far-right section snapping fingers, the center-right swooshing hands together, the center-left banging on the pews and the far-left stomping their feet. It works nicely and is a good way to incorporate a standard youth worship activity into a Sunday service. After our "shower," we have a meditation and a reading, followed by the offertory, where we collect money for the Society.

Myself and esteemed youth group colleague Aurora Porter pass the collection plates in a rather unusual manner, dancing through the aisles to the beat of the drum circle up front. The audience really gets into it and I think our mayhem reels in some extra cash. We follow this up with some more readings and a nice performance of Pink Floyd's "Wish You Were Here" by Luke Reis and Jake (the Pillow Snake) Krauth.

At last it is time for our collective sermon, with Noah Diamond, Aurora Porter, Evan Bittel, Hilary Spring and myself reading a piece of our writing on the subject of freedom. We keep these relatively personal, although mine is kind of "preachy." I speak last and was supposed to subsequently call for a moment of silence, but I forget to do this. After half a minute a minute passes I invite everybody else to join me in my little moment of silence. Then we sing a really nice hymn from Singing the Living Tradition (#324), titled "Where My Free Spirit Onward Leads," followed by Closing Words and our postlude: Bob Dylan's "I Shall Be Released."

We started trying to plan this service only two Sundays before we gave it. In the first meeting we selected the topic: "What



Makes You: Happy, Sad, Angry, Afraid?" When we met the following week, people wanted to bag that topic, so one week before the service we started from scratch. Our new subject was Freedom. People volunteered to write pieces for the Sermon and to do other readings, light the chalice, read the Welcome and Announcements, perform music, etc. It's important to get as many people involved as possible. If they don't want to write something see if they'll read the Announcements or do something else. It can be frustrating trying to plan a service, especially when it's the week before and everyone suddenly wants to change the topic, but be patient and relaxed about it. Just make sure that somebody writes out a formal order of meeting and everyone commits to coming a couple of hours early to rehearse right before the service. It will come out swell. In our case, our Youth Group Director Briggs Saroch, who is totally awesome, was kind enough to devise the order of meeting for us. It honestly wouldn't have come together without her intervention. Next time I would want to make sure that it be entirely youth-planned, so we would take the time to come up with the order of meeting and select readings ourselves. But heh, as long as an Order of Meeting is somehow devised, the other parts of a service, like opening night of the big show, have a magical quality of just coming together. It's a shock when it does and a good service really makes the congregation see the youth group in a positive light. A few years ago our youth group got a real bad reputation because some kids were doing drugs on a group trip out to a woodland cabin. I think that the services which we've done the past two years have helped us gain back respect from the adults of the society. Youth-led services are definitely a good way to show the congregation what's happened to their youth since Coming of Age and what the youth group is up to.

Most importantly, putting on a service is actually fun.

Evan Aird is a youth from the Connecticut Valley District and is a Leadership Development Conference Trainer.

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recruit people from each of the four districts—most of which took place at NARG (North Atlantic Regional Gathering). That vision, which had been present in the beginning, now was beginning to become a reality. And that reality began to take on the name... "MASSive CON" (a conference for the districts that share Mass.)

as told by Matt Moore... and is to be held on Memorial

Day

weekend 1999

(May 28th to the 31st). Sites were

searched for, staff application

flyers were

mailed, more

adults were

asked, and action was taken.

Finally on January 22nd, the first MASSive CON planning meeting took place at the UU Church in Groton, MA and a total of 18 people (3 adults, 15 youth) attended. The wonderful site of Grotonwood Camp in Groton, MA and a fee of approximately \$100 were agreed upon. Representatives from each district were chosen, Tori Sweetser for Mass. Bay, Aaron Kurcharski for Central Mass., Maura McGill for Ballou Channing, and Katie

Michael for CVD, and Matt Moore as an overall leader-type person. A strong plan was established and is being acted upon throughout the next couple of months.

The registration flyer for MASSive CON will be available (on-line and via snail mail) in early March. Interested youth in MBD, BCD, CMD, and CVD are encouraged to contact the appropriate

people in their districts (seen above) to learn more.

For a long time now, an idea had been circulating to hold a conference for the districts of

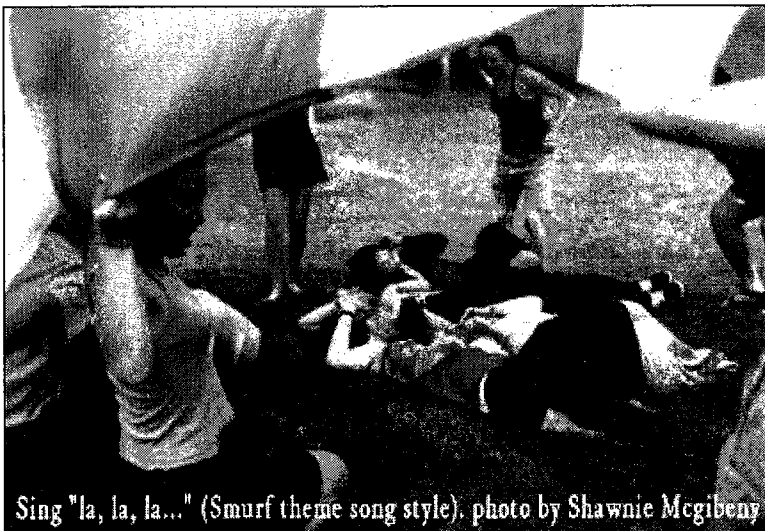
Mass. Bay (MBD), Ballou Channing (BCD), Central Mass. (CMD), and Connecticut Valley (CVD) because of the relative geographic-closeness, and because it would make for one awesome conference. But alas, nothing had been done, no one really wanted to take on the heavy burden and large responsibility of organizing such a huge event, that is, until Youth Council 1998. At Youth Council, the Youth Council Representatives from the above districts (respectfully, Abbey Tennis, Matt Moore, Aaron Kurcharski, and Sarah Pappas) met

briefly to discuss such an idea. Youth Council never really yielded anything, except a spark of motivation.

In late August, email began flying back and forth between these Youth Council Representatives

(mainly between Aaron and Matt). The motivation was there but they were at a standstill. They needed adult support or this would never happen. Thus, Dan Fassett a CMD advisor, was asked and agreed to help. This small group of four youth and one adult, began to

Another Example of Youth Leadership & Determination ...MASSive CON 1999...



Sing "la, la, la..." (Smurf theme song style). photo by Shawnie McGibeny

Matt Moore is the YCR from Ballou Channing & he says, "Plan your own multi-district conference... 'Cause boy are they tasty...YUM!"



Amigos de las Americas

by Kallista Bley

get smart

Nopales, dangerous to touch, decorate the Mexican desert landscape. By struggling past the painful needles, one can find garmbullos, the sweet purple cactus berries. The berries only grow far from reach, surrounded by cactus needles, but are well worth the adversity. I spent the summer of 1997 living in San Elias, a rural Mexican town. Another youth volunteer and I were responsible for a community sanitation and oral rehydration project with Amigos de las Americas. I found that living there for a month, I became consumed by the culture. My life in the US was only a foggy memory. I was so absorbed in my work and the people I met that I didn't quite remember how things worked in the states; and things do work differently. When I was living in Mexico, I was responsible for myself. The nature of the volunteer work that I was doing was based on community interaction and creative problem solving. I felt comfortable and at home having the freedom, la libertad, to make my own decisions. To be instilled with trust and support for making my own decisions from people I barely knew was inspiring. I cannot express how much I learned about people and about myself during that month. Although the first few weeks were difficult, full of self doubt and thorns, como los nopales; I found strength and confidence in the process of overcoming that adversity.

Amigos de las Americas is a volunteer program that supports youth empowerment and cultural exchange through health service work in Latin America. The AMIGOS organization is youth-led, both during training and in-country. AMIGOS is youth leadership in action and is dedicated to experience based learning that differs greatly from the traditional classroom education. AMIGOS focuses on learning the technical

skills needed to implement a community based project, and how to work with local leaders and each other. The volunteer training includes: community needs assessment, cross-cultural sensitivity, interpersonal relations, first aid, Latin American language, history, geography, politics, and economy, leadership skills, medical self-care, problem-solving, and project and records management. Another aspect of youth empowerment for AMIGOS is its emphasis on volunteers raising the necessary funds through citrus sales and letter writing campaigns.

