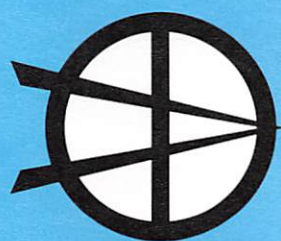
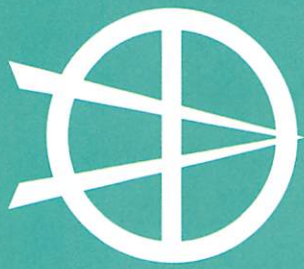


*What
we offer
is insight,
experience
and an
extraordinary
means by
which people
find their
own
solutions
and the
courage to
implement
them.*



ICA

The **Institute
of Cultural
Affairs** *in the U.S.A.*



Methods & Spirit Managing Culture

*Culture is
a practical
reality —
the symbols,
patterns,
stories and
shared under-
standings
that allow
us to do
something
together.*

Locally Creative, Globally Connected

The Institute of Cultural Affairs (ICA) is a private, not-for-profit organization concerned with the human factor in world development. It acts as a catalyst for positive change in communities, organizations and individual lives at home and around the world.

ICA inspires people to help themselves. Its highly participatory techniques for strategic planning and problem solving foster creative thinking, consensus-based decision making and team building. Its methods also generate ownership, create clear goals, open lines of communication, broaden perspectives and motivate people to adapt to their changing environments while honoring the cultural traditions and diversity of all involved.

At the heart of ICA's work is the belief that **long-term, sustainable development happens only when people grasp the significance of their own lives in the larger scheme of things...** when they actively participate in the changes taking place around them instead of merely being targets of that change.

Shaping Destiny From Within

ICA has helped clients and partners effect change within governments, community development groups, corporate America and volunteer organizations. In all cases, it has proven that a program's effectiveness increases when the people it affects are part of the development and implementation process.

Thirty years of methods testing and refinement have produced significant

results, as you will see in the profiles that follow. But whether ICA's special brand of self-management takes place in New York City or an Indian village in New Mexico, one principle prevails — **the desire to release the creativity of the people involved and allow them to help shape their own destiny.** ICA facilitates this creative process so that people can learn for themselves how to think, how to plan and how to lead.

Why "Cultural" Affairs?

Webster defines culture as "the sum total of ways of living built up by a group of human beings and transmitted from one generation to another." It is ICA's belief that a group's cultural dynamics must be considered in order to build any sustainable pattern of change or development. For ICA that means understanding the evolving wisdom, lifestyle and spiritual prowess of any group and its culture.

ICA's three decades of experience in participative problem-solving and its unique understanding of cultural diversity make it eminently qualified to work in today's environments of change. The recent activities that follow show the depth of ICA's involvement in communities, organizations and individual lives throughout America and the world.

for -Based Change.

A Social Movement with Roots in the U.S.A.

ICA was incorporated in 1973 after nearly two decades of operating as a program division of the Ecumenical Institute in Evanston, Illinois. Throughout its first 30 years, ICA staff members were volunteers who lived and worked as an interactive family, continually in service to society and each other. Non-staff volunteers also donated time and talents in support of ICA development programs locally and internationally. Together, they were a body of committed people who formed one of the most powerful, but least public, social movements of the last three decades. Today, ICA is much larger, with offices and staff throughout the United States and the world. It relies on contributions, partnerships and memberships to support the administration and implementation of its diverse programs.

ICA in the U.S.A. operates autonomously as an internationally-chartered and registered member of the ICA International (ICAI). ICAI, formed in 1977 in Brussels, Belgium, acts as a coordinating association for the 31 independent ICA affiliates located throughout North and South America, Africa, Europe, Asia and the Pacific. ICAI has Consultative Status with the United Nations Economic and Social Council (Category II) and with UNICEF.

There are two regional coordination centers in Chicago and Phoenix, an international liaison office in New York City, three member services offices in Chicago, Seattle, and Troy (New York), and ICA supported field offices from coast-to-coast. It also continues an affiliation with the Ecumenical Institute, which owns and operates the Uptown Community Resources and Conference Center on Chicago's north side.

