



# THE HUMAN DEVELOPMENT TRAINING SCHOOL

FIFTH CITY: CHICAGO, ILLINOIS

NOVEMBER/DECEMBER '79

# **Participants**

**say. . .**

## HUMAN DEVELOPMENT TRAINING SCHOOL IS.....

The Human Development Training School is a comprehensive curriculum in effective methods needed by local community leadership. Its primary intent is to substantially transfer local economic, social and cultural development methods to the residents themselves. The current phase of the School is focused on adapting the curriculum developed for third world developing nations to the particular challenges of grassroots leadership in North America. The HDTS sessions increase the resourcefulness of leadership in particular communities, expand the base of experienced faculty for future schools and supply practical consultants for neighboring communities.





The Human Development Training School is crucial for local people around the world to enable local economic, political and cultural development to happen. Local people will be more able to develop their own communities with the participation of auxiliaries who can motivate and enable things to happen.

Fernando Campos Rivas, Conacaste, Guatemala

The thing that helped me most was the practical method for a meeting format. I belong to several organizations that meet regularly to settle important business matters, but we have no system for conducting the meeting, stray from the subject and end up with no time and still not much done. The interchange between communities gave me ideas of what I could do in my own town.

Maxine Turner, Starks, ME



My stay here at the HDTS has been indescribable. It has increased my education tremendously. The methods we used will be very effective in my community which I plan on expressing strongly. These three weeks have been most satisfying to me so I would encourage everyone that has the opportunity to please attend.

Willie Peterkin, Gibson, NC







The HDTS has a two-fold impact. It imparts practical knowledge and methods for local leaders through exercises within a real community during the cycles and methods practice during the labs. The opportunities for conversation, teamwork, and celebration demonstrate the power and decision of people working together that accomplish miracles and sustains over the long-haul of rebuilding local communities.

Nancy Clithero, Mill Shoals, IL



Rod Hall, Pace, MS



Lena Earle, Lorimor, IA

The HDTS taught me the methods that I need to work with my community. I think I conquered a great portion of all the methods. I know how to work corporately with others and that is something I need in my community. Everything I have learned will be helpful to me and my community, thanks to the HDTS.

Vincent L. Newton, Gibson, NC



The Human Development Training School provided me an opportunity to gain new insights into problem solving which will better equip me to deal with the planning problems in my local community. My thanks to Bruce Williams for urging me to attend! I will ensure that Harrisburg benefits from his care.

Roy E. Hansard, Harrisburg, PA



The HDTS was a very helpful demonstration of the decision-making power of people in small communities throughout North America. We saw people continually able to create realistic plans and carry them through. We observed a commitment to creating human life in the most demanding communities of this continent. For me, the HDTS was truly a sign that local people are capable of creating and implementing their own destiny.

Robert R. Vance, Chicago, IL

The HDTS has shown me that it is possible in a short period of time to train people in effective methods for doing human development. Working in the practical laboratory of 5th City, we have been newly equipped with practical leadership skills and motivational methods that will enable our local communities to plan and do for themselves.

Jill Rodda, Memphis, TN





I was in the first school and had my eyes opened to the possibility of training our local community. The second school has made me firm in the practical methods (art form, workshop, lecture building) and contextual spins. These are tools that allow us to do effective human development.

DeBorah Owens, Washington, D.C.

The superb quality of the training and faculty refreshed me. The wisdom distilled from the experience of many communities has given me a framework of both the methods I can use and resolve to continue caring.

John McAdam, Lorimor, IA



It is very difficult to see the significance of a single life in the midst of a local situation, and even more difficult to see a person's significance in the face of a nation or the world. The HDTS gives people an opportunity to experience their own existence as essential and interrelated to every other person and place on this globe. The unity of spirit this awareness brings, and the methods taught to bring about change at a local level, ultimately effecting the world, gives a realistic grand hope.

Margaret Jansen, Gibson, NC







As one who has participated in human development over the past fifteen years, I have appreciated the refresher course in methods and theoretics that this school has provided, as well as the opportunity to interchange ideas with others who are engaged in similar work.

Don Raschke, Chicago, IL

Local communities across the globe have begun to realize that "local people can solve local problems" and need to get started doing this. The Human Development Training School in 5th City enabled its participants, both brand-new leadership and experienced people, to become self-confident in their abilities to rebuild their small rural towns and inner city neighborhoods.

Margaret Ennis, Uptown, Chicago, IL



As the dust from the mass-shuffle and dislocation of ethnic and historical communities begins to settle, people find themselves dependent upon a community of strangers and ineffective structures. The HDTS trains local leadership in methods to deliver back to the local people the capacity to recreate interaction, corporate responsibility, motivation, practical vision and a consensed upon plan for the economic, social and cultural life of that community.

Carlos T. Ollison, Ivy City, Washington, D.C.





I learned and practised leadership skills and group methods that work and that I can teach to other people. I became aware that the effectiveness of these methods is demonstrated in the history and situation of 5th City. I now have a broader context for human development and for creating motivating images for participation.

Gay Kennedy, Vogar, Manitoba, Canada

Individuals in local communities around the world are asking for a way to participate effectively in their geography. The methods I have experienced and the skills developed in the HDTS will enable me to work creatively with people in any given situation.