AMIGOS works in cooperation with Latin American sponsoring agencies to promote existing public health and environmental programs. AMIGOS is a multi-cultural organization and by its very nature is committed to diversity. AMIGOS programs include but are not limited to: community health and nutrition education, dental health education, environmental education, family and community gardening, HIV/AIDS education, immunizations against preventable diseases, latrine construction, oral rehydration therapy and education, stove construction, animal rabies vaccinations, reforestation, school-house renovation, teacher housing

construction, and Hurricane Mitch-specific projects. The countries AMIGOS is currently working in include Brazil, Costa Rica, Dominican Republic, Ecuador, Honduras, Mexico, and Paraguay.

Prospective volunteers must meet the following requirements: 16 years of age by the start of the summer project, complete one year of Spanish or Portuguese, or the

equivalent before the training begins, complete full AMIGOS training program, pass several screenings and/or proficiency tests, take an active role in fund raising, provide proof of health insurance, and adhere to the AMIGOS "Standards of Conduct and Community Behavior." Adios amigos...



For more information contact **Amigos de las Americas:**

5618 Star Lane
Houston, Texas 77057
tel: 800-231-7796
or 713-782-5290
email:
info@amigoslink.org
www.amigoslink.org

Kallista Bley is a Forty Watt Bleary kid hailing from Brown.





Autonomy in Skooling: by Meredith Geraghty

...the Charter School...

What are Charter schools? Hmm... During the mid 1980's in California the idea of Charter schools was born. The idea was that a group of teachers or other educators would be allowed to come up with a structure for school that is free from local and state laws and supervision. This gives educators the autonomy to create new styles of teaching and learning. Charter schools are public schools open to everyone. There are currently over 300 charter schools in over 20 states in the US.

The Francis W. Parker Charter Essential School is a charter school in central Massachusetts, educating students from over thirty towns. Parker belongs to an organization of schools called the Coalition of Essential Schools (C.O.E). The C.O.E. follows ten basic principals, to ensure student achievement through the reevaluation of priorities, curriculum, assessment, and instruction. The C.O.E consists of over 1000 schools throughout the country.

I was lucky to be admitted to Parker (by lottery), and began classes in the fall of 1996. Five of the most important elements of Parker that make it different from a traditional school are; the classes Parker offers, class Advisory, assessments, grades, and student involvement.

Advisory consists of a group of students, usually around 12, and one teacher. Advisory happens 15 minutes in the morning, 15 minutes in the afternoon, and sometimes for two hours on Friday. There is a real sense of community in the Advisories. One reason for this community feel is the small number of students, and the student to teacher ratio. Another important reason is that in Advisory there is something called connections/reflections. Connections/reflections is a time when you have a chance to share your feelings, your life or whatever else you want to say. If something really funny happened to you on the way to school and you are just dying to tell somebody about it, then Advisory is the place to do it. Advisory is an important factor in creating a community, one of Parker's primary goals.

Parker uses a scheduling style called block-scheduling

which means that instead of seven fifty-minute classes, it only has three two-hour blocks. During each block you go to one domain. The domains that Parker offers are Arts and Humanities (AH), Math Science and Technology (MST), Spanish, and Health and Adventure (HA). There are only a few classes with very broad content, as opposed to many classes with specific content because Parker believes in the concept that "less is more." Not only does Parker teach content but it also teaches application of content through experience. Examples of this would be mock trials, exhibitions, research in the field, and other hands on projects. Art, music, and drama are often integrated into each domains.

Parker does not have normal grades (8th grade, 10th grade, etc). At Parker there are three Divisions. Each division is ideally a two-year experience for each student although it ranges for some depending on the level that they are ready for. To transition from one level to the next a student goes through a process called a "Gateway," where they present a portfolio of their work from their present division. At Parker there are no grades,

(A, A+, B-, etc.) Parker has a high set of standards or skill areas that are used to assess work. There are 12 different standards of excellence used to assess each piece of work a student submits. Each division has a different set of standards.

Student involvement in the Parker community is very high. Parker students take an active

role in governing the school, as well as serving the larger community. Students have worked at soup kitchens, food pantries and women's shelters as well as organized clothes drives, food drives, toiletry drives and other social service projects.

So far, during my 2 1/2 years at Parker, I have been much happier than I used to be. The teaching style Parker uses challenges and inspires me in an environment of dedicated teachers and positive students. Three years ago I never knew there was a better way to learn, but I am glad there is. For more information about the Francis Parker Charter Essential School visit our webpage @ <http://www.parker.org>.

Meredith Geraghty attended the National Social Justice Conference in February & is now a political & grassroots powerhouse... Out there changing the world...

Charter Schools

-Resource page

http://www.uscharterschools.org/res_dir/res_main.htm

-Center for education reform

contact at: (202) 822-9000 or (800) 521-2118

E-mail: cer@edreform.com





Home(less) Schooling

by Ariana M. Friedlander

School was not a supportive environment for Steven. His teachers thought he was a waste. He was talked down to and not respected as a student. None of the teachers or members of the administration reached out to Steven, despite being aware of the troubles he was going through.

His fights with his mother had come to a head with a huge physical confrontation one night. Steven was still a sophomore in high school when his mom and step-dad decided they wanted him out of the house. They considered the option of a military school, but could not afford it. Their next thought was to send their fifteen-year-old son to an orphanage.

Before being permanently kicked out of his house, Steven's parents would put him on the streets at least one night a week.

During those nights he would skateboard around Westchester, and sleep in parks or at the courthouse. Throughout this Steven met many supportive people, none of which happened to be in his immediate family, or teachers of his.

His parents divorced when he was a baby, and there was no chance he could go live with his dad. His father had chosen not to be involved with Steven's life since the divorce. Luckily, his best friend's mother volunteered to take Steven in.

For a year and a half he had a new home, where he was treated like a part of the family. Despite this Steven began dealing drugs. When the father of Steven's adopted household realized Steven was dealing, it was time to move out of his friend's house.

Steven lasted the next six months in an apartment with two "friends," until he was physically kicked out by them. By then Steven was wacked out on drugs. Although he had been talking a little with his parents, he still could not move back in with them. For two months he bummed around town; sleeping at different friend's houses, parks, and the courthouse. This was a large dose of "reality" for Steven. He cut out the hard drugs, got two jobs, and found an apartment. Unfortunately, because he needed to work to support himself, Steven had to drop out of school.

Steven is now living in Georgia where he is a sophomore at Savannah College of Art and Design. He received his GED and went on to prove wrong everyone that thought he was a waste. Right now Steven is trying to do well in school, and catch up with all that he missed in high school. He was forced to grow up fast, and now wants to make up for what he missed in his high school years.

Ariana M. Friedlander is a youth from Joseph Priestly.

Once upon a time ...

by Dawn Riddle

... I went to high school. It all started after 8th grade. I had gone to a private school since kindergarten and I was excited to start a new school with new classmates. The first day of school was terrifying but as the days wore on it became routine. Towards the beginning of my high school career I took up the fine art of smoking cigarettes. I didn't like school (in fact I walked the halls in fear of getting beat up) but I kept telling myself "just a few more years and you'll be free!" This was all fine and dandy until I got sick. I began to get bronchitis and other such illnesses on a regular basis. During my sophomore year, I was almost missing a week of school every month.

I quit smoking. I quit cold turkey and never smoked again. But when I returned to school, I was bombarded with make-up work; I felt run down and hopeless. I finally decided to tell my mom. I told my mom I was sick of my school, I hated everything about it, and I wanted to leave. She agreed that my school was lousy. She had been researching an alternative school called Beach High School. It was based in Santa Cruz, which is about an hour away from my house, but she said I would never actually go onto a campus. The goal at this high school was for kids like me that were sick of conventional school, to get a diploma and get away from our bad school situations.

I dropped out of high school. It was really fun to do, too! Actually though, I enrolled in Beach High School right away. Since it is a virtual high school without an actual campus, I had the choice of submitting a portfolio, completing one quarter of junior college for high school credit, or writing an essay explaining why I deserved a high school diploma. Any of these things would earn me a high school diploma. I decided to





try the junior college route. In the spring, right after withdrawing from my first high school, I started at Foothill Junior College. I took mostly art classes because that was what I was interested in. I thought that this was the perfect thing for me.

