

FACULTY MANUAL
HUMAN DEVELOPMENT TRAINING SCHOOL
QUARTER II, 1978

Working Draft
Research Centrum
Chicago Nexus

FACULTY MANUAL

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* Construct incomplete

SECTION ONE

BASIC CURRICULUM DESIGNS

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HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN

H D T S		ECONOMIC DEVELOPMENT				H E R I T A G E	CULTURAL DEVELOPMENT				U R B A N	SOCIAL DEVELOPMENT				H D T S	
		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8	
O R I E N T A T I O N	CO-OP AGRICULTURE	APPROPRIATE INDUSTRY	COMMER-CIAL SERVICES	COMMUN-ITY AWAKEN-MENT	E X C U R S I O N	LIVING ENVIRONMENT	COMMUNITY IDENTITY	CORPORAT PATTERNS	COMMUN-ITY ENGAGE-MENT	E X C U R S I O N	PREVENTIVE CARE	FUNCTIONAL EDUCATION	COMMUNITY WELFARE	GLOBAL SERVANT FORCE	C O U N C I L		
	MODULES					LAB	MODULES				LAB	MODULES				LAB	
	ECONOMIC CYCLE					CULTURAL CYCLE					SOCIAL CYCLE						
	MORN COLL	CONTEMPORARY SOCIAL CONTEXT'G				GLOBAL-LOCAL VISIONING					AUXILIARY TACTICAL EQUIPPING						
LUNCH PED	BASIC SOCIAL METHODS				COMMUNITY FORUM PEDAGOGY				COMMUNITY SUPPORT METHODS								
EVEN'G R/T	HUMANNESS POETRY REFLECTION				KAZANTZAKIS IMAGERY STUDY				PROFOUND HUMANNESS EXERCISES								

THE FIVE PILLARS OF THE CONSTRUCT
demonstrating effective community reformulation

These are separate and objective elements of the basic curriculum ("without which not")

PROGRAMMATIC MODULES	1. Economic Cycle 2. Cultural or Social Cycle 3. Social or Human cycle	giving images of a reformulated community; practical "how-to", examples, visits and stories.
CONTEXTUAL COLLEGIUM	1. Rehearsing symbols 2. Conversation of the day 3. Image sharing	Training in symbolic life, building con- sensus, exploding life images of the globe the times, and self.
COLLEGIAL ROUNDTABLE	1. Songs and conversation 2. Reading or study 3. Tutorial or GLS	For experience in fellowship with the group, and in individual reflection on life.
METHODS PRACTICE	1. Work days..... 2. Lunch tutorials..... 3. Laboratories.....	Tasks needed in the village (prep) Practicing leadership skills T/M G/S Prof Hum, Aux. Corp, I/F, Odyssey
DISCONTINUOUS INTERVALS	1. Opening/closing..... 2. Revelatory trips..... 3. Celebrations.....	Orientation, council or planning Heritage, urban At every possible occasion

THE FIVE RESULTANT LIFE-SHIFTS:
producing methodological prowess

The school is one integrated experiential event which intends to impart a life residue of decision and skills, oriented towards effective action.

CORPORATE DISCIPLINED STYLE	Use of time, space and materials; same person in many roles; team life; open polity (interaction between many structures).
COMMON SYMBOLIC REHERSALS	Like morning office, breakfast conversation, meal rites, global decor, songs, accountability, absolution.
TRANS-RATIONAL PLANNING METHODS	Art-form methodology; brainstorm/gestalt /timeline; indicative battle- planning; Vision/contradiction/proposals/tactics/programs; effective actional planning; doing maneuvers.
INDEPENDENT REFLECTIVE PRACTICES	Review or examination of the week; Charting the day; Learning spirit tools as used in Roundtable; Contexts and invitations at any moment.
PROFOUND LIFE DECISION (for the village and the globe)	Expound principles of revolutionary human development; spiral the content (first it happens, later show how, why); assess and address existential situation.

THE HUMAN DEVELOPMENT TRAINING SCHOOL: 3 DAY MODULE DESIGN

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The three Economic Modules: COOPERATIVE AGRICULTURE, APPROPRIATE INDUSTRY, COMMERCIAL SERVICES

The three Cultural Modules: CORPORATE PATTERNS, IDENTITY SYSTEMS, LIVING ENVIRONMENT

The three Social Modules: PREVENTIVE CARE, FUNCTIONAL EDUCATION, COMMUNITY WELFARE

		DAY ONE	DAY TWO	DAY THREE
Early Morning 8:00-9:30	VILLAGE CONTEXT	<p>BASIC PROGRAMS Introduction: The Principles, Objectives, & Dynamic Relations</p> <p>The 4 Basic Programs for each of the 9 Modules are explored in detail. The student encounters the total scope of developmental possibility.</p>	<p>PROGRAM IMPLEMENTATION Introduction: The Social Signification of the Arena</p> <p>The actual process of doing the program implementation by identifying Program Keys, Practical Schemes, The Guild Function, & The Auxiliary Role is perscribed. The student participates in the practical process and life struggle indicated in social transformation.</p>	<p>CATALYTIC ACTION</p> <p>Each Module has one day of practical engagement with the subject arena through work in the local community. He participates in both rapid visual signs of transformation and more extended development campaigns.</p>
	Late Morning 10:00-11:30	<p>RESOURCE ENCOUNTER</p> <p>The section explores the site tactics that the local community has decided are necessary. The student is enabled to encounter the extent of tactical actualization.</p>	<p>RESOURCE PANEL</p> <p>Expertise from local people, the private sector, and various government agencies are used to objectify the multiple resources available for program development. The student is given the opportunity to gain access to society's structural resources for local development.</p>	
	Afternoon 2:00-5:00	<p>DEMONSTRATION SIGN</p> <p>A visit is made outside the project to the best available demonstration of the subject being explored. The student encounters actual possibilities for the local community.</p>	<p>PRACTICAL WORKSHOP</p> <p>The opportunity to create a realistic plan of activity is provided here. The student experiences the power of his own insight in the corporate activity of building an operat-</p>	
DAILY EMPHASIS		THE WHAT	THE HOW	THE ACTION

ECONOMIC CYCLE

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COOPERATIVE AGRICULTURE		APPROPRIATE (LIGHT) INDUSTRY		COMMERCIAL SERVICES	
<p><u>R.O.:</u> To encounter modern methods, demonstrations, & potential of cooperative agricultural practices to release new images of scientific agri. development in the village.</p>		<p><u>R.O.:</u> To draw back the veil of impossibility & dramatize the actual possibilities & resources for developing appropriate industry in the village as necessary for establishing a strong economic base in a developg. vil.</p>		<p><u>R.O.:</u> To encounter the dynamics & structures that support & monitor the develop. of self sustenance in an intentional village that contributes to the wellbeing of its residents.</p>	
<p><u>E.A.:</u> To experience the discontinuity of old individual agriculture & new 20th century scientific possibility & power to shift a village practices from the old traditions.</p>		<p><u>E.A.:</u> To experience the shock of possibility for visable village industrial develop. & the power to engage public & private resources in creating a viable industrial development plan.</p>		<p><u>E.A.:</u> To experience the power of a local economy to develop & order its resources to support the total development of the community & its programs.</p>	
<u>Substance Lecture</u>	<u>Agric. Keys</u>	<u>Substance Lecture</u>	<u>Industry Keys</u>	<u>Substance Lecture</u>	<u>Commerce Keys</u>
<p>I. Eco.Principles II. Agric. Subst. III. Agric. Prog. IV. Agric. Keys</p>	<p>Intro: Eco.Dynam. Resources Focus I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>	<p>I. Eco. Object. II. Indus.Subst. III. Industry Programes IV. Indus. Keys</p>	<p>Intro: Eco.Dynam. Production Focus I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>	<p>I. Eco. Dynamics II. Commerce Substance III. Com.Programs IV. Commerc.Keys</p>	<p>Intro: Eco.Dynam. Distribution Focus I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>
<u>Field Seminar</u>	<u>Resource Panel</u>	<u>Field Seminar</u>	<u>Resource Panel</u>	<u>Field Seminar</u>	<u>Resource Panel</u>
<p>I. Mal. Agricul. Tactics: overview. II. Mal. Farm visitation III. Refl. Tactics</p>	<p>Intro: I. Gov't.Prog. Dist. & Tal. II. Private res. III. Loan & Banking resource Concl: Res.Identi. & info sheet</p>	<p>I.Mal.Indus.Tacti Focus:Agro.Ind. II.Milk scheme presentation III.Quest.& reflect. Concl: Imp.recom.</p>	<p>Focus: Processing indust.(Maratha. Devel. Corp.) I.Viable small ind. II.Finan.small ind. III.Res.& Trng. for undergird vil.& ind. Concl:Res/Info.sheet</p>	<p>Estab.a coop soc. I.Mal. Commerce tactics overview II.Comp.coop pres. III.Quest.& reflec. Concl: Implement. resources.</p>	<p>On building coop structure. Rep. tactics fr/Kwang. Oombul. & Maliwada I. Vil.eco.struc II. Vil.com.struc III. Corp.reflect.</p>
<u>Tech. Visitation</u>	<u>Implem.Workshop</u>	<u>Tech. Visitation</u>	<u>Implem.Workshop</u>	<u>Tech. Visitation</u>	<u>Implem.Workshop</u>
<p>Trip/Com. Dem.farm I. Intro:tech.vis II. Tech.visit to devel.resource III. Reflec.on new agri. methods</p>	<p>3 month plan for implemetary prog</p>	<p>Khadi Industries I.Intro to Tech. vis. Khadi rep. II.Visit paper mill, plastic factory, electronic assem. engineering pl. III.Refl.& disc.</p>	<p>Initiating a local industry.</p>	<p>I.Intro to tech.vis/ Visit: commercial, land & coop.banks III. Reflect.</p>	<p>Model for setting up coop store & vil. bazaar</p>

LIVING ENVIRONMENT		IDENTITY SYSTEMS		CORPORATE PATTERNS	
<p><u>R.O.:</u> To open the possibilities for upgrading village living environment & provide tools/methods to implement reconstruction.</p>		<p><u>R.O.:</u> To express ways in which a vill. recreates its sense of position in history thru story, song, symbol & rituals, and celebrations.</p>		<p><u>R.O.:</u> To grasp the corp. patterns by which a village is able to create a common direction thru ordered use of time & space.</p>	
<p><u>E.A.:</u> To explode a futuristic vision for the environmental structures of village & expand corporate power in an environmental transformation event.</p>		<p><u>E.A.:</u> To experience the release of powerful creativity generating new motivation and unity of corporate purpose.</p>		<p><u>E.A.:</u> To experience the power to organize the community into rational patterns of corporate engagement.</p>	
<p><u>Lecture</u> I. Cul.Principles II. Liv. Environ. Substance III. Liv. Environ. Programs IV. Liv. Env.Keys</p>	<p><u>Lecture</u> Int. Soc. Process I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>	<p><u>Lecture</u> I. Cul.Objectives II. Ident.Systems substance III. I.S. Programs IV. I.S. Keys</p>	<p><u>Lecture</u> Int. Soc.Process triangle I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>	<p><u>Lecture</u> I. Cul. Dynamics II. Grassroot pat. substance III. Corp.Pat.Prog. IV. Corp.Pat.Keys</p>	<p><u>Lecture</u> Int. S.P. Triangl I. Key #1 II. Key #2 III. Key #3 IV. Key #4</p>
<p><u>Field Seminar</u> I. Tactics 3 & 35 Mal. II. Mal.Environment. Field visit. III. Corporate Task Force reflect.</p>	<p><u>Resource Panel</u> I.Architect:Demont. Costs, materials II.Gov't.schemes III.Builders' Guild local resources & labor.</p>	<p><u>Field Seminar</u> I. Tactics Layout II. Identify all Maliwada symbol & ritual, celeb III. Reflection on role of symbols story,rit, cel.</p>	<p><u>Demonstration</u> Panel of Glo.Soc. Demo. Stories,Sym Songs, I. Presentations II. Structure & questions III.Tot.Group Quest</p>	<p><u>Field Seminar</u> Tactics Panel I. Lay out tactics & Mal.reps talk on ea. program II. Guided quest'n III. Group quest'n & answers</p>	<p><u>Demonstratoin</u> Leaders Meeting I. Wkly Ldrs Planning Mtg. II. Group Question & Reflect'ns III.Momt'y MTGs. format pull together</p>
<p><u>Tech. Visitation</u> Environm't "Fair" I. Designs & mod. II. Films, Historical layouts, Pictures III. Refex:build value screen.</p>	<p><u>Implementat'n Wksp</u> (Wkshp by teams) I.Intro to task II.Build in following models: 1-Model House 2-Public Bldg. 3-Landscape vil Es.Serv.Desig III.Grand Planary</p>	<p><u>Tech. Visitation</u> Vil.Scif.Story I. Task For.Assign Review II. Vil.Area Visit. III. Team Reports & Reflection.</p>	<p><u>Implement'ion Wkshp</u> Prepare com'ty celebration I. Creat T/F sym. II. Cre.song,decor news st,event calendar,guild symbol,& cel.f III. Grand Celebrt'</p>	<p><u>Gridding Trip</u> 5 villages Reflection</p>	<p><u>Workshop</u> I. Grid review & conclus'ns II. 10 initiating miracles-T/L III. Miracle event, design Group Plenary</p>