Arthur W. Smith, Chicago, IL



What if local man got his chance? What if every person in a community understood his life as unrepeatably unique? What if whole communities were released to struggle through their own pain and with new resolves moved in a new direction of humanness? What if new methods of thinking, working and celebrating together were shared? What a way to usher in the '80's!

Charlene Powell, Gibson, NC





**Faculty**

**says. . .**

HUMAN DEVELOPMENT TRAINING SCHOOL OPENING



## OTHER PARTICIPANTS

Jolean Brown Otter	Bullhead, SD
Ruth Carter	5th City: Chicago, IL
John Cooper	Philadelphia, PA
Mary Dwyer	Chicago, IL
Judy Edgerton	Columbus, OH
Mark Green	Hackensack, MN
Robert Heard	5th City: Chicago, IL
Cheryl Lyon	Bullhead, SD
Don Maple	Cedar Rapids, IA
Kathy Martin	Winchester, KY
Lela Mosley	5th City: Chicago, IL
Eloise Patton	New Orleans, LA
Don Luigi Persichetti	Oklahoma City, OK
Mary Póole	Ottawa, Ontario, CANADA
Emily Rallings	Philadelphia, PA
Pat Rodriguez	Goshen, CA
Randy Rodriguez	Goshen, CA
James Skinner	Bullhead, SD
Floyd Stanley	5th City: Chicago, IL
Vernel Titus	Minto, AK
Virgil Titus	Minto, AK
George Walters	Chicago, IL

The HDTS has increased my concern to find new methods and techniques for creating human development in my community. The arenas of cultural, social and economic contradictions were a major question to my whole community. Now through new strategies and methods a new birth of motivational skills can be transferred to communities. The HDTS has increased my capacity to use effective methods for identifying community problems and visioning as I see a grassroots future from generation to generation.

Ernest Yates, Winchester, KY

Communities today are struggling with how to sustain and call forth leadership. The indicative battle planning re-emphasizes methods for not only dealing with major issues but also for involving people in the planning and resulting action. The Profound Humanness Lab was most helpful in demonstrating again exercises with which you can screen out miscellaneous issues and focus your energy on what are the top priorities.

Duncan Holmes, Edmonton, Alberta, Canada

These people who made the creative and practical activity known as HDTs have convincingly demonstrated that they have a better chance than any other organization in the world to authentically serve the local community and the globe.

Forrest Frederick Furaus, Portland, OR

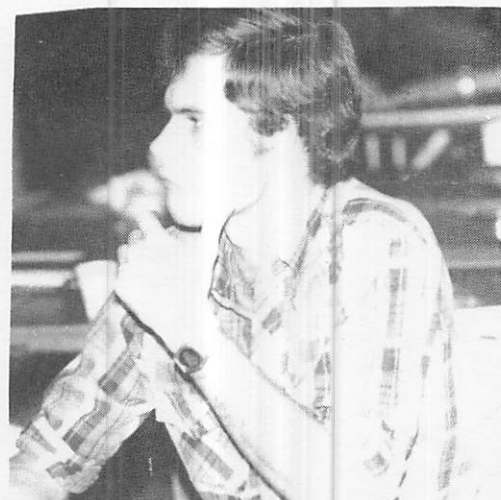


The most helpful thing that I relearned in the HDTs was that team work and a consensus basis are extremely important in whatever you do. I increased my capacity for being able to work with a variety of people -- that you do not have to like or love someone to do or complete a corporate task. The important thing is to be able and committed to revisioning and redeveloping your own community.

Helen M. Eskridge, 5th City, Chicago, IL

As the world moves into the 1980s, it is essential that we have local people trained to build and nurture community leadership. I found that within a real community, the HDTs journeyed me through a program of extremely practical cycles and labs, and has equipped me with a methodological tool kit to build the future.

Ben Chapman, Sydney, N.S.W., Australia



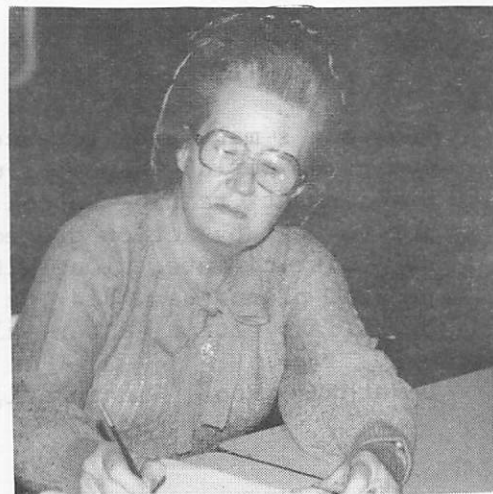


The most helpful training the HDTS provided me with was the Community Forum Lab. Now, I have the confidence to orchestrate Town Meetings. The most impacting parts of the school were the Imaginal Ed, Community Forum and Profound Human-ness Labs. Our task force was the greatest example of corporateness I have experienced.

Addie Lyman, Kinney, MN



George Emerick, Charlotteville, NY



Viola Benfield, Gibson, NC

Looking at the world and its situation today with the rising of local communities around the world, the HDTS is the tool to really get around to solving the issues of these communities. The workshop method is the most exciting and important tool in the school.

Noel Thomas, Spanish Town, Jamaica







This three-week school provides an intense practical training on methods, and still holds the comprehensiveness of the curriculum design of the original eight-week school. The workshop on indicative battleplanning was the most helpful tool I learned. The Profound Humanness Laboratory helped me to rehearse my motivation for doing what I'm doing.

