



# **LIVING ENVIRONMENT**

**a human  
development  
training  
module**

prepared by  
The Institute of Cultural Affairs  
4750 N. Sheridan Road  
Chicago, Ill. 60640



# ICA THE INSTITUTE OF CULTURAL AFFAIRS

CONCERNED WITH THE HUMAN FACTOR IN WORLD DEVELOPMENT

The Institute of Cultural Affairs is a global training and demonstration group concerned with the human factor in world development. Originally incorporated in the state of Illinois as a not-for-profit corporation, the Institute is now headquartered in Brussels, Bombay, Hong Kong, Singapore and Chicago and is registered in 27 nations. The ICA is supported by foundations, corporations, government programs, organizations and concerned individuals. Private support has ranged from large foundation and corporation grants to a large number of local corporation gifts and donors. Government agencies including ACTION, AID, HUD, EDA and OEO have supported various programs. The major program of the ICA is comprehensive human development projects in local communities. Such projects are being conducted in 59 urban and rural communities around the world in 27 nations. The intent of each project is to allow each community to become self-sustaining socially and economically within two years.

# **LIVING ENVIRONMENT**

## **a human development training module**

April 30, 1979

The Institute of Cultural Affairs  
4750 North Sheridan  
Chicago, Illinois 60640

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## INTRODUCTION

The Human Development Training Modules were developed by the Institute of Cultural Affairs for use in the Human Development Projects around the world. The module is a vehicle for releasing effective coordinated action in specific arenas of a community's life. These one day events are designed to equip participants with both an overall grasp of the arena as well as practical methods for catalyzing its rapid development in the community. The residue, however, of a one day course is more a set of practical resolutions than it is a set of refined skills. Modules bridge the gap between envisioned accomplishments in arenas of community need and the action needed to achieve those goals. They blend education and implementary planning into a unique package which trains participants in how to move effectively in their own particular situation, while simultaneously offering them methods to move in any situation. They mobilize both concerned local residents and related resource people in specific programs. Modules are designed to attack limited vision and paralyzed motivation at the local level. They are most effective where a clear need and consensus to move on a project already exist in a community, but where actual movement is frustrated.

This manual is designed as a tool for leaders of Human Development Training Modules to use in setting up and preparing to teach modules in local communities. The first section describes the underlying philosophy and approach to local development and training which has emerged from the work of the ICA over the past 25 years. The second section, Module Preparation, details the work which a module orchestrator must do prior to a module to ensure the relevance and focus of the day for the participants and the host community. The third section lays out the module itself including preparation work for each segment of the day. The fourth section includes back-up materials which inform the teaching of the module.

## I. MODULE DEVELOPMENT

### A. BACKGROUND

#### 1. Philosophy

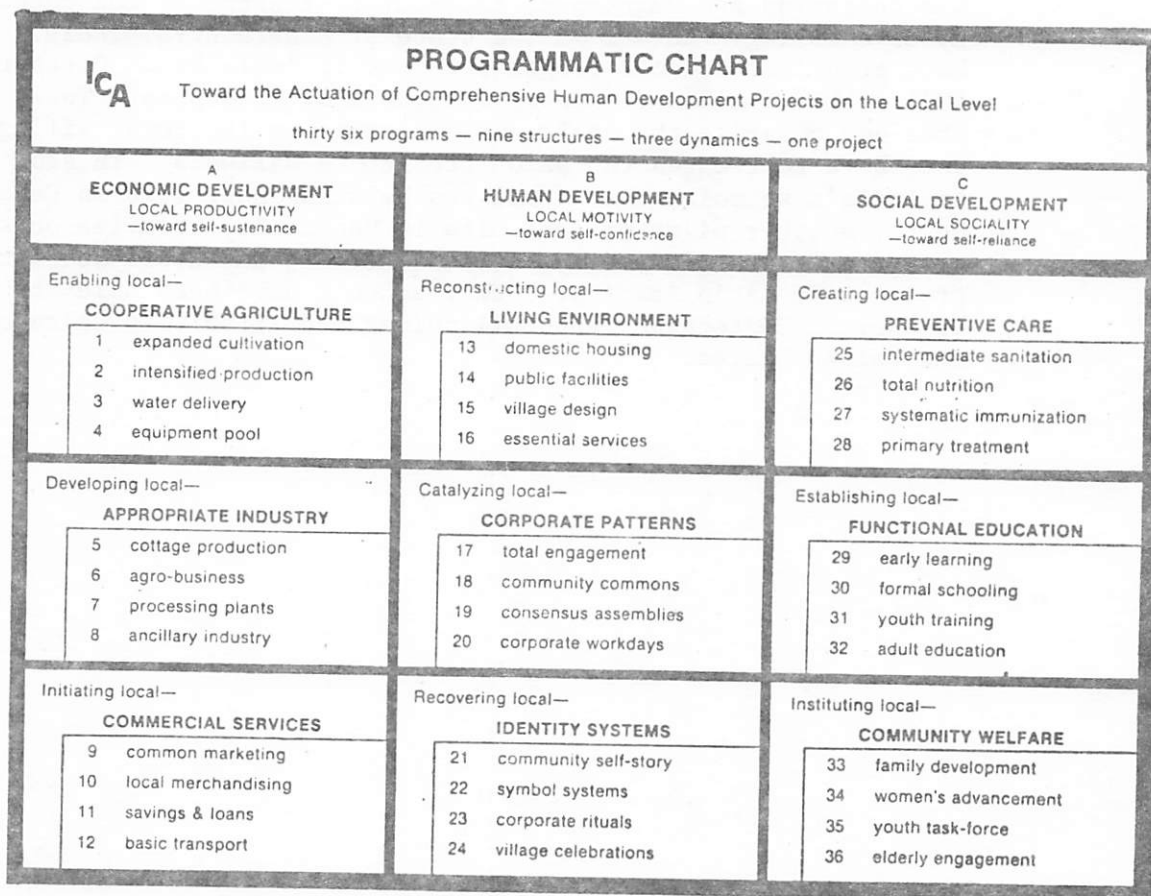
The human imagination is involved in all forms of thinking and learning. The term imaginal education is used here in the special way that has already been implied. It aims at enabling the student to discover and create images of himself in his real world which will motivate him to free, intelligent, responsible involvement in civilization. Images are the bridges between abstract ideas and the specific deed. They both illuminate the practical situation and impel to concrete action. Images offer the deep, personal permission to be and to do. They are the guides, forces and critics of our sense of personal integrity and vocational accomplishment. In sum, imaginal education intends to awaken and expand the image-making capacity in man and thereby to release him into effective participation in society.

This must not be seen mistakenly as an exclusive problem of the individual. It is a major social issue of far-reaching consequences. A nation, a city, a town or a neighborhood must decide whether it can afford to have a citizenry ill-equipped to engage creatively in the social task of building new structures for human existence and social well-being. Even those considered to be a liability to society have become so, not in the first instance because they have been subject to sub-normal environment, childhood warping or innate weakness of will, but because they have inadequate self-pictures and fail to organize their personal and social experiences significantly.

What is needed is a reconstruction of life attitudes, a re-education of the imagination. Whatever this process be called - motivational, contextual, attitudinal or imaginal education - a new dimension must be added to our concept of learning. This re-education of the imagination is the foundational basis for the module objectives.

## 2. Framework

The program chart serves as a framework for ICA's efforts in human development. It emerged out of a drawing together of program elements from the first twenty-four Human Development Projects and represents the inclusive arenas of actuation in Human Development. These nine program arenas have also served as a framework in developing the Human Development Training Modules.



The program chart represents practical working arenas in developing communities. Each arena is related to the others in the three realms of development: economic, human and social. In its expanded form each arena operates as a screen of activities involved in successfully rebuilding that aspect of the community's life. The module relies on this screen to give participants a sense of the larger task of which the current planning is a part.

### 3. History

In 1976, the ICA completed the initiation of 24 pilot Human Development Projects across the world. It was in Maliwada India (one of the 24 pilot projects) that two approaches of the ICA were brought together: Imaginal Education and Community Reformulation. Out of these two approaches the Human Development Training School was conceived and developed, in order to respond to the concern for massive village renewal in the State of Maharashtra, India. There have been four schools taught per year in India since October of 1976 with a cumulative number of over 1000 graduates. These graduates now comprise the staff and directors in 160 rural villages that have replicated the pilot project in Maliwada. In addition to India's schools, one school was held in June, 1978 in Cano Negro, another pilot project site in Venezuela, 20 miles outside of Caracas, in order to train the directors and staff for four new projects in Latin America. Other schools have been held in Kwangyung Il, Korea, Sudtonggan, the Philippines and Fifth City Chicago in the United States.



