THE

HUMAN DEVELOPMENT COURSE

FACULTY MANUAL

MARCH 1981

THE INSTITUTE OF CULTURAL

AFFAIRS: BOMBAY

TABLE OF CONTENTS

HUMAN DEVELOPMENT COURSE
OVERVIEW

?Days Times	Friday	Saturday	Sunday
7:00am Bkfast Conv		Conversation Significant Time	Conversation Engagement
8:30 Lecture		Lecture Project Launch	Lecture Organization And Frame
9:30 Workshop 12:00		Workshop Maneuvering The Tactics	Workshop Training Initiation Model
12:30 Conversation Lunch		Conversation Community Space	Conversation Course Evaluation
2:00 Lecture		Lecture Actuation Journey	
3:00 Workshop 5:30		Workshop Creating A Guild Event	
6:30 Supper Conversation	Conversation Introductions	Stake Meeting	
7:45 Lecture	Lecture The Times and Human Development	Conversation Ancient of Days	
8:45 Seminar 10:30	Workshop Charting HDP Document	Seminar Economic and Social Social Principles Reflection Personal Planning	

LACE AND MATERIALS

RITUALS	DECOR	CENTREPIECES	OTHER MATERIALS
What appears to be a breaking down of civilization may will be simply the break-ing up of old forms by life its-elf. Joyce Oates At the edge of history the future is blowing wildly in our faces sometimes brighening the air and dometimes	1. Community Organization Chart 2. Programme Chart 3. Gandhi Picture 4. Econ Princi Social Prin Cult. Princi Charts 5. Two local man prints (EASF Calendar or Breughel) 6. Consult Method Chart	Same Blue For All Sessions GEODE ROCKS	1. 30 Sikror documents 2. 3 copies of this manual 3. Decor Kit 4. Shells 5. Blue Cloth 6. Plain paper 7. Blackboard 8. Butcher Paper 9. Markers 10. Registration slips 11. Brochures of coming events 12. Agency lists of available training 13. 200 4X6 Cards 14. Chalk 15. Eraser 16. Tape 17. Thumbtacks 18. Razer Blades 19. 2 ft. ruler 20. 30 Songbooks
blinding us. William Thompson Man Anticipates more or less clearly his entire future at every moment Ortega We have arrived at a historical vantage point where the waste-land ends and human wholeness and fulfillment begins. T. Roszak The task Before us now if we would not parish is to shake off our ancient prejudices and to build the earth. Chardin Action removes the doubt	7. "There is nothing in life worth having which cannot be had in the villages" 8. "Action removes the doubt that theory cannot Solve"	DRIFT/NATURAL WOOD BROKEN GLASS FLOWERS IN LOW VASES Shells	
Action removes the doubt that theory cannot solve.			

20TH CENTURY REVOLUTION		ALTERNATIVE APPROACHES		INDICATIVE PLANNING		LOCAL COMMUNITY	
SCIENTIFIC REVOLUTION	Unified universe	TRICKLE DOWN	International agencies	ANALYSIS	Hope and dreams	PAST GIFTS	Self-ordering
	Relational Universe		Top gets money		Operating Vision		Self-sustaining
	Dynamic universe		Regional arm		Blocks		Self-identity
	Statistical Universe		Reevaluated internationally		Underlyings contradictions		Creative Probbs
URBAN REVOLUTION	Space	BUREAU-CRATIC PATERNALISM	We decide and deliver	PLAN	Broad strategy	COLLAPSE OF COMMUNITY	Change of World Sci.
	Time		Blame village		Practical Proposals		Mobility-urbanization
	Relations		Inappropriate Schemes		Specific Steps		Collapse of Mythology
	Roots		Timeline and Implementaries		Tactical System		Rebirth of Community
SECULAR REVOLUTION	Encounter	DISESTAB-LISHMENT PROTEST	Blame govt.	IMPLE-MENTATION	Organizing System	EMERGING STANCE	All the goods
	Moral act		Local Conscience Citation		Programs		All the decisions
	Relations		Bring societal		Timed actuation		All the gifts
	Certitude		Doesn't change		in line		For all the people
LOCAL MAN.	Two million villages	BOOTSTRAP MORALISM	Self made Community	ACTUATION	Begin Immediately	RESURGENCE OF LOCAL	The rise of local community
	Rise of Consciousness		Blame village		Engage Community		Global Revolution
	Assumption of Responsibility		Interdependence of society		Visible signs of change		Transmutation of gifts
	Demand for Participation		New form of Development		Symbolic tactic Tactic		New world in Making

Column One :

Overall sentence:

The Twentieth Century is in the midst of a global history-forging revolution
affecting the most profound changes in human kind and its society.

1. The very way humans conceive of the world has altered from a dualistic, substant-
ial , static, cause-and-effect world view to a relational, unified, dynamic,
probable universe.

2. The style in which people act has changed from a parochial, slowly rhythmed,
one-to-one related, past-rooted rural style to a global, frantically rhythmed,
structurally related, future-rooted urban style.

3. The common mood has changed from encoun ering awe at the edge of existence to
encountering it at the centre. Morality related to static principles to temporal
models, being a victim of history to deciding its direction, from certitude
coming from authority to coming from authenticity.