The ICA History

1954	The Ecumenical Institute organizes in Evanston, Illinois.
1963	Fifth City, the Institute's first neighborhood demonstration project, begins on Chicago's west side.
1968	ICA's 13-week Academy opens in Chicago.
1969	The first International Training Institute is held in Singapore.
1973	ICA incorporates and formalizes its planning methods.
1973-78	ICA launches 24 Human Development Projects (HDPs), one in each global time zone.
1975	The first Training, Inc. program opens in DuPage County, Illinois.
1976-80	Volunteers initiate Global Community Forums. Town Meetings occur throughout the U.S. and the world.
1977	ICA International (ICAI) forms in Brussels, Belgium.
1984	The International Exposition of Rural Development occurs in New Delhi, India. The same year, ICA reorganizes and paves the way for the development of decentralized offices.
1985-87	ICAI receives Consultative Status with the United Nations Economic and Social Council (Category II) and with UNICEF.
1988	ICA regional offices launch partnerships throughout the U.S. with local communities, public agencies and private-sector organizations.
1989	Research and curriculum development begins on ICA's innovative Earthwise Learning Series.





Developing LEAD for a Multicultural

When the people affected by decisions play an active part in making them and setting the goals, they become inextricably committed to success.

In 1963, ICA began working with the residents of Fifth City, an economically-depressed neighborhood on Chicago's west side. The fundamental belief then, as in all of ICA's subsequent work, was that the greatest collective resource in any community is its people. When they are given the proper methods, skills and self-confidence, people can create their own future.

The Fifth City model has spawned partnerships in participatory decision-making, leadership skill development and educational reform in the United States and around the world. What follows are examples of how individuals, organizations and communities are using ICA inspired methodologies as the driving force behind their accomplishments.



The Chicago Diversity Initiative: **VALUING HUMAN DIFFERENCES**

The term "managing diversity" moved into corporate vocabularies around 1988 when the Hudson Institute published a report on workers in the 21st Century. Their report made three issues abundantly clear for businesses hoping to operate in the next century:

- workforces would no longer be dominated by white males.
- survival would mean acknowledging and coming to terms with workforce diversity.
- success would become directly related to using diversity as a competitive advantage.

ICA is known for diversity. Its program settings range from rural villages in the third world to boardrooms of corporate America. U.S. staff members represent many nationalities and diverse cultures.

Organizations are turning to ICA for help in understanding and managing diversity in their workplaces and ICA has begun to meet their needs. Workforce Diversity Roundtables focus on critical questions such as: What is effective? What are the issues? How is diversity different from equal employment opportunity or affirmative action? A key finding of the roundtables is that top management is often hesitant to raise diversity issues fearing that it will exacerbate tensions among employees.



Out of this insight, 15 modules have been developed with three simultaneous approaches. First, management makes a commitment to altering perceptions, attitudes and behaviors at all levels. Next, there is an expansion of employee perceptions, expectations and appreciation of one another. Third, the organization's overall operations and culture are transformed through more flexible and adaptive policies, procedures, practices and programs. With these approaches, ICA is helping school systems, state agencies, municipal governments and private industry see the **value** of diversity.



ERSHIP Society



The Garfield Organization: **CONFIDENCE FROM DESPAIR**

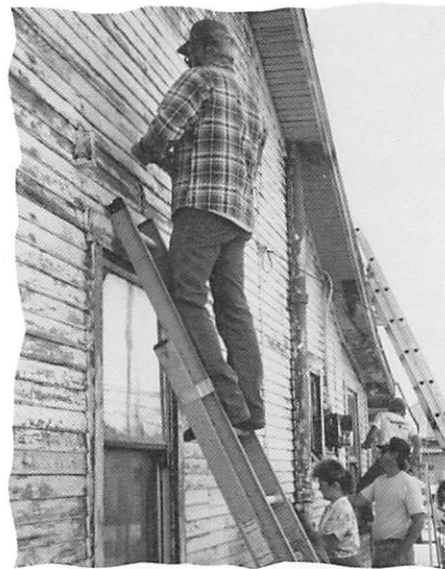
Three years ago, Lupe Sisneros and her neighbors decided to stop the violence and decay that were eating away at their small Phoenix neighborhood. What resulted is a creative neighborhood alliance over which Sisneros now presides.

The impetus for her initiative came from Chileans Raul Jorquera and Angelica Rodriguez. She met these ICA West staff members as they conducted a survey in the neighborhood. Aided by Jorquera and Rodriguez, Sisneros and her neighbors identified the obstacles that prevented their community from moving ahead and set out to overcome them.

The first problem they tackled was trash. It plagued their neighborhood until a "GO Garfield" trash clean-up day in April

1989. Eighty people participated and made television news. The day's success sparked a new commitment to saving the neighborhood. Next they solicited a local utility company to help them paint houses in the neighborhood. Then they became more active politically and ultimately helped convince their local school board and the City Council to open a new junior high school and a park in their community.