## B. APPROACH

### 1. Training

Two discoveries have proven to be fundamental to the experience of human development training in all of the schools. They are significant considerations in using the Human Development Training Modules as an effective training tool for local communities. First, it was discovered that the success of the training appears to be closely related to it having taken place in a demonstration setting that is representative of the possibility of comprehensive community self-renewal. In India, it was documented through student experience and performance that working in a laboratory relationship with the people and programs of the Maliwada Project heightened the motivation of the students and therefore the effect of the training experience. Second, because of the emphasis on direct experience of a local community over a conceptual approach to learning, it was discovered that the construct and design of the training seems to equalize the potential of the students, in spite of varying levels of socio-economic background and academic preparation. People who had completed the equivalent of high school or college worked side by side with people who were functionally illiterate. These discoveries offer promise for a new form of education in local communities based on insight into actual situations and the coalescing of available skills to act on. They have guided the development of these modules.

### 2. Audience

The module is designed to coalesce a strategic mixture of people: social roles, levels of training and involvement in community development. The primary audience is concerned local residents who vary as the neighborhood itself varies, yet who have a common interest in the module arena of community life. Voluntary consultants and supporters of the community project as well as concerned resource people also attend. They acquire a better understanding of the community's needs for outside assistance as well as see the effectivity of their contribution as they work along with the community residents. Also present and closely related to the goals of the module is the project staff. Representatives from nearby communities concerned with development attend to gain insights on what methods allow diverse people to work effectively together and sustain their motivation. Such a wide spectrum of people in a community and its broader social structures working together is critical to the development of self-reliance.

### C. OBJECTIVES

The format of every module is the same. Its dynamics are intended to produce new insight and action in its participants. The major objectives of each session are to:

1. clarify the inclusive aspects of the module arena as it appears in a local community;
2. analyze the current status of the arena in the host community;
3. communicate workable alternatives for effective action in the arena;
4. reveal the resources available to the host community;
5. formulate the above information into a committed plan of action; and
6. reflect on the overall learnings of the module for its future effectiveness.

The first session, the MODULE OVERVIEW inclusively illustrates the substance of the arena in any local community. It provides new and fresh images of what have come to be old problems. It shows the scope and significance of the arena for the whole community and gives examples of how particular issues within it relate to the whole process of human development. By clarifying the arena of concern and its importance, this presentation gives participants a new perspective from which to view their development efforts, often illuminating new approaches and alternate actions.

The second session, the FIELD VISIT takes community residents and outsiders on a tour of the host community, introducing them to the work already done in the module arena. The participants view this work firsthand where possible in relation to previous plans and accomplishments to date. This exercise gives new perspective to the issue of the module as participants begin to see what has already happened which can be used to advantage and other steps which need to be introduced. In addition, the interaction between community residents and outsiders enables the residents to articulate their accomplishments and learnings and thereby clarify how the situation has actually changed since the program's initiation. This is a motivating factor in that it produces a new resolve in the community residents.

The third session, the IMPLEMENTATION TALK is a detailed walk through of one or several efforts in the module arena. It is the relating of practical experience by a person directly related to the module arena involved in doing comprehensive community development. The presentation relates case studies of successful local programs, available technical schemes and tested strategies and tactics which have proved effective. This presentation orients the participants in a variety of "how tos" of implementation.

The fourth session, the RESOURCE PANEL gives the participants new boldness in utilizing available resources. The panel cuts through the sometimes overpowering mystique of governmental agencies, business executives and technical experts by opening a dialogue between local residents and people in these agencies or businesses willing to help. This involves initial presentations by panelists followed by a guided question and answer period.

The fifth session, the PRACTICAL WORKSHOP focuses on building a practical plan of action for a significant accomplishment in the module arena that would catalyze changes in the community beyond the module arena itself. The participants discuss the practical steps necessary to implement the plan, put them on a timeline and make assignments.

The sixth session, the PARTICIPANT EVALUATION provides a time of reflection for the participants to summarize their learnings from the module training. The group reflection allows the participants to discern the key learnings of the module for themselves as individuals. The group evaluation comments allow a broader perspective on the learnings. The written evaluation form serves as a tool for the module leaders to further develop the module content and methods for future use.

## II. MODULE PREPARATION

Community and neighborhood leadership benefit by participation in the module in many ways. Community people who attend the module receive practical suggestions, renewed motivity, fresh sources of assistance and a concrete plan for the module arena. The module arena is selected because a significant accomplishment in this dimension will catalyze broad, sweeping change in the community. In order for such changes to occur in a local community, the leadership must see the task with new eyes, to remove past prejudice and reduced goals and broaden ideas about future opportunities.

### A. RESEARCH WORKSHOP

The following workshop is intended for use by the module trainer with project leadership during the week prior to the module to begin the process of considering fresh approaches. The purpose of this workshop is to state the significant accomplishments that have already happened locally in the module arena, locate the current blocks preventing further progress and name the necessary action that would facilitate visible change in three month's time.

#### I. HISTORY

- What would you consider to be a significant accomplishment in the module arena?
- What specific actions have been completed so far?
- What individuals from the community, local agencies and the surrounding region have been involved in this work?
- What would you say have been breakthrus, or new insights in this area?

#### II. CURRENT BLOCKS

- In what areas have you run into blocks?
- What seems to slow down progress?
- What is the single obstacle which if dealt with would catalyze the community's development?

#### III. THE "LEAP" (significant accomplishment in the module arena for catalyzing broad, sweeping change in the community)

- What do you want to have happen to the community by the end of the month?
- What are the key accomplishments that would occasion a "leap"? How can the module enable this?

## THE RESEARCH WORKSHOP CHECKLIST

1. Name 5-10 activities that have been done toward the key accomplishment needed in this module arena to catalyze dramatic development in the community.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

2. Draw a grid of the community:

Place sites where actions related toward this accomplishment have already taken place.

3. Who has been involved in working on this from the community?

- 1.
- 2.
- 3.
- 4.
- 5.

4. Who are additional people in the community interested in working in this area?

- 1.
- 2.
- 3.
- 4.
- 5.

5. What resources have been consulted:

<u>Public Financial</u>	<u>Private Financial</u>	<u>Expertise</u>	<u>Community</u>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.



6. Name five new resources related to the module arena. Visit.

- 1.
- 2.
- 3.
- 4.
- 5.

7. What facilities have been used or could be used?

- 1.
- 2.
- 3.
- 4.
- 5.

8. Name two other ways to use facilities or resources that would release momentum.

- 1.
- 2.

9. Name five ways to expand involvement of the community through the use of this module.

- 1.
- 2.
- 3.
- 4.
- 5.

10. Create two wild, exciting images for the work on the major accomplishment anticipated.

## B. PARTICIPANT RECRUITMENT

The module is designed to serve a diverse audience. To ensure that invitations are extended to a comprehensive list of potential participants list 10 names under each of the following categories:

1. Local residents who work in the module arena
2. Persons from the metropolitan area, county and state, who work in the arena both in public and private agencies.
3. Volunteer consultants and financial supporters of the community project.
4. Other local residents who are concerned with their community's development.

After getting out a comprehensive list of potential participants, determine how these people will be invited. Some can be sent invitations by mail with a phone call follow-up while others may need a personal visit. Follow-up by personal visits and telephone calls are necessary to answer questions, provide additional information and secure definite registrations. Publicity materials can be designed to reach a broader audience. News releases can be placed in local papers to give a brief description of the module and enrollment procedures. Fliers can be designed for mass distribution to provide information on the day. Door-to-door visitation within the local community can be organized through block clubs or other local organizations.

### C. MODULE LEADERSHIP

Adequate leadership of Human Development Training Modules requires a team of people with various skills to fill the basic roles throughout the day. Since an important aspect of the training involves communicating corporate methods that allow diverse people to work effectively together, the demonstration of the leadership team's working together is crucial. One overall coordinator familiar with Human Development Projects and skilled in workshop methods is needed to orchestrate the day and, where necessary, to train others for specific roles. One or two people with direct experience in Human Development Projects are required to do the two talks and to serve as resource people. It is preferable for one of these to be from outside the host community because of the objectivity and fresh insights possible from other experiences. One or two people from local communities (not professionals or staff, just local leaders) are also needed. At least one of these needs to be from the host community to serve as emcee for the day. This would be a basic team of 3-5 people. Prior to the module this team would meet to make assignments to cover the following roles: Host, Module Overview, Field Visit, Implementation Talk, Panel Moderator and Workshop Leader. An important aspect of this team is that it illustrate a range of role models including effective orchestrator, local leadership and resource staff adequate to the perspectives of the participants. In addition to this core team, additional people will be needed (depending on the size of the module) to lead field visits, subgroup discussions and to serve as resource and practice staff.

The following are the specific tasks required for each of the assignment roles:

**Host:** A community leader welcomes people to the module and the project site.

**Module Overview:** This talk covers the whole module arena and is done by the coordinator.

**Field Visit:** Community residents host module participants for the field visit. If the group is large, they break into groups of about twenty to facilitate the tour.

**Implementation Talk:** This talk is a testimony to the possibility of developing the module arena in any community, preferably done by a local resident who has been actively engaged in the project.