But I soon learned that I did not get along with the people in my classes. They talked about techniques and contrast and I just wanted to draw. It was also very tiring and time-consuming relying on public transportation most of the time to get home from the junior college, which was about an hour away by bus. So after a lot of thought and a lot of stressing out, I dropped out of my college classes.

I felt like a failure. Like I was just not meant to go to school. Like I was stupid. I worked a little at a church day care and very briefly at a bead store but I felt like I should be doing something better with my time.

My good buddy Frog started taking classes at the community college in San Francisco. She enrolled in an ASL class (American Sign Language). Every time I saw her she would have a bundle of new signs to teach me. When my mom found out that I had an interest in sign language, she told me about her friend, Judy, who ran a deaf class near where I live. I started volunteering there. I talked to the director of Beach High School about enrolling in an ASL class at a different junior college. He thought this time it would be better to enroll as a college student rather than as a high school student. So he encouraged me to



Dawn says, "High school is not necessary."
photo courtesy of the Nato Hollister collection

submit an essay or a portfolio to him to qualify for a high school diploma. I did both-submitting a combination of an essay and a portfolio of my art, as well as the photos I'd taken and developed during the photography

class I had dropped out of. I really hit it off with my sign language teacher and with the deaf kids' class where I volunteered. And it wasn't long before I could drive myself to school.

The next semester I decided to give school one last try, I enrolled in a silk screening class, the second ASL class, and an English class. I dropped my English class and barely passed silk screening. But in ASL class, I excelled. I was the person that everyone looked to for help when the teacher signed too fast. I continued to volunteer in Judy's class, and continued to study sign language. Then one of Judy's classroom aides decided to go to Europe. Judy asked me if I would like to be her substitute. I went to the county office and took a test and had my fingerprints taken. Then I began to work as a substitute teacher.

I subbed for almost six months. Then, one day the woman I was subbing for called. She announced that she would not be coming back. I was offered a full-time job in the class.

I took and passed a signing test and started working full-time as a teacher assistant.

I am still working in that class. I love my job. I am still taking sign classes and when I finish the last one, I'm going to start learning Spanish. I don't know what I'd be doing if I were still in high school. I would be a senior this year. Every time I drive by my old school, I am thankful to be where I am. I would definitely recommend looking into any high school alternatives to someone

unhappy with his or her school situation. High school is not necessary. The end.

Dawn Riddle is a rocker from the Pacific Central District.



The "typical" not so typical...

by Alex Smith

The "typical," not-so-typical Unitarian Universalist teenager is very eclectic. A young UU of the nineties is one of the more revolutionary species of human being. These people create their individual persona by their different tastes in music, creative fashions, wacky hats, & acceptance of all races, sexes, and beliefs. YRUU is the ideal environment to cater to the needs of the typical yet not-so-typical UU teenager. A UU teen is able to bond with different teenagers when no longer confined by the clique-ishness of ordinary high school.

In a typical YRUU group one finds the safety needed to be able to befriend one another, without judgements. This alone is one of the greatest parts of my religion. A hard-core punk rock girl coming to YRUU can befriend a guy who plays lacrosse and listens to hip hop. This same guy who listens to hip hop can also admit that on occasion he listens to Tori Amos when alone.

The typical YRUU fashion can't be defined either. A kid that wears preppy-type clothes to school may go to the Rocky Horror Picture Show in drag with his YRUU friends and feel accepted. Unitarian Universalism just seems to foster a sort of "cool-weirdness" that is accepted by every YRUUer.

Today youth groups are growing rapidly and many YRUU teens have found their Mecca of acceptance in events known more popularly as "CONS." Short for conferences, CONS are giant melting pots of youth. This coming together of YRUUers for learning, acceptance, and individuality can truly be called art. A youth at a CON isn't judged based on looks, social status, or how cool their car is. They are looked at as a person and this factor has given many loner UU's a great base for friendship. I myself have made a real motley crew of friends through CONS. It's hard to say what exactly goes on at a gathering of YRUU youth, but a real community is created at CONS. Workshops both pass on knowledge and entertain for hours. The workshops are followed with legendary games like Wink, Silent Football, All My Friends And Neighbors, and Happiness Is... as a way to bring the conferees even closer together.

So finally, for all of those who might not know how to explain UUism to your friends, the UUA makes this card that can fit in your wallet, to bust out when you are asked about Unitarian Universalism. And while you're at it, invite 'em to a CON.



Post-High Fun Fun Fun...

OPUS 1999 (July 27- August 1, Camp Evergreen, Washington):

The 14th annual continental spiritual retreat for UU young adults 18-35. Opus is a beautiful week of outdoor circle worship, spiritually deepening midnight conversations, & long walks in the forest with old & new friends.

ConCentric 1999 (July 24-27, Portland, Oregon):

The 1st C*UUYAN Leadership & Networking pre-Opus Conference. This will be an opportunity for UUA district Young Adult Representatives & any interested Young Adults to share local & regional successes, as well as problem-solve obstacles to successful Young Adult & Campus Ministry activities. The three day gathering will include advanced leadership development, organizing skills workshops, networking, diverse worship planning, & useful resources.

Contact Information:

www.uuyan.org (all details on the web)
Coordinator *Joey Lyons*: (503) 282-6414,
(503) 282-6414 FAX,
<jpeyl Lyons@hevanet.com
Registrar *Daniel Hepokski*:
<kona@hevanet.com>
Dean *Laurel Albina*: (604) 873-2470,
<laurelalbina@hotmail.com>

An Opportunity in the Youth Office

The UUA currently employs two YRUU Programs Specialists who work in the Continental Youth Office. We currently have an astronomical workload, due to the success and growth of the YRUU movement. We are looking for a Youth Office Intern to help us out this Summer. Just your lucky day!

Qualities Desired:

Youth Group experience, leadership experience (in YRUU or other venues), office experience and PC computer know-how (web-design abilities are very desirable!)

Internship is from **May 1st - July 31st** approximately **10 hours** a week, stipended **\$1000**. the intern must also have living arrangements in the Boston area.

Send a resume, 2 references (with phone numbers), and a letter of intent to:

INTERNSHIP/ YOUTH OFFICE
25 Beacon St. Boston, MA 02108

PHONE: (617) 742-2100 x352, FAX: 617-742-0321

Deadline: April 10, 1999



You Could Be the Next...

YRUU Programs Specialist

The YRUU Programs Specialist position is a one-year internship in the Youth Office at the Unitarian Universalist Association headquarters in Boston, Massachusetts.

Responsibilities include: Working with the Youth Programs Director and the other YRUU Programs Specialist to manage the business of the Youth Office; editing and laying out the newspaper *Synapse*; helping to plan and administer conferences and youth gatherings including ConCon, Youth Council, YRUU Steering Committee meetings, the National Social Justice Conference, and Youth Caucus at General Assembly; interacting with other employees of the UUA; participating in business meetings; implementing decisions of the YRUU Youth Council and Steering Committee; and traveling to events all over the continent.

Qualifications: Ability to relate well with youth and adults, YRUU experience, leadership experience, good organizational skills, the ability to communicate well through speaking and writing, a sense of humor, and a strong commitment to YRUU and the principles upon which it is based.

The applicant must be between the ages of 16 and 22, inclusively, on Jan 1, 2000.

Terms of employment: This position is a one-year commitment, beginning January 1, 2000, and ending December 31, 2000. The salary is \$23,500. Moving expenses to and from Boston are paid, and medical insurance is provided. Other benefits include paid vacations and holidays. The new intern is expected to find her or his own living accommodations and pay for all living expenses while in Boston.

For an application: Write to the Youth Office, 25 Beacon St., Boston, MA 02108; call (617) 742-2100, x350, 351, 352; or email yruu@uua.org.

Applications must be postmarked or received by September 15, 1999.

What's HUUPening to GA Youth Caucus??

With a mandate from Youth Council in our hands and a song in our hearts, the Steering Committee and the Youth Office have done our best to bring conference community to General Assembly Youth Caucus. It all starts with one HUUP. One **Hardcore UU Person** - that's you! You come to GA and spend some time each day with about ten other HUUPs, and you're a **HUUP group**. You get a **HUUPster** to facilitate the group and lead cool activities. And every day you go to a **HUUPLA** (A HUUP Large Assembly) to find out what's going on and do great big activities at the largest annual gathering of UU youth.