After 25 years of neglect, Garfield is now a lively and confident inner-city neighborhood whose efforts are being acknowledged by the City of Phoenix through redevelopment funding and Neighborhood Excellence Awards. Garfield residents are regaining control of their destiny assisted by ICA methods that have



fostered the hope, skills and commitment necessary for them to solve their own problems.



The Native American Program: **A TRADITION OF PARTICIPATION AND CONSENSUS**

ICA's practical experience with Native Americans began in the mid-1970s, but took a quantum leap in 1989 as it carried exciting new organizational and institutional development programs to Indian communities throughout the West. Today, ICA serves more than 30 Indian Tribes and organizations.

A key partnership of ICA's Native American Program is the Council of Energy Resource Tribes (CERT), in Denver, Colorado. A leader in Indian America, CERT provides assistance to 49 member Tribes and four Canadian Bands. This membership represents approximately 1.6 million Native Americans.

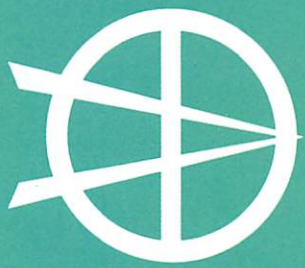
CERT first turned to ICA in 1989 to sort out an overabundance of information that had stemmed from dialogues with member Tribes about their visions and ideas for the future. An initial planning session with CERT



board members led to an ICA contract for the facilitation of strategic planning sessions with 12 member Tribes and one multiracial group. ICA methods are now an integral part of CERT's operations and training is being made available to all member Tribes. The Native American response to ICA has been universally enthusiastic and CERT believes it's because the methods effectively combine Indian America's traditional values with modern approaches.

Smaller Native American partnerships are occurring, too, with organizations like Sovereign Wings Inc., the Native American Foundation for the Conservation of Raptors and the Preservation of Culture. Sovereign Wings is dedicated to educating Native American children and adults about the environment and conservation through birds of prey. The raptors are sacred in Native tradition, but they are fast losing their wild habitats. Through education, Sovereign Wings hopes to turn that around. ICA methods already have helped them build an organization plan and form a management team.

In these and many other efforts, Native Americans are discovering that ICA's "tools of the '90s" honor their long-held traditions of participation and consensus decision-making. ICA methods can be a means by which Native American people enter the 21st Century on their own terms.



Facilitating a New in EDUCATION

*Few areas so
clearly and
dramatically
affect all of
our lives more
than the
challenge of
educating our
young people!*

The creation of education programs for lifelong learning has been an ICA priority since the 1960s. The focus then was holistic community development, with education programs designed for preschoolers, elementary and high school students, adults and senior citizens. That approach produced an innovative teaching philosophy known as Imaginal Education. Still used today, it emphasizes the power of images to influence a change in behavior at any age.

During the 1970s, ICA responded to requests internationally, resulting in education programs that were replicated in every time zone around the world. In the 1980s, with the declaration that the United States had become a nation at risk because of an ineffective education system, ICA became more directly involved with public schools, districts, boards and post-secondary institutions. ICA's focus throughout the 1990s will be to help create effective partnerships within schools and between public and private institutions that assist ongoing education reform.



Chicago Public Schools: **ACCOMPLISHING CITY-WIDE REFORM**

In 1988, the Illinois legislature enacted the Chicago School Reform Act, which decentralized Chicago's public school system. A poll taken after the first year showed that parents, principals and teachers had seen significant improvements in safety, discipline, parent/staff relations, the physical

environment and the learning program itself. Teachers also recognized that they had received increased affirmation and support.

ICA has assisted in the reform process from the beginning and has worked to encourage a climate of success among the system's educators. Initially, ICA interviews documented what was working in schools across the city. Next, it facilitated school planning sessions, accomplishment workshops and training programs for school leaders.

ICA now has worked with more than one thousand teachers, parents and administrators since school reform began. With more than 550 schools in the Chicago area, continued reform depends upon effective interaction and support from all of these constituencies. ICA's participatory methods are helping to strengthen the commitment to improving Chicago's school system.



Consensus



Northwest Adventures:

THE RITE OF PASSAGE JOURNEY AND TOUR DE CULTURES

For 23 years, ICA has designed and implemented summer rite of passage programs for youths between the ages of 11 and 13. Today, these programs are part of the life and work of Songaia, formerly known as the Residential Learning Center in Bothell, Washington.

