NEWS
PEOPLE
WORLDS
IDEAS
CARE

The Interval Post

MANY
WORLDS
SHARED
PEOPLE

A NEWSPAPER FOR A LARGER NEIGHBOURHOOD

THE AGE OF MANY HORIZONS

CONFLUENCE OF NINE / ISSUE 05

A school beside the loom

Saren plans to turn an old store into classrooms for twenty-four learners. The opening date remains undecided.



Outer Saren gallery, reconstructed: conversion rooms around the loom, not inside its working volume.

By Daro Pell / Education

An old parts store and unused meeting rooms on an outer living gallery of the Saren Loom are to become a school. The workshop partnership has approved plans for twenty-four places in the first term of Saren Learning House. Rooms must be prepared and teaching appointments completed before opening. No firm date has been announced.

The first group will pay no tuition. The partnership has committed funds for conversion, staff and teaching materials for that term. Funding beyond it remains undecided, as does the selection method if applications exceed capacity. Twenty-four is a planned intake, not the number who have applied.

When founding teacher Nela showed me the rooms, pale marks still outlined the feet of old cupboards. A wall where a support had been removed had not been closed. Nela wants one room to begin as a working garden: somewhere children can return to what they tended yesterday without being required to invent something else every morning.

“They don't have to make a new thing each day,” she said. “They can look again at what they started. Then they can choose another task.”

Model building and observation will sit beside narrative, gardening and material practice. Narrative and material teaching posts remain unfilled. Nela does not expect technical workers' spare hours to carry the entire timetable. Graduation will confer neither authority to initiate a universe nor automatic entry to a research apprenticeship.

Vesa, a non-builder living on the gallery, is considering the school for a child. That distinction matters to them.

“They might enjoy building a bridge. They might enjoy telling a story,” Vesa said. “I don't want the second to be treated as a break from the first.”

Research apprentice İlen asks a different question about the school's relationship with the loom. They maintain an inhabited environment and are waiting for an opportunity to develop a design of their own. They welcome children's experiments but resist counting every long period of maintenance as education.

“Sometimes we're learning, and sometimes we stay because nobody else is there to do the job,” İlen said. Nela agrees that visiting workers should offer more than the biographies of celebrated builders. Which teams will participate has not been settled.

The school will occupy accessible inhabited surfaces in the same universe as the loom, outside its dark working volume. It will not offer free entry into operating areas. Lessons will not initiate trial universes containing conscious or consciousness-ambiguous inhabitants. The team plans bounded physical models whose claims can be examined.

Preparatory conversations with families have begun. These are nonbinding records of interest and needs, not admission decisions. The conditions different bodies would require are being considered separately. None of the three prospective learners in this edition has yet been offered a place.

A maintenance cart interrupted our conversation in the corridor. For now preparation supplies the sounds of school: there are no pupils at desks and no plants in the room Nela hopes to make a garden. The first-term budget is a material beginning. A decision about the second term still lies ahead of the partnership.

Decision SAREN 11 / II; visit 11 / III-IV; received ANCHORAGE 65 / II; checked 65 / III.

Before lessons, three lives

Three prospective learners: what they bring, why they approached Saren, and the decisions still pending.



Imagined preparatory meeting. A mechanical instrument carries Mira's authorized messages; it is not Mira's body.

Tavi / A ferry with an impatient audience

By Lio Fen / Prospective learners

Tavi knows Saren's galleries better than the passengers in the little ferry theatre made at home from spare strips and cloth. Each telling sends them past a differently arranged shore. The audience is usually the household. Applause before the ending is particularly unwelcome.

Before this school, learning meant reading with Vesa and joining household making projects. Tavi likes watching the loom from a distance but does not describe a future as a universe builder. The immediate design problem is the stage's heavy base.

Hearing about Learning House prompted a question about narrative lessons. Tavi chose to bring the ferry to a preparatory conversation with Nela. No model had been requested; the object was not scored.

"She asked for the ending while I was explaining how I made it," Tavi said. Being asked to tell the story was a pleasure. Tavi knows that the conversation did not earn a place. Alongside finding a lighter base, there is now another question: could someone else's story begin before this one has finished?

Vesa asked that the telling matter before the object's photograph. Tavi had a briefer addition: "The roof opens. Put that in too."

Oru / A corridor in a bag

By Lio Fen / Prospective learners

Oru's map shows the inside of a former expedition home, not a distant destination. The route from the food cupboard to the shared room is clear. One edge remains unfinished: something else needed doing when Oru last meant to finish it.