4. In the midst of this revolution local man in some 2 million villages demands an
authentic role in shaping his tory,to demand a part of the goods and services
available, and to demand responsibility for development of the character of the
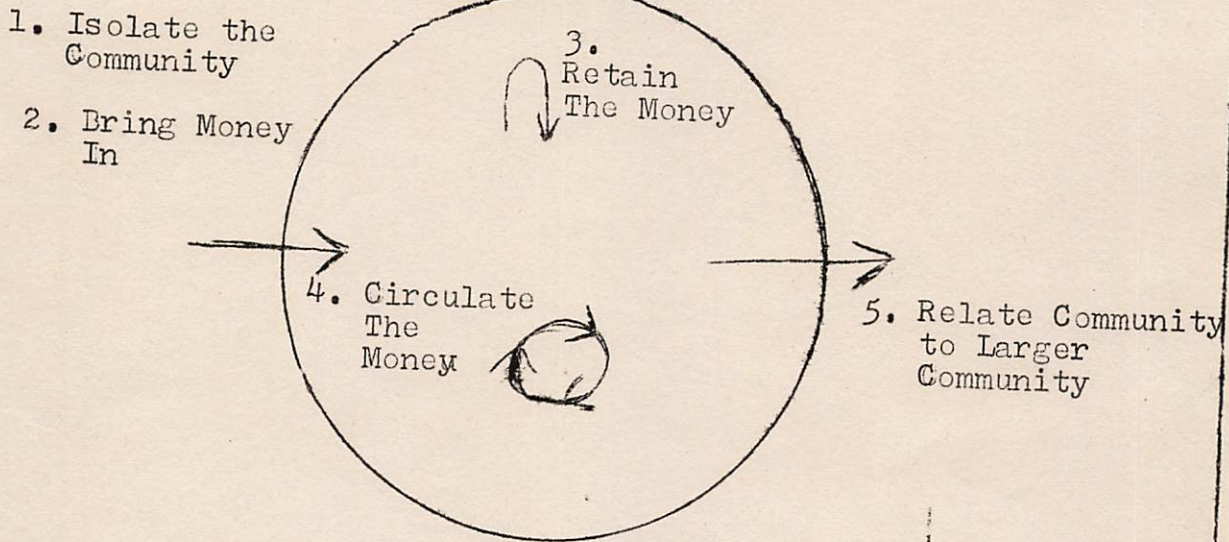globe.

Overall Sentence:
In the past 30 years, in response to the rise of local man a variety of approaches
to development have been attempted by international and national public, private
and voluntary agencies.

1. The most pervasive approach has been the trickle down method, where large an ounts
of captial is injected at large infrastructure or industrial project an d have
resulted in little of the benefit reach ing the poorest.

2. The second approach has been a bureaucratic paternalism, wh en an agency decides
a solution to the local problem and either implements it directly or offers the
possibility locally, resu lting ei ther, in many cases inappropriate or unwanted
solutions or unimplementable schemes with local co mmunity the source of the
problem.

3. An increasingly popular ap proach has been disestablishment protest blaming the
government and pressuring agencies to deliver schemes resu lting in a dependency
on the agencies.

4. A fourth approach has been a Bootstrap mentality saying that the local community
should have the ability to create its own solutions at its own initiation
without outside help.

Overall sentence:
This method is really none of these but an alternative to all, involving the use of
outside and local concern for development when the local creates and implements
the plan with assistance from the outside.

1. The community and outside consultants first analyze the hopes and dreams of the
village, the operating vision and the practical,foundational blocks to realizing
the visions, called the Underlying Contradictions.

1. Isolate the
   Community

2. Bring Money
   In

3.
Retain
The Money

4. Circulate
   The
   Money

5. Relate Community
   to Larger
   Community

2. All Problems

4. Depth Human
   Issue

1. Delimited
   Geography

3. All People

5. Symbol
   Is Key

26.

2. The second broad step is to create a plan that consists of the broad strategic directions that will deal with the contradictions, called the practical proposals and the systems of specific actuating steps for the proposals, or the Tactical Systems.

3. The third planning step is the Implementation Scheme which is the organizing rationale for the tactics and the Community or Practical Programmes and the specific step-by-step process for implementing the tactics and programmes in a timed sequence called Timelined Implementation.

4. This planning process allows a community to immediately begin the implementation It plans and engages the existing motivity of the community, creates visible signs of change and actuates events that begin to answer felt needs of the community.

Overall Sentence:

This process presupposes that local or primal community is a crucial dimension of settlement and creativity, and is about the process of giving shape to the new form of human life at the local level.

1. Primal Community has in the past been the focus of order, sustenance and identity for the individual, requiring input from the outside for change to happen.

2. Over the past century the structures of primal community have collapsed under the onslaught of a global, industrial and futuric world-view; Mobility, shifting the focus of work and recreation away from local community and the media focussing significance toward the upper classes and economic success.

3. This collapse, coupled with the rise of local man, has created the realization that all the earth belongs to all the people, all the goods belongs to all the people, all the decisions belong to all the people and all the cultural gifts belong to all the people.

4. A new world is in the making starting at the most grass-roots level, with global ramifications, transmuting the very fabric of socoety and recasting local community into a new social mechanism of care, creativity and the resurgence of human existence.