The Rite of Passage Journey melds Native American traditions, a ropes course, hiking, camping and numerous opportunities for group and individual reflection into an experience that takes participants on a self-conscious journey from childhood to youth. The turning point of the three-week program is a 24-hour solo vigil, during which participants leave behind the symbols of their childhood and create new ones representative of their future.

The Tour de Cultures affords an equally dramatic encounter with life for 8th, 9th and 10th graders. A relatively new educa-

tional program of ICA West, the three-week Tour takes the group cycling over 300 miles of undulating countryside in the Pacific Northwest. Cycling is a major portion of the trip, but the Tour de Cultures is also a multicultural immersion experience. During the trip, participants are introduced to the unique gifts of each of the world's major ethnic groups, visit numerous cultural sites, cook meals from different ethnic cuisines and experience face-to-face exchanges with people from diverse cultural traditions.

As the young people of these journeys reflect on their times together, a multitude of discoveries are recounted from their varied experiences. Of major importance, however, is the incredible bond that each feels for the others. At a stage in their lives when diversity is often lethal, this realization becomes very profound to the young people of these Northwest adventures.



Training, Inc.:

EDUCATION FOR THE WORKPLACE



For nearly two decades, ICA's Training, Inc. program has helped unskilled and unemployed men and women develop skills that are needed in the business world. The first Training Inc. opened in DuPage County, Illinois in 1975 and other sites followed in

Chicago and Indianapolis, Indiana. Since 1984, the program has spread to the Northeastern and Southern United States, with office openings in Boston, Newark, Pittsburgh, Washington, D.C. and New Orleans. Additionally, in 1990 an international version began in Guatemala. Training, Inc. programs are offered in each locale through a variety of local educational and service organizations.

ICA's innovative teaching philosophy known as Imaginal Education is the basis for the program's curriculum. It emphasizes the power of images to influence a change in behavior at any age. At Training, Inc. students work in real-life office environ-

ments with state-of-the-art equipment. Simultaneously, highly supportive staff members help them to develop self-confidence and learn life skills that will enhance their ability to realize their full potential.

Training, Inc.'s placement success is affected by economic cycles, but, overall, since 1975 its students have experienced a 90 percent completion rate and 85 percent of them have been placed in jobs. Additionally, sample studies show that 84% of the students are still on the job after one year. The National Association of Training, Inc. is now documenting the long-term changes that occur in the lives of these graduates and their families.



Transforming the of HUMAN SERV

*When
the very
foundations
are crumbling,
the only
strategy
that makes
sense is to
build new
foundations
...with
strategies
from the
mind, heart
and spirit of
the people.*



Today's planners and providers of human services are on the brink of an industry-wide transformation. Experiments with collaborative planning methods have shown that **community input and vision** are more important to problem solving than "professional wisdom." They also are discovering that the mushrooming needs and expectations of whole new groups of recipients require not only cost-effective operations, but innovative collaborations that release new resources and integrate services across providers.

ICA has supported the goals of public, private and volunteer human service agencies for three decades. In the '90s, it hopes to move them toward real rather than token participatory decision-making, both within their service agencies and within the communities they serve.



Chicago Children Services: **RELIEF IN A PRESSURE COOKER**

ICA began working with the Government Assistance Program (GAP) of the Chicago Community Trust in 1990. GAP's mission: to increase opportunities for public-sector managers to examine the problems in their agencies, plan strategically, replace out-worn policies with innovative and efficient practices, and make their agencies more responsive to the needs of citizens.

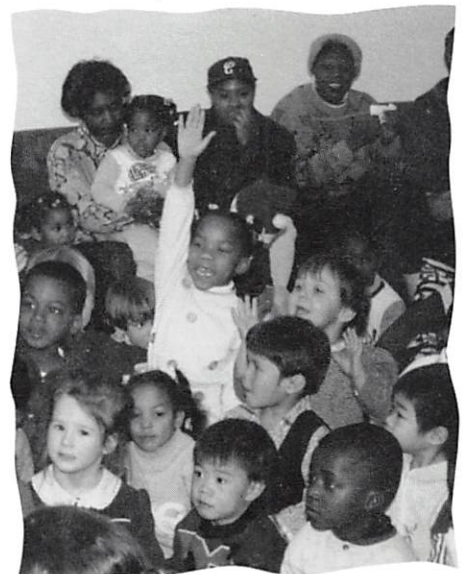
Children Services Division (CSD) is typical of the agencies ICA has served under this contract. CSD staff members were suspicious of each other, uncooperative, uncommunicative and generally frustrated by the bureaucracy in which they found themselves entrenched.