SOCIAL CYCLE

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HEALTH		EDUCATION		WELFARE	
<p><u>R.O.:</u> To discover the basic structures of village health care & simple method of implementation.</p>		<p><u>R.O.:</u> To broaden understanding of comprehensive community education & to establish basic methods of implementation.</p>		<p><u>R.O.:</u> To grasp the family & age group dynamic & how community structures nurture/utilize human resources of this basic unit.</p>	
<p><u>E.A.:</u> To experience the freedom that comes from being able to build & maintain the vitality of the village.</p>		<p><u>E.A.:</u> To have students experience the power to give tools that enable villagers to be in control of their own future.</p>		<p><u>E.A.:</u> To experience the power & gifts of life phases to contribute to the welfare & task of social demonstration.</p>	
<p><u>Lecture</u> I. Soc.Principles II. Substance III. Programs IV. Keys</p>	<p><u>Lecture</u> Health caretaker training Education as preventive care</p>	<p><u>Lecture</u> I. Soc.Objectives II. Substance III. Programs IV. Keys</p>	<p><u>Lecture</u> Soc.Process Tri. -wisdom E.I. Methods -immediate relevance -massive effect -imaginal brkloose</p>	<p><u>Lecture</u> I. Soc.Dynamics II. Substance: fam.dynamics III. Programs: Family,youth, women,elders IV. Keys</p>	<p><u>Implement. Keys</u> -youth -women -elders</p>
<p><u>Tactics:</u> -Nutrituion -Sanitation -Prev.Medicine I. Tactic Review II. Health Struct. Visitation III. T/F Reflect'n</p>	<p><u>Panel</u> Mal. Caretakers Kitchen and garden Clinic Wells & drains Stake Care</p>	<p><u>Tactics</u> Adult Literacy Skills Training Sukri Box Factory Tailoring Spice Grinding</p>	<p><u>Panel</u> Pre-school demo P/S Teach. Panel</p>	<p><u>Tactics</u> Youth Programs -Fifth City Kawangware</p>	<p><u>Women's Advancm't Panel</u> Situat'n of women before proj. -how changed -by what prog. or events?</p>
<p><u>Health Demo & Mod.</u> -First Aid -Films -Cooking Demo -Water Purificat.</p>	<p><u>Workshop</u> Plan/do Health Fair Clinic Care for under 5 yrs. Menu plan First Aid crs. E.G. fitness pro. Create mod/games.</p>	<p><u>Tech. Vision</u> -ITI -University -MDC</p>	<p><u>Workshops</u> -Plan Trip after sch.prog. -PS set-up -Plan & equip decor workday -Estab.Com.Library -Literacy Set-up -Teach.Trg. Model</p>	<p><u>Visitation</u> Zillaparishad</p>	<p><u>Wpr#shops</u> -women -youth -elders</p>

		MON	TUES	WED	THURS	FRI	SAT
ECONOMIC CYCLE: CONTEMPORARY CONTEXT	1	HDTS ORIENTATION			NATION AND WORLD		
					The WEST	The EAST	The SOUTH
	2	THE CULTURAL REVOLUTION			THE SOCIAL PROCESS		
		The Scientific Revolution	The Urban Revolution	The Secular Revolution	The Economic Process	The Political Process	The Cultural Process
	3	PROFOUND HUMANNESNESS			HERITAGE EXCURSION		
		Corporate Conversat'n	Corporate Conversat'n				
CULTURAL CYCLE: GLOBAL VISIONING	4	PRIMORDIAL IMAGES OF HUMANNESNESS					
		The Black Ur Image	The White Ur Image	The Red Ur Image	The Yellow Ur Image	The Brown Ur Image	The Tan Ur Image
	5	REPLICATION DESIGN AND CONTINENTAL STRATEGY					
		The Maharashtra 25,000	The Maharashtra 2,500	The Maharashtra 250			
SOCIAL CYCLE: TACTICAL EQUIPPING	6	URBAN EXCURSION			PROJECT SUPPORT STRUCTURES		
					Project Framing	Project Funding	Project Phasing
	7	THE STYLE OF THE AUXILIARY FORCE					
		Corporate Action	Global Responsibility	Local Responsibility	Movemental Style	Replication-Expansion - Maneuvers	Consensus Building
	8	AUXILIARY LIFE CORPORATENESS			HDTS COUNCIL		
			Intentional Family				

Mode	Theme	CONVERSATION	STUDY	TUTORIAL
HUMANNESS	T 1	THis Day	Pavendeva and His Wife	Curriculum Preview
	F 2	Agriculture Module Replication	The Snout	The Team Task
	S 3	The Work Day	The Thousand Killer	The Five Economic Principles
	M 4	The Collegium	The Rock	Team Meeting
	T 5	Industry Module Replication	The Prince and The Magician	Curriculum Review
	W 6	The Evening Round Table	The Crow	School Style
	T 7	Discontinuous Time	The Seven Bakeries	Pedagogical Learnings
	F 8	Economic Development	The Ship and The Storm	Team Meeting
POETRY	M 1	Teachers	Kazantzakis: The Prologue	Team Meetings
	T 2	Fire	Kaz: The Three Duties	Living Environm't Learn'
	W 3	Success	Kaz; The Cry	Work Reflection
	T 4	Tragic Figures	Kaz: The Ego	Community Forum Learnings
	F 5	Water	Kaz: The Race	Ur Image Discoveries
	M 6	Social Saints	Kaz: The Vision	Team Meeting
	T 7	Social Anger	Kaz: The Action	Corporate Patterns Learnings
	W 8	Tears	Kaz: The Silence	Work Reflection
READINGS Cycle I	T 1	Spin: Event Mystery Consciousness	Muse: E/M/C	Task Force Miracle
	F 2	Urban Trip Event	Exercise: E/M/C	Preventative Care Learnings
	S 3	Spin: Integrity, Care, Fullness	Muse: I/C/F	Work Reflection
	M 4	"Miricle" conversation	Exercise: I/C/F	Team Meetings
	T 5	Spin: Totality, Action, Corporateness	Muse: T/C/A	Education Learnings
	W 6	Assignments Reflection	Exercise: I/C/F	Work Reflection
	T 7	Spin: Declaration, Creativity, Presence	Muse: D/C/P	Auxillary Style Learnings
	F 8	Task Force Life	Exercise: D/C/P	Team Celebration
SPIRIT	Cycle II			
	MOTIFS			
	REFLECTION			
	Cycle III			
	PROFOUND			
	HUMANNESS			
	EXERCISES			
	Focus			
		Reflection	Profundity	Discipline

SUNDAY	MONDAY		TUESDAY	
TRAVEL	5:30	Breakfast at Robert Money School	6:00	Breakfast at Robert Money School
	6:00	Depart for Nariman Point	7:00	Depart for Hanging Gardens
	7:00	Visit top of Air India & Oberoi	8:15	Depart for Naval Docks
	8:45	Drive to Gateway of India	9:00	Visit to INS Delhi
	9:15	Depart for Nehru Science Centre		
	10:00	Visit to Nehru Science Centre	10:30	Depart for Crawford Market
	12:00	Depart for factories	11:00	Visit Crawford Market Individual Lunch & exploration
	12:30	Tour and Lunch at _____	12:30	Depart for Nehru Planetarium
		Katau Standard 125 150	1:30	Nehru Planetarium
	2:30	Depart for Worli Dairy	2:30	Depart for Airport
	4:15	Depart for Film City	4:00	Depart for Hotels
	7:00	Depart for MLA Hostel	4:30	Tour and High Tea Centaur Sun & Sand Horizon 150 65 65
8:45 ARRIVE BOMBAY	7:45	Dinner at MLA Hostel	7:30	Tour and Dinner at Richardson and Cruddas
Robert Money School	9:00	Depart for RMS	9:00	Depart for VT

BASIC METHOD BRIEFS

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CONVERSATION METHODOLOGY

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INTENT

The intent of the conversations is to enable participants to experience their own experience of an event, a program, a piece of art, or the implications of a subject like an issue or a problem. This type of conversation is also important for consciousness-raising and building group corporateness. It is generally called an "art-form" conversation.

GUIDELINES

The art-form conversation relies on the basic thought process by raising questions in a sequence which gradually deepens the group's reflection. As the group reflects on a particular subject or event, the pedagogue allows a coordinated exploration into the depths of the subject by asking certain questions or making certain statements that increase the intensity of reflection.

First there are objective questions that get out first impressions and immediate responses. Then there are reflective questions that begin to push at what is going on behind what is at first apparent. Thirdly, interpretive questions ask for the significance of the subject relative to the life situation of the participants and call for the imperatives or decisions required by this experience.

This method of reflection can be used with any issue. It is essentially a method of grounding the issue or subject in history, in the world, and in personal experience, and thereby tests the relevance of the issue. The pedagogue's willingness to expose himself by giving one of his own life experiences to ground an idea or reflection releases other people to expose themselves. The pedagogue asks people to reflect on an idea by asking them where they see that going on in the world, in their local situation or in their own lives.

SAMPLE
QUESTIONS

1. Impressionistic:
 - a. What things stood out for you on the trip?
 - b. What sites do you remember?
 - c. What objects did you see?
2. Reflective:
 - a. What was your emotional response?
 - b. What did you like best?
 - c. What happened to the group on the trip?
 - d. What were some symbols you saw?
3. Interpretive:
 - a. What was this trip all about?
 - b. Tell the story of this day. How would you title this event?
 - c. What are the implications of this day for our work this week?

PEDAGOGUE'S
PREPARATION

See the attached Conversation Design form.

CONVERSATION DESIGN

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Conversation Title

Rational Objective

Existential Aim

Introduction

Opening Words

Time

Conversation Context

Objective Questions

(Questions of objective sense impressions)

Reflective Questions

(Questions of personal or group relationship, cognitive, emotive)

Interpretive Questions

(Questions of meaning of the experience and imperatives from it)

Conclusion

Reflective Statement

Announcement

Send-out

WORKSHOPPING METHODS

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INTRODUCTION

The basic steps in terms of orchestrating a workshop are setting the context, brainstorming the data, gestalting the group's wisdom, reflection, and consensus that permits the results to be actualized. There are many different kinds of workshops, each geared to a particular context, however the basic method remains similar throughout. Generally in the first movement of the workshop, individuals list data then corporately brainstorm it on the blackboard. The second movement is usually spent creating the gestalt, then breaking into the sub-groups that work on the components of the gestalt and build a plan. In the third movement, the group usually works together on a common timeline and implementaries. Reflection, leading to a group consensus, can go on throughout the workshop, but it is usually concentrated or focussed in movement III. On the other hand, the complexity of the workshop may require you to go through all these steps more than once, in which case each movement could become a kind of mini-workshop on its own, the work of each movement setting the context for the next level.

CONTEXT

The context holds in tension the comprehensive and specific. If the long-view of history and the broad-view of the globe can be brushed, so much the better, for such a context then relates the participants to the task in terms of destinal role and significant relevancy of the subject. You are out to explode people's imaginations to release them to give their profound concern to the workshop. At the same time, the context must carefully delineate the workshop arena and the aim. The context need not be long; it could be a few sentences and an image to hold the picture of what the workshop is about.

BRAINSTORM

Brainstorming is out to get the total wisdom of the group on a particular issue. It is usually helpful to give individual time to list data before beginning the group brainstorm. This is done by having individuals list 5 or 10 items and circle their best ones out of them to contribute to the brainstorming. The workshop leader receives all the contributions without allowing any argument or discussion over any one item at this point. If some data is unclear, clarity can be asked on it at the end of the brainstorm. If some data appears to be irrelevant, the leader will later ask for the insight that lies behind it. If some data is obviously unhelpful, it will fall out in the ordinary process of the workshop later. The important thing is to write up everything that is said, with a number in front of it. You need to prepare a battery of questions that will elicit the data you need, questions that will push people's imaginations so that they get out data they never thought was useful on the subject. This is a method of honoring people who for so long have been intimidated by the "experts" and the hierarchy that they have either forgotten their own wisdom or do not trust it. As leader of a workshop you are out to get as much data as you can. After you have a whole board filled up and people are tired from the effort, you ask "What is left out? What is still not up here? What crucial data has been overlooked?" You get a surprising amount of creativity from the group when you push the data to the limit like this, then you are ready for the pull-together in the gestalting.