GA Youth Caucus was well over three hundred people last year and we expect to reach that level again. We'll be taking advantage of the humongous number of youth to do Social Action, mass worships, one shot workshops and late night events, every night. Hope to see ya there!

what is YATF?

The Youth Advisor Task Force is set to rock the denomination during the next two years by getting your perspective, in addition to input from DREs, ministers and larger congregations, about how to strengthen support for youth advising and youth empowerment in congregations, districts, and continentally. One of our conclusions was that effective advisors and youth-in-leadership learned what they know experientially, as have congregations and districts that are properly supportive of advisors and youth. So in addition to developing processes for getting and evaluating input, we committed to developing advisor- and youth-led models to allow congregations to experience the benefits of prioritizing YRUU.

Space doesn't allow us to go into all the exciting details here, so point your browser to www.uua.org/YRUU/events/yatf.htm to encounter the latest strategy the YATF is developing to help youth and advisors shape a vision for the UUA as a whole, with input from as many of you as possible!

Accessibilities 1998-99

The 98-99 Social Action Theme of Accessibility in YRUU brings into question many of our conference methods and the welcoming-ness of our communities. Although these are scary issues to deal with, if YRUU can examine its own community for inclusiveness, then we can show the greater UU congregations and communities the importance of these issues and examinations. Simply asking your youth groups what the best way to deal with youth with physical or psychological disabilities is a step towards inclusiveness.

Awareness and discussion is a very important step to begin to deal with any social action issue. Some tips to help you begin these discussions and some suggested courses of action to increase awareness in your YRUU community are included in the new Accessible Spirit Resources, available free from the Youth Office (see pg 2).



Welcome to the New General Assembly Youth Caucus

Frequently asked GA Questions

What is General Assembly?

General Assembly (GA) is the annual business meeting of the Unitarian Universalist Association. Each year three to four thousand people attend, in order to discuss issues of importance, learn from the programmed workshops, hold elections, represent their congregation in the meeting, and, of course, to see old friends. It's basically a gigantic conference for UUs of all ages.

What is Youth Caucus?

Youth Caucus is a gathering of youth attending GA for various reasons. Together, members of Youth Caucus discuss issues that will be on the Plenary agenda and make decisions about how to vote. Sometimes YC members create their own resolutions, sometimes they speak in favor of resolutions others have presented. Often YC presents amendments to motions that make them more accountable to the needs of youth. Youth Caucus also has the capacity to pass resolutions of its own. This year, for the first time, Youth Caucus will be electing a Working Action Manager to coordinate any business it would like to pass from this GA on to the next.

For more info on GA Youth Caucus:
Contact the Youth Office at 617-742-2100 x351 or x352,
or check in with us on-line at yruu@uua.org

Help Us Build a Bridge

If you are an older youth who feels yourself phasing out of YRUU, help us welcome you into the young adult community at the 1999 GA Bridging Ceremony. With heartfelt homilies by youth and young adults, powerful music, and a breathtaking symbolic bridging, this ceremony honors the sadness and the joy implicit in this life-changing transformation.

Please contact Donna Disciullo, Young Adult/Campus Ministry Office, at ddisciullo@aol.com or (609) 252-1412 if you are interested in participating.

Do I have to attend business meetings or other Youth Caucus events?

You can sleep in all you want at GA. GA is not a youth conference. We are attempting to create the option of a cohesive community of youth for those that desire it. And why travel hundreds of miles to sleep in?

How do I get involved in GA Youth Caucus as an adult?

Adults are welcome to take part in many of the activities of Youth Caucus. YC nightly worship services and special events are open to all members of the GA community. One of the best ways to contribute to Youth Caucus is to act as a *sponsor*. All youth under 18 attending GA must have a sponsor in order to register. If you're planning on attending GA, see if there's a youth in your congregation who needs a sponsor. Adults may sponsor up to three youth to attend GA.

Can I get a scholarship?

The Youth Office does have scholarship funds available, thanks to the GA Planning Committee, the Sunday School Society, and generous GA participants. Many congregations and the GA Planning Committee have money available to those who are chosen to act as delegates. Also, check with your local or district youth boards to see if they have any scholarship money. For more info on Youth Office scholarships, check out page GA 6.

Can I lead a HUUP group?

Are there other staff positions available?

You bet your boots you can. Just send us a note saying why you'd like to lead a HUUP group and include any past YRUU leadership experience you may have. There are also two youth chaplain positions and a single Worship Assistant positions available. See page GA 6 for more info.

Please photocopy all forms

This GA Reg. Form & Fee must be sent to the
GA office not to the Youth Office!!!

All other GA and ConCon forms go to the Y.O.

General Assembly Youth Caucus Core Staff

*Congratulations to the folks who will be creating a
new program for the 26th annual GA Youth Caucus*

Core Staff:

Mr. HUUPER: Justin Whitaker
Events Coordinator: Brian Richichi
Worship Coordinator: Carolyn Croissant
GA Business Manager: Chris Trace
Assistant Business Manager: Ben Kidder
Sponsor Coordinator: Tera Little

1999 General Assembly Registration

Last Name _____ Rev? _____ First Name _____

UU Society _____ City/State _____

Send Confirmation to (address) _____

City _____ State/Prov. _____ Code _____

Phone (day) _____ E-mail _____

Birthdate (if youth) ____/____/____ *Registration for Youth under 18 will not be processed without a medical release and signature of GA Sponsor.*

Additional Family Member, if same address & UU society only: (for others, use additional form or photocopy)

Last Name _____ Rev? _____ First Name _____

Birthdate (if youth) ____/____/____ *Note: Separate registration for Children's Programs (infant - 14).*

Lower Registration fees apply if postmarked by May 15 or received by May 20. Advance programs will be mailed if registration received by May 7. If paying by check in Canadian funds, please add 30%.

Registration Type	Full Time		Weekend (Fri. eve - Sun.)		One-Day		First Person	Add'l Person
<i>Circle appropriate Fee</i>	Rec. by May 20	After May 20	Rec. by May 20	After May 20	Rec. by May 20	After May 20	Amount Due	Amount Due
Adult	\$195	\$240	\$130	\$155	\$65**	\$80**	\$	\$
Youth (14 - 22)	\$100	\$145	\$65	\$90	\$35**	\$45**	\$	\$
*Other (see below)	\$100	\$145	\$65	\$90	\$35**	\$45**	\$	\$
Volunteer (delegate)	\$10	\$55	<i>Separate volunteer applications must be rec'd by March 31, and must be approved.</i>				\$	\$
Volunteer (not delegate)	\$0	\$45					\$	\$
Awards Breakfast (Sun)	\$13						\$	\$
Youth Scholarship Fund (tax-deductible contribution)			<input type="checkbox"/> \$10	<input type="checkbox"/> \$25	<input type="checkbox"/> Other		\$	\$

Total Amount Due for both columns: \$

***Other** (please check):

- ☐ Retired Minister ☐ Surviving Spouse of Min.
☐ Retired Minister's Spouse ☐ Retired Certified DRE
☐ Theological Student (current full time, registered with UUA)

****One Day:** Which day(s)?

- ☐ Thurs. ☐ Fri. ☐ Sat.
☐ Sun. ☐ Mon.

Method of Payment ☐ Check (pay to UUA General Assembly) ☐ Visa ☐ MasterCard Expiration _____
 Card # _____ Signature _____

Cancellation Fee: By May 20: \$25; after May 20: \$50. After June 10, refunds by written request only.

☐ **Accessibility Services:** Please attach a written description of the particular accommodations you require (including wheelchair rental, mobility assistance and large print program). ☐ **Will bring own wheelchair.**

☐ Please send me information regarding **Young Adult (ages 18-35) Programming.**

Contact the GA Office at (617) 742-2100 ext. 209 or gaoffice@uua.org to receive forms for:

- ☒ Housing (send direct to Salt Lake City by May 20) ☒ Youth Medical ☒ Children's Programs
☒ Tours ☒ Financial Aid (available to all registrants.)