Panel Moderator: A member of the project staff introduces the panel and makes sure that all questions are adequately answered. This person should have questions on hand to keep the dialogue moving.

Workshop Leader: This role may be played by anyone with workshop training and experience to create the plan that will be done by the community.

Lunch Preparation and Room Set-up: These practical tasks are done by local residents and project staff.

## D. PRACTICAL ARRANGEMENTS

### 1. Space Design

A meeting space which will accommodate 40-60 persons is needed. Criteria to be considered in the selection are:

1. Adequate space to seat anticipated participants around tables.
2. A central location to facilitate the tour of the community in the morning session.
3. Easy access to a meal preparation and/or service area.
4. Free use of the space or minimal rental fee.
5. A location to which all residents of the community will be willing to come.

Equipment and materials which are needed include:

1. Tables
2. Chairs
3. Blackboard, chalk, erasers
4. Butcher paper
5. Magic markers
6. Masking tape
7. Paper and pencils for participants
8. Decor items such as:
  - Community map
  - Local symbols (e.g., community logos, flags)
  - Photos of the community (before and after)
  - Display of any industrial/commercial products
  - Global map with other Human Development Projects marked on it.
9. Name tags
10. Ash trays
11. Food service equipment
12. Plastic garbage bags



## 2. Food Service

A hot lunch is served as a part of the module design. In order to keep preparation and service time to a minimum, a simple though substantial menu is in order. Past experience has shown that restaurants and fast food chains are sometimes willing to participate in the day by providing the meal with no charge.

Coffee and doughnuts are served during the morning registration period. A simple "finger food" afternoon snack is also served. Coffee, tea, and a cold beverage are served at these times as well as at lunch.

## II. MODULE DESIGN

The Living Environment Module consists of six sessions used in a one day consultation with a local community. These sessions include: I - Module Overview, II - Field Visit, III - Implementation Talk, IV - Resource Panel, V - Implementation Workshop and VI - Participant Evaluation. Each session includes the outlines for the lectures and the procedures of the field visit, resource panel, and implementation workshop. An evaluation form is included to provide feedback for the module leadership for future module revisions.

The module time design is:

8:30	Module Overview
9:45	Field Visit
11:00	Reflection on Field Visit
11:30	Break
12:00	Lunch and Implementation Talk
1:00	Resource Panel
2:30	Implementation Workshop
5:00	Participant Evaluation

## A. MODULE OVERVIEW

The Module Overview inclusively illustrates the substance of the arena in any local community. It provides new and fresh images of what have come to be old problems. It shows the scope and significance of the arena for the whole community and gives examples of how particular issues within it relate to the whole process of human development. By clarifying the arena of concern and its importance, this presentation gives participants a new perspective from which to view their development efforts, often illuminating new approaches and alternate actions.

The Module Overview is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation and the presentation.

MODULE OVERVIEW PREPARATION FORM

SUBJECT:  
OBJECTIVE:

OUTLINE:

I.

A.  
B.  
C.  
D.

III.

A.  
B.  
C.  
D.

II.

A.  
B.  
C.  
D.

IV.

A.  
B.  
C.  
D.

CONTENT BRAINSTORM:

Data:

Illustrations

Visual Aids

INTRODUCTION:

CONCLUSION:

SESSION I: LIVING ENVIRONMENT OVERVIEW OUTLINE\*

I. COMMUNITY DESIGN

- A. Community Plan
- B. Zone Demonstration
- C. Environment Control
- D. Beautification Plan

II. DOMESTIC HOUSING

- A. Demonstration Design
- B. Housing Development
- C. Construction Process
- D. Property Management

III. COMMUNITY FACILITIES

- A. Community Center
- B. Industrial Buildings
- C. Commercial Mall
- D. Cultural Nodes

IV. ESSENTIAL SERVICES

- A. Communication Systems
- B. Public Safety
- C. Municipal Services
- D. Physical Maintenance

\* Sample Talk included in Section IV - Back-up Materials.



## B. FIELD VISIT

The purpose of the field visit is to acquaint the participants with the actual working situation and the cultural setting of a particular area of the community's life. The participants review the subject matter presented in the first lecture, tour the neighborhood with a list of questions, and have the opportunity to question community residents on their understanding of progress in this arena. The field visit ends with a group discussion on their learnings from the tour.

To prepare for the field visit, the leader does the following six steps:

1. Looks through the consult document and notes the contradictions (what is blocking the community from moving on its problems); and programs (the organization of the implementation steps to accomplish the intent of the proposals).
2. Lists the relevant subtactics in the documents (subtactics are the detailed tasks listed to solve particular problems).
3. Takes an advance tour of the community with project leadership and notes which activities and accomplishments can be seen. He relates these to the subtactics in Step 2 (e.g. Subtactic: organize classes for management training; Accomplishment in project: two weekend seminars on better management held by Better Businessmen Association.)
4. Notes the effectiveness and visibility of the accomplishments to date in the community and chooses a resident most familiar with this arena to be the tour guide.
5. Notes the subtactics not in evidence and asks the residents about future plans in relation to those subtactics. He listens for current obstacles as well as new directions.
6. Briefs the tour guide on how the tour will be illuminating for the module and helpful to people who do not know the community but are struggling to do creative work in their own communities.

## SESSION II: LIVING ENVIRONMENT FIELD VISIT

### INTRODUCTION

Introduction of 5th Citizens. Reflect on the module overview:

1. What do you remember from the talk?
2. What activities have you done in your community that involve the living environment?

### SECTION I: TACTICAL REVIEW

1. Pass out 5th City documents and walk through the charts:
  - a. Vision: What do you notice as the vision of 5th citizens? What would be some of your hopes and dreams for this community?
  - b. Contradiction: What do you notice is blocking this community in the arena of living environment?
  - c. Proposal: What are the living environment proposals here? What do you think are the advantages of this strategy in 5th City?
  - d. Tactics: These are the specific actions to accomplish the proposals. What questions do you have about this process?
2. Pass out the Living Environment tactics sheet and draw group's attention to them. Hold on to this sheet for later work.
3. Invite 5th Citizens to make reports on tactical progress in 5th City.

### SECTION II: TOUR

1. Pass out maps of 5th City for use as a guide and for notation.
2. Divide group into 4 environment focus sub-groups: (1) housing, (2) facilities, (3) space beautification, (4) essential services. Everyone observe especially: (a) where signs of renewal could be quickly done, (b) where they could create a signal demonstration in their focus area, (c) how derelict space could be used, (d) where people gather most, (e) what repairs could most immediately be done, (f) how you would picture the longrange rehabilitation of the neighborhood.

3. Tour the community in four groups, concentrating on stakes that will be the subject of the afternoon workshop. Have local residents explain the project work during the tour.

### SECTION III: REFLECTIONS

1. Whole group gathers back for reflection on tour:
  - a. What impressed you about what is already done in 5th City?
  - b. What are some other steps you would take (other tactics)? List them on the back of your tactics sheet.
  - c. As you look at the list of tactics (old and new), where do they seem to fit in the program chart? Place them by numbers.
  - d. What do you notice about how they are falling in the chart? Where does the weight seem to be? Where are the tactics missing? What surprises you?
  - e. What contradictions are handled by these tactics? How do you suspect the vision of the local residents is realized through these tactics?
  - f. What does this tell us about the next moves in 5th City?

(During lunch the old and new tactics are grouped in the 4 component arenas for the afternoon workshop and placed on a large sheet of butcher paper.)

### CONCLUSION: Brief conversation on tactical learnings:

1. What things in 5th City have made a lasting impression on you?
2. What surprised, intrigued you?
3. At what point did you sense yourself becoming a part of this community today?
4. What are the values you would hold in doing living environment?
5. What is the human factor in living environment?
6. What advice would you give 5th citizens regarding their future?