WORKSHOPPING METHODS (CONT'D.)

Global Research Centrum: Chicago (working draft)

1978 - 79

GESTALT

The gestalt step is arranging all the data into groups of related items and refining it. You want to use a particular numerical structure in order to bring rationality to the data and make it comprehensive. A numerical structure might be a 3X5 or a 4X4 or a 3X3 or a 7X5, depending on the amount and nature of the data brainstormed. The smaller the numerical structure the more theoretical the gestalt becomes. Pushing to fill empty boxes under an arbitrary gestalt pushes your clarity on an arena. You may find an entire area where you did not get much data out, and in the midst of that you may have to go back to brainstorm again to bring rationality and comprehensiveness to the model. Another way of gestalting is to just group all items according to how they fall in relationship to one another without using an imposed structure, then to title each resulting arena. This is the most common method, but whatever procedure you use depends largely on what it is you are out to produce in the workshop, so keep the contradiction or issue of the workshop in mind as you work. At this point the body usually breaks into smaller groups to work with various portions of the gestalt in expanding it, clarifying it, adding new sets of categories and writing paragraphs on it.

REFLECTION

Reflection takes place throughout the workshop, especially toward the end. Such questions follow the art-form format and include such queries as "Which part of the gestalt strikes you as most appropriate? Which is most helpful? Where is it not holding up well? What is the most crucial arena here? What insight came to you as we worked today? What could we go out and do right away? What will take more effort? What did we do today?" Because workshoping is usually out to solve a problem, you want to hold the group over and against the major issue or problem or contradiction the workshop is dealing with; ie, "If we put this model into effect would it lick the problem of minimal community participation? or, What is the one thing you could do that would allow this to win?"

CONSENSUS

Consensus is not an agreement tacked on the end of the process. It is begun in the contexting at the very beginning and continues to build through the entire workshop. It is arrived at by group participation. At the end it becomes obvious what the consensus of the group is. The leader must hold the tension between comprehensive envisioning of the group and maintaining the local concern, between poetic and imaginal frames for the problem and hard practicalities of the data. Sometimes it is necessary to call on members who have not spoken up heretofore to bring new perspective on the workshop, or interject songs and refreshments to gain new objectivity on the issues.

PEDAGOGUE
PREPARATION

See the attached workshop design form.

Institute of Cultural Affairs		WORKSHOP DESIGN	HDTs Designs
Global Research Centrum: Chicago		(working draft)	1978 — 79
Workshop Title:			
Rational Objective		Existential Aim	
Introduction			Time
Movement I	(individual listings and group brainstorming)		
Movement II	(gestalting, breaking into sub-groups to work on components and battleplans)		
Movement III	(building timelines and implementary steps, materials, forcés; holding plenary)		
Conclusion			

INTRODUCTION

Building a lecture takes place through ordering ones life experiences and creating images to communicate key issues and insights. There are three stages in building a lecture. First is the recalling of your own insights and experiences in regards to the theme. The second step is creating rational order out of all the data. The third step is to choose key illustrations that will make the lecture an impact. The lecture is not just to transmit information. It has a deeper aim of motivating individuals and a group to exercise effective care.

LECTURE
DATA

The lecture is a dramatic "art-form" painted off of a "pallet" of data. The first thing is to list all the information you know about the theme, including your personal experiences with it. Then add some other people's wisdom to increase the data bank. List general insights that also apply to this theme, such as cruciality of budgeting. You will want to check notes on the subject, your own and others'. Check other references available. Also talk to people who know about the arena and list salient points. Get down all you can; it need not be in any order at this point.

LECTURE
LXL

Now you want to take the raw data and begin to pull it into a sensible form that can give the basis for a dynamical presentation. As you discern the 16 key points of the lecture, sub-points will emerge and can be placed in the smaller boxes. Some major headings will then emerge (Roman numeral boxes); for instance, Program Descriptions/Dynamic Relations/Major Issues/Edge Arenas, or Situation/Task/Resources/Model. When you discover you have holes in your lecture you will need to do some homework on those areas. The LXL pushes to comprehensiveness in this way. It is helpful to make a sentence to hold the sense of each major column.

LECTURE
ILLUSTRATIONS

Get illustrations for each (lettered) box, then mark the ones that are key for this lecture. Your illustration serves to dramatize the issue under consideration. It is not so much a factual reference as a little story that communicates the profound matter at stake in a particular program area or project issue. Or it could be striking statistical comparisons or historical trends. Remember your illustrations are not out to provide information but to transform the operating images of your listeners and engage their care. There are also "classical" illustrations that support most lectures; eg, the Pruett-Igo housing fiasco in St. Louis where the lack of any social structures turned a billion-dollar inner-city housing project into a slum that was torn down 15 years after it was built in 1963.

PEDAGOGUE
PREPARATION

See the attached lecture design form.

Lecture Subject:

Rational Objective

Existential Aim

Content Brainstorm

Data:

Illustrations:

Images:

Lecture ~~xxxx~~

Title:							
I		II		III		IV	
A		E		I		M	
B		F		J		N	
C		G		K		O	
D		H		L		P	

Introduction:

Conclusion:

THE PRACTICAL VISION		THE UNDERLYING CONTRADICTIONS		THE SYSTEMATIC TACTICS		THE CATALYTIC IMPLEMENTARIES	
Indicative Screens	Uni. stories of selfhood & soc'ty	Definition	Behind a concern	Tactical Thinking	A way of exposing intuit re:situatr	Underlying Catalysis	Mode of approach to effect. change
	Hist. accumuln. of Mvmtl. wisdom		Positive challen vs neg. analysis		Expos. insight to revit. situation		That is long-rng. sustain. programme
	Local direction, trends & situatn.		Sociological not psychological		Array of partic. indirect actions		Allow new way to grasp deeps of man & enable forces to move critically
	Rational-intuitive interplay		Not a sum., but underlies blocks		A catalytic sys. dynam. inter-rel		
The Social Process Triangles	Universal processes	Trend Analysis	Local trends	Proposal Creation	Writing a practical action plan	Programmes	Structural vehicle with:
	Rational form		Negative aspects		Not related 1-1 to contradiction		Imaginal power for motivation
	Objective screen		Positive aspects		Hold thrust of creative actions		Rational simplify procedures
	Dynamical model		Blocks		Points to needed commty. brkthru.		Organizes forces & provid cost analys
Events and Trends	The last 50 years	Polar-Plotting	As analytical & intuitive tool	Cross-Gestaltng	Fleshing out the deepest intuitns	Miracles	The visible, tangible results
	Key shifts		Sorting blocks		By cutting accrs rational process		That get the whole job done
	Major trends		Valencing blocks		Allows a leap (art/science mix of corp wisdom in to oblique implem		& are wonder-filled focus on initial Thus bldg. sus-taining momentum
	Local manifestations		Plotting blocks				
Vision of The Future	Not teleological ideal	Contradictn Clustering	Relating blocks	Tactical Design	Indirect work on practical vision	Phasing	To build momentum by signalg miracls
	From the present situation		Naming clusters is state contrad		It sidesteps neg impulses		Through time-lin- ing over 4-yrs.
	Not static norm		Sentences on effect of contrad.		Systemat. allows corp intuition		Rationl sequence catal comm forces
	Ever-changing picture		The master contradiction		Point out inter-rel oper arenas		Making the seemly imposs. possible

INDICATIVE BATTLE-PLANNING

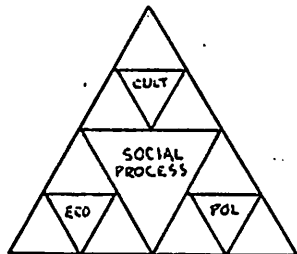
Global Research Centrum: Chicago

(working draft)

1978 - 79

I. PRACTICAL VISION

A. Walk through social process dynamics and art-form triangles:



B. List and link events of the 20th c. Analyse shifts and name trends:

50 YEARS									
EVENTS					TRENDS				
1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
[Handwritten lines]					[Handwritten lines]				
LOCAL TRENDS									

C. Specify trends in local community and discern vision of the future:

50 YEARS									
EVENTS					TRENDS				
1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
[Handwritten lines]					[Handwritten lines]				
LOCAL TRENDS									

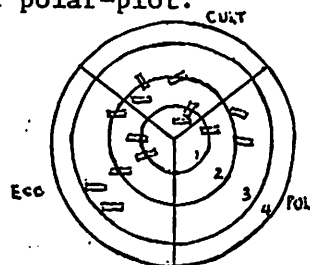
II. UNDERLYING CONTRADICTION

A. Derive blocks to positive aspect of local trends:

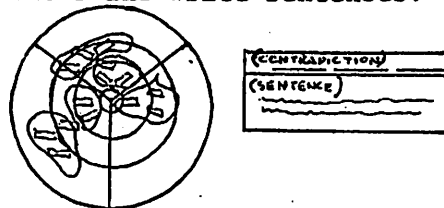
TRENDS & BLOCKS					
TRENDS	1	2	3	4	5
-					
+					
BLOCK					

Brainstorm further issues preventing vision.

B. Sort and valence blocks and polar-plot:



C. Discern clusters, sub-divide guild, name contradictions and write sentences:

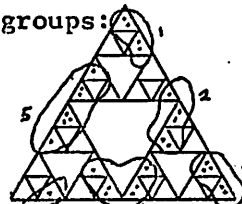


D. Share contradictions as a guild and review morning:



III. SYSTEMATIC TACTICS

A. List creative actions, plot on social process triangles and cluster into proposal groups:



In sub-groups name proposals and write sentences:

PROPOSAL # _____
 In the _____ dimension the proposal is to _____

B. Brainstorm & select tactical steps. Gather as a guild to modify steps:

TACTICS							
PROP	1	2	3	4	5	6	7
TAC							
SYST							

C. Cross-gestalt tactical steps to get tac. op. arenas

TACTICS							
PROP	1	2	3	4	5	6	7
TAC							
SYST							

Create tac. system design:

TACTICAL SYSTEM				

IV. CATALYTIC IMPLEMENTARIES

A. List forces and programmes for long-range implementation of tactical system:

IMPLEMENTATION		
FORCES	PROGRAMS	TAC
		7 79
		13 4
		2 7
		8
		3 2
		4 12

B. Develop initiatory social miracles for each tactic, list on wall chart and discuss their relevance:

IMPLEMENTATION	
TAC	MIRACLES

C. Place miracles on monthly/quarterly time line and chart into phases of missional thrust:

PHASED TIMELINE												
T/L	1	2	3	4	5	6	7	8	9	10	11	12

D. Review and prepare for plenary report.

MODEL BUILDING METHODS

Global Research Centrum: Chicago (working draft)

1978 - 79

INTRODUCTION

Model building methods are necessary for the construction of theoretical pictures of reality, dynamical relationships of elements, strategic arrangements of thrust and very practical descriptions of the situation. Indicative Battle Planning and Maneuver methodology are special forms of model building that deal with tactical action and implementation of other models. What is described here is basic model building methods used to create a picture of something like a global repository system, or Human Development Strategy for a particular nation, or the organization of a work-day.

FUNCTION

There are four functions to model-building. First, model-building gives you your reality. It is giving form to consciousness, pictures through which to view your life situation, social, historical or personal. Secondly, a model gives you the context out of which you make your decisions, the framework in which you operate. Thirdly, it is your model that motivates you in that it points you in the direction of responsible action. A model relates you to life at an existential level and brings possibility to chaotic conditions. Fourthly, your models give you the capacity to respond to any given situation. Your ability to act is directly related to the adequacy of your model. Choice between good and bad or right and wrong has collapsed today, so everyone must build his own picture of the indicative realities that surround us in order to discern what is responsible. A model can take the form of a set of guidelines, a graphical scheme of relationships, a map with overlays, etc.

PRINCIPLES

First, you always begin with the comprehensive and move to the particular; eg, you start with the moral issue of the 15/85% in order to discern the social issues in the local community. Second, it is internally consistent, starting with the premise you begin with. Third, your model is intentional, which means you are honest with yourself about it and willing to risk yourself on it; otherwise, you are operating on another, hidden model. Fourth, it is the simplest and clearest form for all your data. Triangular forms (3x3) are good for theoretical because each point is linearly related to the other and it is infinitely expandable. 4x4's are good for practical problem-solving, 5x5's add a middle term that has a relationship to the other four. Six is a good standard rational pattern for geographical division, as it holds every area of the globe better than any other rationale down through the micro level.