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8

DEVELOPMENT PRINCIPLES		DEVELOPMENT DANGERS		MANEUVER ART		VILLAGE DECISION	
AUTHENTIC CHANGE FABRIC	Not bandaids	DISTRUST BY COMMUNITY STAFF	Not involve the Community	VICTORY CIRCLE	Indicative plan Review	COMMITMENTS REQUIRED	GCF event
	Comprehensive development		Paternalism		Bottomlines		Village Leaders Nods
	Releasing Creative energy		Inauthentic Journey		Target		Village Meeting
	Building History		Making community dependent		Graphic image		Consult prep set up
ECONOMIC PRINCIPLES	Getting money in, keep, circul.	DISESTAB-LISHMENT	Competition cooperation	ADVANTAGE VULNERABLE	Advantages conversation	SELECTION	Meeting regional contradictions
	See as one economic unit		Dishonoring 4 sectors		Vulnerabilities conversation		Capacity to be demonstration
	Relate globally		Going native		Brainstorm Lo's		Integrated Design
	Agriculture Comm. Industry		Strikes rather than models		Gestalt do's		Transport Availability
SOCIAL PRINCIPLES	Delimited Geography	PROTRAC-TED CAMPAIGNS	Doing programs	MANEUVER WRITING	Maneuver chart	IMPLEMEN-TATION	Weekly tactics
	All people All problems		Planning for 12 Months		What, when, who How		Regular work Days
	Depth human problem		Waiting for government		Paragraphs		Guild Actuation
	Health, Educat. Welfare prog.		Long term educ is required		Timeline		Leadership meetings
HUMAN PRINCIPLES	Expanded space	IMPOSING PROGRAMMES	Expertise is it	EVENTS AS SYMBOLS	Poetic titles	STAND ON OWN	core of leaders
	Intensification of time		Neglecting felt need		Drums, flags banners		guardian net
	Structural Relations		Inappropriate technology		Victory before the Battle		Guild/stake Dynamic
	Environment, pattern, identity		Skills not available		Reflec./Eval.		Village Assem.

Column 1   DEVELOPMENT PRINCIPLES

Overall Sentence

Human development is concerned with the authentic change in the actual fabric
of a community. This involves actualizing the economic, social and human
principles of development through the nine programmes.

4 Subpoints

1. Authentic change in the fabric of a community is more than putting bandaids
   on a community; it is about releasing the creative energy and creating the
   sustaining dynamics which will make that community a continual builder
   of history.

2. The economic principles build within a community the self-sustaining
   economic system which is a foundation for the total development of that
   village; agricultural upgrading, commercial enterprises and local industry
   are manifestations of the building of this system.

3. The social principles require that all the people within a delimited
   geography are cared for in a depth and total way; social programs
   ensure that everyone in the community has the possibility of good health,
   a basic education, and significant engagement.

4. The human principles release a community from its stagnant divisive
   patterns and enable it to expand its space , intensify time and unfreeze
   its relationships in order that the courage and creativity of the commun-
   ity is released; the move on environment, corporate patterns and the
   community identity catalyze mew human community.

Column 2   DEVELOPMENT DANGERS

Overall Sentence

In the midst of doing development, there are traps which slow down the
village journey. This includes auxillary distrust of the village, a
disestablishment stance to the private, public and voluntary sectors, pro-
tracted campaigns which slow down momentum, and the imposition of programs
which the community has not said yes to.

4 Sub-points

1. Distrust by the auxillary staff slows down human development because
   it treats the community as children rather than as adults in training to
   do their own development; paternalism occurs rather than authentic
   journeying.

9

2. A stance of disestablishemt sets up competition and blocks participation of all sectors; energy is placed on protest rather than on model building.
3. Protracted campaigns become perfunctory and slow down momentum unless they are imaginally offset by regular eventfulness within the community.
4. Programs imposed from the outside but not consensed on or moved on by the community may "look good" for a while but will not be sustained by the local

Column 3 MANEUVER ART
Overall sentence
The method os maneuver is key to building and sustaining actuation momentum and insures flexibility in responding to actual situation.

Sub-points
1. The community discerns the necessary victories and consenses on the focused thrust for pa particular time period.
2. Reflection on the advantages and vulnerabilities in in bringing about the consensed victories creates a screen for the appropriate do's.
3. The writing of the maneuvers allows a group to embody those maneuvers and give their lives to actualizing them. .
4. Poetic titles, songs slogans give the group a way to celebrate their victories before the battle.

Column 4 VILLAGE DECISION
Overall Sentence
The Village decision to do the project throughout the development journey is a must and without it the next phrase of the project can not be undertaken effectively.

4 Sub-Points.
1. Pre-events are held in the community to allow an authentic local decision about participation in human development.
2. In light of yes's by several communities, the development team chooses the village which has the most potential for beoming a demonstration.
3. Daily and weekly implementation events keep the village practically related to its own development.
4. Creation of guilds, stakes, leadership cores and guardian networks call forth a community to stand on its own as a self-confident entity.