# LIVING ENVIRONMENT TACTICS

## LIVING ENVIRONMENT TACTICS:

## LIVING ENVIRONMENT PROGRAMS

- 3 Building Materials
- 4 Repair Equipment
- 6 Finance Clinic
- 15 Development Capital
- 19 Construction Teams
- 20 Task Forces
- 23 Local Managers
- 35 Housing Apprenticeship
- 68 Transport Backup
- 69 Minibus Service
- 70 Cooperative Security
- 76 Architect Enlistment
- 89 Recreation Center
- 102 Iron Man Plaza
- 108 Community Clean-ups
- 109 Business Redecoration
- 110 Lot Clean-up
- 111 Recycling Projects
- 112 Trash Cans
- 113 City Sanitation
- 114 Community Art
- 115 Greenery Campaign
- 117 Work Projects
- 118 Property Analysis
- 119 40 Block Plan
- 120 Planning Commission
- 121 Residential Rehabilitation
- 122 Recreation Sites
- 123 Business Center
- 124 Landholding Agency
- 125 Inspection Service
- 126 Repair Consultants
- 127 Repair Demonstration
- 128 Referral Service
- 129 Periodic Reports
- 130 Preventive Repairs
- 131 Automotive Center
- 136 Assembly Plant
- 139 Factory Facility
- 140 Construction Company

I	Community Plan	Zone Demonstration	Environment Control	Beautification Plan
COMMUNITY DESIGN				
II	Demonstration Design	Housing Development	Construction Process	Property Management
DOMESTIC HOUSING				
III	Community Center	Industrial Buildings	Commercial Mall	Cultural Nodes
COMMUNITY FACILITIES				
IV	Communication Systems	Public Safety	Municipal Services	Physical Maintenance
ESSENTIAL SERVICES				

### C. IMPLEMENTATION TALK

The Implementation Talk is intended to illuminate the practical actualization of the work of the module arena. It is most effectively given by someone who has been active in a Human Development Project--one who can share actual examples of successful programs and methods. The format of the talk is to be a sharing of helpful hints and illustrations rather than a set of philosophical principles. The talk arenas covered are:

- I. key programs: those which catalyze further action in the module arena;
- II. replicable schemes: those which organize existing resources, manpower and motivation to achieve substantial results;
- III. task force functions: effective enablement of community residents to take on the work of the module arena; and
- IV. auxiliary support: the role of the auxiliary staff in facilitating programs and leadership.

The outline which follows is designed to give a basic checklist of relevant categories. A sample talk provided in the back-up materials provides data that informs these categories. To develop this talk, the leader states in his own words the objectives of the module in the light of the particular host community and anticipated participants. Then the outline is studied to obtain an overall sense of the critical elements of the talk. Illustrations and visual aids are added at this point to fill out the talk as well as to make the presentation lively. The leader then prepares an introduction that will both capture the audience with dramatic images and give the context for this arena. Finally, a conclusion is built that will leave a powerful image that can be retained by the participants.

The format on the following page serves as an aid for the preparation of the presentation.



IMPLEMENTATION TALK PREPARATION FORM

SUBJECT:  
OBJECTIVE:

OUTLINE:

I.

A.  
B.  
C.  
D.

III.

A.  
B.  
C.  
D.

II.

A.  
B.  
C.  
D.

IV.

A.  
B.  
C.  
D.

CONTENT BRAINSTORM:

Data:

Illustrations

Visual Aids

INTRODUCTION:

CONCLUSION:

### SESSION III: LIVING ENVIRONMENT IMPLEMENTATION TALK\*

#### I. PROGRAM DEVELOPMENT KEYS

- A. Community Design Program
- B. Domestic Housing Program
- C. Community Facilities Program
- D. Essential Services Program

#### II. PRACTICAL ACTION SCHEMES

- A. Community Beautification Campaign
- B. Space Design Campaign
- C. Housing Development
- D. Community Services Campaign

#### III. GUILD/STAKE TASK FORCE FUNCTION

- A. Community Planning Meetings
- B. Scheduled Work Days
- C. Weekly Maintenance System
- D. Community-wide Management

#### IV. AUXILIARY SUPPORT ROLE

- A. Initiate Visual Signs
- B. Catalyze Community Engagement
- C. Secure Comprehensive Resources
- D. Establish Civil Relations

\*Sample Talk included in Section IV - Back-up Materials

#### D. RESOURCE PANEL

The resource panel gives the participants new boldness in utilizing available resources. The panel cuts through the sometimes overpowering mystique of governmental agencies, business executives and technical experts by opening a dialogue between local residents and people in these agencies or businesses willing to help. This involves initial presentations by panelists followed by a guided question and answer period.

The panelists may be new contacts or residents of the project community. Their role is to testify to accomplishments in human development in their area. They provide valuable information on how to obtain the data and services which are crucial for such things as proposal writing, grant receipt and training extension services. The panels are designed to expand people's concepts of what is possible in a community, as well as to serve as examples of increased motivation in engaging in the life of the community. The panelists also share the results of their experiments, sparking new ideas for the project and making people aware that the panelists themselves are resources for future planning. As community people on the panels share their story, it allows them to experience the significance of their work and renews their effort.

1. Who should be a panelist?

- a. List five people from the public or private sectors who have particular expertise in the module arena (or list the places such persons could be found).
- b. List five people from agencies who can provide, or help to provide, services which the project needs, i.e., financial assistance.
- c. List five people from the project who have been involved in the module arena.

From these 15, select four who should be asked to attend. At least one should be from the community. After the four have been selected, decide who should ask them to come that is the most likely to secure a "yes" answer.

## 2. What should the format be?

Prior to the presentation, the panelists should have explained to them the module and its intent, the project, the audience and the information that would be most helpful for the group to hear. It is recommended that each panelist spend 2-4 minutes initially addressing themselves to key questions of concern. This will give them an opportunity to get "on stage" and introduce themselves. It is helpful to give them a few questions on which to focus their presentations.

### Sample questions:

What advice would you give someone interested in initiating the program arena?

What are the most critical needs in this arena today?

What are some things we need to know in order to secure funding?

What are some of the more effective methods for securing funds?

How can you be of help to us here with the resources you have available?

Following these presentations (the panelists should be reminded to be brief), the session is opened to questions and answers from the audience. The moderator should be prepared with a list of questions covering a large variety of subjects to ensure that no individual panelist monopolizes the time, and also to ensure that a broad span of knowledge is shared. The moderator should feel free to interrupt and change the direction of the discussion if it drags or has too narrow a focus.

It is crucial to remember that the panel creates morale in the group. It does this by allowing participants and experts to share their common experience in working with local communities. It follows the implementation lecture, which creates a screen for seeing the unused resources in a community. The panel discussion offers new ideas to be used in the workshop that follows. In choosing the panel, it is important to remember that as persons on the panel communicate vitality and possibilities for local residents through their vibrant style and relevant stories, they will make the panel a signal event of the day.

#### SESSION IV: LIVING ENVIRONMENT RESOURCE PANEL

**INTRODUCTION:** Moderator introduces the panelists (who are seated across the front of the room).

**Suggested panelists:** HUD Regional Director; Architect; Real Estate Agent; Technical Assistance Office; Contractor; Lawyer  
Department Human Services; West Side Development Corporation;  
Developer; 5th Citizen.

#### SECTION I: PREPARATION

1. Moderator leads an invitational conversation with the participants:
  - a. How many people come from a community of under 1500 people? Over 100,000? In between?
  - b. What landmark do you remember most in the community you lived in as a youth? What was the beauty spot? Most impressive building?
  - c. What do you remember about the mailman, milkman, policeman?
  - d. Was your house a single-family dwelling? Apartment building? Duplex?
  - e. What is your picture of what a human living environment should look like?
  - f. What is your most pressing concern in regard to your present living environment?

#### SECTION II: PANEL

1. Moderator calls upon the panelists to say something about what they do, their chief concern about local living environment and what resources they can make available to a local community like 5th City. About 7 minutes each.

#### SECTION III: GROUP-PANEL DIALOGUE

1. Moderator calls upon participants to ask questions of the panelists.

2. Moderator invites panelists to ask questions of the group.
3. Moderator sums up the panel discussion and calls for closing insights from the group on this event.

CONCLUSION: Moderator thanks the panelists and announces the next session.

## E. IMPLEMENTATION WORKSHOP

The purpose of this workshop is to focus the insights shared during the day into the creation of a practical plan which, when carried out, will produce the desired acceleration of the industry. Participants experience new resolve in their ability to succeed through building a concrete, realistic plan complete with timeline and assignments.

To prepare for this, the leader should answer the following questions as a way to discern the specific focus of the workshop?

1. At the end of the module, what should the participants have learned about the subject (e.g., starting an industry)?
2. What are three specific arenas the participants should focus on?
3. What are some issues in this module that we could use in a taskforce in the workshop? How many taskforces should we have and how should we assign the participants to them?
4. What should happen at the closing plenary after the workshop? What would the concrete products be? What unifies all these products into one unified thrust?
5. How can we make the product of the workshop lasting and dramatic for the community?
6. Where will the product be used that will have the most effect in the community?

The format of the workshop is that of a symphony. It lays out a dramatic journey of participation which allows a product to emerge from the group. The flow moves from an introduction which sets the context to a brainstorm of ideas within the arena. A coagulation of emerging insights emerge and are reflected on until a set of decisions and resolutions are concensed upon regarding the plan. The following pages include a sample workshop.

## SESSION V: LIVING ENVIRONMENT IMPLEMENTATION WORKSHOP

INTRODUCTION: The task of transforming living environment involves:

1. creating signposts that draw forth community pride,
2. facilitating activities that manifest a new liveliness in the community,
3. claiming new or unused space,
4. transforming misused or derelict space,
5. focusing space with special nodes or symbols.