The voyage household is now temporarily settled in Saren. Earlier learning happened with whichever adult was available. One taught measurements between storage spaces; another returned to the same calculation for another attempt. There was no fixed class. Oru does not describe that life entirely as a lack, and misses the ship's familiar sounds and questions discussed during meal preparation.

When the household approached the school, a caregiver gathered accounts from two willing former tutors. One shared measurement notes; the other described the work orally. Both formats entered the preparatory record. No equivalence or admission decision followed.

Oru wants familiar partners to be there for a second attempt the next day. Finishing a half-built bridge with someone could be enjoyable. Turning the entire life aboard into a complete file is a less attractive prospect.

"An unfinished map doesn't mean I didn't live there," Oru said. The map came to the conversation in a bag. A member of the earlier household may be able to help recover that missing corridor.

Mira / First, somewhere we can talk

By Seli Ar / Prospective learners

Mira enjoys finding a small change in a repeated pressure pattern. Asking for a second presentation during home lessons does not always mean the first was misunderstood. Sometimes the second is the interesting comparison. An explanation after every repetition can become tiresome.

Learning has taken place in a local pressure-supported living room, with trusted adults and a maintained communication instrument. Before arranging a bodily visit to the school, the family asked what conditions a conversation would need. The first step was a channel test, not preparations to move Mira.

I attended through my authorized mobile instrument. We received Mira's chosen phrasing through an agreed pressure translation and sent the short account back. Mira and the caregiver agreed to the words printed here.

Mira wants to draw garden routes and choose a working partner. Being introduced as the child who participates differently is less welcome. "Ask what I want to do first," Mira said.

The school has recorded the family's interest. Neither a compatible room nor a place has been confirmed. What the instrument carried was Mira's authorized account. An instrument entering a room does not demonstrate that Mira could spend a day there. That is the family's next question.

Preparatory encounters SAREN 11 / III-IV; received 65 / II; checked ANCHORAGE 65 / III. No admissions confirmed.

The Interval Post

Learning by comparison / a rehearsal

The bent bridge is not the end



Adult teaching rehearsal, reconstructed. Nela and Per test the materials; the school is not open.



Same material and span; joint AND supports differ. A qualitative comparison cannot isolate one cause.

By Neris Vaul / A lesson in rehearsal

The bridge dipped when Nela placed the clay weight near its middle. Per looked at the drawing beside it, which had allowed for much less movement. There were no pupils at the table. Two adults were rehearsing an exercise for Saren Learning House on each other.

Both arrangements used the same material and crossed the same span. One had a joint near the middle. The other also changed the positions of its supports. Different responses to the same clay load could have supplied a quick winner. Nela suggested listing what was different before choosing one.

We could not attribute the response to the joint alone: the support positions had changed too. They discussed holding one variable fixed in a later trial. That trial did not happen during this rehearsal. What they had gained was a more exact question about the comparison needed next.

Per kept the first drawing and added the bent shape beside it. “If we remove the first, we may forget why we made the second,” Per said. This did not make every error valuable. Here the two records allowed an anticipated shape to be distinguished from an observed movement.

The teaching plan does not turn the bridges into a strength competition. Nela wants time to examine a structure that bends earlier than expected. There is a difficulty here too: when one question consumes a lesson, what happens to the learner waiting to try something else? The rehearsal supplied no ready method for that yet.

Seed trays stood near the window. Another exercise will record growth with light arriving from different directions. It cannot deliver its result within one lesson. Returning to the same plant will require a timetable in which continuity is not dismissed as doing nothing. This is part of Nela's interest in a working garden.

These lessons invent no new physical laws and initiate no potentially inhabited trial universe. Ordinary materials have rich enough replies. A piece drawn straight may curve in the hand; arrangement can change a load's effect. A bounded model is enjoyable because we can examine what it explains.

After rehearsal the weights were removed and the bent bridge stayed on the table. Per wanted to save it for the next conversation. The afternoon had not produced two sound bridges. It had produced a lesson about the respects in which two apparently similar things were not alike. Learning how pupils meet that lesson will have to wait until the school opens.

Rehearsal SAREN 11 / IV; received ANCHORAGE 65 / II; checked 65 / III. No pupil trial.

Making room for a whole day

By Hessa Mor / Space and upkeep

Getting close to a table is not the same as being able to work there all day. When fitting technician Odel showed me the proposed Saren school rooms, the notes extended beyond table dimensions. They marked the journeys between lessons, meals, communication and rest.

The old store initially feels generous. Put working surfaces where cupboards stood and a delivery route can narrow. In the proposed arrangement, service traffic runs outside the teaching area. A learner should not have to vacate a position whenever materials arrive. This is a layout being developed, not a finished installation.