Jailu R. Vergara, Manila, Philippines.

"How can I make a difference in this complex, confusing world?" Answers unfolded at the Human Development Training School. Practical methods put to test by action proved effective when the HDTS participants, along with 5th City community people, planned and did the work which opened the new Elders Action Center--all in two weeks.

Dorothy M. Roof, Cincinnati, OH



The HDTS is about enabling human choices in every local community. My experience is summed up in this quote: "Choose life - only that and always at whatever risk. To let life leak out, to let it wear away by the mere passage of time, to withhold giving it and spreading it is to choose nothing." - Sr. Helen Kelley. The HDTS gave me a new sense of hope as we enter a new decade.

Rosemary Kennedy, Lorne, New Brunswick, Canada



The Human Development Training School awakens images of people working together in their own community using methods that allow depth resolve and participation toward creating the substance of a vital place and time to be living. The HDTS delivers the practical keys to creating, managing, doing the training for and winning at a long-term plan for the community.

Judi White, Chicago, IL



The HDTS helped to renew my vision of what is possible in local communities and my decision to continue to work towards that vision. This happened through hearing about what's going on in other communities, through doing a Town Meeting in an elders highrise and through sharing and reflecting on poetry written by people who have struggled the same struggle in the past.

Sally Emerick, Charlotteville, NY

I found the school an extremely effective program for the development of leadership skills and practical methods of local development. In particular, I found exciting the experience of working with an actual local business. In helping to recreate its financial and management plans, the possibility was demonstrated that anyone can learn to do local economic development.

Douglas Druckenmiller, Cannon Ball, ND





The training school was a great experience. It was a way to get on top of the local problems. The workshops are excellent. Especially the Town Meeting workshop, getting out our contradictions and writing the proposals for them are just what is needed in the local. This is what I plan to take back to Philadelphia and use.

Queen Farrow, Philadelphia, PA



Jackie Cress, Pace, MS



John Gibson, Cincinnati, OH



This school reminds one of the imperatives facing every local community. Many people I know have made themselves unaware and fallen away from their consciousness. It is key in our time to remind ourselves in attending training such as this, however so gently or strongly, that local people are on the rise and local people can be the ones to make things work in their community.

Rich McKay, Widen, WV

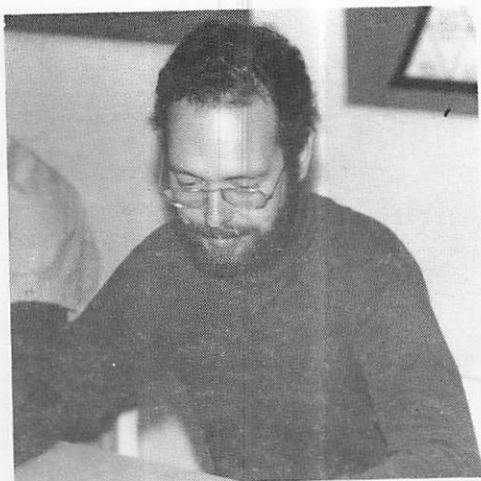




Jan Sanders, Lorimor, IA

Anyone who has participated in a service club meeting, a town council or a community organization will have experienced the frustration of few decisions getting made and little action being taken. The Human Development Training School trains anyone to plan and lead an effective workshop that will motivate and convince a group to care together for the human development of their community.

Michael Neat, Vancouver, Canada



Nigel Weir, Ottawa, Ontario, Canada

**ECONOMIC CYCLE**

Chicago Economic Development Corporation, SBA, Lawrence Avenue Development Corporation and Continental Bank were visited. Participant teams developed a total business plan for reequipping and refinancing Stanley's Laundromat in the Fifth City Shopping Center. The key was planning with Laundromat owners and beginning the implementation steps.

**SOCIAL CYCLE**

Fifth City Preschool, Leif Ericson School, Operation Brotherhood, Training, Inc, and City offices were visited. Teams built a program to open the Elders Action Center. Elders participated with students in collecting 100 signatures for a nutrition program.

**CULTURAL CYCLE**

Providence-St. Mel's High School, Garfield Park Botanical Gardens, Fifth City Development Boards, Dearborn Park and Illinois Center were visited to see approaches to community space. A plan for the Fifth City Community Center was created. This was launched with a dedication service in which 200 people participated.

**ROUNDTABLE**

Evening Roundtable was time for reflection on life experiences through conversation, poetry and issues relevant to that day's work.

**NOON LEADERSHIP TRAINING**

Noon leadership training gave participants time to use the methods with each other.

**CELEBRATIONS**

Saturday nights the participants celebrated the week's efforts through skits, singing, drama and dance.

**THANKSGIVING CELEBRATION**

The occasion of Thanksgiving was used as an opportunity to rehearse and celebrate the journey of building communities in North America.

**EXCURSIONS**

Participants were exposed to the rich heritage, culture, and museums in Chicago.

**REFLECTION**

Sunday was free for visiting, recreation, travel, reflection and just getting out of the rigor of the week. Sunday evening meals were celebrative and a time to look forward to the coming week.