### SECTION I: PREPARATION

1. Examine the work from the morning field visit, checking the grouping of the tactics under their tactical component arenas and adding any necessary tactics.
2. Make sure everyone is assigned to a component arena. Copy the tactics from the board on to your component arena column (see worksheet).
3. Explain the objective of the workshop to create a comprehensive environmental development plan for a designated portion of 5th City, color-coded on a wall map. Supporting strategy paragraphs and a preliminary financial resource study will also be produced.

### SECTION II: COMPONENT DESIGNS

1. Divide into the four component arenas to create the 3-part product in each arena for a particular section of 5th City.
2. Before sub-dividing group into three parts, examine the current 5th City project plans in your component arena for the designated portion of the community, and further group tactics in your component column.
3. Go back and visit the designated area of 5th City if necessary.
4. Divide into the three units per component arena and follow instructions on the worksheet (attached).



### SECTION III: REPORTS AND REFLECTION

1. Looking at color-coded map: Ask group what strikes them about the map. Have someone walk down the street and describe the results of the transformation. Where does group have questions, concerns? What will impact visitors the most? What is the most dramatic sign of change?
2. Strategic activities: Have each component arena read their best strategy paragraph and invite group comments on it. What is going to be the most difficult hurdle to overcome? Where does the strategy need sharpening?
- e. Financial study: Have some elements of the financial study read. What is going to be the easiest one to attain? Hardest? What is it going to take to get that financing?
4. General questions: What did we do today? What's the victory in 5th City today?

CONCLUSION: Moderator affirms the work of the day: It demonstrates the capability of local people like ourselves to create the face of the new human community.

## SESSION V: SUPPLEMENT

The objective of this workshop is to create a comprehensive community Environmental Development Plan, color-coded on a wall map as part of a process toward the construction of a three-dimensional architectural model of the community. Supporting strategy paragraphs and a preliminary financial resource study will also be produced.

### Procedures:

1. Examine the work from the morning field visit, checking the grouping of the tactics under their tactical component arenas and adding any necessary tactics.
2. Make sure everyone is assigned to a component arena. Copy the tactics from the board on to your component arena column (below):

DOMESTIC HOUSING	COMMUNITY FACILITIES	SPACE BEAUTIFICATION	ESSENTIAL SERVICES
Rehab Housing New Housing Land Acquisition Demonstration Apartment Mini-zone Devel.	Industry Sites Commercial Mall Community Center School Facilities Health Center Church Buildings	Community Parks Play Lots Landscaping Plan Community Plaza Demolition Sites Community Gardens	Sidewalk Repairs Public Telephones Junk Pick-up Points Lighting Improvements Parking Provision

3. Divide into the four component arenas to create the 3-part product in each arena as follows:

<b>Part A. Color-coded Map</b>  1. Decide how to use color-coding to designate existing and proposed development. 2. Cut out tactical development sections from construction paper and paste on wall map in appropriate locations. 3. Identify sections with markings agreed upon from checking with the other component groups.	<b>Part B. Strategy Paragraphs</b>  1. Title the tactic groupings within your component arena. 2. Write four point strategy paragraph for each tactic grouping as follows: <ul style="list-style-type: none"> <li>- Identification of tactics.</li> <li>- Victory by (date).</li> <li>- Present advantage.</li> <li>- Steps to take for implementation.</li> </ul> 3. Create a strategy chart by coordinating with the other component groups.
<b>Part C. Financial Resource Study</b>  1. List the things in your component arena that will need financial support. 2. For each need list: finance source, estimated amount, contacts and next steps. 3. Use the form provided below. Check your study with the other component groups to get a composite chart.	

Before sub-dividing into the three parts examine the current community plans in your component arena and further group the tactics in your component column.

FINANCIAL RESOURCE STUDY				
NEEDS	AMOUNT	SOURCES	CONTACTS	NEXT STEPS

# EXAMPLES OF TRANSFORMATION TACTICS

SIGNPOSTS	ACTIVITIES	CLAIMING NEW SPACE	TRANSFORMING MISUSED SPACE	FOCUSING SPACE
<p>Signs on buildings telling what activity goes on inside</p> <p>Victory signs telling what we have done</p> <p>"Future victory" signs</p> <p>Stake signs</p> <p>Street signs</p> <p>Bulletin boards</p> <p>Village map</p> <p>Future village design</p> <p>Land use map</p> <p>Murals</p> <p>Program chart</p>	<p>Plaza</p> <p>Sports field</p> <p>Uniforms</p> <p>Festivals</p> <p>Work days</p> <p>Park events</p> <p>Buildings that are used for activities made into a demonstration of a clean, cared for space</p> <p>Weekly calendar in store windows</p>	<p>Signs of renewal like new house numbers, painted shutters and doors</p> <p>A symbol like the grid or a particular color on every available space used by HDP</p> <p>Making one section of a roadway a well-kept maintained demonstration</p> <p>Keeping designated pathways and sewers clean</p>	<p>Having a block of houses keep front yard clean</p> <p>Window boxes</p> <p>Cleaning up junk area</p> <p>Clearing land, tearing down fences, repairing broken down items</p> <p>Getting rid of ugly areas like cesspools, trash heaps</p> <p>Building refuse containers</p> <p>Using unused land or buildings</p> <p>Lights in dark areas</p>	<p>Creating node of activities</p> <p>Community center</p> <p>Parks with paths leading to and from</p> <p>Water tower with mural or sign</p> <p>Industrial complex</p> <p>Iron man statue or similar symbol in central location by public road</p>

## F. PARTICIPANT EVALUATION

The Participant Evaluation provides a time of reflection for the participants to summarize their learnings from the module training. The group reflection allows the participants to discern the key learnings of the module for themselves as individuals. The group evaluation comments allow a broader perspective on the learnings. The written evaluation form serves as a tool for the module leaders to further develop the module content and methods for future use.

The group reflects on the module with such questions as:

1. What do you recall from today's work?
2. Where did you find yourself most involved?
3. What did you get excited about?
4. Where did you disagree? become frustrated?
5. What would you say were the "learnings" of the day?
6. How do you anticipate using the learnings of the day?
7. Where would you like more information?
8. Which section of the module do you feel is most important?
9. If you were going to do this module next week with another group, what would you add? What would you delete?

The written evaluation form is filled out by the participants after the group reflection on the module. The module leaders compile these evaluation forms to discern future module revisions. The following pages include a participant evaluation form.

# PARTICIPANT EVALUATION FORM

## COMPREHENSION Check one category in each line.

	Most Clear About	Remember Partially	Unclear
1. Role of module arena in project.			
2. Program initiation method			
3. How to locate resources			
4. Basic issues in module subject			
5. 4 major parts of overview lecture			

## SKILLS Check one category in each line.

	Adequately Trained	Need More Training
1. Work in group with set procedures		
2. Reflect on experiences		
3. Evaluate progress of work		
4. Discern problems in community		
5. Ask relevant questions		

In your own words, answer the following:

1. What I learned how to do best in this module was \_\_\_\_\_
2. The most important thing I learned was \_\_\_\_\_
3. The least most important thing I was taught was \_\_\_\_\_
4. The thing I wanted more training in was \_\_\_\_\_

ATTITUDES Grade your response on a scale of 1-10 with 1 being the highest score:

SCORE

1. Confidence in working in group
2. Familiarity with government structures
3. Ease in talking to officials
4. Familiarity with program arena
5. Respect for diversity in group
6. Confidence in reasoning ability

Please comment on the following:

1. Time schedule:
2. Module Setting:
3. Lecture content and delivery:
4. Effectiveness of field visit:
5. Workshop procedures:
6. Resource panel value:

What suggestions do you have for revising this module:

#### IV. BACK-UP MATERIALS

- A. Sample Talks
- B. Case Study
- C. Bibliography



## SESSION I: LIVING ENVIRONMENT OVERVIEW

I used to sit under avocado trees in California and dream about being a famous architect. I used to dream of the city of the future I was going to design and build. In fact, one day in the early 40's I asked my mother if I could build a house. I was seven years old, I think. I wanted to build a house, so I drew up a plan. There was a peak roof, three rooms and a hallway. It was going to have a main living room and a bedroom and some other rooms I have forgotten. I hunted up the kind of lumber I wanted, ordered it and cut it up. I actually built this house. I didn't know what I was doing, but I was building a house, and I knew just what I wanted. I still dream of creating a place to live.

Did you ever paint internal pictures for yourself? One of my dreams of the future was a city where no cars run around emitting fumes. Instead a moving sidewalk took you where you wanted to go. I could never quite figure out how it would work. What if I wanted to go one way when the sidewalk was going another!! I struggled with that question as a young man. The cars all travelled underground so people went under the city to the other side and went right on to where they wanted to go. This town was designed for people.

Things have happened in Fifth City. In 1968 there was only a vacant lot across the street from where we were, filled with rubble from the building that burned there and abandoned automobiles. All up and down Fifth Avenue there were half burned-out stores and the remains of industrial buildings. Some of the community residents started dreaming. Where could we put a preschool or a shopping center? When there was nothing or when you had the feeling there was nothing, you had to create it inside yourself and put it in the future and hold it there as your vision, your dream. The last 15 years of Fifth City's history have been the struggles and victories of slowly making that dream come true.