One adjacent room is being assigned to quiet rest. Nela does not want entering it to mean being removed from a lesson. Its wall would do more than reduce noise: someone resting should not remain under everyone's gaze. That requires an arrangement of space and an understanding of how adults will use it.

The pressure-supported meeting compartment is a different undertaking. Odel emphasized sealed instrument fittings rather than imagining an ordinary open doorway across the boundary. Constructing a compartment proves no body's compatibility. Equipment and the intended supported conditions require separate tests before occupancy. No decision about Mira's use was reached on our tour.

Shared work will require more than bringing everyone into one room. What a group does while a translated reply arrives, whether someone can rest without leaving a working position, and who can reach the materials are also parts of a lesson. Odel's plan can locate these relations. It cannot by itself change an adult's habits.

One large dining table will not settle meals either. Compatible food, resting conditions and a time people can share may all be needed. The team proposes rehearsing a break-time route with staff before learners arrive. That rehearsal has not happened, and there is no successful whole-day pupil trial to report.

If this preparation becomes invisible, every later difficulty will sound like a request for the teacher to be more attentive. But a teacher cannot teach one group, accompany another to rest and maintain a communication channel simultaneously. Named responsibilities and cover for someone taking a break are as material as room dimensions.

At the end of our tour, Odel walked the service route again. A table needed a small turn to keep a passage clear. Beside a universe loom, such an adjustment can look insignificant. The scale of this task is different: will someone need to ask for help at every journey to the next room? An opening-day photograph may not contain the answer.



Proposed rooms, reconstructed; not a surveyed plan or a certificate of bodily compatibility.

Whose work is the break?

By Hessa Mor / Preparation note

Nela says lesson preparation and record work must belong within teachers' working arrangements. The plan should not leave every task beyond teaching to goodwill. Committing a first-term budget has not yet determined who will share those responsibilities.

Accompanying rest, preparing common materials and monitoring an instrument each require attention. Whether staff will rotate these duties or separate workers will cover them remains unfinished. Narrative and material teaching appointments are also pending.

Children may study by tending a garden. Transferring adults' maintenance responsibility to them would be another decision. The founding team does not plan pupils as unpaid upkeep labour. How that distinction holds after teaching begins will deserve attention too.

Room visit SAREN 11 / IV; received 65 / II; checked ANCHORAGE 65 / III. Fitting and staff plans remain incomplete.

The Interval Post

Before opening / opinion and imagination

Before the first bell



Imagined common-room still life. The ferry story below is editorial fiction, not a pupil's work.

The school's second term

By Mera Senn / Editorial

Saren Learning House has a first-term commitment. That is good news. Instead of leaving one teacher's enthusiasm to carry everything, the partnership has allocated rooms, materials and work. Its public responsibility begins with how long that decision lasts.

Support for an opening is sometimes gathered in the name of future great builders. Children we have not met are promised as the eventual justification for today's expense. What happens when one wants another life? If narrative lessons count only as preparation for a later design, the promise of choice is narrower than it appears.

The loom's proximity is no defect in itself. Learners could meet working machinery, an apprentice willing to discuss the work and a teacher pursuing a good question. That access offers opportunities no archive can supply alone. Asking that opportunity not become a professional debt is reasonable.

Before opening, we would like to see a continuation commitment that does not depend on children's later achievements. Every detail of a second term need not be settled now. The partnership can nevertheless say who will consider appointments, maintenance roles and funding, and when.

Applicant numbers, selection and supported bodily conditions also need a clear account. A warm photograph from a preparatory conversation says little about a family's status. A working communication instrument does not mean a place has been reserved for the child speaking through it.

We are not declaring the school a failure before it opens. We take its first decision seriously. Finding the means to begin a term is welcome; discussing the conditions under which the relationship can continue belongs within that welcome.

One passenger too many

Editorial fiction / Lio Fen

The little ferry's classroom was full. As the teacher counted the last passenger, a plant arrived in a pot slightly wider than the door. The plant offered no explanation.

The captain had a solution: the roof opened. They lowered the plant in. Its branches now covered the final page of the teacher's story.

"I meant to change the ending anyway," the teacher said. The captain was pleased. Nobody had told him the old ending either.

The ferry departed. The plant stood beside the window that had no glass; passengers began drawing in its shade. While the teacher considered a new ending, the captain added another stop.

Nobody left there. Everyone was waiting for a picture to dry.

Still open at close

First term: funds committed; no tuition charge.

Pending: opening date, selection method, second-term budget and final compatibility assessments.

The three children in this edition are prospective learners. A preparatory record is no offer or reserved place. We will follow the decisions and preparations in later editions.

Saren special closes ANCHORAGE 65 / IV. Five pages; no opening date or admissions announced.