In July 1990, ICA workshops and strategic planning sessions with CSD staff identified the internal and external issues confronting them. Large groups then developed overall strategic directions and small groups developed the action plans necessary for accomplishing the agency-wide strategies.

CSD participants left the planning sessions with new vision, purpose, goals and objectives for how they could serve the City of Chicago's children and their families. Later follow-up meetings found measurable accomplishments, the most noticeable of

which was in the employees themselves. They had become hopeful, cheerful, participatory and committed to working together.

ICA's work with all six of GAP's public sector and volunteer agency clients has shown similar results. As each agency becomes more creative and participative, Chicago's parents and children become the true beneficiaries of the ICA inspired methods and spirit.



Quality ICES



San Diego Youth & Community Services: **MEETING THE CHALLENGES OF A NEW AGE**



In 1989, San Diego, California was the fastest growing city in the nation. Many of the problems associated with the city's rampant growth became the challenge of a private, non-profit organization known as San Diego Youth & Community Services (SDYCS). Founded in 1970, the SDYCS

always has worked effectively with San Diego's youth, their families and their communities. It has a fully-integrated network of programs, projects, partnerships and services for meeting a wide range of human needs.

Two years ago, SDYCS acknowledged that incorporating more participatory methods in their service planning and delivery might benefit their efforts. What began as simple attendance at an ICA workshop, grew into ICA-facilitated training sessions for board members and the executive team. Those were followed by a strategic "vision day" for 120 key staff members and a year-long series of training sessions and reflective meetings.

Many successes have come out of SDYCS's training, including: (1) the creation of a multilevel church/government/

community-based organizational planning process which resulted in transitional housing for homeless children; (2) an active working relationship between a coalition of neighborhood groups and city officials that produced a plan and implementation timeline for future homeless services; and (3) a city council-sponsored planning process that enabled citizens, art and cultural groups, social service agencies, law enforcement and private industry to develop more humane ways of working with San Diego's homeless population.

The use of ICA methods within SDYCS has advanced the learning processes of an already astute and highly successful community service organization. They are more committed than ever to meeting future challenges head-on while honoring the differences within their multicultural society.



Literacy Volunteers of America: **UPSTATE NEW YORK'S EXPERIENCE**

Literacy Volunteers of America is a national organization which coordinates more than 420 programs in 41 states. Its local affiliates, through volunteer tutors, seek to help functionally illiterate people improve their reading skills. It's a time consuming process and progress is not readily apparent in most cases, but those who have the courage and persistence to keep going gain self-esteem and a better quality of life.

Like other non-profit human service organizations, however, LVA affiliates across the country continually struggle with inadequate funding, low visibility, over-extended administrative staffs and the lack of volunteers. Early in 1991, the office staff in Troy, New York decided they needed help. They were stretched to the limit and funding was decreasing. ICA was invited to meet with



their board of directors to explore how to maintain the organization's commitment to quality service in spite of its steadily declining resources.

Since ICA's involvement, the local affiliate has succeeded in completing a long-range plan and clarified its job descriptions, resulting in a tighter focus within the organization. They have built closer working relationships with LVA affiliates in Albany and Schenectady and have begun networking with other educational and human service resources in their community. As a result, the number of volunteer tutors trained has increased by more than 30 percent and a Family Literacy Program has been started with parents of local Headstart children. The community and the program are back on track once again.



Inspiring the Next Generation

ELS is designed to distill the flood of information and experiences around us into images and ideas that illuminate our understanding of ourselves and our world.

Amazing social, intellectual and technological innovations are occurring almost daily. Men and women around the world are attempting to respond and adapt to life's vast economic, political and cultural changes. Yet, few people understand these changes enough to integrate them into their daily lives. Too often, this causes feelings of inadequacy, ineffectiveness and irrelevance to surface which in turn drains their creative energies and dims the thrill of being alive. ICA is responding with a curriculum that could revolutionize the learning process as we know it.

Earthwise Learning Series:

A RESPONSE TO INFORMATION OVERLOAD

ICA's Earthwise Learning Series (ELS) provides a comprehensive framework that allows people to make sense of their world and respond creatively to life's challenges. ELS builds on the long educational experience of ICA and its ability to take specialized areas of knowledge and make them usable in everyday life.

Originally proposed as a program for business executives in university courses, a wider spectrum of interested groups has emerged, ranging from Master's students in global management and at-risk youth in leadership training programs to in-service education for educators and church bodies. Also in the works is a mobile ELS that will serve the needs of advanced education in third world countries. ELS was designed to develop as a global curriculum.