Fifth City:Chicago			HUMAN DEVELOPMENT TH
ECONOMIC DEVELOPMENT			SOCIAL
Week 1			
Cycle	Lab	Ref	Cycle
Social Context			Ur Ime
Economic	HE E R C I U T R A S I O N	w o r k	Social
Leadership Training			Leadership T
Cycle	Imaginal Education Lab	D a y	Cycle
Roundtable	T g h i a v n i k e p	n	Roundtable



TRAINING SCHOOL CURRICULUM							
November - December, 1979							
DEVELOPMENT				CULTURAL DEVELOPMENT			
Week 2				Week 3			
Lab		Ref		Cycle		Lab	
Ref		Lab		Ref		Lab	
Future Directions				Future Directions			
Cultural		Profound Humanness Lab		Cultural		Profound Humanness Lab	
Leadership Training				Leadership Training			
Cycle				Cycle			
Roundtable				Roundtable			
S i x C o m m u n i t y F o r u m s		R e f e r e n c e s		C o m m u n i t y F o r u m s		D o c u m e n t a t i o n	
Community Forum Lab						E C l e d n e t r e s	

**IMAGINAL EDUCATION LAB**  
 Imaginal Education Lab described and applied methods for getting at the heart of written material, the art of conversation, building a rational talk and designing great community events.

**COMMUNITY FORUM LAB**  
 Community Forum Lab started with a demonstration forum using the participants as local citizens. The following sessions focused on leading the workshops, doing the talks and orchestrating the whole event. Participants prepared themselves to do a real forum the following day in the neighborhoods of Fifth City.

**PROFOUND HUMANNESS LAB**  
 Profound Humanness Lab focused the cultural cycle and completed the School. It prepared students to listen in depth to wisdom of others and of the past, to be disciplined in doing their own thinking and prioritizing.

**MORNING CONTEXT**

Each morning the school listened to a context expanding talk. After the talk participants added their insights and experiences. The first week discussed the new common sense, style, and mood of 20th Century. The second week called UR images dealt with the gifts of the world's great cultures. Week three was an exciting look at several factors shaping the future.

**WORK DAY**

The work day was an experience of effective corporate effort that completed a major task for the community in the Community Center and Stanley's Laundromat.

**SIX COMMUNITY FORUMS**

In elders highrises and resident homes, eighty-four residents stated their visions and concerns and built practical proposals for how they would begin to deal with their community afresh.

**ELDERS ACTION CENTER DEDICATION**

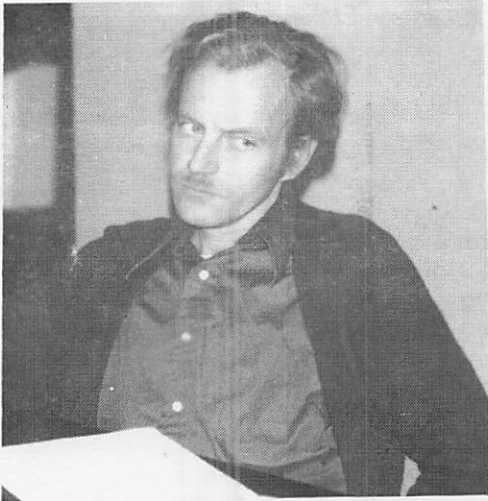
The school participated in Fifth City's dedication of the Elders Action Center to Mildred Robinson, a deceased resident who was a leader in the development of the community.

**DOCUMENTATION**

This report was written corporately by the whole School.

**COMMISSIONING**

The closing session of the school included the passing out of diplomas and the commissioning of students.



The HDTS has pushed me to create by handing me the tools to rekindle "the spark of human dignity" that I and many others feel is so necessary in our time. It is, I'm sure, the most valuable battery of methods available to a community in our time.

Peter Richardson, Cusick, WA

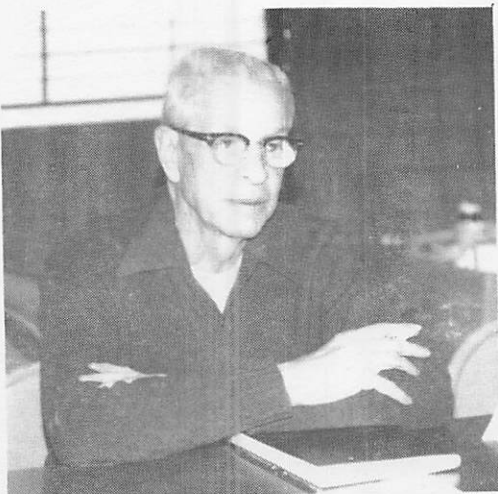
The Human Development Training School was a happening. Using 5th City as a laboratory for solving specific problems ground the abstractions of social and economic planning in the realities of the complex tasks of renewing local communities. Training people in Wisconsin to be realistic and effective in renewing agencies and communities will take on new form for me.

Marilie Blanchard, Oshkosh, WI



By sharing experiences with others and working with practical methods for training community leadership, I became convinced that local people really can learn all the skills required to develop and sustain their communities. The HDTS could be taught anywhere there is a body of citizens eager to solve the real problems of the local people.