ACTUATION PRINCIPLES		ACTUATION JOURNEY		COMMUNITY JOURNEY		LEADERSHIP DEVELOPMENT	
MULTI-CITY OF TACTICS	Inclusive community devel	SHORT AND LONG SWORD	Doing only the immediate	INITIAL EXPECTA-TION	Use motivity	SHADOW PRINCIPLE	Teach how to
	All Arenas at Once		Doing only long term action		Mass impact		Watch him do it
	Timeline of Tactics		Parochialism		Not call the Village		Never teach Independence
	Visible/ Substantial		Stagnation		Enemies		Multiple shadow
IMPLE-MENTATION BALANCES	Long term Tactics	INTERNAL EXTERNAL TENSIONS	Turning in	DISILLU-SION TIME	Failure of Project	JOURNEY LEADERS	Select Formal Informal
	Break into Small Parts		Loss of "on behalf of"		Blame is placed		Spirit journey
	Short term Tactics		Dilution of energy		Hope unrealized		Long March Dark Night
	Spread out		There must be a better place		Simple signs of Progress		Return to Service
COMMUNITY RHYTHMS	Yearly	LOSING MOMENTUM	Plodding mind-se	RECREATED pers PERSEVER-ANCE	Honor Disillu-sionment	ONGOING TRAINING	Planning
	Weekly		Uncompleted visible sighs		Increase Momentum		Implementation
	Daily		Getting into Fixed Rhythm		Site visits		Framing
	Recreation		Not building in eventfulness		Environmental Change		Style
EFFECTIVE TACTICS	Visible	INCON-SISTENCY	Build Distrust	SELF CONFIDENCE	Documentation	SUSTAINING STRUCTURES	Contextual Statements
	Engages Village		Not following through		Transition Event		Authentic Engage. Assign.
	Quickly done		Dishonoring Consensus		Interchange		Depth Nurture Events
	Symbolic		Disperse Power		Teaching Village		Wisdom

Column 1 ACTUATION PRINCIPLES

Overall Sentence

Effective actuation involves the use of a multiplicity of tatics, balance in
the kind of implementation, the creation of community rhythm and the regular-
ity of motivational events.

4 Sub-points

1. Moving on all arenas of development at once is crucial to rapid change in
   oo community.
2. Effective implementation includes long term tactics, immediate visibility
   and requires different kinds of skills which call forth the creativity of
   many kinds of people.
3. Recreated yearly, weekly, daily time designs which give meaning to the
   life in a community release motivity.
4. Quick visibility, energetic village engagement and symbolic acts build
   and sustain momentum.

Column 2 ACTUATION PROBLEMS

Overall Sentence

Actuation can be slowed down or halted if values such as immediate-long
range, internal-external, momentum and consistency are not held in tension.

Sub-points.

1. Exclusive use of short swords leads to parochialism and doing the immediate
   synsyndrome while exclusive use of long swords leads to doing only long
   term actions and community stagnation.
2. Overemphasis on internal actuation leads to a turned inness and over-
   emphasis on the external leads to diluted actuation.
3. Overemphasis on routine activity and major signs of projects begun but
   not finished create an atmosphere of slow down.
4. Actions not consistent with consensed on community plan create distrust
   in the village and disperses actuation power.

Column 3 COMMUNITY JOURNEY

Overall Sentence

Effective actuation takes into its screen the depth journey a community takes
as it is doing development, a journey from initical expection to disillusion-
ment to recreated perseverance and self-confidence; saying of a yes to each
aspect of the journey is crucial.

Sub-points.

1. The community sees the possibility of fulfilling its hopes and dreams
   and the auxillary awakens it to real possibility and the enemy says
   "impossible"
2. A crisis occurs in which the community's hopes are crushed and a question
   of should we go on is raised; simple signs of progress give permission
to to continue.
3. The community in a state of realistic determination becomes a demonstrtior
   for others; a major permanent change in the environment signals enduring
   development.
4. The community in the midst of a transition event discovers its signif-
   icant accomplishments and is commissioned as a self sonfident community
   ready to take charge of its own development and to train other villages.

11

Column 4 LEADERSHIP DEVELOPMENT

Effective actuation discerns the leadership of a community and calls it fourth
forth through the use of the shadow principle, training events and
the building of enduring care structures.
Sub-points
1. The shadow principle requires potential village leadership to learn
   all they can from the wisdom and knowhow of the outsider and calls
   forth self reliant human beings who have the wisdom, style and methods
   to care effectively for the community.
2. Informal and formal events insure that potential community leaders
   appropriate the universal spirit maps which call forth profound human
   beings.
3. A regular rhythm of training collegiums, PSU'S, Modules insure the transfer
   of planning implementation and framing methods, and intrigue people
   with creative style possibilities.
4. Contextual undergirding throughout the development process is crucial
   to long term sustenance of community structures.

II A

12

	ORGANIZATION PRINCIPLES	COST OF DEVELOPMENT		COMMUNITY ORGANIZATION		DEVELOPMENT QUALITIES	
4 SECTORS	Public	ENEMIES	Local indiv.	ASSEMBLY	All the people	CATALYTIC TASK	Village's success
	Private		Local structure		The consensus		Shadow
	Voluntary		Outside the village		Rhythm		Do when symbolic
	Local		Media		Accountability		Don't do when practical
ECONOMIC AND SOCIAL	Local economy	SUFFERING OF DEVELOPMENT	Self images	GUILDS	The task	CORPORATE TEAM	Engagement
	Inject funds		Structures		Engagement		Elongate time
	Local images		Relationship		Tactics		Enlarge space
	Creativity		Spirit suffering		Motivity		Universal task
SUPPORT FORCES	National	DEMONS	Inertia	STAKES	The Care	NOBODY STANCE	No rewards
	Regional		Pride		Training		No status
	Subregional		Selfpurification		Nurture		No success
	Local		Not letting go		Environment		No gratitude
NETWORKS	Agencies	EXPENDITURE	Your expenditure	MANAGEMENT	The leadership	VICTORY STYLE	All is good
	Friendships		Leadership exper Expenditure		Implementation		All is given
	Core		Franc expendit.		Coordination		All is won
	Family		Villages Expendt.		Legal entity		All is possible

I. To do effective community development the community must organize its external
relatiosnships to create a framework to assist with inputs and to protect its flanks.