Since it was first conceived in 1988, ELS pilot studies have elicited enthusiastic response from educators and others around the world. Work goes on to complete the curriculum development, but the two-day introductory modules are available

separately or in combination to any organization or community that sees a need for them. They are: **Making Sense of the World, Methods of Personal and Group Creativity, Myth and the Human Journey and a New Image of Learning.** The intent now is to form "earthwise" co-learning communities where all involved are partners in the learning and research processes.

Developing a Learning Community

What is a Learning Community? Think of it as a small team of people in pursuit of practical, long-term solutions to recurring concerns. It nurtures its members in order to create more appropriate approaches to issues that concern them from within their organizations and communities. Members plan, stimulate and manage creative participation while concurrently motivating personal development and self-understanding.

ICA's 1991 "Life Options 2000" gathering in Chicago focused on providing such a learning community setting for the four ELS introductory modules. It gave participants the opportunity to experience the ELS modules in an interactive environment while showing them further opportunities for developing the ELS curriculum. The changes they and others choose to make as a result of their experiences with ELS ultimately can be pivotal to the quality of life in the 21st Century.



Maintaining the International Link

Strengthening an organization's capacity for operational effectiveness is an area of expertise that ICA knows a lot about, whether it's in the United States or elsewhere. The New York City office serves as ICA's liaison to other countries and maintains ICAI's Consultative Status at the United Nations with the U.N. Economic and Social Council and UNICEF.

ICA is a founding member of InterAction (the American Council of Voluntary International Action), an association of 133 private, volunteer, U.S. agencies engaged in development assistance and relief activities. Through InterAction, ICA makes its training and participatory methods available to member agencies and other communities and organizations that their members work with throughout the world. ICA's New York representative to InterAction helped design and facilitate the Africa Partnership Project (funded by USA for Africa), is the chairperson of InterAction's Development Assistance Committee and co-chaired its 1991 Annual Forum. A sample of ICA's other international development projects follows.

Organizational Development Consultancies: **TIBETAN ECONOMIC DEVELOPMENT**

In 1989, ICA was invited to work on the Tibetan Economic Development Project with the Tibet Fund (a U.S. based charitable foundation) and the Central Tibetan Administration (CTA), an administrative body which has authority over more than 85,000 exiled Tibetans located in India and Nepal. After only three years, ICA successfully transferred the leadership, planning, project management and technical skills to planning council members, department heads and settlement officials.

Since then, settlement planners and their people have created their own development plans. CTA departments also have systematized their planning processes and better integrated their activities with other departments. As a result, the Tibetan Community has attracted a million-dollar revolving loan fund that will support the development of new industries and economic skills upon its return to Tibet.

The U.S. and Portugal:

PARTNERS IN VOLUNTEER TRAINING AND DEVELOPMENT

ICA's work in Portugal began in 1981 when a group of ICA volunteers were assigned to rural development projects in Lamego and five other counties. In 1983, ICA moved its planning and development activities to the village of Mezio, which allowed the international staff to train local leadership and concentrate its geographic development activities to a group of villages on the Montemuro mountain. Today, ICA funds six full-time, international specialists in Mezio, two field worker teams in the villages of

Picao and Relva, and six local village animators in 22 Montemuro villages.

A major event, planned and facilitated by ICA in this region is the annual International Camp for Development Practitioners. It is organized by ICA New York in conjunction with ICAI in Brussels and ICA Portugal. This intensive ten-day work camp attracts a broad spectrum of community activists and volunteers from around the world. Many attend out of a desire to develop their project management skills or explore collab-

A Game of Change: **THE MACHAKOS EXPERIENCE**

ICA's Machakos Village Development Simulation Game exemplifies the most critical lesson that can be learned about development: comprehensive human development starts with people.

During the three-hour Machakos game experience, players work in teams of five as village development volunteers. Led by an ICA game guide, participants travel as volunteer workers to the Machakos District in Kenya. There they experience what it is like to live in a village and become familiar with its conditions and customs. They become part of hands-on teamwork projects that take into account the abilities of the team, the village's resources, its relationships with government officials and unexpected events.

Through the Machakos game, players feel the frustrations, ambiguities and complexities of long-term village development. They practice problem-solving and critical-thinking skills. In the midst of the game, they gain appreciation for their own perspective and culture, respect for a radically different culture, and an understanding of the cooperative efforts that are needed for long-term development and social change.

