



UNIVERSITY COLLOQUY

MAY 1981

You never know what the future is until you bite it
and then it's too late.

SONG

WIELDING A BROKEN SWORD

(tune: I Love You Just The Way You Are)

My life's thrown into silent waters

A broken sword to be made whole

I never will know what's in the future

Until I've taken up my role

The time has come for releasing passion

I know it often seems absurd

Serving others on the journey

When I must wield a broken sword

We hear the cry and join the league in care

We see the dawning of the sun

Though we are scattered all across the globe

Common vision makes us one.

(Repeat second verse)
The time has come.....

Responding To The Call

Friday	Saturday	Sunday
<p>6.00 Registration Hor D'oeuvres</p>	<p>6.15 Wakeup 7.00 Breakfast Vocational Journey 8.30 Break 9.00 Pillars & Contradictions Workshop 11.30 Plenary 12.00 Break</p> <p>12.30 Lunch Vocational Journey</p> <p>1.30 Break</p> <p>2.00 Strategic Directions</p> <p>4.15 Implications Conversation</p> <p>5.00 Break</p>	<p>6.45 Wakeup</p> <p>7.30 Breakfast Vocational Journey</p> <p>9.30 Break</p> <p>10.00 Maneuvers Workshop</p> <p>1.30 Break</p> <p>2.00 Lunch Vocational Journey</p> <p>4.00 Taskforce work</p> <p>5.30 Weekend Reflection</p>
<p>7.00 Dinner Talk Reflection</p> <p>8.30 Situation/Trends Workshop</p>	<p>5.10 Departure for 'Excaliber'</p> <p>8.30 Celebration in Lounge</p>	

Articles read:

1. Basic science: learning to think in terms of probability
Denis G. Osborne
2. Mass media and the school: Descartes or McLuhan?
Pierre Schaeffer
3. The social sciences: current and foreseeable trends
Harold G. Shane and Bernadine Tabler
4. Towards an atomistic model of education
George Psacharopoulos
5. Latin America: the outlines of an educational model
Gilda L. de Romero Brest
6. Future Asian education: the challenge of numbers
Malcolm S. Adiseshiah
7. On the structure and function of transnational universities
Johan Galtung

KEY STATEMENTS

- The shape of the future will be determined largely by the action of governments, dependant in turn on the changing values of society and hence in some measure on the processes and content of education.
- Education is concerned with how, rather than what.
- Media can deal with content better than schools.
- Media requires schools to alter their teaching methods.
- Learner's general education should consist of socially desirable values in relation to prudent choices among alternatives.
- Education should motivate learner to acquire substantive knowledge.
- Projects in Asia are not self-sufficient, but depend on external inputs.
- In Asia, the future educational models are being developed as a contribution to the attainment of a greater degree of social equality.
- In India, the labor force is 240 million and only 20 million is in the organized sector where the education lies.
- Computer advances are already making possible what has been described as atomistic education. The student is progressing at his own pace by means of interacting with specially developed computer programs.
- Technology will be an integral part of education in the future. The teacher will become the computer programmer; the blackboard will become TV screens and schools will become a vast TV network.
- There wont be much change in education until later than the 1990's and emphasis is going to be on private self-financed education.
- Skills will go toward general rather than specific beaause employers will train in specifics.

THE TRENDS

INCREASING EDUCATIONAL ACCESS AND FLEXIBILITY

- Entering students are older;
- Knocking down of racial barriers;
- More people participating;
- Lowering of standards;
- Having input in own curriculum.

The situation is such that
1) society's guidelines require more people to be formally educated in order for them to move up in their field; 2) that the social reality becomes the determining factor in

terms of grades and enrollment; and 3) that the social reality determines whether a particular part of the world raises or lowers its standards. This situation is being addressed by universities broadening their enrollment scheme as well as by their providing education at times when all people can participate in spite of rigorous work schedules.

OPTIMIZING DATA BANKS

- Increasing computer emphasis;
- More students in business courses;
- Greater emphasis on statistics.

The situation is such that there is an increasing attempt to appropriate vast amounts of information via the computer which represents

a response to the increasing sophistication of knowledge in all fields and of Western man's never ending desire to know everything.

INCREASING DIVERSITY OF VIEWS ON THE SOCIAL ASPECT OF EDUCATION

- Increasing sophistication of subject matter;
- Crossing of traditional disciplines;
- More emphasis on the Humanities;
- Desire for reality based educational attitudes;
- Educating people as generalists vs. as specialists;
- More field studies for credit;
- More community involvement;
- Students less naive;
- Emphasis on values among leaders.