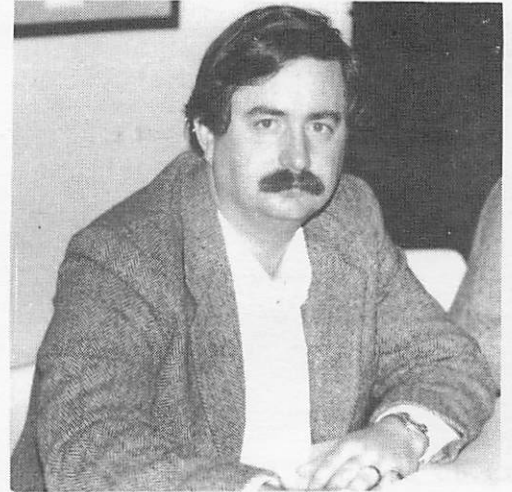
Paul B. Evans, Milwaukee, WI





I will return to my community with two major learnings from the HDTS: 1) Methods of forecasting a business plan are scientific. Business success or failure is not based on pure luck, but on wise and well-researched planning. 2) People's motivation to accomplish ongoing community care can best be maintained when the plan is filled with exciting events built through the use of such tools as singing, teamwork, symbols, and celebrating the significance of hard work.

Nancy Trask, Cannon Ball, ND



Steve Harrington, Minneapolis, MN

The 5th City HDTS has given me inspiration and self-confidence. I have learned so many things that will benefit my community in many ways. The Town Meetings we had were extraordinary: the methods, style, etc. I now have a broader view of my community and its needs.

Lynda Walking Elk, Kenel, SD





The HDTS taught me many things. One was about Town Meetings. I had never been to a Town Meeting before. It has helped me take a closer look at my own community. The school has helped me to solve problems and to work with teams.

John Lockey, Gibson, NC



Mary Jo Salinas, Wakpala, SD



Margaret Krauss, Lorimor, IA

The HDTS has increased my capacity to use effective methods in my local community by equipping me with valuable tools of problem-solving and leadership. Of particular benefit were practice sessions where every participant had the opportunity to lead workshops, plan meetings and create timelines. Being in 5th City and hearing the residents tell their story has given me new insights and motivity for the year ahead.

Leila McKay, Asherton, TX





Community problem solving must be tackled by a group. It is a tightrope act. It balances the need to create an objective sociological description of the community problem (the contradiction) and a statement of the depth problem. This approach forms a group resolve to deal with the problem analagous to tapping the artesian well of motivation within the group which will unblock the problem.

David Zahrt, Pace, MS

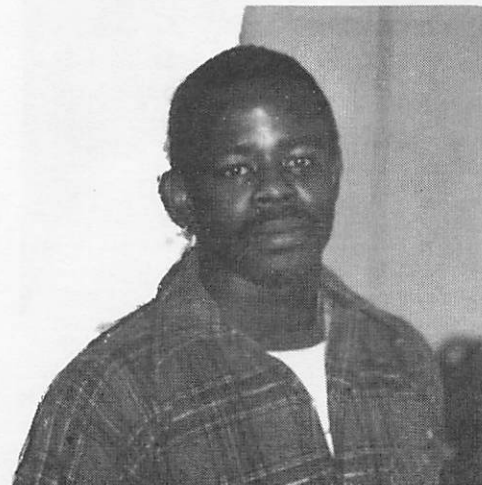


Coming to HDTS here at 5th City has taught me a lot I didn't really know was important to my community. The most important arena is doing Town Meetings. With the methods I have learned here, I hope to enable my community and others across the state of Alaska to understand they can help themselves and their communities with the methods I take home.

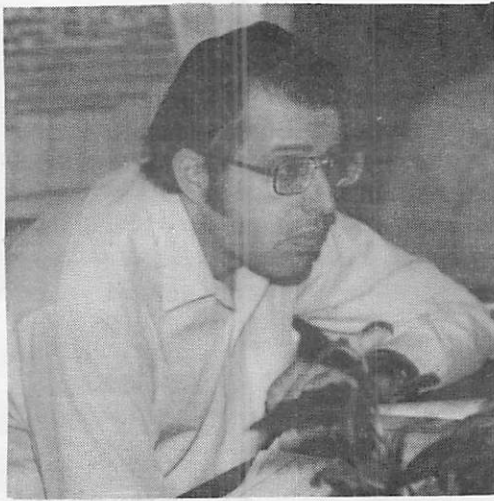
Scottie John, Minto, Alaska

This HDTS provided opportunities for being skilled in both methods and leadership for community-building work. Increased teamwork was one of the constant backdrops for building corporate methods. I experienced reflective insights as, over a period of weeks, I saw the mythological framework to sustain my future work. Participants and faculty shared practical insights, from many sources, through lectures and workshops.

Alfred Ricardo Melvin, Washington, D.C.







I learned from the Human Development Training School how to do indicative battle-planning, that is, actions that will give communities new meaning. It increased my capacity to release human creativity on urgent questions. I have learned to use the group as a resource in solving problems.

William Pehta, Uptown, Chicago, IL

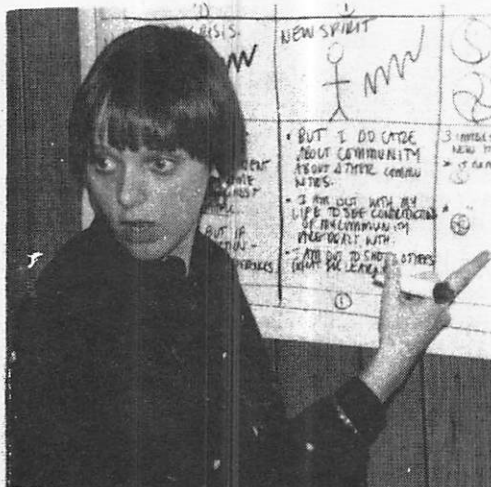
Coming to HDTS was one of the wisest choices I've made. It has given me an understanding of what and how a community can get things done if they stick together. From the methods I've learned here, I feel equipped with the knowledge to get back to my Reservation and get things for my people.

