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Whole Systems Design
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First Letter to Facilitators

Greetings Facilitators! As this is the first written expression of myself as a Graduate Student, I feel a fervid urge to verbosely compose a grandiose report conveying my limitless understanding of the world-at-large, to demonstrate my boundless potential for clearly communicating complex though-forms, with the intention being to warrant and justify my acceptance in this new, advanced, educational culture. The assignment at hand, however, is *very* limited in scope, and so I will restrain my eagerness and simply assess the four-and-a-half hours of Life that we have thus far shared:

Sitting in on the Antioch University Whole Systems Design Individualized Orientation was a very smooth and comfortable transition-succession from the life I have come to know and identify with: I have just completed 5 consecutive years at Fairhaven College. I have grown accustomed to sitting in a circle with intelligent, creative people and discussing ideas, perceptions, and opinions in a relaxed, free, and openly accepting environment. I have become familiar with creative, interactive, innovative tools for learning. I have come to expect cognitive apprehension through multi-dimensional, experiential, semi-somatic vehicles. I have come to passionately accept personal development as an integral part of the educational process. And, I have been continually amazed at the accelerated growth in comprehensive understanding that can result from diligent practice of these principles. Attendance, participation, and immersion in the Antioch University Whole Systems Design Individualized Program is a logical extension and warmly accepted continuation of the path I have been treading for the past 5 years.

I was delightfully impressed with the design (intentional conception) of this particular Orientation: group introductions through subconscious drawings of provenance, newness, and future direction; relaxed, informal (essential) community meal-sharing; game playing that revealed pre-conceived assumptions and methods to cognitive awareness; and *then* focus on business and responsibilities, after everybody was enjoying one another. I especially appreciated the attention to group dynamics and group problem solving: this initial attention should prove to be indispensable as our independent, individualized programs progress.

In short, I am very excited and grateful to have been accepted as a participant in the Antioch University Whole Systems Design Individualized Program at this, the dawn of the 21st century. At the age of forty, after five consecutive years of Fairhaven College, I can no longer delineate or make a distinction between 'life,' 'education,' and 'work' – they all purposefully blend together into a consummate whole. To attend to One is to attend to All; to attend to All is to include each One. This is the essence of Whole Systems Design, and this, I believe, is my life's work.