1. These relationships include public, private, voluntary and local structures,
   agencies and individuals.

2. The minimum eternal input and local agents of change required, social and eco-
   nomic, to inject and effectively utilize funds and creative images.

3. These support forces must be Patrons at the national level who give a nod; support-
   ers at the regional level that provide funds, expertise and influence. Subregio-
   al guardians directly engaged in providing funds programmes, personnel and local
   leaders implementing and directing the local development.

4. All of this frame and support is tied together through formal and informal
   relationships going across the levels and sectors of society providing a network
   of Those Who Care focussed on the local project.

II. Development of local community has economic, social, psychological and spiritual
costs for the community, the agent of change, the surrounding communities and the
support forces.

1. The first cost is that enemies emerge quickly within and outside the community
   whose economic livelihood or self-image is threatened by change in the community.

2. The local community necessarily suffers through changes in self-images; family,
   community and social structers and personal and formal relationships; and
   individuals suffer spiritually through the decisions required to do development.

3. There are psychological forces and social forces opposed to development
   including the creation of the community and its servicing agencies. Those indi-
   viduals doing change, filled with pride about doing good, attempting to justify
   themselves catalysing the change and creating dependcy relationships.

4. Those in erested in changing community must expend themselves and call leaders,
   external forces and the community residents to expend themselves or change does
   not happen.

III. The community needs to organize so that all the residents can participate in
decisions and have access to the structures of care and have ways of engaging in
local change.

1. The Community Assembly is the regular structure where all residents hear accounts
   of the past work and concensus on the future directions of development.

2. The Guilds are task-oriented groups organized around broad directions of change
   engaging residents in implementing the tactics of the plan.

3. The Stakes are geographically based groups covering the whole community where
   training and basic nurture is done and the environment changes are often done.

4. The coordination of these three types of groups covering the whole community is
   done through the Commissions and the Secretariat and is often the focus of the
   legal entity.

13

The COMMUNITY ORGANIZATION.

IV. The qualities of an individual deciding to do serious development are often at odds with the society's definition of success.

1. The developer must be catalytic, that is speeds up the process of development without the process becoming dependent on the developer but dependent on the village.

2. The developer must operate as part of a corporate team that motivates and sustains itself and the village by putting the development process in the largest perspective and engaging the individual to their creative limits.

3. The developer is a solitary experience when no rewards, no status, no ultimate success and no gratitude are enough for the service required by him.

4. The developer assumes the stance of victory where all the village and its relationships are good, all that is required is already given and the battle is already won and anything that is required is possible.

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13A

WORKSHOP CONTENT, AIMS, & TOOLS

I Charting The Workshop	Rational Object.	Existential Aim	Workshop Tools
I Charting The Document ..The Chart ..Fomr/Function of Sections ..Role of Documt.	To Highlight the Project Document as a symbol of new comprehensive approach to community development	To be seized by the cruciality of the comprehensive and the symbolic	..Sikror Documt ..Chart Method context ..Chalkboard
II Maneuvering The Tactics ..The Data ..The Gestalt ..The Writing	To know the tactical eventful approach to action in Human Development	To experience creating maneuvers from listing actions to writing prose	..Implimentation workshop context ..Health Guild programs with subtactics plotted ..Role of Poetic titles ..Maneuver Chart &Maneuver Prose Samples
III Creating A Guild Event ..Strux of Events ..Planning 3 events ..Reporting the events	To design a workday, celebration, and community fair that deals with a set of contradictions	To experience the eventfulness of life as necessary for social change to happen	..Sikror Documt ..Contradiction context/Event context ..event orchestration forms ..3 wall forms
IV Participating In Stake Mting ..Art Form Conv. ..Princip Seminar ..Personal Plan	To learn the significance of the economic & social principles to actuation	To experience the physical intellectual vocational spiritual care that is a imparted in the roundtable event	..Ancient of Days Prose sheet ..Econ/Social Principles Art Forms ..Plain Paper
V Training Initiation Sch. ..Components of Training ..Delivery Scheme of Training ..12 month Calendar	To underline the cruciality of all-round training needed in Human Development	To be sized by the necessity to be a catalytic force in the training programme in their community	..Blackboard ..List of Agencies and training they offer ..Butchpaper Calenday ..200 4X6 Cards