One evening during the Consult in Pace, Mississippi, a group was walking to one of the meetings. As the group came down the main street, a strong gust tumbled one of the old brick walls over killing one of the team members. She was a teenaged girl from Pace who had been a part of the Consult because of her hope for the future of the community. My dreams are pale compared to the dreams of those people who would just like to be able to walk down their main street and not have the buildings fall over on top of them. Or, I went into an apartment in Fifth City some years ago and there was a wire net over the crib. When I asked why, the mother said that one night she went to the room and found a rat biting her child.

She put the wire net around the crib. Just think, a rat free neighborhood. Can you imagine what that would mean? It is hard to imagine having that need. But so much of the earth hopes for that.

There are some basic principles which will guide us as we look in the cultural arena. The first we will consider is the expansion of consciousness of interior space. For instance, the people in a community get up and go away to work for the day. Imagine driving back into their community and seeing the fronts of all the houses in a dilapidated section beautifully painted by a work party during the day. They would be startled by the sudden transformation. Just a little bit of paint used on a few houses. This kind of a sudden awareness of the possibility that is there in the community creates an expansion of interior space. It is like exploding the imagination. How do you plant "dynamite" like that so that suddenly one's imagination is blown, the mind has a new clarity and you really see things. For in a real sense, nothing can happen out there until it happens inside you. What exists outside you in terms of your space depends on the re-creation of your interior space. It is hard to talk about. It is as though you look at yourself and see only your failure. You see the same old place you have always lived in and it is too small and crowded. Your clothes are hanging at the end of the bed and you can't get around corners to clean. It just slowly gets worse and you find yourself living in a ghetto that you have allowed to happen. You get used to it and it becomes an institution for you. At this point, something has to happen inside you to create a new roominess that can then be applied to the space in which you live. One way to expand interior space is to take people into other homes in other communities where they can see new images and suddenly inside themselves they see the possibility for their own home.

The second principle is related to extending interior time. My rule of thumb is that you have to look a thousand years into the past to be able to look ten years into the future. Somehow, stretching forward depends upon that long reach backwards which then enables you to reach forward. If you can remember, then you can forward that memory. Does that make sense? If it does, you won't be surprised that we have discovered the heritage of a community is a critical arena in a project.

The third principle has to do with relationships. It is as though the whole cultural cycle is concerned with the breaking of old rigid relationships and introducing and creating new ones so that significance and eventfulness can be brought into people's relationships. Here the stakes and guilds are key instruments. This is where, in one sense, we have our greatest wisdom and also our greatest sense of incompleteness. How do you create corporate patterns necessary for the entire community? How do you catalyze

the community to engage in creating its future vision? How to do this is not solved.

There are many elements to be considered when dealing with the living environment in a urban community in a developed nation. First there is the overall category of community planning. Then there are such arenas as domestic housing, factories and commercial facilities. There are the essential services such as police, fire, safety and all the private and municipal services. The place to start is the community plan. For example, the community of Pace, Mississippi, has created a plan for their future with the consultation of architects and professional planners. Looking through the brochure in which they published their 20 year plan, one sees an overall design which ensures intentionality and gives expression to Pace's unique qualities. It lays out a plan for the provision of basic services, public utilities, and facilities for industry, commerce, and recreation. This is all contained within a zoning design. Research and plans for appropriate housing are included with floor plans for what new housing would look like.

The importance of a plan can't be stressed too much, a plan created by the local community. Of course there are many people who can be consulted: architects, builders and contractors, You would like to bring in the wisdom of the whole state, the nation, and the world. If you could you would like to tap the wisdom of Soleri who has done so much architectural pioneering! Of course you know Soleri does not know what your community needs, but he has the vision and dreams that you can tap as you decide on your particular plans.

As you work you have to keep reminding yourself that you are not solving all the needs of the community, but you are demonstrating possibility. There needs to be demonstration in the areas where the major contradiction is for that community. For instance, if a community has no center, there is no sense of focus. When you walk through Richgrove, California, there is no beginning, no center, no end to it; things just seem to bleed off into the vineyards. Whoever heard of a Mexican-American community with no plaza. So a plaza was planned and a demonstration is being created. It is possible to have a block be a demonstration. This requires attention directed toward the sewage and cooler systems, the security and safety of residents as well as toward the actual bricks and mortar, repairs and maintenance of the building. An apartment building and a single family dwelling can be a demonstration of what is possible.

Ownership, construction, financing and management are elements that must be considered when planning a housing demonstration. There are many forms of ownership. Most people say either "I own it" or "It is owned by an absentee landlord." There are people who live in houses which are owned by a signature on a piece of paper

three times removed from their property. Speculation can mean that piece of paper changes hands more than once during the course of a week or a year, resulting in virtually no ownership of the property.

Housing is not an easy area to plan for. There is layer after layer of complexity. There are many forms of ownerships. The condominium is increasingly popular today. The local development corporation like the one in Fifth City can own property or there is the traditional single-party ownership. When I came to Fifth City in 1966, less than 10% of the people living in the community owned their home. Now I understand that 65% live in a home which they own or which is locally owned. That is an amazing shift.

Construction is big business. The community needs to control its own construction, be its own builder and general contractor whenever possible. This involves hard costs and soft costs: hard costs are bricks and mortar; and soft costs are the architect fees, legal fees, insurance, security, etc. Building codes vary from community to community. They are complex, but one needs to know them.

This all requires comprehensive funding. The financial resources of our nation are a valuable resource. This is not the case in many nations of the world. It may require a bank loan which involves interest at increasingly high rates or government loans which generally have lower interest rates. FHA provides low interest loans and subsidies for construction and rent. There is also the 312 program which is a viable tool for doing repairs and renovation work. A third program called the Section B: Rental Assistance Act is like a rent subsidy, handled in such a way that it is not a giveaway, but treated like a loan. There are also grants and seed money. Grants come from FHA and are largely federal although there are state grants from the Illinois Department of Housing.

Probably the most important new program is the community block grant program. This block does not mean a city block but a block of money. The exciting thing about this program is that in the past major federal government grant money was given out of program guidelines and plans that originated primarily at the federal government level. The community block grant is an exciting development in our nation today. It allows a community to look at its housing, its need for recreation space, for an adequate water supply, for sewer repair, and rehabilitation of old buildings and construction of new buildings. It allows the local community to create the plan, write the proposal, and find an architect to help the community draw up and submit its plan. The block grant, though it is federal money, can be administered by the city. It is as though Washington said, "All right America, you decide what you want and HUD will try to serve your local needs." That of course is a simplification. It is still complex and yet that is basically what it means. The

point is that you decide at the community level what you need. You design it and then go work to get it.

The Urban Development Action grant provides seed money to start something in a community. It is primarily collateral. It can be used not only for housing, but also for light industry. The HUD 701 Planned Program grants funds to create the plan in the community.

Fifth City has experimented with a number of corporations to accomplish their objectives relative to their living environment. One is the Redevelopment Corporation which can buy buildings and redevelop them. The Property Management Corporation is a for-profit corporation receiving its profits from facility rental. The Environment Maintenance Corporation just received a \$75,000 grant from the City of Chicago, Department of Human Services for building maintenance. The Land Bank deals with property. So, there are corporations for building acquisition, for their management, for maintaining them and an organization for holding property.

The Redevelopment Corporation is not out to make money on the buildings it acquires for the community. It is only out to redeem those buildings, get them repaired, get them renewed, or to get buildings constructed. Therefore it is non-taxable and it can receive grants. The Management Corporation on the other hand has to make a profit in order to maintain mortgage payments on those buildings. What is key to maintaining housing and a human living environment is not all the money you get, but management. Management is a task of day-to-day caring for repairs, building community relations, and enabling the janitorial service to function. It is the ticklish job of relating the tenants in a building to a community rather than having tenants living on an isolated island.

The Management Corporation has forms in each building for the tenants to fill out which say: "The following need for service has been called to our attention: extermination, garbage removal, vacated units, security gates, locks to be fixed, water or steam leaks, insufficient heat, vandalism, and other. Please specify." These serve as a checklist that can be given to the maintenance people who go around on a daily basis and check these needs. The Maintenance Corporation engages local expertise to keep up buildings and repair boilers, etc. It is designed to be futuristic and ahead of people's needs.

The Fifth City Property Management Corporation is accountable to a board of directors from the community; therefore, it relates directly to the community. The Corporation also does a training job in relation to tenants. When people come with small complaints such as a leaky faucet, the manager demonstrates a simple method of repairing the faucet. That little act of training opens the

possibility for tenant responsibility rather than dependence. The manager is not just a coordinator of services. He is also out to create a new image of being a tenant.