The situation is that universities deal with two issues: 1) that students are being trained for a job in society, and 2) that there will be some study of the current social issues. The trend is toward an increasing sophistication of job skills, and toward studying social issues in interdisciplinary groups.

SELF-ORIENTED EDUCATION

- Lessening of financial assistance;
- Domesticating of student radicalism;
- Turning toward security;
- Impacting role of students in the Third World but not in the USA.

The situation is such that students are finding themselves alienated from societal roles as university students, cynically. There is a dual reaction to this trend, either just apathy or an intensive planning

and working on self-oriented vocational thrusts with short term results.

THE GET-AHEAD ATTITUDE

- Quantitative emphasis on products;
- Isolation from local communities;
- Emphasis upon individual effectivity;
- Job market influences on motivation to learn.

The situation is that in response to competitiveness in society, students find that their purposes for education are separated from reality. Isolation stops people from perceiving their interconnectedness. By

focusing on grades and beating each other, they harm themselves and each other.

PILLARS

Chicago Nexus

Quarter IV, Wk. 9

ENABLING VOCATIONAL DECISION	INTER-ACTING SOCIETAL ROLE	PROVIDING LIFE METHODS	COMMUNITY CARE STRUCTURES	DEVELOPING RESPONSIBLE ROLES
Overall Vocational Screen	Sustaining Comprehensive View	Effective Learning Methods	Communications	Conscious Responsible Roles
Forging Radical Selfhood	University/Community Dialogue	Decision Making Skills	Participation in Decision Making	Providing Structural Involvement
Decisions with Societal Relationship	Providing Society - Needed Specialities	Practical Skills, Experience	Comprehensive Accountability Structures	Constructive Revolutionary Roles
Creating Life Story	Edge Research	Creative Community Interchange	Advisory Dialoguing	Creating Sustaining Community

CONTRADICTIONS

Chicago Nexus

Quarter IV. Wk. 9

INAPPROPRIATE PURPOSE OF UNIVERSITY	LIMITED SOCIETAL INVOLVEMENT	ANTIQUATED TEACHING METHODS	INEFFECTIVE RESOURCES INTERCHANGE	EDUCATION PRECLUDES COMMUNITY
The purpose of the university is seen as improving individuals rather than providing society with responsible members.	There are inadequate images to relate to the complexity of the present & future, leading to isolationism or escapism in the immediate.	Teachers see their job as to simply rehearse information & are reluctant or unable to create new methods to meet students' needs and demands.	The underlying contradiction is the institutionalized valuation of self interest rather than societal interest.	Education for getting a job excludes necessity for community.
No Vocational Counseling	FACULTY HAVE LIMITED KNOWLEDGE OF COMMUNITY SKILLS	FACULTY FEAR OF LOSING JOB	LACK OF ACCESS TO ELDER'S WISDOM	EMPHASIS ON LEARNING FOR MONEY
UNCLEAR GOALS DECISION	EMPHASIS ON FOLLOWER RATHER THAN LEADERSHIP	PROFESSORS STAGNATE AFTER TENURE	EX-CURRICULAR ACTIVITIES SHORT CUT TO CMNTY ENTRPRIZE	'UN-COOL' TO CARE
CONSERVATIVE DOMESTIC ROLE OF STUDENT	No PREVENTATIVE OR CONSTRUCTIVE COUNSELING	TRADITIONALIST EDUCATORS	COMMUNITY SEES UNIVERSITY AS UNTOUCHABLE	UNIV. HOLDS No RELATION WITH DROPOUTS
No COMMON PURPOSE	ISOLATION FROM IMPACT OF WORLD ISSUES	INEFFECTIVE TEACHER TRAINING	COMMUNITIES DONT HAVE ACCESS TO UNIV. RESOURCES	FRAGMENTATION OF DISCIPLINES
SCHOOL JUST A VEHICLE	NO EXPERIENCE WITH THE 85%	VAGUE ROLE OF PROFESSOR	BUILDING WORTHLESS EDUCATION (WHY BOTHER?)	TRADITIONAL EDUCATION STRUCTURES ARE TOO NARROW
STUDENTS NAIVELY IDEALISTIC OR CYNICAL	IMPOSED, STATIC RESIDENCE REQUIREMENTS	STUDENTS LACK METHODS	UNIV.S DONT HAVE ACCESS TO DEFINITION OF RESPONSIBILITY	No STRUCTURED REFLECTION PROCESS
COMPETITIVENESS ENGENDERED	PARTYING PANACEA	INFLATION AFFECTS UNIVERSITY	UNIV.S ACCEPTING PERVERTED SOCIETAL VALUES	
STAFF RELATIONSHIP TOWARD STUDENT	NO CORPORATE GROUPS IN UNIVERSITY	EMPHASIS ON RESEARCH VS. PEDAGOGY		
STUDENTS DISRELATED FROM UNIV. COMMUNITY	HOKEY GROUPS INTERFERE WITH EFFECTIVE ACTION	OUTDATED GRADING SYSTEM		
LACK OF INTEREST IN EX-CURRICULAR ACTIVITIES				
UNIVERSITIES ISOLATED FROM COMMUNITY				