Machakos is for anyone 12 and over. It has been used by educators and students in social science courses, trainers of staff and volunteers in international development organizations and religious denominations, corporate executives involved in international business and by citizens who are concerned with being globally literate in today's multi-cultural society.

orative relationships with local residents. Others simply want an environment of peer support, theoretical input and personal time away from their day-to-day activities. Through field visits, immersion experiences, physical activity, interest group workshops, and structured exchanges, ICA creates an environment of participation that provokes learnings, collaborations and linkages that continue well beyond the return to each participant's world.



ICA: Member Driven

*Concerned
about the
future of your
community
or workplace?
Looking
for ways to
be a global
citizen
in your
daily life?
Want to
be part of
a network
that's making
a difference?
Then you
need ICA!
And, ICA
needs you.*

ICA is financially supported in many ways — through program fees, the sale of its educational products and through individual, foundation and corporate contributions. It holds the non-profit, 501(c)(3) tax-exempt status, which makes all donations tax deductible. Contributions also can be designated to specific programs.

But the heartbeat of the organization is its large network of members who frequently use their personal training to establish programs in their own communities. ICA applauds their commitment and honors all of them here by paying tribute to five representative members. These five are indicative of individuals across the country who willingly share with others ICA's spirit, methods and broad perspectives.

ICA invites your participation, too, as it continues its efforts to shape the organization into a participatory body that others look to for leadership.



Ruth Carter
CHICAGO, ILLINOIS

Ruth Carter's leadership of the Fifth City Preschool is a continuing inspiration to her west side Chicago community. She became active in ICA and the Fifth City neighborhood as a preschool parent during the 1960s and eventually earned her diploma so she could work at the preschool. In 1977, Ruth became the school's director and serves in that capacity yet today. She is a powerful role model in her community and was honored by the *Chicago Tribune* as one of 1990's

Top Twelve Chicago Women.

ICA recently heard from a colleague of Ruth's in Downey, California. One day as five astronauts visited a school that had been adopted by Rockwell International, the principal took them to Betty Stower's kindergarten class where the children sang to them "Voom, Voom, Astronaut" (tune: Baa-Baa Black Sheep). The lyrics were written in the Fifth City Preschool. The astronauts and Rockwell officials were so impressed that it may become the astronauts wake-up call in space! A fitting tribute to Ruth and the Fifth City Preschool.



David Cunningham
SEATTLE, WASHINGTON

David Cunningham uses his ICA skills every day as Director of Industry Outreach at North Seattle Community College. He has worked with a curriculum committee to define a general education degree, facilitated an all-campus faculty retreat, led divisional planning sessions and orchestrated the opening of a new technology institute on campus.

David's Scottish heritage and strong

cultural background help him empathize with other cultures and viewpoints. One of David's most exciting ICA assignments was working on Town Meetings in Scotland and Wales between 1976 and 1980. He and other facilitators experienced profound moments during those one-day events as participants took charge of what was happening in their communities. David's goal for the future is to continue using ICA methods to train people within educational systems.

Climb Aboard!

The Shanklands **FAIRFAX, VIRGINIA**



Eunice and Sherwood Shankland became part of the ICA family in the 1970s. Eunice joined as a full-time staff member in the Philippines and Sherwood in Cleveland, Ohio. They met in Singapore in 1975 and have lived and worked together throughout Indonesia, Malaysia, Jamaica and the U.S. They operate their own business which utilizes ICA methods and yet still work with ICA through collaborative projects.

Eunice is an alternate board member of ICAI and serves on the board of Training, Inc. in Washington, D.C. Sherwood is a board member of ICA Jamaica. Both are currently working on developing core groups of facilitators in Jamaica and Indonesia and have helped set up over 50 programs across ICA's network in the U.S., Europe, Latin America, the Caribbean and Asia. They are actively working with ICA to create a new, strengthened organizational network in the East.



Sister Gertrude Foley **PHOENIX, ARIZONA**

The oldest of six girls in a family of eight, Sister Gertrude Foley was always a leader. During WWII, she successfully led a group of neighborhood children in gathering scrap metal and milkweed pods for the war effort.

In 1950, Sister Gertrude fulfilled her lifelong dream by entering the Order of the Sisters of Charity of Seton Hill. Twenty years later, when Vatican II challenged the Church to re-examine itself, she was at the forefront of the renewal efforts.

Sister Gertrude's long-time connection with ICA began in 1967, after an ICA-Ecumenical Institute seminar at the Pittsburgh

Theological Seminary. Fascinated by the vision of ICA and the people in it, she credits the institute with being a strong influence in her life over the last 25 years. The skills and insights she has gained from ICA programs have easily blended with her theological and spiritual development. Today, Sister Gertrude's positions as Dean of the School of Ministry for the Diocese of Phoenix and Regional Director for the Arizona Region of Seton Sisters of Charity, afford her many opportunities to use the skills she has developed through ICA to help others meet their daily challenges.