Send to: GA Office, UUA, 25 Beacon St., Boston, MA 02108. Fax (617) 725-4979 *only* if using Credit Card. If faxing, do not mail original. **Do not mail after June 10.** Register at GA.

1999 UUA GENERAL ASSEMBLY, SALT LAKE CITY, UT, JUNE 24-28
Use this form for Youth Housing or Young Adult Housing

Youth Housing (ages 14-20)

Youth Caucus is a gathering focus for UU youth who wish to participate in GA. Adults who work with Youth Caucus are not supervisors but act as a resource to the youth. Youth registered for GA full-time who participate in Youth Caucus will be assigned up to 3 roommates in the Best Western Salt Lake Plaza. Hotel room cost is \$150 for all five nights. Youth may stay with parents or sponsors and still participate in Youth Caucus activities.

YOUTH MUST SIGN THIS STATEMENT

I have registered for GA full-time and wish to stay in Youth housing. If I am under 18, during GA I will have regular communication with my parent/sponsor who is attending GA. I will abide by all state and local laws and will not partake in any illegal behaviors while attending the General Assembly. If I do, I understand that I will be asked to leave GA at my own expense, and my parents and my sponsor will be informed.

Youth Signature: _____

**PARENT/GUARDIAN of Youth Under 18
MUST SIGN THIS STATEMENT**

I understand that my daughter/son will stay with other UU Youth at GA. I understand that he/she must have a parent or other adult sponsor attending GA who is responsible for the youth. I will sign a medical release prior to GA.

Parent/Guardian Signature: _____

Send this Housing Registration form and a check (payable to UUA), to the: **UUA Youth Office,**
25 Beacon St., Boston, MA 02108

Housing registration cost per participant is \$150.

Amount Enclosed \$ _____

Deadline for receipt: May 10, 1999.

Late housing registrations will be accepted until
May 20th, with an additional \$25 late fee.

General Assembly registration is separate.

For additional information on Youth Caucus &
Housing, call the UUA Youth Office at
617-742-2100, x351. Email: yruu@uua.org

Young Adult Housing (ages 18-35)

The Continental UU Young Adult Network (C*UUYAN) will reserve rooms at a downtown hotel and will assign roommates for any young adults who would like to stay together during GA. It is not necessary to stay in young adult housing in order to participate in young adult activities, and young adults may reserve their own hotel room using the GA Housing form. If you would like to stay in Young Adult housing, mail this form and a check for \$145 (made out to C*UUYAN) to:

Matthew Johnson
108 Shady Rill St., Walla Walla, WA 99362.
Ph#: 509-522-1502
email: johnsomm@whitman.edu

Housing Registration Form:

For: ___ Youth or ___ Young Adult

Name: _____

Email: _____

Address: _____

City: _____

State/Province: _____

ZIP/Postal Code: _____

Phone (day): _____

(eve): _____

Birthdate: ___/___/___ Gender: _____

Roommate request: (Up to 3 Names)

Arrival Date: _____ Departure Date: _____

Complete Youth Caucus registration requires:

- ☐ GA Registration (send to GA Office)
- ☐ Housing registration
- ☐ Sponsor/Medical Release Form
- ☐ Code of Ethics

optional:

- ☐ Scholarship and/or Staff Applications

ga 3 ga 3 ga 3 ga 3 ga 3 ga 3 ga 3 ga 3 ga 3 ga 3

ALL YOUTH ATTENDING G.A. MUST FILL OUT THIS FORM. IF YOU ARE 18 OR OLDER JUST FILL OUT THE QUESTIONS WITH *ASTERISKS. IF YOU ARE UNDER 18 FILL OUT ALL THE INFORMATION.

PARENT/GUARDIAN'S CONSENT and MEDICAL RELEASE FORM

I, (please print) _____ am the parent or legal guardian of _____ . I give my consent for him/her to attend General Assembly in Salt Lake City from June 24-28, 1999. I understand that my child/ward is attending General Assembly as a participant and will not be enrolled in a structured supervised program such as Young Fun. I give my consent and authority for the General Assembly staff or designated adult to take action to help insure the safety, health and welfare of my son/daughter/ward. I understand that if s/he breaks any state or local laws, s/he will be asked to leave the General Assembly and I will be informed. I also give my consent for any medical treatment, including emergency surgical care if necessary, and for transport in the event of an emergency.

*Name of parent/person with insurance policy (print) _____

*Health Insurance Agency: _____

*Policy # /Group #: _____

*Medications currently taking: _____

*Allergies/Medical conditions: _____

_____ I will attend GA and will act as my child/ward's sponsor.

_____ I will not attend GA. _____ will act as my child/ward's sponsor.

(sponsor's name)

Parent/Guardian's Signature _____

Phone Number(s) June 24-28

(day)(____) (eve.)(____)

* I am / am not 18 or older (print name) _____



All youth under the age of 18, regardless of where they stay, must have a sponsor who is attending General Assembly.

ADULT SPONSOR

I am attending the 1999 General Assembly in Salt Lake City, Utah and will sponsor this youth. Sponsorship means that I take responsibility for the well-being, safety, and best interests of this youth at GA. I understand that the UUA Youth Office does not provide adult supervision for the week (although there will be several adults working with the Youth Caucus and available for support and assistance). **I agree to attend a training for sponsors to take place during General Assembly.** I understand that Youth Caucus is not a youth conference, but rather an opportunity for UU Youth who want to participate in the General Assembly to be able to gather and address specific youth concerns. I will work out a system of communication with this youth during the week of GA which is mutually satisfying. I recognize that this youth has agreed to abide by all state and local laws while attending General Assembly, and has signed a Code of Ethics that s/he is responsible for his/her own behavior. If the youth does not act accordingly, I understand there will be consequences for his/her actions, which may include being restricted from Youth Caucus events, being asked to leave Youth Housing, or being asked to leave General Assembly. The youth I am sponsoring and I will be responsible for organizing new housing and travel arrangements if necessary. I am not sponsoring more than three youth total at GA.

Sponsor's Name and Signature: _____

Address _____ City _____ State/Zip _____

Sponsor's residence during GA: _____

Relationship to youth: _____

RETURN by May 20, 1999 to the Youth Office, UUA, 25 Beacon St., Boston, MA 02108.

For additional information on Youth Caucus, call the UUA Youth Office at

(617) 742-2100 x350, 351, 352, 355, or yruu@uua.org.

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CODE OF ETHICS

I am attending the 1999 General Assembly in Salt Lake City, Utah. I understand my behavior will affect the Youth Caucus community. While attending GA I will:

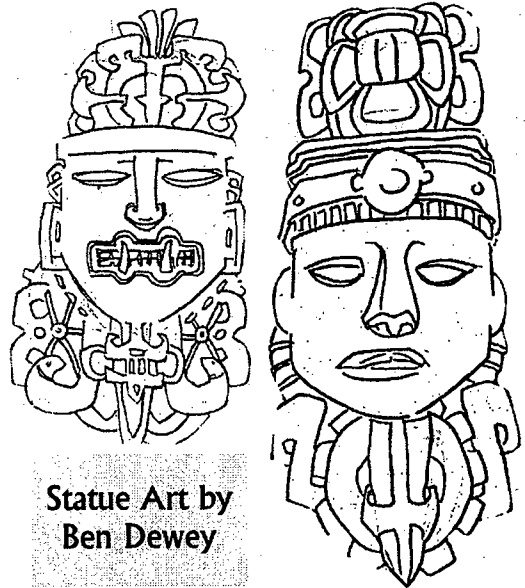
- act in ways that encourage the well-being, safety, and best interests of the youth and all those attending GA.
- respect my roommates.
- respect the larger GA community.
- respect those in the hotel who are not part of the GA community.
- follow all city, state, and federal laws.
- *(for those under 18)* understand that the UUA Youth Office does not provide adult supervision for the week and therefore I will work out a system of communication with my sponsor during the week of GA which is mutually satisfying.
- *(for those over 18)* understand that the UUA Youth Office does not provide adult supervision for the week
- understand that General Assembly is not a youth conference, which means
 - youth are responsible for managing their own time
 - youth are not required to stay on site
 - sponsors act as legal guardians for youth under age 18

If I do not act accordingly, I understand there will be consequences for my actions, which may include being restricted from Youth Caucus events, being asked to leave Youth Housing or being asked to leave General Assembly. (My sponsor and) I will be responsible for organizing new housing and travel arrangements if necessary.