WORKSHOP I
CHARTING THE DOCUMENT

O. To highlight the project document as a symbol of a new comprehensive approach to community development

A. To be siezed by the cruciality of the comprehensive and symbolic

		Product Corp. Chart					TIME
elude	1. Pass out a cope of the (Sikror) document to each participant. What notice? How smell, touch, taste? Hear? 2. Where did this document come from? When? How? 3. Context charting method 4. Assign each participant to come up with a chart of the whole document.						30 min
WT I HE HART	1. Invite a participant to put a chart on the board. Elicit a consensus from the group. 2. As you flick throu this, what words, shapes, titles, jump out at you? 3. What association or memories come to you How doe it make you feel? 4. What's going on in this document? Put a poetic title on it						30 min
WT II ORM/ UNCTION F ECTIONS	1. Add the following side categoires to the chart: Methods/Charts/Form of Prose/Role in Actuation 2. Divide group into six groups: Prol &Epil/ Vision/Contradictions/Proposals/Tactics/ Programmes and assign groups to fill in chart for their category 3. Each group report. Fill in wall chart. 4. Reflect: What came clear? What ?s got raised?	P M C P R	V	C	P	T	P E	30 min
T III LE OF CUMENT	1. 1. Now step back: What is the role of this document for people of the village? 2. What is its role for governemnt officers? 3. What is its function for consultants and private sector expertise 4. What is its role for potential funders Make lists of these answers on board	Vill	Off	Cons P/S	fun			20 min
OST- LUDE	Now let's step back and look at the seminar we've just done: 1. What do you remember? What surprised you? 2. What was the new image of development you saw? 3. Each write a sentence: Human Development Is........ 4. Read the sentences (ask for volunteers)							10 min

The Charting method is a way to get a picture on one piece of paper of what is in a paper (or book). The image that is created on the paper has the simplicity that allows the person who creates it to remember what the content and relationships are within the paper (or book).

Themethod has several steps:

1. Turn paper with length horizontal and width vertical and draw a horizontal line 1/3 of the way from the top of the paper. Divide the line into the number of pages in the document in 25 page hunks.

2. Look for headings that divide the document. Read first and last lines of pages for clues of where divisions are located. Make notes under the line on the paper.

3. Determine the divisions. Name each division and each group of divisions. Then give a new title to the whole document.

An example: I read a book one time about pets and it had six chapters

Selecting and Caring for Pets					
Kinds of Pets			Maintaining Pets		
Dogs	Cats	Birds	Food	Homes	Medicine

H HUMAN DEVELOPMENT COURSE	WORKSHOP II MANEUVERING THE TACTICS	18 March 1981

R.O. To know the tactical eventful approach to action in human development

E.A. To experience creating maneuvers from listing actions to writing prose for a victory circle.

Prelude	1. Spin on the Implimentary Workshop that a group of Guildsman do in a community to organize subtactics into the action groups (called Programmes) 2. In Any 1 month a guild will have a designated set of subtactics to do 3. Read a set of subtacts for a guild (for the total project implimentation time) 4. Brainstorm the events for the first month implimentation in this guild. What are the victories for this month?		10 min
MVT I DATA	1. List Advantages this group would have if it was the health guild assigned to do these tactics 2. List the Vulnerabilities this group would have if it was the health guild 3. List on board the 100-125 do's to impliment 4. Instruct a participant to read the list while participant makes a list of the 5 to 7 grouping categories (this is intuitive)	Products <table><tr><td>Adv</td><td>Vuln</td></tr><tr><td>Do's</td><td></td></tr></table>	45 min
MVT II GESTALT	1. Have one participant read his list of grouping titles, ask for another different set until have a set of 7-11 components 2. Clean list to objective titles 3. Context role of poetic titles. Have group get out poetic titles. 4. Build a chart of related poetic titles with objective subtitles. (Probably a 3 column chart rationally balanced)	Obj. Poetic	25 min
MVT III WRIT-ING	1. Divide group into a unit for each column. 2. Read Sample maneuver. 3. Each group writes the maneuvers in its column by intuitively selecting the do's off the list and writing prose statements 4. Each group reads maneuvers to whole		30 min
Post-lude	1. What words, phrases? What seemes really doable? What did you learn about planning? 2. Sing a Song 3. Announcements 4. Ritual: These are the Times We are the People (Three times)		10 min

17.

At the end of a planning consultation in a village
or in a group of contiguous villages, the subtactics are
organized into Programmes which are precise structures or
forms within which these specific subtactics can be carried out.
These programs then are assigned to the guilds. Looking on
p. 65 of the Sikror document you can see if the guilds are:
Business, Industry, Agriculture, Health, Education and Welfare;
Then Business Guild would impliment Programmes III, IV; Industry
Guild, Programmes V; Agriculture Guild, Programmes I, II; Health
Guild, Programmes IX, X, XI; Education Guild, Programmes
XIII, XIV, XV and Welfare Guild Programmes VI, VII, VIII, XII
(This is an example of how they could be logically divided--
the ambiguity most often is in how to divide Health and Welfare--
any division that works would be acceptable)

At the implimentation workshop which is usually three
4-hour sessions of the Guilds in the community the following
three steps are taken:

(1) Each guild takes its assigned programmes and
plots the subtactics these programmes do into the components
of the Actuating Programmes. Each guild phases the initation
of these subtactics over one month, two months, three months,
6 monts and 12 monts timeline (for example: a timeline for
a community with a consultation in February will be:
March Apr-May June-Aug Sept-Feb March-Feb). The rule is
every programme initiated in the first month and every conponent
of each programme in the first three months.