Now the last two parts of environment have to do with facilities. There are social and economic facilities. One of the social facilities is the Community Center which is a place where the public can gather, the guilds can have their offices and recreation activities are available. The center may be named for important people in the community's history to give power and motivation to the community. There are other kinds of social facilities such as health centers, bowling alleys, schools and churches. All of these must be facilitated. Then there are economic facilities. These serve the community primarily as commercial and industrial development facilities.

Finally, environment includes essential services: maintenance, communication and protective services. In the Bell Telephone Company their charter requires them to be in position to serve every single square foot of this country. That means if there is a community in southwest Arizona that is 90 miles away or 30 miles away from telephone services that there is a responsibility there for the Bell Telephone Company to see that enough cable is obtained to send telephone service to that community. Police and fire services are critical to a community and are often directly the responsibility of local citizens.

Environment is the outward manifestation of the spirit of a community. It is not only the evidence of the community values, but it is also the framework for promoting the quality of life.

### SESSION III: LIVING ENVIRONMENT IMPLEMENTATION TALK

Living environment is a place where people demonstrate or act out their style. They set up structures; they set up space and tell themselves and tell other people what their life is all about by the way they use their space. It is a reflection of your life, your self-image and the community's self-image. It also reflects the values the community holds. Sometimes when people no longer see how they can participate in their community, their environment begins to reflect that lack of participation and begins to do negative things to them. The houses and the buildings just sit there and deteriorate and the streets become impassable. Or some streets become major highways and divide a community. The living environment begins to symbolize the fragmented nature of the community. It begins to symbolize the death of identity by saying, "This community will probably not be around much longer. This community is not a place you would want to live in." At this point, dealing with the living environment becomes a critical issue.

The key in living environment has to do with investing space with the power to create human relatedness. The key is demonstrating possibility. It is not determining somebody's environment for them, but rather sending up signs of what is possible, what is new, what can turn around an old image. I was thinking about when I lived in an Aboriginal community in Oombulgurri, Australia. The people had come a long way in their decision to be a community. Someone from the outside came in and pointed out a burned out building which was right in the center of the community. Now this building had been caught in a brush fire. It was a dangerous place because a lot of poisonous snakes lived in there. So we had simply ignored it and left it alone. Well, someone from outside came in and said, "Look, as long as you have that eyesore there you are tearing down the community." I began to see that we had a negative symbol and that one of the keys to developing the whole community was to deal with changing that eyesore into something that was usable for people.

Living environment has to do with permanent rather than temporary change. It has to do with establishing the fact that the community has decided to stay in being and puts up worthwhile things, not things that are going to fall apart. In the village of Maliwada, India, there are two old buildings that are about 700 years old. They are old manor houses where some rich individuals lived outside the city wall. It was a huge structure that had its own protecting wall and inside it smaller units and a central courtyard. Well, those two buildings were abandoned and had fallen into a state of

decay. Filled with rubbish, they became a reminder of a once glorious past, now gone. The owners were gone from the community. People began moving the big old rocks out, dug down to the old foundations and rebuilt the walls inside. A man from the village told me of his excitement over this. He said that when he saw staff moving those huge stones he realized that he could move those stones too. A symbolic action had taken place in a symbolic place. The people saw what they had not seen for years and years. That it is possible to rebuild. That it is possible to build a new look rather than to live out of the decay of the old. That building suddenly became fine again in a brand new way and became the school. The presence of that school in the community was an interesting thing. It was the community's gift, in one sense, to the whole state because that community was training the people who were out to create change across the whole state and nation. We did not just clean up that old shell. We got a fine architect, the same architect who designed the model city of Chandigar, India. He was a famous man who came to the village and gave his time. This was another symbol. Through this man the people were identified with the future and could see that what they did in their community indeed was a model. Living environment is about all this. It is about symbols and demonstration. It is about dealing with the future.

Living environment deals with holding the tension between the individual and the corporate. Living environment cares for individual people. What is an adequate private space for people? What honors human beings? The whole issue of housing is about that. I have seen people in this country and in other countries living in hovels. What does it do to a person to live in a hovel? What do you say to yourself every morning when you look up at the cracks and leaks and your walls are crumbling in? You are never warm enough and there's never enough space. People are all crowded into one room. What happens to people when that happens? Living environment cares for individuals and searches for a way to honor them with space. Space honors individuals, their life and their creativity and provides an opportunity for people to express their particular thrust in history.

The corporate has to do with how these individuals live together in a community. That is why you have a center of some sort in a community. It allows people to interact and to know one another, to know what resources they can be to one another. It allows people to deal with issues and see that many of them are common. It allows people to experience the power they have together, to know that they can care together. If there is no meeting space in your community, there is no way for the community to gather. In that case, the space itself is working against the forming of community.

The living environment has a living and breathing relationship to the rest of the world, also. Yet it does not let the world just ride over it. My image is big trucks barreling down the street day



after day, never allowing a community to flourish. At the same time to not have any of those trucks is to say your community is off to the side. It is interesting that we have two criticisms of freeways. One is that they divide a town in half and the other is that they bypass it; they leave it in the dust and no one even knows it is there. Living environment has to do with all these things.

There are several key arenas which enable a community to start dealing with its living environment. Where does one start? What allows people to move? How is it done? We are talking about the community in relation to the larger society. Every community has local resources though not always just what is needed. How do the social resources of the broader society and the local resources relate? It seems to me that there are three kinds of local resources. There are natural resources--the things that are just there, the natural materials, the ground itself. There are human resources--the people, their labor, their imagination, and their technical skills. When those resources are given form, there is action. I am going to name this form guilds. That is the name I put on the body of people who become self-conscious of the past, pull together their resources and focus them on the issues to be dealt with, all on behalf of the whole community. Then there are the social resources or the resources within the broader society.

The first key arena that I want to speak about is beautification. There is an obvious need for this and it can be quickly done. Everybody can participate and it is one of the quickest things to get a consensus on. In fact, sometimes all you have to do is start picking up paper and people come along. They get excited about the idea that something can be done. It is strange how you can live in a community all your life and not even notice the papers that accumulate, the trash, the disrepair. So someone comes along and begins to do something and all of a sudden there is a new possibility. I think about how this happened in Fifth City where block clubs began to work together on beautification. It is a struggle in the city where so many services may have not been delivered. People get together and begin to do something and there is a sign. Pride happens there.

In Oombulgurri it was the desire to be a sign. Aboriginal people have a reputation for being filthy people. So people decided to have a clean, beautiful community. We decided that we were talking not so much about being clean as opposed to dirty, but about being great for this community and being a beautiful place to live. So we had a crew that every morning would be out sweeping the whole village.

Another place where that kind of transformation took place was Lorimor. I came through Lorimor last September just in time for their watermelon festival. I was surprised at what had been done there. Every store front had been painted bright colors and

people were sitting in the park that had been built. That park had transformed the whole consciousness of the town of Lorimor. What had happened in Lorimor previously, was that the school became consolidated with the district and all of a sudden this town had no more reason to be. It is amazing that such a small thing can rip a town's identity and meaning out. So the downtown had just gone to pot. The impression was that you were living in a ghost town. What happened was that people did not really want to live in a ghost town, they really wanted to live in Lorimor.

So the first thing they did was take a lot that everything had been dumped in. They got cranes and dump trucks and people came out and worked. They uncovered the lot, cleaned it up and put park benches in there and painted a mural on the wall. And all of a sudden, in the midst of a ghost town, appeared a small park, a place where people could sit down and talk to each other during the day.

Then of course they had the problem of all the other buildings. So they went out and they got somebody to donate 100 gallons of paint, and they started painting. They did two things at once: they reclaimed two buildings and then decided to put something in those buildings. One was an old hotel where they started a restaurant. Just a little food place; I don't even know if it made any money, but it was something happening on the street. The other building they called a community service center, which came right out of their consult planning. They put names on the buildings and painted them.

Pretty soon they painted the whole street, all up and down with bright colors. They reclaimed all the store front windows by cleaning them and putting displays in them so all of a sudden the main street became alive. Instead of a ghost town it was a lively place to be. People began to be interested in their town again. By the time of their watermelon festival, they had moved the store from off the side street back into the center and even built an exhibit of all kinds of remnants of the past that people dragged out of their attics and made into a museum. So they had a beautiful place to be proud of, to celebrate in. To have that festival was key to signify and make that an event for the whole community. That is the power of beautification. That was the launching step that allowed people to have a new imagination and begin to recreate their community.

The way this gets done is to take the people who are interested and start the workday. The community people recruit their own workday for they have the excitement and vision. The whole community participates. The most effective thing is the quicker the better: the transformation has to be achieved in a short period of time or else it has to be phased with bursts of happenings or events. Momentum is created out of people seeing one another participate. In Fifth City one

of the keys was the block clubs. People's decision on a smaller level of the community. That is particularly important in the city because it is so hard to get ahold of the whole community. You have to have a way where people can see and identify one another.