MEMBERSHIP HAS ITS BENEFITS

- Regional newsletters with reports on ICA's worldwide activities.
- A complimentary copy of *Edges*, the quarterly magazine of ICA Canada.
- Advance information on ICA training programs, workshops, conferences and publications.
- Discounts on selected ICA programs and publications.
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- Linkages to ICA's global network of committed people and organizations.

MEMBER OPPORTUNITIES FOR INVOLVEMENT

- Participate in local, regional and global gatherings.
- Work with ICA staff to market and deliver ICA programs.
- Contribute financially and in-kind to the work of ICA, especially toward the research and development of new programs.
- Volunteer time and skills in collaboration with ICA staff.

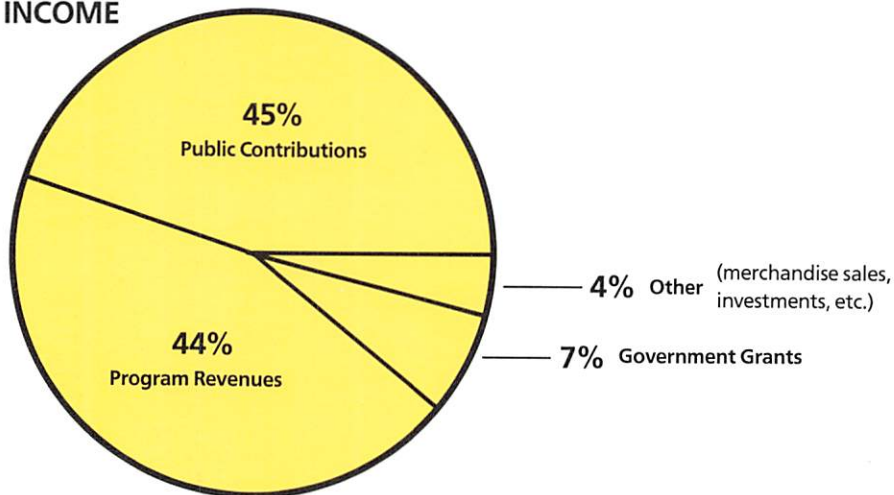
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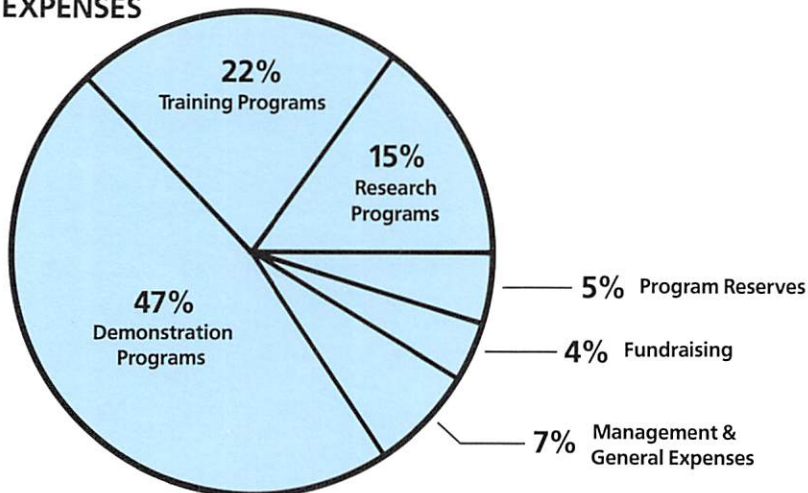
The Institute of Cultural Affairs, U.S.A. FINANCIAL RESOURCES AT A GLANCE

Note: ICA's financial records are audited annually by Arthur Andersen & Co.
A complete financial report is available upon written request.

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The ICA Symbol

*From the
Song Of A Man Who Has Come Through*

*Not I, not I, but the wind that blows through me!
A fine wind is blowing the new direction of time.
If only I let it bear me, carry me, if only it carry me!
If only I am sensitive, subtle, oh, delicate, a winged gift!
If only, most lovely of all, I yield myself and am borrowed
By the fine, fine wind that takes its course through the
chaos of the world
Like a fine, an exquisite chisel, a wedge-blade inserted;
If only I am keen and hard like the sheer tip of a wedge
Driven by invisible blows.
The rock will split, we shall come at the wonder, we shall
find the Hesperides.*

D.H. Lawrence



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