MANDATES CHART

I

BUILDING UNITED FOCUS

II

THEORETICAL/PRACTICAL CURRICULUM

III
COMMON
MISSIONAL
THRUST

I

C

Exploring
Vocational
Question

A

Residential
Experiment

F

Field
Educational
Experiences

J

Building
University
Consensus

D

Participating
In
Building
Curriculum

G

Alternative
Education
Schemes

Student -
Faculty
Relations

B

E

Curriculum
For
Human
Needs

Community
Action

H

Occupational
Skills
Training

MANDATE PARAGRAPHS

A. Resident Experiment

History calls the strategic directions toward effective education to be experimenting with authentic community. This involves radically committed students forming a demonstration house, nonresidential covenanted body of people working toward service in conjunction with education, and the creation of a regional and national network of people committed to transforming the university.

B. Community Action

History calls the strategic directions toward effective education to be an increase in the sharing of resources between the university and its community. This involves a student - town community action committee, students donating time and effect to the community, inspiring yet realistic community practical experience for students, local community expertise utilized by students and faculty, student and faculty learnings shared with community, and joint university - community events (such as celebrations and ceremonies).

C. Exploring Vocational Question

History calls the strategic directions toward effective education to be enablement of vocational decisions. This involves the use of Ecumenical Institute programs on campuses, and developing vocations workshops.

D. Participating in Curriculum Building

History calls the strategic directions toward effective education to be an introduction of effective educational methods. This involves student participation in planning and evaluations, imaginal education, faculty evaluation and experimentation with methods.

Curriculum For Human Needs

- E. History calls the strategic directions toward effective education to be the expansion of curriculum to include a response to future and human needs. This involves seminars on long range issues, methods of futuristic projection, curriculum on constructive human relationships, and an annual vocational - self inventory.

mandate paragraphs contd.

Field Educational Experience

- F. History calls the strategic directions toward effective education to be an occasioning of global responsibility. This involves first hand experience in 'third world' situations, human development PSU's on campus, courses in social responsibility, and an institutional stance of service acted out in community.

Alternative Education Schemes

- G. History calls the strategic directions toward effective education to be responsive and open to providing alternative forms of education where formal structures are inadequate or inappropriate. This involves guidance and referral for specific needs, expansion of continuing education, providing credit for other forms of learning experience, and research and creation of appropriate alternative modes in public media.

H. Occupational Skills Training

History calls the strategic directions toward effective education to be integration of the theoretical with the practical. This involves accredited work experience, courses designed by industry, Urban Studies HDTI, apprenticeship.

I. Building University Consensus

History calls the strategic directions toward effective education to be enabling total participation in university decision making. This involves leadership training in consensus methods, dissemination of information concerning important university decisions before the fact, and holding forums with all groups within university.

J. Student-Faculty Relations

History calls the strategic directions toward effective education to be the development of student-faculty rapport. This involves student-faculty teaching teams, cooperative course evaluation and planning, encouragement of intentional periodical journey check points, and dialogues during orientation periods.