PROCEDURES

Model-building begins with a grid of geography or some other form of spatial delineation (such as the boundaries for a work day). The second step is the analysis through the use of some analytical model such as the social process triangles or principles of human development or indices of awakening or priorities or 21 point plan or operating guidelines, etc. Applying the analysis yields the issues, problems, arenas that forms the substance of the reality being dealt with. This could be global trends in eco., pol., and cult. dimensions, or a local community problemat or comprehensive list of tasks for a work day. The third step is strategies, which is the graphical array of data that deals with the results of the analysis. This completes the model. Tactics and timeline can be added to implement the model if necessary.

CAMPAIGN MANEUVER—BUILDING

1978 - 79



STEPS	PROCEDURES	ILLUSTRATIONS	GUIDELINES
I NAMING THE VICTORY	1. Standing in the winners' circle, discuss the victory. 2. Tell the tale of the contradiction and how you rode it out until it broke into a triumph. 3. State the victorious resolve.	1. Four reticent authorization figures pave the way for TM saturation. 2. Found a way around an obstructionist through old movement colleagues. 3. Turn Area Houston blue by quarter II.	Informal conversation on the miraculous achievement effected by the maneuver. Remain in the victory's perspective throughout all steps.
II DISCERNING THE SITUATION	4. Describe issues of haze. 5. List on the board points of advantage. 6. List points of vulnerability.	4. Where will finances come from? 5. Positive image of TM in the state. 6. Only have political entrees.	Use board to gain objectivity on the task. Vulnerabilities are internal and external.
III LISTING THE DO'S	7. Individually list 15-20 things to do. 8. Star your best 5 things. 9. Brainstorm do's on the board; get 50 to 100.	Prepare slide shows, visit key colleagues in every metro and enlist them for saturation tasks, print brochure, build logistics model.	Accept everything, making marginal notation of fears, unknowns, issues, etc. as they come out.
IV THE INTUITIVE GESTALT	10. One person reads aloud rapidly while the rest individually write down 3 arenas of action. 11. Have a couple sample lists read and allow quietness. 12. Get up 4 complete lists of arenas and consense on final list of 5-14 arenas.	Arena examples: materials, funding, set-up, training, logistics, etc.	Trust intuitions. Get up entire sets on board. At the end, ask if any crucial arena is missing. Allow silent time for pondering.
V THE REFLECTIVE CHART	13. Build rational chart that holds all arenas in dynamic relationship. 14. Give poetic names to each arena and create maneuver diagram according to direct assault, flanking thrust, diversionary feint, etc. 15. List the four components under each arena.	See sample chart on following page.	Divide into three groups to do these three steps. Chart is a gimmick to give pause time and a device for the talk-thru. Gather back and report.
VI THE CORPORATE TALK-THRU	16. Assign a different scribe for each maneuver talk-thru. 17. Select one person to talk through the specifics of how to do the maneuver, including its intent, troop use, timing, etc. 18. Group respond to capture key insight to each maneuver.	Sample key insight: follow the geographical time line at all costs and don't image an over-time mop-up operation.	Dare to risk intuitions. Leader watch for break-loose insight that transforms a listing of do's into a strike, eliciting the "a-ha".
VII THE MANEUVER WRITE-UP	19. Assign group to write each maneuver, centered on respective scribes. 20. Decide time period for each maneuver. 21. Write the maneuver and place it on a time line.	First sentence states why the maneuver; second states the victory and advantages; third is an orchestration of the do's as "We will..."	Write quickly, print and distribute. These paragraphs become your symbol of "death ground". Phase maneuvers for the whole campaign.

DO THE MANEUVERS

Global Development Centrum		THE NINE GLOBAL MANEUVERS		1977-1978	
WINNING ALL THEATERS OF THE CAMPAIGN					
MASTERING THE TERRAIN	HOISTING THE SIGNALS	CONQUERING THE BATTLEFIELD		RECRUITING THE ARMIES	EFFECTING BATTERY SUPPORT
		WINNING THE ALLIES			
CIRCUITS OF DR. LAO MANEUVER 1. Global circuits schedule 2. Broadened support base 3. Everyman developer co-ord. 4. Local events constructs	THE 232 SUPPORT MANEUVER 1. Indian company adoptions 2. World Bank loan 3. Church village adoption 4. Public international agencies	THE MULTI-NATIONAL CONQUEST MANEUVER 1. 200 corporation turnkey 2. Local national webbing 3. The big one 4. Proposals and visits	TAKING THE COUNTIES MANEUVER 1. Local corporation levers 2. Co-ordinated field maneuvers 3. The flank attacks 4. The frontal assault	SYSTEMS COBRA STRIKE MANEUVER 1. Band interchange schedule 2. Global master index 3. Reports and meetings 4. Troop assignment rationales	
		24 CAPITAL KEYSTONES MANEUVER 1. Securing the advantage 2. International agencies focus 3. Local government support 4. Common proposal images			SELF-SUPPORT ASSISTANCE MANEUVER 1. Service volunteer data 2. National service corps 3. Farmers and pharmaceuticals 4. The private wealth
		THE EVANGELICAL ENGAGEMENT MANEUVER 1. Global mission boards 2. National mission councils 3. Engaging religious groups 4. Calling local congregations			

SAMPLE CAMPAIGN MANEUVER PARAGRAPH: THE SIX SHOWCASE MANEUVER

The intent of the six showcase maneuver is to create, with the completion of the six present projects, a dramatic demonstration of what is possible in such a way that we will move to launch the l2 with the strength of a credible record. This involves primarily stating and exacting the definitudes of completion. First, we will create an image of phases toward completion. Each project will study the document epilogue and plan how to realize this vision in social and economic substance by June 30. This will involve putting objective content on our presupposition related to tripling the income of these six communities, transforming the physical space and transferring the leadership from the auxiliary to an iron core of trained people. In addition, we will create a design to powerfully dramatize the shift to completion, including looking at the role and function of acceleration treks over the next four months.

BATTLEFIELD MANEUVER-BUILDING

The following steps are recommended for maneuvering or re-maneuvering for short strikes on the battlefield. This planning can be done in 30 minutes:

1. Rehearse the decision to win, remembering the cruciality of the victory and its projected effects.
2. Weigh up the current situation including advantages, vulnerabilities, point of blockage, timing, terrain and troop issues.
3. List the do's, including surprise actions, indirect thrusts, sneak attacks, troop shifts, geographical re-configurations.
4. Talk through the maneuver with team colleague until the breakthrough action is discerned. Take a break if necessary to get the "a-ha".
5. Do brief write-up and a poetic title to hold the maneuver.
6. Move out immediately to accomplish the maneuver.

SECTION THREE

TEACHING CONSTRUCTS

Global Research Centrum: Chicago

(working Draft)

1978 - 79

1. Economic, Cultural and Social 26
Principles
2. 36 Programs Chart 27
3. The 9 Program Areas 4x4x4's 28-36
4. Community Organization Chart 37
with a descriptive paragraph
5. Profound Humanness Chart 38
6. Actuation Plan Chart 39
7. Formulas of Effectivity 40-42

ECONOMIC, CULTURAL AND SOCIAL PRINCIPLES

Global Research Centrum: Chicago (working draft)

1977-78

ECONOMIC PRINCIPLES

1. Autonomous Unit
2. Monetary Input
3. Monetary Retention
4. Monetary Circulation
5. Global Relatedness

CULTURAL PRINCIPLES

1. Rapid expansion of consciousness
2. Expand interior space
3. Extend interior time
4. Diversify human relationships
5. Expansion of corporate engagement

SOCIAL PRINCIPLES

1. Delimited Geography
2. All Problems
3. All People
4. Depth Issue
5. Symbol is Key

June 1977

PROGRAMMATIC CHART



Toward the Actuation of Comprehensive Human Development Projects on the Local Level

thirty six programs — nine structures — three dynamics — one project

A ECONOMIC DEVELOPMENT LOCAL PRODUCTIVITY —toward self-sustenance	B HUMAN DEVELOPMENT LOCAL MOTIVITY —toward self-confidence—	C SOCIAL DEVELOPMENT LOCAL SOCIALITY —toward self-reliance																								
Enabling local— COOPERATIVE AGRICULTURE <table border="1"><tr><td>1</td><td>expanded cultivation</td></tr><tr><td>2</td><td>intensified production</td></tr><tr><td>3</td><td>water delivery</td></tr><tr><td>4</td><td>equipment pool</td></tr></table>	1	expanded cultivation	2	intensified production	3	water delivery	4	equipment pool	Reconstructing local— LIVING ENVIRONMENT <table border="1"><tr><td>13</td><td>domestic housing</td></tr><tr><td>14</td><td>public facilities</td></tr><tr><td>15</td><td>village design</td></tr><tr><td>16</td><td>essential services</td></tr></table>	13	domestic housing	14	public facilities	15	village design	16	essential services	Creating local— PREVENTIVE CARE <table border="1"><tr><td>25</td><td>intermediate sanitation</td></tr><tr><td>26</td><td>total nutrition</td></tr><tr><td>27</td><td>systematic immunization</td></tr><tr><td>28</td><td>primary treatment</td></tr></table>	25	intermediate sanitation	26	total nutrition	27	systematic immunization	28	primary treatment
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I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Rational Objective: To expose the wide range of agriculture arenas that are options for a local community to engage in.

Existential Aim: To explode the common images of agriculture (cows and corn) to see possibility of new methods.

INTRODUCTION: 5 economic principles: (1) self-contained economic entity, (2) bring money in, (3) retain the money, (4) circulate the money as many times as possible within the local community, (5) relate to the outside economy.

I DIVERSIFIED CROPS	Crop Selection		Resource Control		Community Ventures		Demonstration Gardens	
	Grain Production	Non-Edible Plants	Recycling Operations	Chemical Use	Model Farm	Bulk Buying	Food Production	Garden Care
	Vegetable Cropping	Fruit Growing	Water Delivery	Land Analysis & Management	Equipment Pooling	Common Markets	Local Market	Organic Methods
II ANIMAL OPERATIONS	Farm Animals		Animal Care		Product Development		Support Systems	
	Livestock Development	Small Animal Production	Health Maintenance	Housing Systems	Product Sales	Growth Pattern	Government Services	Professional Help
	Bird Raising	Dairy Herds	Breeding Methods	Feed Stocks	Ancillary Relationships	Management Skills	Youth Training	Market Assistance
III INTENSIFIED PRODUCTION	Artificial Systems		Land Use		Equipment Utilization		Skill Development	
	Green House Growing	Water (HydroPonies) Harvesting	Land Survey	Pond Construction	Planting Methods	Harvesting Methods	Shared Wisdom	New Methods
	Intercrop Farming	Sprouting Plants	Forest Growth	Pasture Development	Cultivating Methods	Spraying Methods	External Resources	Key Literature
IV AGRO-PRODUCT DEVELOPMENT	Diversified Enterprise		Secured Markets		Production Systems		Financial Management	
	Edible Products	Non-Edible Products	Agent Contacts	Production Assistance	Facility Building	Training Process	Equipment Buying	Record Keeping
	Animal Products	Exotic Products	Contract Terms	Local Ownership	Materials Supply	Delivery Schedules	Loan Schemes	Profit Plan

Rational Objective: To lay out the arenas of appropriate industry for community economic development.

Existential Aim: Experience the wide variety of industrial possibilities for local development.