(2) Each guild builds a month-by-month timeline of
what it will do in each programme for the first six months.
This will include all the do's that impliment the subtactics.

(3) Each guild builds a maneuver wchart and writes
prose on what it will do in each month of the first six months.

18.

Prog	Components	Subtactic Names and Numbers
IX PUBLIC CONST* RUCTION PROJECT	33 Pond Containment Programme	100 Malaria Programme
	34 Access Roads Programme	55 Access Roads
	35 Street Bricking PPogramme	54 Local Streets
	36 Concrete Drains Programme	53 Concrete Drains
X HOUSE REHABIL ITATION CORPS	37 Courtyard Utilization Programme	76 House renovation
	38 Kitchen Design Programme	30 Community Kitchen
	39 Model Home Programme	29 Demonstration House
	40 Materials Improvement Prog	52 Covered wells 65 Public Toilets
XI RURAL HEALTH CLINIC	41 Family Nutrition Programme	27 Nutrition classes 103 Baby Weighing
	42 Emergency Medicine Programme	26 First Aid Kits
	4_ Preventive Care Programme	102 Regular Immunizations 104 Childrens checkups 106 Health Fair
	44 Weekly Dispensary Programme	101 Health Centre 105 Medicines Distribution 107 Bi-monthly Camps

19.

In maneuver writing, the role of the poetic titles is to spark the creativity of the group who is writing and will impliment the set of maneuvers. (For example, there was a maneuver in one project called the sidewalk building maneuver. That just sounds like hard work and so the Welfare guild called this the Waltzing Over Mud maneuver) So the role of poetic titles is giving the courage to do the hard work of a month or less time.

SAMPLE MANEUVERS CHART

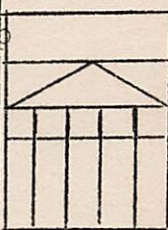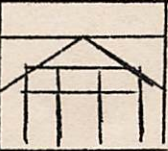| Health Guild	Germ Warfare Month	June 1981
Heights of Hygiene	Eye, Nose, Throat	Kill, Kill, Kill
Cool Clear Water	Doctors Galore	Blood Worth Bottling
Well Maintenance	Health Camp	Systematic Innoc.
	Sweet Aroma	
Five Fingers Exercise	Drainage Ditches	Muzzle the Mozzes
	Florence Nightengale	
Nuturtion Demon	Health Centre	Anti-Malaria

Sample Prose:

During the month of June the Sweet Aroma maneuver will clean all the drainage ditches in the village. Workdays will be organized for Saturday June 6 from 8 to 10 am and ditches will be cleaned, deepened and graded around the main plaza. This will be followed by a tea and biscuits prepared by the Women's Association members. On the 13th the workdays will be end in each of the stakes with particular attention given to the ditch in front of Mrs. Varma's house and the elder Mr. Borker's house. The drainage ditch will be graded away from the main well in Stake II to drain into the road ditch before going into the rice fields. There will be a celebration in each stake at 6pm to claim the victory of these five workdays. On the 20th the drianage system around the two schools will be cleaned and deepened. A culvert will be installed at the entry way and boards will be laid for crossing over ditches from the school building into the garden and from the school building into the playground. This will be done with the children who will prepare snacks and provide cold drinks during the work. Older children will assist in the ditch cleaning. The children will be supervised by a committee from the education guild.

24

Human Development Course	Workshop III CREATING A GUILD EVENT	18 March 1981	

	R. O. To design a workday, a celebration and a fair that deals with a document contradiction E. A. To experience the eventfulness of life as necessary for social change to happen.		
Prelude	1. Sing a Song 2. Context Contradictions as windows to the future 3. Participants turn to the Contradictions Chart in the Document--What words in these arenas of contradiction seen right? 4. Ground each contradiction: "Where have you seen this manifest in a local community?"		10 min
Mvt I Strux of Events	1. An event has several parts: Set-up, Context, Engagment, refreshments, reflection and clean-up up. 2. Pass out orchestration form and explain how it will be used. 3. Lay out task: brainstorm components, & specific do's for your event. Write procedures for doing that event 4. Divide workshop into 3 groups		20 min
Mvt II Planning 3 Events	1. Each group brainstorms the components that make a great event (in your category) in community 2. Select components that will be used and specifically what will be done (refreshments--what kinds 3. Organize the components into a flow and create a timeline for the event 4. Create a chart peaking the engagement in the middle. Make the practical arrangements with the materials as hand to do the event in ten minutes.		20 min
Mvt III Reporting Event Plans	1. Each group orchestrates its event in 10 mins with the whole group participating. 2. After the 3 events, some together and reflect 3. What remember? (get from each event) Where surprised, pleased 4. What is the learning about event planning? What is the learning about event orchestration		60 min
Postlude	1. How did the set of contradictions get dealt with directly? Indirectly? 2. Sing a song to celebrate these events 3. Announcements 4. Ritual: These are the Times We are the people (3 times)		10 min

21

Date _____					
		_____ EVENT		Place _____	
Times _____					
	Prepar ation	Context	Engagement	Reflection	Clean-up

22.