LAYING THE FOUNDATIONS

Chicago Nexus

Quarter IV, Wk. 9

Building our Declaration

Positioning the Forces

Catalyzing Movemental Collegiality

DECIDING
REVOLUTIONARY
INTENTS

UNIVERSITY
COMMAND
POST

SUMMER
TASK
FORCE

NETWORK
SUPPORT
STRUCTURES

RESEARCH
AND
DOCUMENTATION

CAMPUS
ENGAGEMENT
STRATEGY

ORDER/
UNIVERSITY STUDENT
RELATIONSHIPS

MANEUVERS: LAYING FOUNDATIONS

I Building our Declaration

The victory in the arena of deciding our revolutionary intents is a common grounding on the foundational understanding and the intentionality necessary for the comprehensive transformation of the university. This will be accomplished by:

1. articulating operating principles
2. grounding historical role of revolutionary in the university
3. strategizing priority screen
4. formulating our own story

The victory in the arena of research and documentation is the creation of an extensive collection of resources. This will be accomplished by:

1. documentation of this week II, past models and experience within the movement, and all the work of this summer
2. circulation of data through common interchange vehicle (newsletter and phone)
3. discerning guidelines for experiments in solitary and corporate symbolic life (core groups, individual symbolic life)
4. cross-country research of articles and models, extensive surveys, and interviews

II Positioning the Forces

The victory in the arena of university command post is the establishment of a structure that coordinates and enables the implementation of the intents and plans formed in the university colloquy. This will be accomplished by:

1. ongoing coordination
2. assignments and accountability and absolution
3. handling finances
4. fall colloquy planning

The victory in the arena of network support structures is creating a basic network for continuous dialogue and care. This will be accomplished by:

1. organizing the obvious clusters by holding cluster meetings
2. linking lone colleagues into cluster care through gridding the network and letters
3. initiating information exchange systems
4. experimenting with common formats for reflection
5. imaginal education training

The victory in the arena of campus engagement strategies is increased participation by university students across North America in programs aimed at enriching their universities. This will be accomplished by:

1. finding colleagues within universities
2. creating support between facilitators
3. engaging in external communications/outreach
4. developing and planning programs

III Catalyzing Movemental Collegiality

The victory in the arena of order/university student relationship is seeing our task as one. This will be accomplished by:

1. communicating this groups intents
2. defining the role of university students in the Order
3. defining the role of university students in the Movement
4. engaging order participation and brooding

some tactics include...

- university focused collegiuag
- conversations with internal life commission
- reflecting on this weekend with the panchayat
- formal and informal conversations with order members and movement members

The victory in the arena of the Summer task force is the happening of a new university thrust task force as an integral part of the summer program. This will be accomplished by:

1. articulation of specific intents
2. recruitment (global)
3. getting into summer program
4. time use planning

VOCATIONAL JOURNEY DRAFT

WORKING DRAFT

			I	II	III	IV
EVENTFUL ENCOUNTER	PROFOUND ADDRESS	INTRUDING EVENT	CONFRONTED BY HUMAN PAIN	BESIEGED BY INCLUSIVE CLAIMS	ASSAULTED BY SHEER ABSURDITY	ENGULFED BY INFINITE OBLIGATION
		EVOKED CONSCIOUSNESS	EXPERIENCING SEIZURE OF LIFE'S CARING	ENGAGING UNJUST UNIVERSAL SUFFERING	SUFFERING DOUBT-FILLED SOLITARY SACRIFICE	MAINTAINING FANATICAL TRANSPARENT CARE
INTENTFUL RELATIONSHIP	PROFOUND DESPAIR	OVER THE HUMAN STRUGGLE	SELFHOOD AUDITED BY VOCATIONAL AUTHENTICITY	INTERIOR DISCIPLINE EXPOSED BY OVERWHELMING DEMANDS	VOCATIONAL INTEGRITY EXTINGUISHED BY FRUITLESS EXPENDITURE	ELECTIONAL CERTITUDE UNDERMINED BY UNWORTHINESS
	PROFOUND DECISION	ABOUT THE MYSTERY'S DEMAND	DETERMINING AUTHENTIC SIGNIFICANT EXPENDITURE	EFFECTING HUMANNES IN UNIVERSAL JOURNEY	BEARING THE OFFENSE FOREVER	BEING MYSTERY'S SUBMISSIVE INSTRUMENT
TRANSFORMING DECLARATION		SEDUCTIVE PLATEAU	CREATING INSULATED LIFE OPTIONS	SEGMENTING LIFE INTO PRIVATE OBLIGATIONS	CONTROLLING COVENANTAL CLAIMS	YEARNING FOR HISTORY'S RESPONSIVENESS
	DESTINAL LEAP	ACKNOWLEDGING MYSTERY'S CLAIM	ACTUALIZING PERPETUAL REPENTANCE	WILLING VOCATED HUMILIATION	EMBODYING CREATION'S COMPASSION	
			I AM WILLINGLY CAREFILLED	I AM AWE-FULLY EXPENDED	I AM WONDEROUSLY CHOSEN	I AM BEING'S TRUST