INTRODUCTION: Economic objectives:

I HOME INDUSTRY	Craftsmanship Recovery		Local Marketing		Special Skill Utilization		Low Individual Investment	
	Artifact Crafts	Expanded Hobbies	Retail Contracts	Standardized Crafts	Elders Handicraft	Homemakers Part time	Private Capital	Individual Pace
	Custom-made Goods	Traditional Arts	Outlet Suppliers	Novelty Shops	Handicapped employment	Artists Enterprise	Particular Skill	Piece Work
II SERVICES INDUSTRY	Marketable Services		Industrial Devlpmt. Ctr.		Unemployed Skills		Cooperative Funding	
	Repair & Maintenance	Construction Company	Market Research	Start-up Funding	Former job Skill	Disused Skills	Local Construction	Park Maintenance
	Equipment Rentals	Entertainmnt Fields	Advertising Operation	Industrial Entrepreneurship	Hobby Related	Common Labor	Street Maintenance	Trash Removal
III PROCESSING INDUSTRY	Resource Utilization		Regional Market		Skill Upgrading		Extended Investment	
	Agro Products	Forest Assets	Self Distribution	Local Needs	Technical School	Apprentice Practice	Community Shares	Private Investment
	Land Resources	Recyclable Materials	Low Competition	Minimal Transport	Business Courses	On-the-job Training	Government Backing	Corporation Interest
IV ANCILLARY INDUSTRY	Employment Intensive		Guaranteed Market		Skill Training		Outside Capitalization	
	Piece Assembly	Specialized Production	Parent Industry	Potential Expansion	Upward Mobility	Semi-skilled Usage	Parent Industry	Government Grants
	Packaging Operation	Sub-Contracting	Trade Territory	Secured Contracts	Skills Upgrading	Management Training	Equity Transfer	Bank Loans

Rational Objective:

Existential Aim:

Introduction:

I MARKETING SERVICES	Sales Team		Market Research		Consolidated Purchasing		Product Shipping	
	Sample Preparation	Volunteer Support	Area Survey	Market Testing	Food Commodities	Raw Materials	Product Packaging	Freight Handling
	Contract Signing	Community Story	New Products	Consultant Liason	Fuel Supply	Manufactured Goods	Warehouse Structures	Price Advantage
II LOCAL MERCHANDIZING	Local Business Expansion (Existing)		Retail Business (New)		Service Operations (New)		Merchant's Association	
	Market Expansion	Building Renovation	Food Store	Household Goods	Repair Shops	Customer Services	Community Plan	Community Directory
	Local Market	Finance Consultant	Clothing Store	Hardware Store	Community Services	Entertainment Enterprises	Community Promotion	Information Campaign
III FISCAL SERVICES	Community Legal Form		Savings and Loan System		Book-Keeping Operation		Financial Development	
	Community Development Corporation	Capitalization Plan	Community Funds	Loan Arrangements	Accounting System	On-the-Job Training	Investment Proposals	Loan Management
	Ownership Models	Board of Directors	Banking Services	Credit Union	Daily Tallies	Office Skills	Loan Research	Grant Proposals
IV MANAGEMENT SYSTEMS	Manager's Collegium		Management Training		Personnel Development		Equipment Maintenance	
	Community Plan	Site Visits	Management Principles	Quality Control	Public Relations	Hiring Policies	Building Up-Keep	Building Management
	Meeting Schedule	Consultant Talks	Cash Control	Time Scheduling	Supplementary Training	Administrative Procedures	Grounds Maintenance	Building Up-Keep

Rational Objective: To provide a comprehensive picture of the complex elements which comprise the arena of urban living environment.

Existential Aim: To illuminate the profound function of environment transformation as the creation of signs of hope for the urban population.

INTRODUCTION: The challenge of transforming living environment in the urban neighborhood consists of creative visible signs of hope that allow the residents to tell a new story about their neighborhood as a place where "life is good," thereby replacing transience and neglect with stability and human care.

I COMMUNITY DESIGN	Community Plan		Zone Demonstration		Environment Control		Beautification Plan	
	Community Forum	Scale Model	Community Plaza	Parking Areas	Traffic Control	Demolition Planning	Public Landscape	Community Entrances
	Consultant Planner	Design Board	Pedestrian Sidewalks	Road Network	Codes Reinforcemt.	Wasteland Reformulatn.	Residential Yards	Exterior Decor
II DOMESTIC HOUSING	Demonstration Sign		Housing Development		Construction Process		Property Management	
	"Block" Demonstratn	Neighborhood Identity	Master Plan	Special Housing	Contractor Relations	Code Conformity	Local Corporation	Property Maintenance
	Model Apartment	Replicable House	Property Improvements	Local Ownership/ Control	Cost Estimating	Comprehensv Funding	Financial Administratn	Community Relations
III COMMUNITY FACILITIES	Community Center		Industrial Buildings		Commercial Mall		Cultural Nodes	
	Recreation Facility	Agency Offices	Processing Plant	Equipment Pool	Bank/Credit Union	Domestic Services	Public Schools	Health Facility
	Public Assembly	Leadership Room	Manufacturing Buildings	Multi-Services Facilities	Retail Stores	Commercial School	Religious Institutions	Social Nodes
IV ESSENTIAL SERVICES	Communication Systems		Public Safety		Municipal Services		Physical Maintenance	
	Post Office	Information Media	Legal Aid	Police Protection	Urban Sanitation	Freight Service	Home Repairs	Water Supply
	Emergency Transport	Public Telephones	Public Lighting	Fire Department	Public Transport.	Energy Delivery	Snow/Water Removal	Auto Repair

Rational Objective: To explore the basic programs of the identity systems module in detail & become familiar with all components

Existential Aim: To encounter the total scope of development possibility in the arena of identity systems & see that I. S. are the key to the local unity which ensures eff. development

INTRODUCTION: 1. Injecting power s/c symbol creation into deeps of community life 2. Creating symbolic forms to hold consciousness & decision making 3. Proliferating symbols thruout the comm'ity to forge new unity, common story 4/ Release possibility for participating in community vision sustained by symbolic life related to historical engagement

Community Self Story	Heritage Empowerment		Envisioned Future		Local Significance		Global Relatedness	
	Rehearse Glorious Past	Recover Heritage Crafts	Study Consult Plan	Articulate Global Demand	Highlite Community Uniqueness	Awaken Vocational Awareness	Build Replication Story	Host Global Visitors
	Recast Historical Emb lems	Publish Community Story	Structure On-going Dreaming	Objectify Community Vision	Dramatize Representat'l Role	Visualize Project Accomplish't	Create Campaign Awareness	Catalyze Project Interchange
Symbol System	Unifying Symbols		Imaginal Designs		Authenticating Signs		Social Art	
	Project Movemental Emblems	Wear Auxiliary Blue	Post Community Grid	Construct Global Grids	Proclaim Project Presence	Signal Visible Accomplish't	Erect Community Monument	Explode Corporate Decor
	Fly Community Flag	Use Traditional Forms	Chart Commujity Organizations	Display Consult Programs	Denote Residential Locales	Display Organizat'l Insignia	Paint Creative Murals	Encourage Artistic Events
Corporate Rituals	Spiritizing Songs		Common Rites		Community Slogans		Ceremonial Rehearsals	
	Incorporate Movemental Memory	Adapt Indigenous Singing	Initiate Meeting Formulae	Commission Task Assignments	Establish Rallying Cries	Encourage National Mottoes	Establish Ceremony Forms	Catalyze Official Events
	Celebrate Local Identity	Create Task Motivators	Conduct Absolving Accountabil'y	Express Global Identity	Generate Local Mottoes	Display Literary Quotes	Affirm Religious Traditions	Honor National Rites
Community Celebrations	Cultural Events		State Holidays		Passage Rites		Achievement Festivities	
	Rehearse Traditional Festivals	Partic. in Religious Observances	Uphold National Independence	Honor Founding Fathers	Celebrate Individual Birthdays	Significate Community Deaths	Mark Quarter's Completion	Hold Stake Celebrations
	Observe Seasonal Days	Sponsor Global Fetes	Memorialize Historic Moments	Attend Regional Occasios	Symbolize Life Phases	Dramatize Wedding Anniversar's	Promote Weekly Events	Proclaim Guild Victory

Village Consensus Programme	Village Assembly		Community Secretariat		Monitoring Commissions		Local Units	
	Community Forum	Quarterly Planning	Programme Coordinatn.	Consensus Articulatn.	Programme Review	Financial Oversight	Issue Definition	Special Assignment
	Initiating Consult	Monthly Reporting	Information Flow	Financial Accounting	Resource Coordination	Leadership Expansion	Regular Planning	Period Reporting
Total Engagement Programme	Stake Care		Guild Operation		Employment Scheme		Workday Miracle	
	Inclusive Grid	Care Structures	Document Study	Corporate Action	Local Industry	Government Contracts	Clean-up Campaign	Building Renovation
	Needs Analysis	Weekly Meetings	Weekly Planning	Skills Training	Private Business	Community Services	Signal Landscaping	New Construct
Community Commons Programme	Common Space		Common Time		Common Services		Common Funds	
	Open Lands	Water Supply	Community Calendar	Weekly Rhythm	Cooperative Transportation	Essential Services	Community Equity	Loan Facility
	Public Facilities	Internal Roadways	Daily Design	Yearly Flow	Guild Equipment	Irrigation Systems	Corporate Income	Operating Funds
Leadership Development Programme	Core Formation		Community Management		External Relations		Method Training	
	Stake Leaders	Village Elders	Operation Coordinatn.	Economic Developmt.	Government Proposals	Visitor Hospitality	Meeting Leadership	Project Actuation
	Guild Leaders	Rising Leaders	Services Flow	Community Spirit	Business Relations	New Village Support	Battle/plan	Organic Skills

Rational Objective: What does it mean to "DO" health?	Existential Aim: Future of good health lies in hands of local man
---	---

INTRODUCTION: Every town must evaluate where premature death & unnecessary suffering, is occurring; it must stand before the vision of a full life potential and significant self-sufficiency.

ENVIRONMENT	Community Sanitation System		Individual Consumption Patterns		Available Adequate Housing		Supportive Community Patterns	
	drinking water	sewage system	nutrition education	elders' food program	dry, warm adeq. space	fire resistant	social groupings	corporate accountabil
	trash disposal	drainage	quality food availability	infant nutrition program	hazards removal	functional plumbing	elders role	self-affirmation
PREVENTIVE SYSTEMS	Service Access		Advocate Network		Community Education		Surveillance Systems	
	service provider agencies	Board of Advisors	comprehens. rationale	systematic visitation	local news articles	media campaign	record keeping	advocate reports
	community liaison	eligibility arrangements	ongoing training	phone central	health events	advocate visits	guild meetings	safety surveys
BASIC TREATMENT	Emergency Services		Illness Detection		Regular Services		Professional Service Interface	
	EMS training	equipment availabil'y	sick call facility	home visits	physical exam	prenatal services	laboratory service	auziliary training
	communicatn. system	transport system	group programs	mass screening	dental care	chronic illness	hospital resources	mental health resources
INTRA-PROJECT IMPACT	Releases Vitality		Affirms Environment		Protecting Programs Flanks		Secures Authorization	
	attack symbolic disease	affirmative images of health	hazard removal	housing upkeep	community meal prep.	preschool teacher training	documentatn. results	guardian formation
	symbol of effective care	local participatn	safe street patrol	plazas & playlots	industry safety program	elders program support	local effectivity	interchange

I. CONTEXTUAL LECTURE

Rational Objective:

Existential Aim:

INTRODUCTION:

I EARLY LEARNING	Community Preschool		Demonstration Curriculum		Community Relations		Support Systems	
	Infant Care	Prep School	Spiral Curriculum	Art Tools	Parent Involvement	Community Teachers	Funding Plan	School Administration
	Mini School	Kinderschool Education	Imaginal Methods	Teacher Preparation	Total Enrollment	Community Involvement	Facilities	Equipment Maintenance
II FORMAL SCHOOLING	Elementary Education		Secondary Access		Vocational Schools		Advanced Studies	
	Model Classroom	Imaginal Curriculum	Guaranteed Matriculation	Financial Assistance	School Placement	Career Planning	University Enrollment	Technical Schooling
	Artform Method	Team Teaching	Regular Attendance	Vocational Guidance	Work-Study	Traditional Apprenticeship	Professional Training	Para-Professional Instruction
III EXTRA-FORMAL TRAINING	Community Curriculum		Job-Related Training		After School Enrichment		Special Care	
	Comprehensive Design	Community Journey Masters	On-the-Job Training	Company Schools	Remedial Tutorials	Junior Achievement	Physically Handicapped	Exceptional Child
	Structures Injection	Impactful Events	In-Service Program	Informal Instruction	Cultural Excursions	Guild Engagement	Retarded Person	Slow Learner
IV ADULT EDUCATION	Basic Literacy		Functional Skills		Vocational Skills		Leadership Training	
	Elementary Reading	Writing Proficiency	Analytical Skills	Global Language	Job Aquisition	Management Training	Social Methods	Pedagogical Training
	Foundational Math	Communication Skills	Domestic Management	Social Sophisticatn	Business Courses	Trade Shops	Motivity Methods	Corporate Methodologies

I. CONTEXTUAL LECTURE

Rational Objective: To explore the comprehensive avenues of care structures in the local community.

Existential Aim: To catalyze an experience of life-long worth of the unique contribution of individuals to society.