Valerie Janis, Wakpala, SD



The HDTS highlighted the great adventure of being a human being. The Profound Humanness Lab made possible new decisions about one's priorities and life style. Our ability for using workshops, art form conversations and other methods was deepened. We learned how to start a new business or refinance an old one, to develop social programs and to expand community and individual awareness and responsibility for the future.

John McCabe, Mill Shoals, IL



The subtle backdrop during the school period was the news conversations at the breakfast table. It was a heavy reminder of globality as the interrelatedness points to not a series of problems, but to global messes. The school reemphasized for me the cruciality of local communities as the viable laboratory for dealing with messes at the local level. The school gives methods and incentive for anyone in community to make their locale a demonstration in world progress.

Mirja Hanson, Minneapolis, MN

I was reluctant to leave my intense involvement of assisting with the start of a new business to come to the HDTS. Yet during the cultural cycle there were occasions of deep personal self-understanding and broad community self-experiences which reminded me of the importance of these in sustaining the long range life of a community. I am leaving with a resolve that the school be made available to people from New England communities.

Jonathan Chaffee, Starks, ME



Continually redeciding to be a community leader is difficult. The HDTS gave participants tools for sustaining themselves and their co-workers in effective community development. The comprehensive and dynamic curriculum was permeated with images of depth care and creativity needed to work for 40 years in bringing a community alive.

Sharyn Roberts, Minto, Alaska



The workshop methods and the Town Meeting Lab were the most helpful arenas. It increased my capacity in dealing with the community problems in a direct effective way. The methods developed my leadership skill. I learned how to lead groups from the community to look at the problems, to deal with them and to decide to create a new future for the community.

Magdi Marcos  
Baini Suef, El Bayed, Egypt

The 5th City School gave me a chance to improve skills such as leading art-form conversations, daily journal-news conversations, being in charge of a team, asking a group on-target questions and planning talks. The three cycles gave a comprehensive view of how and why all the problems can be handled together in human community development. I have a vision that human development can and will happen to awaken communities in my region and across North America.

Suzanne K. Heilman, Memphis, TN



I would like to acknowledge the powerful role the HDTS has in enabling people to release their creativity, their care, and observe that their lives can make a difference. I discovered that in North America one of the basic contradictions blocking local community development is the collapse of the family structure. The future of the globe depends upon how the family of man is seen globally related.

Frank Hample, Liberty, ME





The HDTs is the necessary response to the global consciousness that has happened in local communities across this continent and the world. The real test of this school's effectiveness was seeing and experiencing the power of corporateness and teamwork that happened with a most diverse group of people.

Carol Fleischman, Cincinnati, OH



Nancy Haskell, New Orleans, LA



Jim Fenton, Cleveland, OH

Human Development, be it in a first world or third world setting, is centered on one key figure: the human person. I consider the Pro-found Humanness Lab the most helpful part of the school. People, regardless of their cultural or ethnic background, have one thing in common: humanness. The HDTs releases that humanness to care effectively for local community.

Adelberto S. Batica, Minneapolis, MN







In the HDTs the workshop and Town Meeting were very good methods for me to learn. They enable me to talk to people about their concern for their community. Also the school helped me in my community with the method of problem-solving which consists of teamwork. Teamwork is a big issue for me because without teamwork every opinion would probably be different. When people can put their differences together, they can come up with a good plan.

Frank Bostick, Gibson, NC

I learned many things from this HDTs. The most helpful arenas were the Town Meeting and the Profound Humanness Labs. I actually conducted part of a Town Meeting by myself and I found out several things about "Rhonda" from the Profound Humanness Lab that will help out tremendously in the future.

Rhonda S. Sims, Indianahoma, OK



The training school was very different from what I'd expected. Most of the voices were focused on the past experience of the Anglo world. I come from a different culture and have struggled these two weeks to try and utilize the methods given by the instructors. There were two things that I've done: listened as an Indian and tried to put the two cultures together. If I didn't have as good and helpful a team, I'd have been lost. Teamwork has been very helpful.

Raymond A. Lopez, Pisinemo, Sells, AZ





Meshak, Shadrak and Abednego walked through the furnace and tested the faith in what they believe and when they came out unburned, became leaders of their people. I believe that the HDTS is a fire that tempered me, hardened and sharpened my faith in what I'm doing. My faith has been tested. It is now possible for me to become a leader.

Steve Hamje, Gibson, NC

The key to the HDTS for me was seeing a way to train people in the methods that will give local communities a means of doing substantial human development on a continuing basis.

Wayne Nelson, Asherton, TX



The setting of the school in 5th City was a creative interface between the theoretical and the practical. It was a powerful address to encounter those in 5th City who have invested their lives to see that human vitality and practical economic and social development are made available to all. It challenged the participants to a serious and down-to-earth approach and the methods presented proved most effective toward this resolve.