The second key is public facilities. Many times this has to do with some kind of a sports area or a park where people have a place to gather as a community. Richgrove, California, has created a beautiful park. It looks just like downtown Chicago. The community took very simple materials and made them into a very classy park. It has bar-b-ques which look like they must have cost a mint. Do you know what they are made of? They are made of wheels off of trucks, placed on a post. They made tables and benches and a children's playlot. That was powerful as a place where people could begin to gather. You fellows from Richgrove, tell us more about that plaza.

Richgrove representative: "We started a booster's club and people invested with a loan of a hundred dollars. Anyone can loan a hundred dollars, and they didn't even mind too much not getting interest on their money. We raised \$1500 which helped buy materials for walls for our community center so we could create an office and a meeting room for our Monday community meetings. We are planning to add a 8x17 unit on the other side of the building to use for storage and to extend a room that is already there about 8 feet. The Booster's have also helped in building. We chose this space because it was a big enough place to put all this without having to put up a new building. We talked with the owner who was really interested in our plan. She said she would rather have something like that instead of an old barn in town."

So you built the support of the idea and the work force as well. When people invest in something, they have a reason to be a part of it. I notice that Kinney, Minnesota, worked on a sports house. Vogar, Manitoba, worked on a community hall. You deal with the space you have. Now tell us how Gibson did their community center.

Gibson, North Carolina, representative: "Our community center in Gibson is an old railroad depot. It was kind of an eyesore and we went to work on painting it. We painted the outside, then the inside. We had Saturday workdays with a lot of participants. The older people who could not work served the refreshments and so on. Everybody did his part. We put out posters, put it in our newspaper and announced it at the guild and stake meetings. We also put it on our bulletin board across the street from the depot."

It is really something what people will do when they get excited about something that is happening. The thing about a facility is that you can not only see it when it gets done, but you can also do something in it.

The third key is the community plan. It established that the community is for everyone by holding the whole community together in one plan. It gives a way for the whole community to be involved in how it creates its future. Cusick, Washington, is a great example of that. They got some of the retired people to work on a scale model with all the replicas of the streets and houses that were already there. Then they began to project how they would like that space used. They took about six months building that plan by using the scale model and thinking together.

In Maliwada they did it with the architect. He talked with people about what they wanted to see in their community and then he drew it up. The Ambassador's Guild promoted the plan. Whenever visitors came, the first thing they showed them was their beautifully drawn community plan. What happened was that they had a picture of how they would develop. In some ways they did not do exactly that plan; in other ways they did. But they could begin to see how their community could develop and it was very powerful to that village.

In Oombulgurri they created a community plan. They did a scale model in a park so people could walk through a miniature of their village. They could actually physically experience what their new plan was going to be, play around with it and decide where they wanted it to go. The people themselves did that with the help of an architect.

I consider housing to be the other key. If you had not ever been to Oombulgurri you probably could not imagine how critical housing is. In Oombulgurri people lived under trees, and that is all. It is not bad when it is not raining, but when it is! People had to have a way to deal with their housing, so housing became a critical issue. We did not want to move too fast on housing because we wanted those people to be able to develop a plan that they liked, that fit their own style. They had two architects come. One architect came for a visit, and we put him to work as usual. He sat down and talked with people about what they would like in their house. Then he drew up some designs. What would you think if it were built this way? What would you think if it were built that way? He had several kinds of plans that they could look at. Finally a plan began to emerge for their housing and it was their plan. It was something they could build themselves and something that was very unique. The people have to have the power to deal with their own space.

I think another key in housing is having a model house, some place where people can see what is possible. In Maliwada it was a little three room demonstration house which put new housing in the realm of possibility. A good looking mud hut is not really much of a vision is it? So you had to work to discover what would make a fine house for a small amount of money. They discovered

that if they looked at some old skills and natural materials that were already there in the community, they could use the rocks that were all around, use mud as the mortar and tuckpoint with cement. This would create a sealed house while at the same time not have the expense of doing the whole house with cement. That is how they built their house cheaply. Their main problem was finding a roof that was within reach in terms of expense. But that model made it possible for people to envision new housing. It also made it possible for people who had the money to see themselves building a house later on. They built eight units altogether and took people out of little huts, making it possible for them to have their own house with some space to move around in.

In Fifth City I remember there were several houses that were rehabilitated but I remember the one the Youth Corps did. That was a powerful event. The youth that otherwise were engaged in all kinds of questionable activities did it. Part of what made it effective was the sandblasting of the outside of that house. As people walked by, all of a sudden they saw it did not look dingy any more; it looked like new. Then they redid the inside. That was a great event in Fifth City. To me that was the forerunner for being able to do the housing tactics that were done after that. It was the symbol of starting that allowed housing to change in Fifth City.

Then of course it is the organization of how to enable people to handle housing issues. I remember a long time ago in Fifth City, my image of what held the door open for the possibility of Fifth citizens to do their housing was the Fifth City Redevelopment Corporation. It was a few people that had a little money they put together. It took them a long time before they were able to make that work for them, but it was the beginning.

The auxiliary are the people who come from outside of a community to enable a community to accomplish its vision. They listen, to enable the plan to emerge that is already there that people want. They build the relationship between the community and its resources. They catalyze action and creative imagination again and again where imagination has gotten lost. They think through the timing of what would enable a community to keep up a momentum. They deal with symbolizing all the decisions to do the work. They roll up their sleeves and start looking for the big stones to move. All of a sudden it occurs to someone else that if others can lift those stones so could I all this time. It is a symbolic role. It is the decision to be a demonstration yourself.

## CASE HISTORY: LIVING ENVIRONMENT

### ACHIEVEMENT:

Fifth City holds semi-annual environmental campaigns in which residents turn out in mass for a community wide clean-up and beautification work day. These campaigns have prompted neighborhoods to maintain cleanliness and home and garden improvements year-round as a part of their own expression of pride in their community.

### PROBLEMS TO BE OVERCOME:

Cleanliness in a densely populated neighborhood comes to individuals as overwhelmingly difficult, if not futile. When clean-up days have occurred the achievements have not been sustained. Winter, particularly, slows momentum of efforts to maintain the neighborhood. There is a need for organization, eventfulness, and equipment to succeed against a deteriorating environment.

### STEPS:

1. Work days utilizing both outside and resident volunteers created awareness of the neighborhood's power to deal with environment. These were generally focused on a specific achievement, such as the creation of a play lot.
2. The organization of environmental campaigns centered around arenas of community needs and desires. The fall campaign was oriented toward winterization and made resources available through neighborhood organizations for working on building safety, clearing away winter debris and the creation of parks and gardens.
3. Community newspapers, posters, and announcements publicized the campaigns.
4. The campaign was a week long and culminated in the massive work day. During the week neighborhood leadership and project staff visited door to door telling about the campaign and surveying needs and resources.

5. Tools, garbage cans, and equipment were acquired through donations to be made available for the work day.
6. Sod, gardening supplies, and seedling plants were made available for sale in the spring. Inexpensive storm windows and building repair materials were on sale during the winterization campaign.
7. The work day was celebrative and produced "miraculous" results. The engagement of people in each block generated the enthusiasm of others who joined in.
8. The positioning of the campaigns gave residents regular community wide events to anticipate and thereby tended to sustain the momentum generated by each event.

#### KEY RESOURCES:

The resources for the campaign were both human and material. Donations and city programs provided a great deal of the materials and equipment. Educational programs such as Agricultural Extension Service provided expertise and experiential activities. (University of Illinois sponsored a community vegetable garden with individual family plots.) Block clubs and other community organizations were essential to bringing about corporate effort.

#### FOLLOW THROUGH AND MAINTENANCE:

1. Establishing a leadership corps in each stake (neighborhood) enables future campaigns to be anticipated by the residents without outside stimulation.
2. Introduction during each campaign of neighborhood leadership to resources establishes future relationships of cooperation.
3. Garden clubs and block clubs maintain interests in beautification activities. A sense of competition between clubs stimulates momentum.
4. Site visits by outsiders to particular neighborhood accomplishments maintain community pride and motivation.

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## GLOSSARY

- Art form conversation:** Conversation using objective, reflective and interpretive categories.
- Auxiliary:** A catalytic staff of consultants.
- Brainstorm:** A list of impressionistic data rapidly elicited from a group.
- Chart:** An organization of material in a horizontal, rather than outline form.
- Consult:** An initiating planning event for a Human Development Project.
- Consult document:** The product of a consult which describes the community's two year plan.
- Grid:** An overlay of geographical and social relationships on a map.
- Guilds:** Groups of people organized to actualize task arenas.
- Human Development Project:** Specific projects in comprehensive community development sponsored by the ICA.
- Leap:** A significant accomplishment in the module arena for catalyzing broad, sweeping change in the community.
- Module:** Training event in a program arena.
- Program:** An organization of tactics for realizing the community's vision.
- Stakes:** Geographically based care units to include every individual in the community.
- Tactic:** An actional component of a program.