INTRODUCTION:

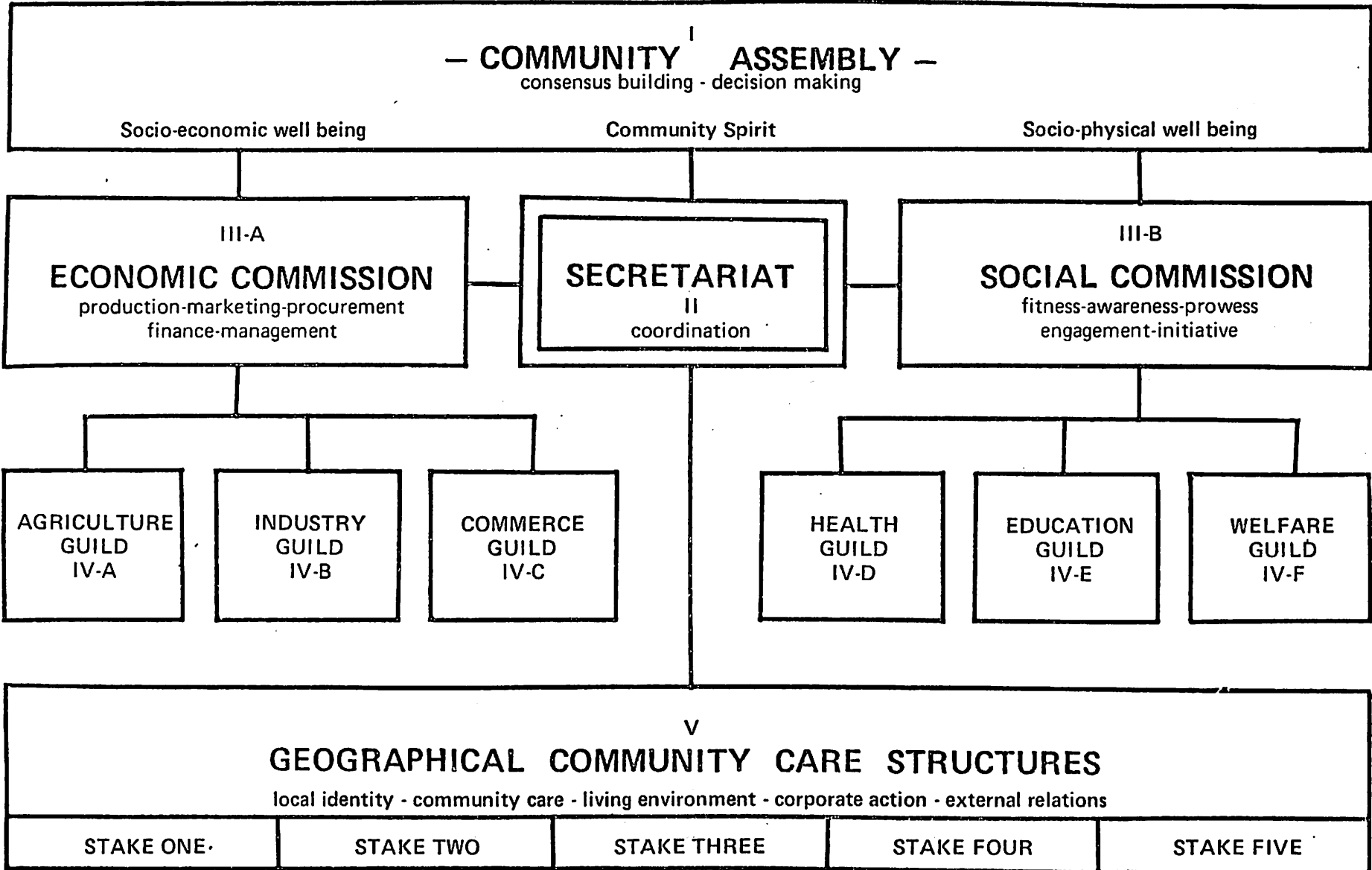
I FAMILY DEVELOPMENT	Project Engagement		Economic Foundation		Environmental Care		Social Relations	
	Stake Meetings	Community Leadership	Family Budgeting	Employment Mechanism	Demonstratn Home	Cleanliness Patterns	Corporate Patterns	Home Structures
	Guild Participatn	Program Involvement	Skills Upgrading	Work Schemes	Space Beautificatn	Home Gardens	Intentional Life-style	Family Symbol
II ADULT ADVANCEMENT	Functional Training		Job Training		Women's Groupings		Men's Groupings	
	Basic Skills	Leadership Methods	Skills Recovery	Technical Update	Education Programs	Environment Care	Safety Patrol	Business Association
	Domestic Management	Social Sophistica-tion	Business Courses	Supplemen-tary Training	Health Advocacy	Family Mobilizatn	Emergency Services	Resources Development
III YOUTH ENGAGEMENT	Work Force		Leadership Training		Recreational Programs		Collegial Structures	
	Community Volunteers	Apprentice-ship Program	Meeting Leadership	Emissary Program	Physical Development	Talent Development	Parents Auxiliary	Youth in Action
	Group Projects	Youth Work days	Team Responsibil-ity	Guest Hosting	Team Involvement	Exposure Trips	Elementary Jets	Young Adult League
IV ELDERS ENGAGEMENT	Heritage Recovery		Symbolic Leadership		Physical Care		Guild Involvement	
	Common Songs	Cultural Memory	Guarding Comprehensiveness	Hosting Presence	Health Services	Transport Access	Wisdom Communicatn	Skills Transmissio
	Traditional Symbols	Historical Recall	Maintaining Continuity	Honoring Exemplars	Food Supply	Adequate Shelter	Absolution Embodiment	Indirect Training

1977

ORGANIZATIONAL CHART – toward the actuation of comprehensive HUMAN DEVELOPMENT PROJECTS – on the local level



I. The Assembly - II. The Secretariat - III. The Commissions - IV. The Guild Network - V. The Stake System



THE QUALITIES of PROFOUND HUMANNESS



"Civilization is the continual discovery of profound humanity."

INTERNAL STATES of BEING

EXTERNAL MANIFESTATIONS

I	II	III	IV
EVENT unexpected intrusion altered situation immediate response decisional appropriation	ACTION appropriate deeds representational engagement decisional victory manifest intentionality	DECLARATION continual exposure visible sign constant interpretation public accountability	INTEGRITY audacious creation destinal resolve incarnate freedom societal transvaluation
MYSTERY mundane transparentization disclosed unknownness nameless fear dreadful fascination	TOTALITY historical responsibility encompassing unity limitless commitment infinitesimal detail	CREATIVITY universal relativity historical engagement decisional impact sociological creativity	CARE overwhelming reality empassioned detachment universal service perpetual expenditure
CONSCIOUSNESS illuminated relationship impactful imagery paradigmatic insight transrational interpretation	CORPORATENESS focused power covenantal collegiality profound fellowship decisional obedience	PRESENCE inescapable selfhood enigmatic archetype internalized affirmation transparent signification	EFFULGENCE endless affirmation unlimited power paradoxical abundance restless tranquility

III. The Actuation Plan Chart

USA 12 PSU

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1978 - 79

PHASE			Year 1				Year 2
			I 1 mo.	II 2 mo.	III 3 mo.	IV 6 mo.	V 12 mo.
Screen							
Visibility Schemes			Community Signs and Symbols	Central Nodes Renovation	Community Facilities Construction	Housing Rehabilitation Program	Major New Construction
Catalytic Funding			Rapid Visibility Projects	Project Labor Force	Community Program Facilities	Economic Enterprise Funding	Long-term Loans and Mortgages
M a n e u v e r F o c i	E c o n	Agri.	Demonstration Self-Sustaining Ventures	Guaranteed Markets Procurement	Business Incubator Center	Business Management Training	Long-range Investment Systems
		Ind.					
	Comm.						
	H u m a n	Envir.	Village Beautification Campaign	Community Commons Creation	Project Accomplishments Celebration	Program Facilities Completion	Areal Replication Activities
		Unity					
		Ident.					
	S o c i a l	Health	Community Pre-school Set-up	Health Program Formation	Youth Service Corps	Vocational Skills Center	Inclusive Engagement Programs
		Educ.					
		Welf.					
Leadership Journey			Massive Citizen Involvement	Auxiliary Shadow Selection	Task Force Formulation	Projects Leadership Interchange	Formalize Organization Structures
Acceleration Treks			X	Social Acceleration Trek	Economic Acceleration Trek	Leadership Expansion Trek	Managerial Systems Trek

FORMULAE OF EFFECTIVITY

toward the actuation of comprehensive Human Development

Global Research Centrum: Chicago

(working draft)

1978 - 79

<p>THE ARENA</p>	<p>THE CATALYSIS</p>
<p>HUMAN DEVELOPMENT toward local self-confidence</p>	<p>visible transformation rapid actuation corporate effort radical selfhood profound living</p> <p>EFFULGENCE</p>
<p>LIVING ENVIRONMENT</p> <ul style="list-style-type: none"> 13 domestic housing 14 public facilities 15 village design 16 essential services 	<p>stability</p> <p>comprehensive village design community clean-up erect signs transform spaces new construction</p> <p>transience</p>
<p>CORPORATE PATTERNS</p> <ul style="list-style-type: none"> 17 total engagement 18 community commons 19 consensus assemblies 20 corporate work force 	<p>participation</p> <p>cultivate leaders community meetings community time design community work days common nodes</p> <p>observer</p>
<p>IDENTITY SYSTEMS</p> <ul style="list-style-type: none"> 21 community self-story 22 symbol system 23 corporate ritual 24 village celebrations 	<p>significance</p> <p>heritage recovery new story visible symbols stake/guild songs & rituals planned celebrations</p> <p>victim</p>

FORMULAE OF EFFECTIVITY

toward the actuation of comprehensive Human Development

Global Research Centrum: Chicago

(working draft)

1978 - 79

THE ARENA

THE CATALYSIS

ECONOMIC DEVELOPMENT
toward local self-sustenance

autonomous unit.
bring money in.
keep money in.
circulate money within.
relate to globe.

INTEGRITY

COOPERATIVE AGRICULTURE

- 1 expanded cultivation
- 2 intensified production
- 3 water delivery
- 4 equipment pool

fruitfulness

design the land
coordinate production
motivate the work force
intensify production
upgrade technology

barrenness

APPROPRIATE INDUSTRY

- 5 cottage production
- 6 agro-business
- 7 processing plants
- 8 ancillary industry

productivity

market discernment
comprehensive stake/industry design
gather resources
coordinate production
funding system

unemployment

COMMERCIAL SERVICES

- 9 common marketing
- 10 local merchandising
- 11 savings & loan
- 12 basic transport

distribution

cooperative funding
delimit merchandise
commercial training
cooperative purchasing
cooperative marketing

blightedness

FORMULAE OF EFFECTIVITY

toward the actuation of comprehensive Human Development

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1978 - 79

THE ARENA

THE CATALYSIS

SOCIAL DEVELOPMENT
toward local self-reliance

delimited geography
all the people
all the problems
depth human problem
symbol is key

CARE

PREVENTIVE CARE

- 25 intermediate sanitation
- 26 total nutrition
- 27 systematic immunization
- 28 primary treatment

vitality

health care-takers
health outposts
mass clinics
professional liaison
para-medic training

debilitation

FUNCTIONAL EDUCATION

- 29 early learning
- 30 formal schooling
- 31 youth training
- 32 adult education

capability

establish preschool
vocational training
total literacy program
adult education
shadow system

ineptness

COMMUNITY WELFARE

- 33 family development
- 34 womens advancement
- 35 youth task force
- 36 elder's engagement

dignity

stake system
guild participation
special forums
community events
external task

isolation

SECTION FOUR

SYMBOLIC LIFE CONSTRUCTS

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1. Daily Ritual and Song 43-44
2. Meal Rituals 45-46
3. Sunday Ritual 47
4. Celebration Constructs 48-49
- *5. Song Rationale 50
- *6. Symbolic Instruments Use 51
7. Space Care 52-53

THE DAILY RITUAL

(Let the community stand)

Leader: Let us stand before life as those who care for the world.

Community: Be it so.

L: Life is never the way we want it.
C: We refuse to accept its promise.
L: Nevertheless we are free to live.
C: Be it so.

(Let the community be seated)

READING FOR THE DAY

(Let the community stand)

L: This is the day we have on our hands.
C: We give thanks for the life we have.
L: This is our decision.
C: Be it so.

L: Let all the joy mingle in my last song.
CL: The joy that makes the earth flow over in
riotous excess.
CR: The joy that sets the twin brothers,
life and death dancing,
CL: The joy that sweeps in the tempest,
waking all life with laughter,
CR: The joy that throws everything it has
upon the dust.

(Let the community be seated)

ADDRESS FOR THE DAY

(Let the community stand)

L: Let us stand before the world and its need.
C: Let us give ourselves to the task.
L: It is to build the earth.
C: Be it so.