Roger Ross, Saskatoon, Saskatchewan, Canada



The HDTs was an intense and eventful time in my life. It was a time for new growth and new methods. It felt like you could learn from the time you woke up till the time you finally fell asleep. But the people were most important because they proved to me what could happen when people who care work together and when they have effective methods.

Chiu Sein Ngooi, Malacca, Malaysia



Pamela Bergdall, Fifth City, Chicago, IL

This school gives visibility to the value of the comprehensive approach. Here you see common people dealing effectively in areas of business, public service and group action—certainly uncommon arenas. My confidence in team work was increased through the school's learning-by doing approach. It is in this human approach that people get things done.

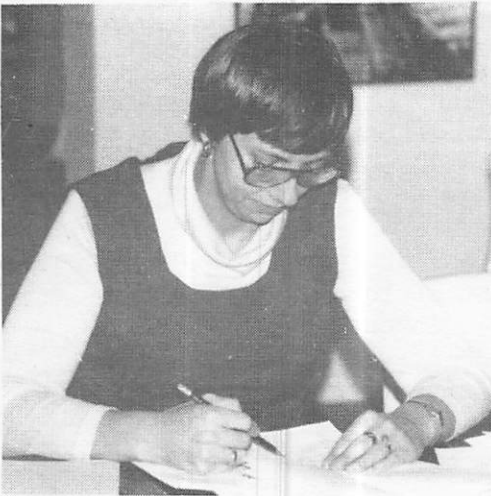
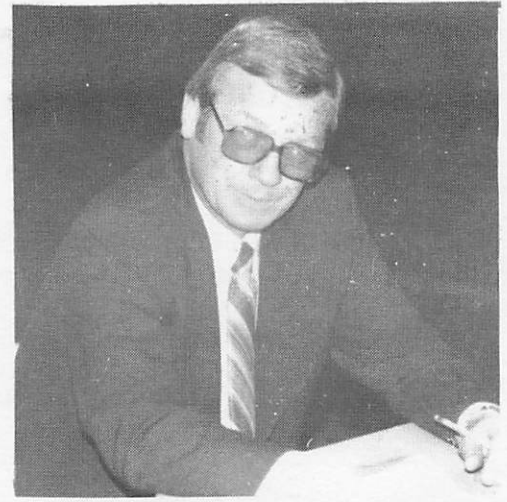
David Beal, Eureka Springs, AK





The school demonstrates that a diversity of people of broad age spans and various backgrounds can be trained together in a unique and powerful way. Each participant from local communities experienced effective methods for planning and tools he can apply in his town. I believe we're on to something for training people in North America during the 1980's.

Fred Haman, Denver, CO



The school provided an opportunity for community residents to grasp the foundational methods required to do human development in their own communities. The faculty discovered that community residents are hungry for this opportunity. Local citizens are ready to see the methods of this school be the training vehicle for getting human development done.

Margie A. Tomlinson, Edmonton, Alberta, Canada

The most helpful aspect of the school was the field work in the 3 cycles. We were put in the position of being local business and community leaders and made to solve actual contradictions facing the 5th City community. This work enabled us to test and internalize methods and procedures taught in the other parts of the curriculum.

James Wiegel, San Francisco, CA





The 5th City HDTS taught me many things about human development, but the one I am most excited about is Town Meetings. Doing the brainstorm, gestalt, challenges and proposals was very helpful for me. Working with the blocks and contradictions was another arena where I was enlightened.

James Harris, Gibson, NC



During this school it became clear that the key to effective development of local community was solving the root problem in each arena of a community's life (economic, social and cultural) not doing ten more creative programs. We learned how to go about solving these three root problems.

Basil Sharp, Cusick, WA

Working in the 5th City community revealed that effective training is dependent on using an actual community to demonstrate and continually develop practical methods of community development. As we initiated plans with the community, we reflected on the similar issues this would apply to in our own situations. The dialogue with 5th City provided daily experiences in creating plans, participating in leadership roles and developing teamwork as essential skills needed for changing any community.

Karen Troxel, Chicago, IL





The Human Development Training School provided me with essential, practical methods for working with local communities. The most important of these were methods for releasing local people to realize that they are the most important resource their community has and the key to the future.

Claudia Cramer, Houston, TX

This HDTS has broadened my relationship with the community as a whole and has connected me with the public schools in the community and their relationship to Fifth City. It also connected me with the seniors in the community. It changed my whole outlook of the Community Center as being related to the whole community. It has proven to me that people from all walks of life and all parts of the world can live and work together.

Verdell Trice, Fifth City, Chicago, IL



For the first time, after almost ten years of using the methods of leading conversations and workshops, I experienced the power of those methods in molding together individual concern and creativity into corporate determination to win. This school represents for me the coming together of methods with a group of local people that allows the group to enter into a new journey of effectiveness.

Kenneth Gillgren, Indianahoma, OK



## SCHOOL HIGHLIGHTS

### Human Development

The Fifth City Human Development Training School is about delivering to local communities the practical methods needed for human development. The focus is on delivering the methods that allow local people to gain the self-confidence that is needed to deal with the economic and social concerns that face their community. Human development is about strengthening that confidence and creating the symbols that sustain local care.