Contradictions Context

The contradictions in a community are a set of coagulations
of underlying blocks to the operating vision. They are closely
related to relatively invisible deep currents of history that are
manifest in local communities everywhere. It is the combination of
the objective historical trends and the objective blocks that locate
underlying contradictions. Social change happens thru tactics that
deal with the underlying contradictions to the operating vision.
Therefore, contradictions are bearers of significant creativity;
they are windows into the new directions required to bring about
significant social change.

Event Context

Events are a group of tactics that when orchestrated
together reinforme the images and context out of which a group is
operating. Events have five parts:
The Preparation: (Preparing the space, planning the event, procuring
                   the materials)
The context: (The atmosphere, thé verbal context, the lighting,
                   the decor, the assignments)
The Engagement (The work, the skits, the booths, the workshops,
                   the conversations(s), the refreshments)
The Reflection (Conversation, the time gap before the next event)
The Clean-up (restruxing the space, removing the rubbish, everything
                   the way it was before event started)

What motivates any group to keep on with the painful,
stretching task of human development is eventfulness in very day,
week and month. One way of saying this is:
          Every day a great expansion of knowledge
          Every day a great explosion of spirit
          Every day a great expenditure of self

Events change corporate patterns. Events establish and
reinforce identity systems.

Human Development Course	WORKSHOP IV PARTICIPANTING IN STAKE MEETING EVENT	18 March 1981

R. O. To learn the significance of the economic and social principles
to actuation.

E. A. To experience the vocational, spiritual, intellectual and
physical care that is imparted in the roundtable event

Prelude	1. Enter room for informal hors d'oeuvres time. Space needs to have been transormed from seminar to dinner party 2. Sing Songs (ones that have been powerful in this crs) 3. Ritual: " We have arrived at a historical vantage point where the wasteland ends and human wholeness and fullfilmt begins" 4. Let us eat this meal on behalf of people everywhere who wish to participate in human development	30 min
Mvt I College Conv	1. Read from Ancient of Days (the building of Stonehedge) 2. Obj: What words, phrases, characters 3. Ref: What was task/where surprised, pictur of similar experiences 4. Dec: What's new insight about Human Dev? What's souvenir from this reading you will take with you?	30 min
Mvt II Princi- ples Seminar	1. Pass out the Art Forms that are imaingal forms of the Economic and Social Principles 2. What notice about art form? 3. Take Econ: How illustrate each principle? If you were to do the opposite of this principle, what would you do? Consequence? 4. Repeat with Social. What is role of these principles in human development?	30 min
Mvt III Personal Plan	1. As you think about your agency, community what is the image that needs to shift? from.....to..... Write this down 2. Write down 3 learnings from last 24 hours 3. Write down 3 names of people you will share the learnings with 4. Give a name to the last 24 hours.	30 min
Postlude	1. Anyone read one of the learnings you want to share. Get out no more than 3 answeres 2. Sing a Song 3. Announcements 4. Ritual: These are the times We are the People (3 times)	10 min

24

It takes several winters to move all of the felled trees from the
forest to our encampment. And several summers pass before each
trunk is stripped of its bark and cut to size. Those trunks that
will be the uprights are cut to hold the crosspiece. Holes are
dug and the first uprights are planted. But we cannot get the
crosspiece up to where it can be rolled into the notch.

Thorp spends several days looking at my carvings and then he says,
"We will put the crosspiece in the notches while the uprights are
sill lying onthe groud. Then when we plant them, everything will
be in place."

The uprights already standing are dug out. They are set down on
the ground. The crosspiece is fitted into its grooves and bound
in place with strips of skin. The newly made piece is placed near
the holes where the uprights will be planted. Strips of skin are
tied around the crosspiece so that some will fall on one side and
some on the other when the entire piece is upended.

Thorp oversees the men. They begin to pull the piece upward.
The men on one side pull while the men on the other play out the
strips of skin until the piece is upright. To keep the piece from
falling backward or forward each man holds his line taut.

Together the two uprights with the crosspiece stand very tall and
wide. It is very heave and the men who hold it upright use all their
strength to keep it from falling. Thorp and several other men slowly
move the bottom of one of the uprights toward the hole where it will
stand. Thorp calls for the men at the lines to geve him slack or to
tighten their hold.

The bottom of the upright moves out over the edge of the hole a
bit at a time. Then suddenly it falls into the hold. The lines
are torn away from the men holding them. The piece creaks and
groans and then falls forward. The sides of the notches on the
uprights splinter. The crosspiece tears itself away from the up-
rights, and then it rolls free.

I rush forward to see if Thorp is hurt. His arm is badly scratched.
None of the other men is injured. Thorp looks at the three
pieces of wood and shaking his head, he says, "I did not think that
would happen."

I do not know what to answer and so I keep silent. Over and over
again Thorp tries to set the uprights and the crosspiece in place.
He can think of many different ways, but he coannot do it. Some-
thing always goes wrong!

Most of the summer passes. Thorp makes another attempt to set the
uprights and the crosspiece into place. At his command, men move
the bottoms of each upright. None goes beyond the other. When
most of the bottoms are over the holes, other men cut the remaining
earth out from under them. They slide easily into the holes.

The men see what has happened. They begin to shout. The holes are
quickly filled with earth. To make it more secure rocks are set
around the base of each upright. Then at Thorp's order the men
holding the lines let go of the. It stands alone! It stands!

ZS