L: Let me not pray to be sheltered from dangers
C: But to be fearless in facing them.
L: Let me not beg for the stilling of my pain,
C: But for the heart to conquer it.
L: Let me not look for allies in life's battlefield
C: But to my own strength.
L: Let me not crave in anxious fear to be saved,
C: But hope for the patience to win my freedom.
L: Let us go forth to enact our care for the world.
C: Be it so.

CREATION

Tune: "Early in the Morning"

A time to set forth a new demand,
A time to look into the past,
For without "what has been"
There is no "yet to be",
Nothing that we do, then could last.

Refrain :

We stand beyond our life and see,
We stand beyond our death and really see,
What's required of men who give their death to history;
And it is now that we must do
What other ones have always longed to see,
To discover what's required of us to set men free.

No more must men live in poverty,
No more in strife and disarray,
For when all the men create all the earth,
That shall be the new day.

In those who choose to be all there is,
Pain and misery are past,
Transformed because they bring forth human life,
New life never comes, but through a death.

The global task now has claimed our lives,
Who knows where our bodies they shall find?
But with us anew, now the mystery appears,
The meaning of the life of all mankind.

COLLEGIUM MEAL FORMAT

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Host: Let us turn to page _____ and sing _____.

Host: Let the Human Development Training Institute, (place) stand accountable for its presence at breakfast by Task Forces and Teams. Task Force and Team Leaders stand. Task Force One.

T.F.L. Task Force One assumes responsibility for the care of its members and reports by teams. Team A.

Team A: Actual Accountability

Team A reports _____ on special assignment. _____ is ill and checked on; _____ is absent and checked on. All others are present.

Symbolic Accountability

Team A reports that all are present or accounted for.

Task Force 2,3,4,5,6 assumes responsibility....

Host: Word of Absolution.

Ritual: Run into the future, run.
Run into the rising Sun.
Men who run create the world.
Be it so.
Right?
Right.

Task Force and Team leaders may be seated.

Host: Introduction & welcome of guests.
Let us eat this meal on behalf of _____. Let us feast.

Witness: The News Conversation

MORNING COLLEGIUM

Host: The Announcements for the day.

Dean: The Dean's Spin

Host: The Send-Out (Community rises.)

March into the future, march,
Dance over the dark abyss.
Right?
Right:

MEAL RITUAL

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MORNINGS

L: Run into the future, run
C: Run into the rising Sun
L: Men who run create the world
C: Be it so
L: Right?
C: Right.

L: Let us eat this meal on behalf of
L: Let us feast!

NOON

L: We are the ones set free to embrace the world
C: We are the ones compelled all to give
L: Right?
C: Right.

L: Let us eat this meal on behalf of
L: Let us feast!

DINNER

L: Men of the Spirit march on to build a new tomorrow
C: Their's is the Mission never done
L: Right?
C: Right.

L: Let us eat the meal on behalf of
L: Let us feast!

SUNDAY CELEBRATION
ROLES: HOST/WITNESS

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<p>INTRODUCTION 7:00-7:10 PM (10min.)</p>	<p>HOST: The Singing Symbolic Acct/Absolution</p>
	<p>Movt. I 7:10-7:25 (15 min.)</p>
<p>Witness: The Spin HOST: Ritual: "Men of the Spirit" Guest Introduction "Let us eat this meal on Behalf of....." "Let us Feast"</p>	
	<p>Movt. II 7:25-7:35 (10 min.)</p>
<p>Witness: Celebrations: Birthday Song: "Iron Man" Anniversary Song: "Journey On" Other</p>	
	<p>Movt. III 7:35-7:50 (15 min.)</p>
<p>HOST: I. Taskforce Headliner & Feature Story 1. Workshop 2. Workday 3. Roundtable 4. Luch Pedagogy 5. Obediences 6. Trip/Celebratn. End with a song: "I can see a New Day" (first verse only) II. Global Band Story.....End with same song, last verse only: "I can see a new world" *See below for alternate model for Movt. III.</p>	
<p>CONCLUSION 7:50-8:00PM (10min)</p>	<p>WITNESS: Announcements Accountability Absolution HOST: Send-out Closing Ritual</p>

Instead of statements from all 6 Task Forces, we might have only 3 reports:

1. Academic
2. Task Force
3. Team Report
4. Special Excursion or special activity.

DATE	NAME OF CELEBRATION
Jan. 15	"THE NIGHT OF LAUGHTER"
Jan. 22	"MANY IN ONE" (Telugu-Hindi-Marathi)
Jan. 29	"THE REPUBLIC DAY CELEBRATION"
Feb. 5	"CROCKER'S CREEK PICNIC"
Feb. 12	"MOVIE NIGHT"
Feb. 19	"MALIWADA NIGHT"
Feb. 26	"THE SEND-OUT"

CELEBRATIONS BRAINSTORM

(From HDTS #2 Jan.,Feb.,1977)

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1978 - 79

1. Cultural Night (three in one.)
Hindi (North)
Marathi
Telugu (South)

2. Picnic

3. Entertainment by local Maliwada people

4. Game night

5. Movie

6. Formal Dinner

7. In-kind Dinner at Hotel

8. Seated games night (club atmosphere)
(Cards, checkers, chess)

9. Sat., Jan. 29
The Republic Day Celebration.
Formal Dinner - Invite a special
speaker of Independence.
30 years/ 27 years as a Republic

10. Ur meals

11. Carnival Booths

12. Story telling night

13. Mall Dynamic

14. Tapes/Dancing

15. Informal Dinner

16. Song Fest

17. Quiz Night.

18. Stunt Night
(Draw from basket)

19. Night of Musical
(different styles)

20. Mascarade Night
(with masks.)

THINGS TO DO/USE

1. Songs

2. Dances

3. Speeches

4. Oil Lamps

5. Flowers

6. Candles

7. Tables out on the mall

8. Table decor - shapes made with
colored paper.

9. Dramas

10. Games

11. Stunts

12. Charades

SPACE CARE ASSIGNMENTS

CULTURAL CYCLE
(working draft)

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1978 - 79

<u>THE INTERNAL ARENAS</u>		<u>THE EXTERNAL ARENAS</u>	
T A S K F O R C E T W O	<u>E&F</u> The Great Hall	T A S K F O R C E O N E	<u>A</u> The Side of School & Kitchen Drain
	<u>G&H</u> The Courtyard		<u>B</u> The Back of School
T A S K F O R C E F O U R	<u>M</u> The Task Force 6 Room	T A S K F O R C E T H R E E	<u>I&J</u> The road in front of school
	<u>N</u> The Bathrooms & Well Room		<u>K&L</u> The road to Castle
	<u>O</u> The Entrance Way & Inside Gardens		
	<u>P</u> The Stairway		
T A S K F O R C E S I X	<u>U</u> The Task Force One Room The Task Force Two Room	T A S K F O R C E F I V E	<u>Q</u> The Task Force 5 Dorm
	<u>V</u> The Task Force Three Room The Task Force Four Room		<u>R&S</u> The grounds around building and across road
	<u>W</u> The Men's Dormitory		
	<u>X</u> The Upstairs Walkways		<u>T</u> The new wash rooms

THE TEN REQUIREMENTS FOR CREATING GREAT SPACE

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INSIDE:

1. Wipe down and clear furniture including blackboards.
2. Sweep or wash all floor space.
3. Arrange furniture with precision.
4. Renovate decor.
5. Remove all rubbish and misplaced items.

OUTSIDE:

1. Pick up rubbish.
2. Sweep the roads.
3. Align rocks with precision.
4. Unblock and wash toilets.
5. Wash bathrooms and unblock drains.

YOU ARE RESPONSIBLE FOR THE TOTAL APPEARANCE OF YOUR ASSIGNED SPACE.

SECTION FIVE

TASK FORCE/TEAM STYLISTICS CONSTRUCTS

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DAILY TIME DESIGN

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	ACADEMIC COMPONENT	TIME	EVENT
MORNING	WAKE UP RITE	5:15-6:00	Rising and preparing for the day
	SCHOOL BREAKFAST	6:00-6:30 6:30-7:45 7:45-8:30	Opening Exercises Breakfast Collegium Individual/Space Care
	MODULE/ LABORATORY	8:45-9:45 9:45-10:00 10:00-11:30	Contextual Discourse Morning Snack Field Seminar/Expertise Panel
AFTERNOON	TASK FORCE	11:30-12:30 12:30-1:45 1:45-2:00	Mid-day Interlude Leadership Lunch Transitional Break
	MODULE/ LABORATORY	2:00-5:00	Technical Visit/Implementation Workshop
EVENING	EVENING ROUNDTABLE	6:30-7:00 7:15-8:00 8:00-9:00	Dinner Conversation Wisdom Study Tutorial
	PHYSICAL RESTORATION	9:00-5:15	Sleep and Recreation for the Morrow

THE 24 STYLISTIC DISCIPLINES OF THE TRAINING INSTITUTE

ICA

1978-1978

1. Shows up on time.
2. Remains through entire session.
3. Listens at attention.
4. Shares own wisdom.
5. Uses public voice.
6. Arranges to be accounted for if specially assigned.
7. Empowers corporate singing.
8. Demands precision rituals.
9. Honors the community.
10. Prevents any violence.
11. Protects the honor of colleagues.
12. Safeguards personal and corporate property.
13. Supports designated leadership.
14. Transforms assigned space.
15. Finishes the whole task.
16. Guards own image before the world.
17. Takes any assignment.
18. Fills leadership gap.
19. Takes careful notes.
20. Gets own questions answered.
21. Masters assigned material.
22. Sees himself responsible for the whole mission.
23. Offers proposals, not complaints.
24. Assures equitable distribution.

THE 18 SKILLS OF EVERY HDTI GRADUATE

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KNOWING:

1. The 36 Programmes and the 15 Principles
2. Humanness Touchstones: The 12 Touchstones
3. Social Methods: The 5 basic social methods
4. Auxiliary Instruments: How to use the basic Auxiliary instruments
5. NGP history: The 6 replication tactics, the 15 maneuvers for the 250 and the NGP story.
6. 20th Century Images: 20th Century Global & Social Images.

DOING

7. Conversation Prowess: Lead an effective art form conversation.
8. Workshop leadership: Lead an effective community workshop.
9. Lecturette Presentation: Build/deliver an effective spin.
10. Project Timeling (Consensus building): Build weekly, daily & quarterly timelines.
11. Implementary Model-Building: Take an assigned task & build an implementary battle plan.
12. Event Leadership (Miracle): Gun a weekly workday or a miracle event.

STYLIZING

13. Punctual Presence: Being on time (symbolizing being in charge).
14. Auxiliary Presence (Those who care): Always in blue.
15. Corporate Action : Operates out of corporate consensus.
16. Generalship responsibility: Prowess in generalship style, e.g. taking responsibility for any assignment & leading in physical work.
17. Symbolic Participation: Excellence in participation in and leadership of symbolic disciplines.
18. Space Care: Care for the cleanliness & decor of Auxiliary space at all times.