### Content-filled Cycles

Participants were immersed in the life of the Fifth City community, and exercised their new skills in real situations. During the Economic Cycle, they created a plan for the upgrading and refinancing of Stanley's Laundromat. They met with resource people with specific expertise who helped them pull together the final product. The week ended with a workday in the laundromat in which walls and ceilings were washed, floors were mopped and machines repaired. In the Social Cycle, the Elder's Action Center program was planned. In the Cultural Cycle, a depth inquiry was made into the contradictions in maintaining the Community Center. A first-step plan was created for both broad-based support and diversified programming. The opening ceremony followed, including the Dedication-Memorial Service for the Mildred Robinson Room. This event was attended by over 200 people from Fifth City, the school and across the city.

### Practical Labs

The laboratories provided a setting for the participants to learn methods and to experience themselves as potential leaders in their own communities. In most sessions, participants practised different methods for planning meetings and leading groups. In the Imaginal Education Lab, participants grasped key leadership methods required to do human development. Small groups most engaged in enacting ten minute events: a fair, a work day and a celebration. In the Community Forum Lab they proved their capabilities by leading in six Fifth City locations Town Meetings. The methods of the Profound Humanness Lab were those which allowed participants to capture their own experiences. They discussed poetry, created life timelines and prioritized personal concerns. The reflection at the end of the school allowed participants to share a new confidence in themselves and a new determination to engage in their communities.

### Corporate Teamwork

The twelve teams of the HDTS were instrumental in bringing the individual participants into one school community. Team members worked hard together, late into the night, and were up early in the morning. The teams were rotationally assigned to cook meals, and do other enablement tasks for the school. Teams worked together in the work day in the Community Center and at Stanley's Laundromat. Combinations of teams met as Task Forces or Guilds for lunch time leadership training and dinner-time discussions. Just as the teams worked hard together, they celebrated together. There was a Gespacio's Pizza Parlor celebration, and an Ur-lympics game night with team competition in basketball, volleyball, hurricane and steal the bacon. The team experiences and responsibilities were vital training for work in local communities.

### Broadening Trips

The location of the school in Fifth City:Chicago allowed field trips and technical visits to varied institutions in the city. At Providence St. Mel's High School, for instance, participants encountered an innovative example of how to establish quality education in the urban ghetto. Stepping from snowy Garfield Park into the Botanical Gardens was an instant trip around the world through tropical and desert lands. In the heritage excursion, teams ate in Swedish, Lebanese, Mexican, Chinese, Greek and Black ethnic restaurants and toured surrounding neighborhoods. Some travelled to the top of the Sears Tower. These were first experiences for many of the participants. Everyone realized that a community can be enriched and come to know itself better by touching something different from itself.

### Community Interchange

The HDTS became a clearing house for stories about what is happening in local communities across the globe. In talks, in training sessions and during the break times people would tell about events that had taken place in their towns. There was a spontaneous interest as they told about people they knew and different things being accomplished. Facial expression revealed true commitment to care for their community. The stories included unique celebrations and particular gifts that local communities have. The constant presence of Fifth Citizens in the school and the daily movement through this demonstration community were a constant indirect element of the curriculum. This type of interchange has enabled the school participants to expand and strengthen the story of their own community. During one celebration a slide presentation on Gibson, North Carolina was given.



## PHASING PLAN

A pilot Human Development Training School of eight-week length was held in January and February 1979. Future Human Development Training Schools for the program year 1979-80 will be phased as follows:

October-December:	Two consecutive schools in Fifth City:Chicago with initial refinement and revisions.
January-March:	Selected portions of the school in communities across the continent. Determination of location and number of spring schools.
April-May:	Three-week schools.
June:	Complete evaluation and refinement.
July-August:	Report and projections for 1980-81 and staff training.

## STUDENT AND FACULTY PROFILE

The 108 participants and faculty of this school brought with them a wide diversity of backgrounds and experiences in local community. Approximately 45% of the group was female and 55% was male. All age groups were represented, with 4 less than 20 years old, 35 between 20 and 30, 37 between 30 and 40, 23 between 40 and 50, 5 between 50 and 60, and 4 over 60 years old. Almost 40% were minorities. Internationally, there was 1 person from Australia, 8 from Canada, 1 from Egypt, 1 from Guatemala, 1 from Jamaica, 1 from Malaysia and 1 from the Philippines. Within the United States, participants and faculty came from 25 of the 50 states plus the District of Columbia, including: Alaska(4), Arkansas(1), Arizona(1), California(3), Colorado(1), District of Columbia(3), Illinois(18), Iowa(5), Kentucky(2), Louisiana(1), Maine(3), Minnesota(5), Mississippi(3), New York(2), North Carolina(9), North Dakota(2), Ohio(5), Oklahoma(4), Oregon(1), Pennsylvania(4), South Dakota(7), Tennessee(2), Texas(3), Washington(2), West Virginia(1) and Wisconsin(2).

## FUNDING SCHEME

The funding of Human Development Training Schools represents a cooperative effort of public and private sources. Community Services Administration played a significant role in providing the initial funding base for the schools. Private resources include community funding, donations of housing, food, and materials as well as volunteer services. Other private sector support came from corporations, foundations and concerned individuals.



The Institute of Cultural Affairs is an intra-global research, training and demonstration group concerned with the human factor in world development. The ICA, a non-profit organization, presently offers programs in 32 nations. Among these programs are one day

Town Meetings, community reformulation projects called Human Development Projects and other specialized consultations and seminars. The ICA receives funding from government agencies, foundations, organizations and concerned individuals.



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