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REPORT TO THE ORDER ON THE UNIVERSITY COLLOQUY

For years, university communities have been floundering in the morass of self-gratification and subservience to the economic, yet today something new is in the air: a faint scent of radically new directions. Global responsibility, covenanted community, and vocational authenticity are issues being addressed and experimented with in creative new ways. The university students of the Order, sensing from these and other indicators an imperative for self conscious action, pulled together to dialogue about the futuristic direction of higher education, and our role in occasioning that.

The University Colloquy took place on the fourth floor of the Kemper Building, Chicago, Illinois on the last weekend in May, 1981. It was a two-day session, running from 6:00 Friday evening until 5:00 Sunday afternoon. In attendance were 35 students from 23 colleges and universities across the nation as well as representatives from Global Research and Operations Centurms, including the Phase I Program. The group was gifted with a diversity of experience and perspective.

Two distinct threads were woven into the fabric of the weekend. The first was a sequence of five workshops dealing with trends, pillars of higher education, contradictions, strategic directions, and maneuvers. The second thread, illuminating all else that took place, was a series of meal-time conversations led by the Panchayat, exploring the depth human reality of the vocational journey.

In the first workshop we looked at the increasing variety of complex issues present in universities today and identified such trends as Self-Oriented Education and Increasing Educational Access and Flexibility. (See attached chart.)

The Pillars workshop was a visioning process, identifying timeless dynamics through which universities serve students and society. Some of the categories that emerged here were Enabling Vocational Decision, Providing Life Methods, and Community Care Structures. (See chart.)

In the contradictions workshop, five underlying contradictions were identified, including Inappropriate Purpose of the University, in which the purpose of the university is seen as improving individuals rather than providing society with responsible members; and, Limited Societal Involvement, in which there are inadequate images to relate the complexity of the present and the future which leads to isolationism or escapism in the immediate. (See chart.)

The strategic directions workshop identified ten mandates. These were grouped in a holding chart under three titles: Building United Focus, Theoretical/Practical Curriculum, and Common Missional Thrust. Two examples of the mandates are Curriculum for Human Needs, and Residential Experiment. (See chart.)

In the final maneuver workshop, we addressed the issue of how to use the summer to build toward a position of strength by the beginning of the fall semester. Seven arenas of activity were consensed upon, including Network Support Structures, Research and Documentation, and Campus Engagement Strategy. A seven-member command post was assigned to insure coordination and symbolic leadership. (See chart.)

The close of the maneuvers workshop marked the end of the University Colloquy. Yet it also marked a beginning. A resolve had emerged on our part to pick up the task of forging the new role of the university in society - responsible to the globe, and acted out in primal human community.

The potential implications sparked by the event of this colloquy are already bubbling. On the weekend following the Chicago Colloquy, an event was held in Indianapolis in which twenty faculty from seven universities in that area engaged in indicative battleplanning relative to their own situations. An understanding of common vision was established between the participants in these two events, marking the initiation of a self-conscious network focused on transforming the future of university life.

There already exist groups of awakened and engaged university students, faculty, and administrators in several places in North America, such as Boston, New York, and Chicago. The formation of these into self-conscious clusters could greatly empower the base from which we act.

The image of a Fall Colloquy excites people. Already there are groups and individuals who, in hearing about the May event, have expressed an eagerness to participate in the future, reinforcing our intuition that the time is right for a renewed thrust in this direction.

In closing, let us share with you a concern. The Colloquy was limited by a degree of parochialism. Greater globalization of our thinking is needed. We encourage those of you, particularly outside North America, who are involved in experimentation in this arena, either programatically or in your brooding, to make sure your input becomes part of this journey. We would find responses to the following questions particularly helpful.

1. What contacts do we have in universities in your region?
 - Who
 - What university
 - What position
 - Who is our entree
2. Looking at the contradictions chart, which seem most on target for universities you are familiar with?
3. Looking at the mandates chart, which three mandates would the university you know be interested in pursuing structurally?
Which would students you know get excited about working on?
4. As we continue to move in this arena, what two or three pieces of practical advice should we keep in mind?

Feedback can be addressed to:

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Thank you.
Grace and Peace,

Peter Clement

Peter Clements
The University Task Force