Youth's Signature: _____

*Youth Office, UUA, 25 Beacon St., Boston, MA
02108.*

*For additional information on Youth Caucus, call the
UUA Youth Office at
(617) 742-2100 x350, 351, 352, 355, or
yruu@uua.org*



Statue Art by
Ben Dewey



*Kate
Breitenbach*

the tree in my backyard
the leaves left
long ago,
in early October perhaps
the branches lay
bare
and
naked
as if the leaves provided comfort
and shelter.
they droop down like tired arms,
reaching out for me
naive,
pure,
and unblemished souls.
the trunk is aged
a veteran
of old times.
scratched
and
scarred
from gleeful children
clamoring
up it's outstretched limbs.
the wind blows through it
like an empty soul,
discarded
and
forgotten.

ga 5 ga 5 ga 5 ga 5 ga 5 ga 5 ga 5 ga 5 ga 5

General Assembly Youth Caucus Volunteer Staff & Scholarship Application Forms

Any youth staying in Youth Caucus Housing is eligible to apply for scholarship funding and/or staff positions. Youth attending General Assembly but not staying in Youth Caucus Housing are eligible for scholarships. We are trying to become a diverse community of youth from different racial and multicultural backgrounds. As part of this process, we strongly urge youth of color to apply for staff positions and scholarship funding.

Name: _____	Email: _____
Address: _____	Phone #: _____
City State Province ZIP Postal Code: _____	Congregation: _____
	Birthdate: _____
	<i>optional:</i> <input type="checkbox"/> I am a youth of color

Calling Youth Leaders

Help Run Youth Caucus!

This year, we are asking youth volunteers to help the Youth Caucus Core Staff plan events, facilitate meetings, and create a caring community of youth at General Assembly.

To apply, send in:

- * This form
- * A letter detailing your intent and experience
- * Two references, with phone numbers and relationship (preferably one youth and one adult)

Staff and Scholarship Applications must be received by May 10, 1999 at 5:00 p.m.

Scholarship \$\$ for Youth at General Assembly

Scholarship funding is provided by generous support from the Sunday School Society, the GA Planning Committee, and the members of the General Assembly community. Scholarships will be awarded on a rolling basis, and do not generally exceed \$100. Applicants with special circumstances are encouraged to contact the Youth Office. Applicants who meet the following criteria will be given precedence:

- * Interest in contributing to the Youth Caucus community (volunteering for a staff position, desire to participate in worship/events planning or Youth Caucus business meetings, etc)
- * First time GA attendees
- * Youth who are General Assembly delegates
- * Youth of color
- * Financial need

Check Staff Positions of Interest to You:

- ☐ **Worship Assistant (we need one)**
I will help the worship coordinator with planning meetings, getting supplies, and putting on the nightly youth worships and youth all-GA worships.
- ☐ **HUUPster (we need 30-40)**
I will lead daily meetings of a HUUP group (a closer community of about 8 youth), and meet with and assist Mr. HUUPER, the HUUP group coordinator.
- ☐ **Chaplain (we need one female and one male)**
I will be available to talk about sexual, emotional, or other issues that come up for youth during the week. I will work with the GA Core Staff to meet the needs of individuals and the community.

Send this form to: Youth Caucus
c/o UUA Youth Office
25 Beacon St.
Boston, MA 02108

for more info contact the Youth Office:
ph # 617-742-2100 x351, 352
email: yruu@uua.org

To apply, please answer the following:

- * Why do you want to come to General Assembly?
- * Please describe your financial situation, including any other sources of funding that will help you get to GA.

- ☐ This is my first General Assembly
- ☐ I am serving as a delegate from my congregation

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ConCon Section: concon 1 concon 1 concon 1



Get the confetti!

Party Like It's 1999: YRUU on the Verge of a New Millenium

YRUU's Sweet Sixteenth Annual Continental Conference

July 31- August 5th, 1999 * Camp Hantesa, Boone, Iowa

ConCon is open to youth aged 14-20 and to adult advisors aged 25 and above. If you wish to attend ConCon and don't fit into these categories, please contact the Youth Office.

How does this registration thing work?
ConCon's size is limited. To allow for a wide geographical representation among participants, there will be a limited number permitted to register from each district. If we receive your registration after your district has reached its limit, your name will be placed on the waiting list. If ConCon is not filled by June 15th, names will be taken from the waiting list in the order they were received. ConCon has been very popular recently and we encourage you to reserve your space PRONTO.

Make travel plans only after receiving a letter confirming your registration!!

What if I want to attend ConCon as an adult advisor?

Adults wishing to attend ConCon must include a brief **letter of intent** stating why you are interested in being an advisor for Con Con with your registration, and provide **two reference names (one youth and one adult)** and their phone numbers. Adult registrants for ConCon will be screened in order to better ensure a safe conference community. Also, non-staff adult participants are required to pay the full ConCon registration fee. For info on how to offset the costs of ConCon as an adult, contact Tera Little, suprstar@dicksonstreet.com, (501) 582-1694

How can I get a scholarship to attend?

There are a limited number of financial need-based scholarships to ConCon. To apply send a **letter** to the Youth Office with your registration form stating your **specific financial need situation**. Include a letter from your minister, advisor, or an involved UU youth describing your circumstances. Scholarship applications must be postmarked by **May 15**, recipients will be informed by **June 1st**. You need not send a deposit if you include a completed scholarship application to hold your place. If you are not awarded a scholarship, we must receive your deposit by June 15th to continue to hold a space for you.

Frequently Asked ConCon Questions

Can I lead a workshop?

What are "week-longs" and "one-shots"?

Week-long workshops allow for more involved projects or deeper explorations in their topics. They are chosen by Steering Committee in January. There is also *one-shot workshop* time scheduled at ConCon. Do you have skills, talents or knowledge that you would like to share with others in the form of a two-hour long afternoon workshop? Then you have what it takes to lead a one-shot workshop! **Include a brief description of the one-shot workshop** you'd like to do with this form. Workshop Coordinator Bryan Beck will be in touch with you!

What's a touch group/how can I lead one?

A touch group is a small youth-led group within the larger conference community. Each conferee is assigned to a touch group, which meets daily throughout the conference. Through games, activities and sharing, touch groups create a comfortable, trusting atmosphere which helps incorporate the individual into the community. Are you interested in leading a touch group? **Write why you're interested in leading a touch group** and mail it in with your registration. Meghann McDonald, the Touch Group Coordinator, will contact you.

Why do you ask about "youth of color"?

YRUU is attempting to become a multi-cultural, anti-racist organization. Part of this effort is to encourage youth of color to take on leadership roles and to apply for scholarship funding when appropriate.

What if I have more questions?

How do I contact the Youth Office?

Call the Youth Office: (617) 742-2100, ext. 351 or 352 and ask for Austin Putman or Nathaniel Klein. Or email us at: yruu@uua.org. A pre-packet with more detailed information regarding Con Con will be mailed to conferees in July.

African Party Rhythms

Workshop Leader: **Scott Mast**

What's a good party without good drumming? Good drumming leads to good dancing, making a better party. The drum is a tool to raise good party energy while allowing people to get more in touch with themselves. This workshop will teach Zimbabwean traditions of drumming for the dead as well as the Congo tradition of Mbongi.

The Language of Race

Workshop Leader: **Keith Kron**

How does racism affect you and those around you? How can you work to dismantle racism? This experimental workshop will explore how racism works in U.S. society and what we can do to make the world a little less racist and a little more fair. This is a field test for a new UUA curriculum for adults and youth.

This Moment In Time

Workshop Leaders:

Mandy Jacobson & Tera Little

Calling all voyeurs! Do you like to work with all sorts of media? Do you feel compelled to leave behind a bit of yourself for future generations of YRUUers? Fantastic! As we enter the new millenium, join us in capturing Con Con on film, tape and paper and producing a piece of YRUU history that will be placed into a time capsule (created by workshop participants) that will be opened at Con Con 2009.

Acceptance

Workshop Leaders:

Meghan Springer & Marki Sveen

What does the first principle really mean to YRUU? Do we apply "inherent worth and dignity" equally to preppies, punks, fundamentalists, Krishnas, and "the un-pierced?" When and why do situations of nonacceptance occur in YRUU? If you want to gain a better understanding of prejudice in a safe, open environment, this is the workshop for you.