GRA 78
 HDTS T.F. BASIC DATA HUMAN DEVELOPMENT TRAINING SCHOOL 7-15-78
 ROUGH DRAFT

H. D. T. S.			FACULTY		PARTICIPANTS							SPIRIT		SCHOOL NUMBER:
LOCATION	DATE	NO. WKS	COUNTRY	NO.	COUNTRY	Village	Non Village	Grads	Assigned on adm	Still Assigned	Women	CURRICULUM EMPHASIS	SIGNAL HAPPENING	
Maliwada, India	Oct 76	8	USA India	14 6	India Phillipines	93 2	7	83 2	66 2	13* 2	8	Social Methods	Court yard School	ONE
Maliwada, India	Jan 77	8	USA India	11 9	India	78	3	70	63	25*	0	Trip & Excursion Designs	Urban Excursion	TWO
Maliwada India	Apr 77	8	India USA	9 7	India Kenya Aus. Aborigine	99 2 1	3	90 2 1	88 2 1	33* 2 1	0	Module Design Creation	Nala Bund	THREE
Maliwada India	July 77	8	India USA Australia	10 6 4	India	53	2	50	47	29*	3	Practializing the Economic Modules	Ashabi Quereshi Memorial	FOUR
Maliwada India	Oct 77	8	India USA Australia	11 7 4	India Kenya Nigeria	128 5 1	3	115 5 1	113 5 1	93* 5 1	0	Practicalizing the Social Modules	Launching the mighty 250	FIVE
Maliwada India	Jan 78	8	India USA Australia	12 7 2	India Kenya	280 3	5	221 3	213 3	213* 9 full time 6 one cycle	9	Indirect Curriculum	Council of the 500	SIX
Maliwada India	Apr. 78	8	India USA Australia Kenya England Canada	26 4 2 2 2 1	India Malaysia Germany	385 1		244 1 1	210 1 1	210 1 1	8	Stylistic Disciplines	President's Visit	SEVEN
Kwang Yunq Il, Korea	Jan 78	6	Korea USA Phillipines Malaysia Australia Hong Kong Taiwan	7 2 2 2 2 1 1	Korea HongKong Taiwan	13 3 1	30 1 1	42 4 2	(10) 4 2	(10) 4 2	8	Maneuver to Create Corporateness	Trip to city of Pusan	EIGHT
Oombulgurr Australia	Apr 78	4	Australia USA Malaysia Indonesia	5 4 2 1	Aus. Aborigine USA Canada	49	3 1	43	All in cadres	3 1	7	Broaden Aboriginal Involvement	Community meeting done by Students	NINE
Caño Negro Venezuela	Apr 78	7	USA Venezuela Australia Mexico	13 3 2 1	Guatamala Jamaica chili Venezuela Brazil Peru Uruguay	13 10 10 10 3 3 1	3 8 6 5 2 3 1	80	79	79	35	Maneuver in Latin American Strategy	Acceptance of Assignments to consults and Villages	TEN
Total				204		1242	88	1080		* after HDTS # 6 India				

Student Interview

NAME _____ TASK FORCE _____ TEAM _____ COMMUNITY _____

	At completion of ECONOMIC CYCLE	At completion of CULTURAL CYCLE	At completion of SOCIAL CYCLE
1. Attendance Review (excellent, good, average, poor)			
2. Space Care Participation (excellent, good, average, poor)			
3. Examination Grades (also go over exam briefly with student)			
4. Question to student: What need to do to sharpen your style - 24 disciplines overview Where need to work			
5. Academic Work What do you need to do to improve your academic work?			
6. Personal Goals: What do you personally want to achieve this cycle?			
7. Other Concerns			
8. Decision to be assigned to a project: YES/NO (or not clear)			

SECTION SIX

FACULTY CORPORATENESS CONSTRUCTS

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2. T/F Faculty Roles	63
3. Marks of Corporate Faculty Style	64
4. Practical Posts Structures and Assignments for School Care	65
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7. Faculty Training Model	68

FACULTY DESIGN
 For a School of 100 - 120
 (working draft)

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	DEANERY	TASK FORCES	STYLISTICS
FUNCTIONS	<ol style="list-style-type: none"> 1. Total school oversight 2. Faculty training 3. Curriculum preparation 4. Resource/project liaison 5. Symbolic contexting (leadership) 	<ol style="list-style-type: none"> 1. Task force master trainer 2. Apprentice trainer 3. Stylistics gun 4. Journey recorder 5. Service master 	<ol style="list-style-type: none"> 1. Curriculum production 2. Office management 3. Menu planning 4. Food preparation 5. Food service management
EXPERTISE REQUIRED	<ol style="list-style-type: none"> 1. Total curriculum dynamics 2. Curriculum writing 3. Symbolic prowess 4. Training prowess 5. Corporate life skills 	<ol style="list-style-type: none"> 1. Corporate life priorship 2. Social methods skills 3. Action planning skills 4. Shadow development 5. Lecture prep and delivery 	<ol style="list-style-type: none"> 1. Typing 2. Record keeping 3. Registration procedures 4. Budgeting / purchasing 5. Sustenance systems
ROLES	<ol style="list-style-type: none"> 1. SYMBOLIC DEAN 2. CURRICULUM DEAN 3. FACULTY DEAN 	<ol style="list-style-type: none"> 1. MASTER TRAINER 2. BASIC INSTRUCTOR 3. STYLISTICS GUN 	<ol style="list-style-type: none"> 1. OFFICE MANAGER 2. FOOD SERVICE MASTER 3. FOOD SERVICE BACK-UP
#OF FACULTY	3	12	3 (+)

TASK FORCE FACULTY ROLES

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TASK FORCE LEADER

1. Responsible for everything.
2. Insures functioning of roles.
3. Oversees training & prep of Faculty.
4. Prepares participant pedagogue.
5. Consult on all internal assignments.
6. Symbolizes accountability before School.

METHODS TRAINER

1. Oversees nightly review & testing of curriculum mastery.
2. Reminds TF faculty of upcoming assignments nightly.
3. Oversees training & preparation of faculty.
4. Conducts methods reflections as appropriate.
5. Monitors faculty & participant mastery of methods.
6. Consults on faculty training

SYMBOLIC GUARDIAN

1. Insures powerful & appropriate decor & center table arrangement.
2. Oversees precise table & meal settings & food service.
3. Guards TF decor items.
4. Insures mastery of HDP songs.
5. Trains teams in all rituals.
6. Prepares participants for hosting, song-leading, &

STYLISTICS GENERAL

1. Oversees academic, housing & assigned space care.
2. Distributes equipment for space care tasks.
3. Contexts TF on appropriate personal & corporate style.
4. Insures that team leaders have members present on time.
5. Trains TF stylistic disciplines.
6. Consults with TF leader on student participation in stylistic disciplines.

PARTICIPATION SCRIBE

1. Records basic attendance data on all members.
2. Consults with TF faculty regarding any problem patterns.
3. Shares and records reflections on participants & other faculty nightly.
4. Watches for signs of emerging leadership & mastery of materials.
5. Records any special leave arrangements & holds accountability for them.
6. Calls faculty attention to people having special difficulties.

SERVICE MASTER

1. Manages credit systems.
2. Checks on sick members & insures team care requests.
3. Monitors requests and arranges for medical services, travel & supplies.
4. Oversees TF housing & checking out of personal articles.
5. Trains TF in budgeting credit resources.
6. Receives & oversees distribution of mail for TF.

FACULTY COLLEGIUM
MARKS OF CORPORATE FACULTY STYLE

<p>ARENA KEYS</p>	<p>VISIBLE PRESENCE</p>	<p>STUDENT CARE</p>	<p>VIBRANT AFFIRMATION</p>	<p>TOTAL RESPONSIBILITY</p>
<p>CORPORATE SIGN</p>	<p>PUNCTUAL ATTENDANCE</p>	<p>HONOURING ALL</p>	<p>UNIVERSAL YES</p>	<p>ONE MIND</p>
<p>FULL PARTICIPATION</p>	<p>WORK PARTICIPATION</p>	<p>SHARED TASKS</p>	<p>DANCING ENGAGEMENT</p>	<p>GENERALSHIP DECISION</p>
<p>RADICAL INTENTIONALITY</p>	<p>NOTE- TAKING</p>	<p>FRIENDLY DISTANCE</p>	<p>FACULTY DECOR</p>	<p>NAMING THE ENEMY</p>
<p>SPIRIT KEY</p>	<p>MYSTERIOUS BLUE</p>	<p>JOURNEY SENSITIVITY</p>	<p>FREE OBEDIENCE</p>	<p>COMPREHENSIVE CONTEXT</p>

POST ASSIGNMENTS

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CURRICULUM

STYLISTICS

ADMINISTRATION

1.	Modules	1.	Institute Inspection	1.	Files and Correspondence	
	Excursions		2.			Construction & Housing
	Exams		3.			Kitchen Style
2.	Meal Training Morning Collegium Lunch Leadership Evening Round Table Labs	4.	Sanitation Structures	2.	Production	
		5.	Student Services			
3.	Actional Projects Institute Celebrations	6.	Health Care	3.	Photography & Sound System	
		7.	Decor Maintenance			
4.	Corporateness Training R/T Corporate Life Team Tutorial T/F & T/U Leadership Training Elective English Tutorial	8.	Equipment Maintenance	4.	Finance & Purchasing	
		9.	Great Hall Ordering			
5.	Faculty Training Events T/U Leaders Meetings			5.	Hosting	

FACULTY MEETINGS
DESIGNS AND FUNCTIONS

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		TIME	PURPOSE	CONVENOR
W E E K L Y	Full Faculty Meeting	9:30-10:30 a.m. (10:30-11:30 post) 11:30-12:30 Sunday Morning	Review & Preview; issues B/S & asst. Consense on post models	Deanery
	Posts	10:30-11:30 Sunday morning	Review, prioritize and T/L tasks Special asst. requests	Post Guns
	Faculty Role Groups	9:00-9:30 p.m. Sunday Evening	Review six functions and spell out week's emphases & procedures	Role Monitors
D A I L Y	Daily Orientation	5:30-6:00 a.m.	Spirit life; daily systems check and special assts	Deanery
	Task Force Faculties	5:30-6:00 p.m. 8:45-9:00p.m.	R/T assts & prep; mood & style guides Eval pedagogy, deal with issues; scribal notes	TF leader
	Faculty Posts	7:45-8:00 a.m.	Brief check of day's post tasks and assts	Post Guns
	Deanery	5:15-5:30 a.m. and as necessary	Consensus check; morning ritual & Dean's Spin emphasis	Officer of the Week
R E G U L A R	Mid-Course Check Session	9:00-9:15 p.m. Tues-Thurs-Sat 9:30-10:00 Sunday	Review day's assts & quick-list issues; Announce curriculum training sessions	Deanery
	Curriculum Training Sessions	9:15-9:45 p.m. Tues-Thurs-Sat 10:00-10:30 Sunday	Collegium; host & witness; morning lecture; seminar/workshop; lunch leadership	Curriculum Post
	Module Reflection & Orienta- tion	9:00-9:45 p.m. — Mon-Weds-Fri	Review & preview mods & Sch journey; post & role reports; celebrative refresh.	Deanery

WEEKLY FACULTY MEETING DESIGN
(4 Hours)

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<p>INTRODUCTION 9-9:15 AM (15 min.)</p>	<p>The Singing Accountability/Absolution</p>	
	<p>Movt I 9:15- 9:45 (30min)</p>	<ol style="list-style-type: none"> 1. Spin 2. Faculty Reflections 3. What happened to students this past week?
	<p>Movt II 9:45- 10:45 (1 hr)</p>	<ol style="list-style-type: none"> 1. How has our conversation informed us about what needs to be done as we continue to build the HDTS? 2. Other directions in which we need to go? 3. List/Look at issues.
	<p>Movt III 10:45- 12:40 (55min)</p>	<p>Looking at the coming week.</p> <ol style="list-style-type: none"> 1. Curriculum Overview and Assignments 2. Corporate Reflection 3. Stylistics Assignments
<p>CONCLUSION 12:40-12:45 (5 min.)</p>	<p>Announcements Send-out Ritual</p>	

		CURRICULUM CONSTRUCTS						MODULES			FACULTY STYLE							
		S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		
M O R N I N G	COLLEGIUM: SCHOOL CONSTRUCTS	COMMON MEAL	REPLICATY OR EXPANS. VISION	WHOLE CURRIC- ULUM	MODULE DYNAMICS	LAB DYNAMICS	MEALTIME CURRICULUM	FLUN. CYCLE	CULT. CYCLE	SOC. CYCLE	PRIOR- SHIP	JOURNEY METHOD	CARE & DISCIPLINE	SPACE/ TIME DESIGN	FACULTY PRESENCE			
	BREAKFAST: SYMBOLIC LIFE							AGRI.	LIV. ENV.	HEALTH								
	M E T H O D S	CONTEXT	H.D.T.S. PREP.															MASSIVE SCHOOL SET UP MANEUVER
		METHODS DEMONSTRATY		ART FORM CONVERS.	ISSUE CONVERS.	WORKSHOP BUILDING	WORKSHOP BUILDING	LECTURE BUILDING				COLLEGIUM	COLLEGIUM	PEDAGOGY	PEDAGOGY			
		PEDAGOGY GROUPS							INDUS.	IDEN. SYST.	EDUC.							
CORPORATE REFLECTION																		
A F T E R N O O N	TASK FORCES							(FORMAT) NEW FACULTY LECTURE REFLECTION + ISSUES CONV. BRAINSTORM: RESOURCES EXERCISE SCHEMES PROJECT ACCOMPLISHMENT PSS, VILLAGE ACTION IMPLEMENTATION WORKSHOP EVAL. & RECONSTRUCTION STRENGTH & WEAKNESS REFLECT										
E V E N I N G	ROUNDTABLE PEDAGOGY	FACULTY O R I E N T A T I O N	HUMAN POETRY		KAZANTZAKIS						PROFOUND HUMANNESS					H.D.T.S. OPENING C E L E B R A T I O N		
	TASK FORCES							COM.	CORP. PAT.	WELF.								
	PEDAGOGICAL PREPARATION																	