Week-long Workshops meet for two

hours on four mornings during Con Con. Sign up for a workshop on the registration form (page ConCon3)! Mark your first three choices in order of preference - (1) for first choice, (2) for second, etc.

Decades

Workshop Leaders:

Evan White & Jesse Eller-Issacs

With the 20th Century coming to an end, come discuss and relive some of the key decades of the 1900's. The history, the culture, the people and the music, even take a peek at what's in store for us in the 21st century.

Musicality

Workshop Leaders:

Gregor Faron & Cas Baskin

Rock out wit' yo bad self! Bring your instruments, horns, strings, drums, just come and participate in the music-making and song-writing experience. Explore your musical side. One of the songs might even end up being the official YRUU song.

Multimedia Issues

Workshop Leader:

Nathan Staples

Are you planning on taking all your money out of the bank before New Years 2000 and locking yourself in your house with a gun? Does the fact that your name runs through at least 18 different computer everyday keep you up nights? Technology affects us every day of our lives whether we like it or not. Is it worth the price? This workshop will be a laid-back unbiased discussion group, we will talk about issues from e-mail spam to the television as a baby-sitter for children, and I am sure we will end up going on a lot of weird tangents. You don't have to know anything about technology to come and hopefully you will walk away with some new friends. Whether you have a "Kill your television" bumper sticker or you finally saved up enough money to buy that universal remote you have been eyeing this is the workshop for you.

The Mugbook Workshop

Editor: **Megan Woodruff**

This is the workshop that will assist the mugbook editor to create, edit, and do layout for the spectacular Con Con Mugbook.

The Worship Workshop

Coordinator: **Katie Michael**

Come help create and plan the evening workshops at Con Con! This workshop will focus on important elements and themes of strong, community building worship. We will weave together the ideas of the group to produce the most awesome workshops ever witnessed!

UU Spirituality Development

Workshop Leader:

Ryan McPartland

Ever leave worship feeling really *satisfied*? You can explore the principles behind effective worship more deeply in a small group setting. Plan workshops for larger groups and look at different aspects of traditional ceremonies. If you want to explore how spirituality creates a sacred space, this is your gig.

Aging

Life is a succession of transitions, from one stage to another. What happens as people age? How do perceptions shift? What does it mean to enter a new month, a new year, or a new millenium? Take a peek into your future this year at ConCon.

If you are interested in participating in a one-shot workshop on smoking policies, please bring your own district and/or local smoking policy to Con Con for others to see...

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ConCon Registration Form:

Name: _____

Email: _____

Phone (day): _____

(eve): _____

Address: _____

City: _____

State/Province: _____

(ZIP/Postal Code) & Country: _____

Birthdate: ____/____/____ Gender: _____

UU Congregation: _____

UUA District: _____

I have attended Con Con _____ time(s).

Dietary Options:

___ VEGETARIAN (no meat, yes dairy, yes eggs)

___ VEGAN (no animal products)

___ LACTOSE INTOLERANT (no dairy)

___ OMNIVOROUS (yes meat)

Specify any other food needs, including allergies:

Choose three workshops in order of preference:

- ___ African Party Rhythms
- ___ The Language of Race
- ___ This Moment in Time
- ___ Decades
- ___ Acceptance
- ___ UU Spirituality Development
- ___ Multimedia Issues
- ___ Aging Workshop
- ___ Musicality
- ___ The Mugbook Workshop
- ___ The Worship Workshop

See the Workshops Page for details.

CC3

I am also including:

(for more information, see 'Frequently Asked ConCon Questions', page ConCon 1)

Required:

___ My consent and medical info form (pg ConCon 4)

___ My rules agreement form (page ConCon 5)

___ My July '99 Mailing Address (if different)

Optional:

___ A letter explaining why I would like to be a touch group leader

___ A description of my one-shot workshop idea

___ A letter requesting a scholarship

Special Categories:

___ I am a youth of color (optional)

___ I am a ConCon staff member and am including my signed Code of Ethics (page ConCon 5)

___ I am a week-long workshop leader and am including my signed Code of Ethics

___ I am a member of Youth Council or Steering Committee and am including my signed Code of Ethics

___ I am an adult advisor and am including a letter of intent to be an adult advisor at ConCon and two reference contacts (one youth, one adult) and my signed code of ethics

Please make checks payable to:
"Unitarian Universalist Association"
for: \$75.00 Non-Refundable Deposit
or \$270.00 Full Registration Fee

A strict \$35.00 late fee will be charged
on registrations postmarked after
June 15, 1998.

Please send checks in US funds. We require the nonrefundable \$75.00 deposit to process registration. The remaining \$195.00 must be postmarked by July 10th or be paid upon arrival.

Please send all registration forms
and a check to:

YRUU ConCon Registration
c/o UUA Youth Office
25 Beacon St.
Boston, MA 02108

Consent and Medical Release

I, _____ (please print), am the parent or legal guardian of

_____, who will be attending the 1999 Continental Conference of the Young Religious Unitarian Universalists at Camp Hantesa. I hereby give my consent and authority for the conference staff to take any reasonable action to help ensure the safety, health, and welfare of my son/daughter/ward. I also give consent for any necessary medical treatment, including emergency surgical care, if needed. I further understand that my child/ward will be required to follow the rules of the camp and the conference, and that any breach of these rules may result in my child/ward being disallowed to participate in the remainder of the conference. Should this happen, I understand that my child/ward may be sent home at his/her own expense and be prohibited from participating in future continental YRUU conferences or events.

Signature of Parent or Guardian:

(Participants age 18 or older may sign for themselves)

X _____

Date: _____

In case of an emergency between July 31st & August 5th, 1999, I can be contacted at:

() _____

or () _____

Medical Treatment Info:

*Name of parent/person with insurance policy (print) _____

*Health Insurance Agency: _____

*Policy # /Group #: _____

*Medications currently taking: _____

*Allergies/Medical conditions: _____

*Date of your last tetanus shot: ____/____/____

*Do you have any special health needs? _____

ConCon Staff

*Congratulations to the folks who will be staffing
YRUU's 16th annual continental conference*

Deans:

Emily Stainer and Laura Trumbull

Core Staff:

Energy Coordinator: Phillip Kirschen-Clark

Workshop Coordinator: Bryan Beck

Touch Group Coordinator: Meghann McDonald

Worship Coordinator: Katherine Michael

Special Events Coordinator: David Ramsey

Adult Coordinator: Jo Victoria

Logistics Coordinator: Rick Roehl

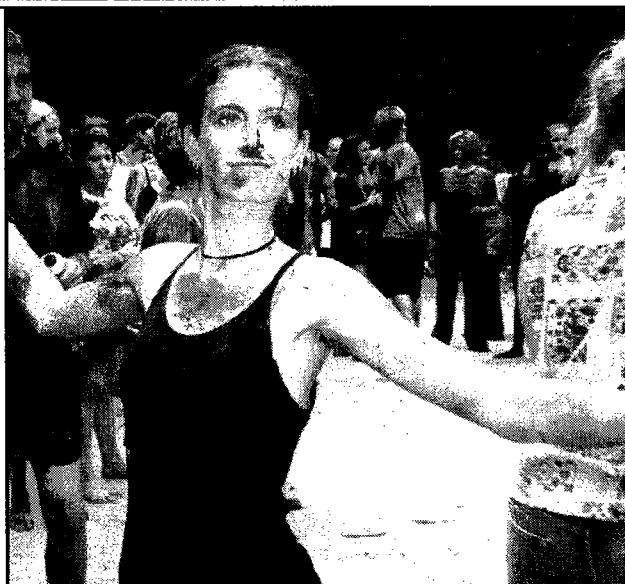
Support Staff:

Mugbook Editor: Megan Woodruff

Lifeguard: Laurel Zmolek-Smith

Nurse: Cay Cahalin

Chaplains: Darcey Laine and Blake Murphy



SHAWNIE MCGIBENY AT CONCON 98'S
SUPER SECRET MESSY DAY ACTIVITY

- PHOTO COURTESY OF THE NATO HOLLISTER COLLECTION

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Rules, Consequences, and Conference Community

Approved by the 1998-99 YRUU Steering Committee

Guidelines

- No drugs, weapons or alcohol.
- No pets.
- No leaving the conference site.
- No violating the policy on sexual behavior.
- Adults must remain in the role of advisor at all times.
- All participants must have a signed a medical release.
- Participants must follow the ConCon site rules.
- ConCon Staff, Adults, Youth Council Representatives and Steering Committee will review and sign the Code of Ethics.
- No laptop computers or gameboys.

Spirit Committee & Energy Committee

The **Spirit Committee** consists of representatives from each touch group. It will be attentive to conference problems and moods, acting as the "eyes and ears" of the conference and will share any concerns with the Energy Coordinator, who chairs the Spirit Committee. This bunch of bright-eyed early birds is also responsible for waking up the conference.

The **Energy Committee** deals with serious problems and rule infractions. Its members are the Energy Coordinator, one ConCon Dean, the Youth Programs Director, three elected Spirit Committee members, the Touch Group Coordinator, and a Chaplain. The Energy Committee reserves the right to define behavior as inappropriate. The Energy Committee only meets when serious concerns are brought forth by the Spirit Committee.

Policy on Sexual Behavior for All Conferees

Sexuality is a healthy and important part of young people's lives. Conferences are an opportunity for youth to express themselves in healthy ways. Exclusive relationships detract from the community. All members of the community must respect each other's physical boundaries. Inappropriate behavior (i.e. sexual intercourse or sexual harassment) is not permitted. The Energy Committee reserves the right to deem any behavior inappropriate. Parents/guardians are invited to discuss this policy with youth.

I, _____ (participant),
have read and understood the Con Con Guidelines, and the Policy on Sexual Behavior. I agree to abide by these guidelines for the duration of Con Con 1999. I understand that if I break this agreement, the Energy Committee reserves the right to take appropriate action which may include requiring me to leave the conference at my own expense and prohibiting me from attending future continental YRUU events. In addition, I certify that all of the information stated on my registration form is true and complete to the best of my knowledge.

Signature of Participant:

X _____ Date: _____

If you are a:

- Con Con staff member
- Adult Advisor
- Youth Council member
- YRUU Steering Committee member

You must review and sign this additional Code of Ethics in order to attend ConCon.

Code of Ethics:

Adults

Adults are in a position of stewardship and play a key role in fostering the spiritual development of both individuals and the community. It is, therefore, especially important that adults be qualified to nurture and provide the special care and support that will enable youth to develop a positive sense of self and responsibility. The relationship between young people and adults must be one of mutual respect if the positive potential of their relationship is to be realized.

There are no more important areas of growth than those of self-worth and the development of a healthy identity as a sexual being. Adults play a key role in assisting youth in these areas of growth. Wisdom dictates that youth and adults suffer damaging effects when leaders become sexually involved with a person in their care; therefore, adults will refrain from engaging in sexual, seductive, or erotic behavior with youth. Neither shall they sexually harass or engage in behavior with youth which constitutes verbal, emotional, or physical abuse. Adults shall be informed of the Code of Ethics and agree to it before assuming their roles. In cases of violation of this code, appropriate action will be taken.

Youth in Leadership Positions

Youth in leadership positions are uniquely visible and influential in any conference community. They should recognize that power imbalances exist in their interactions with other conferees. Inappropriate sexual behavior is never acceptable; additionally, youth leaders should remain aware of the impact of their actions and behave accordingly. Youth who abuse their roles as leaders, consciously or not, can damage individuals and the community. Youth leaders are expected to use their influence in a positive manner.

I agree to abide by the Code of Ethics for Adults and Youth in Leadership Positions.

Signature: _____

Date: _____



Are U a Youth or Aren't U?

by Jeremy "Amos" Cusker

Little kids are smarter than me. I know that for a fact. I have the good fortune to talk and have fun and learn with them about ten hours a week through a branch program of the AmeriCorps at my college. But the first thing I was taught for the job was not to talk down to kids just because they're younger than me: Speak to them as I would to any other person and use simpler language only if they tell me they don't understand. But that's never yet happened: Most of the time, I end up asking them what they mean.

I like to think I respected the intelligence of people younger than me before I even got this job, though: In my last year in the Amherst, New York youth group, I was the only one—in a group of about 14 people—who was older than 16. But despite that age difference, we pulled off what I thought was a really great district conference that put the perfect finishing touch on my youth group years.

After I left my old youth group, I did my darndest to stay involved in YRUU. I looked for a fellowship or church with a youth group in my college town, I started looking into the National Social Justice Conference and I wrote to people back home in the St. Lawrence District to ask if there were gonna be any conferences that coincided with my winter or spring breaks. But I struck out faster than a Baltimore Oriole: there was no local youth group that took college-age kids and the NSJC and the St. Lawrence District only took high schoolers.

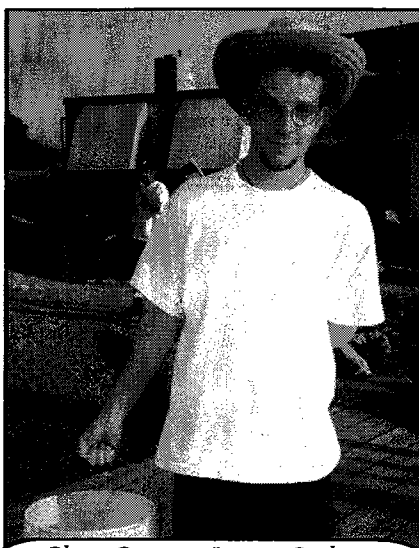


Photo Courtesy Jeremy Cusker, seen here at Star Island

Hey, wait a minute: YRUU is supposed to serve "Unitarian Universalist youth ages 14-22." Last time I looked at a birthday card, I was only 19. Why are there 4 "fake" years in the YRUU spectrum? We all know that UUYAN and most campus ministries fall short of most college-age UU's expectations. And the YRUU doesn't allow people younger than 25 to be advisors for youth groups. So what we're looking at is a "limbo" ex-YRUU folk are cast into for SEVEN years! No wonder we lose 90% of our membership after their adolescence! The YRUU needs to better quantify who is a youth and who is an adult and provide ways to stay involved and spiritual for everyone. The Church of the Larger Fellowship (also known as "the E-Church") and the Continental UU Young

Adults Network (UUYAN) tend to fall a little short of people's expectations. Individual campus ministries seem like a good idea (like the one run between the Buffalo-area colleges) but they're rare and hard to set up: There was a UU fellowship near my college in Delaware, but no campus presence. The process of setting one up seemed like Catch-22: I couldn't advertise to gather people together until I had an official organization, and I couldn't have an official organization until I had more people than just myself.

But I'm not giving up: I personally am interested in hearing, collecting and submitting people's suggestions to the YRUU leadership. Drop me a line with your take: jcusker@hotmail.com.

**If you've got something to say,
don't just grumble.**

Write for Soapbox!

***SOCIETY GIVES US A BOX TO LIVE IN, AND YRUU HELPS US THINK AND LIVE OUTSIDE THAT BOX. BUT YRUU BECOMES A BOX TOO, UNLESS WE KEEP THINKING OUTSIDE OF THE INSTITUTION, AND KEEP REFORMING THAT INSTITUTION TO BE TRUER TO OUR IDEALS. ★★**



Get Synapse!

Synapse is free for all YRUUers!
Why not sign up a friend? Please
have them fill out this form and
mail it back to:

The UUA Youth Office

25 Beacon Street
Boston, MA 02108
(617) 742-2100 ext. 350, 351, 352, 355
Fax (617) 742-0321
Email: yruu@uua.org

While you're at it, please check your address
below and fill out the requested info. We
are continually updating our database to
better serve you.

My Name: _____
Address: _____
City, State: _____
Zip: _____
Phone: _____
District: _____
Email: _____
Birthdate: _____
Positions in YRUU? (YAC member, con dean...): _____

My friend's Name: _____
Address: _____
City, State: _____
Zip: _____
Phone: _____
District: _____
Email: _____
Birthdate: _____
Positions in YRUU? (Youth group pres, advisor....): _____

YRUU at the UUA
25 Beacon Street
Boston, MA 02108

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ConCon
and GA
Registration
Forms
inside