

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 Administratn
	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

SESSION II: FIELD SEMINAR

CHICAGO

OCTOBER 1978

Rational Objective:Existential Aim:INTRODUCTION:M
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Examine 5th C. tactics
 Look at other documents re. systems.
 to list ⁸⁻¹⁰ most important star ³ most critical
 b.s. list + compare w/ program abstract

II

Comprehensive vocational school	preschool	Ruth Carter
Franklin Hill (5th grade change)	Jacks	Sara, Lela
5 th city preschool staff	Youth in Action (14-21)	Manu. L. Masaly Carol Guide Wm. Rogers
Farmer Schooling	OTT-Youth	Vaulton Jones (with Stacy Chaney)
Integrated education curriculum	4 parts Commercial school	Lily Fox (Catherine Wilder)
	Chicago ELA school	Mrs. Robinson (arts & crafts)
	G-ED program	
	Community ed.	Lela

III

CONCLUSION:

SESSION III: TECHNICAL ENCOUNTER

CHICAGO

Rational Objective:Existential Aim:INTRODUCTION:M
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1. context and program areas: pre school
job training for youths
functional edu. for adults +
trade sch.
2. .

II

Trade schools:
Washington (10 blks in on Howard)
Dunbar (Sewing to cars) - Sen. on wisdom
of Training inc, Carol Walter, Cathy Smart, Cath. Welch, Shirley Muller

Handicapped Tng.:
Shilford Workshop, 1801 N. Spaulding 2 hrs away
direct → Robert school in temporary industries in Chicago, Illinois & on
is a fund. Calif. Ave (2500 E. 6th) Chicago

- Edison school

III

CONCLUSION:

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

Existential Aim:

Introduction:

Introduction:

I PROGRAM DEVELOPMENT KEYS	Early Education Program		Formal Schooling Program		Extra-formal Training Program		Adult Education Program	
	Imaginal Methods	Community Relations	Model Classroom	Imaginal Curriculum	Comprehensive Curriculum	Cultural Excursions	Basic Literacy	Management Training
	Total Enrollment	Funding Plan	Team Teaching	Artform Methods	Guild Engagement	On-the-Job Training	Analytical Skills	Corporate Methodol.
II PRACTICAL ACTIONAL SCHEMES	Preschool Set-up Project		Imaginal Education Project		Functional Equipping Project		Leadership Training Project	
	Parental Support	Compreh. Funding	Curriculum Development	Demonstratn Classrooms	Literacy Curriculum	G.E.D.	Community Curriculum	Leadership Apprenticeships
	Faculty Development	Facility Selection	Methods Training	Employment Application	Skills Training	Job Interviews	Project Interchange	Teacher Corps
III GUILD TASK FORCE FUNCTION	Total Community Involvement		Training Structures Maintenance		Community-Wide Educational Impact		Education Program Administration	
	Stake Surveys	Indirect Methods	Preschool Structrue	Extraformal Classes	Training Support	On-the-job Training	Schools Licensing	
	Adult Upgrading	Education Tracking	Teacher Supply		Broadening Events		Budget Prep/	Fund Raising
IV AUXILIARY SUPPORT ROLE	Demonstrate Educational Techniques		Leadership Training		Resource Development		Curriculum Developmnt	
	Imaginal Contexts	Symbols Use	Individual Tutoring	Shadow Leaders	Staff Recruitmnt	Acquire Equipment	Curriculum Writing	Tools Creation
	Art Form Methods	Situational Grounding	Imaginal Education	Outside Resources	Arrange Field Trips		Format Development	

GLOBAL RESEARCH CENTRUM

YEAR - QUARTER - II
EDUCATION MONTHLY

SESSION V: RESOURCE PANEL

CHICAGO

DECEMBER 14, 78

Rational Objective:

Existential Aim:

INTRODUCTION:

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- St. Mary's High School - alternative diploma program (See Ruth Carter or Mr. Willey)
Operation PUSH - Jesse Jackson auxiliary to public school (School-faculty-initiated)
* Training Inc. - Carol Walters Business skills training
* CDS - 4910 W. 79th St. - relation of education to jobs. J. Cantor, 826-4300
* Ill. Bd. of Education, Andrew Springs, District Superintendent
* Malcolm X College, Mr. Baye
* GED program, Sears & Roebuck
* WIN - job incentive & placement (Ruth Carter, 826-4300)
Red Cross - Supplemental education
Ill. Board of Health - pre school screening
* U.S. H. Extension Service - higher ed.
Correspondence course programs
Operation Brotherhood - 826-4300
Dunbar Trade School
H.E.W. - Chicago Regional Office
State Dept. of Children & Family Services
CETA (Lester D. Pitt) → Dr. Thomas H. Decker, chief education
* Alternative Ed. programs - city (Brad Brown, Industrial Ctr.)
- private industry
- military
Ill. Urban Skills Inst., Paul Byrd, Mr. A.J. Moore
YMCA Community Employment & Training, 19 S. La Salle
Sears YMCA Youth Training Program, Mr. C. Hillman (826-2632)
Pratt St. Mills
8573-11446

CONCLUSION:

SESSION VI: PRACTICAL WORKSHOP

CHICAGO

Rational Objective:

~~compare basic communication development~~
~~with workshop scheme~~

Existential Aim:

what plan to
subt. self-image from
one's own point.

INTRODUCTION:

b.c. critical to
the whole
of the
workshop

image participants as local ed. guild
Refracture image of school as a dynamic rather than
static location

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I. Education Target Areas

- Brainstorm total educational needs of a compact community under the 4 categories: ~~early learning~~, ~~formal schooling~~, ~~extra-formal training~~, ~~adult education~~
- Gestalt data into 4-7 target areas ^{strategic educational}
- Discuss some ^{of them} components in each area, adding, clarifying

II. ~~Community Development~~ Education Program Development

- Break into the target areas and group data in your area into ^{distinct components} components (e.g., Formal also for basics, Functional skill, vocational or job-training, Leadership - see substance later chart 4x4)

Fill
Chart
3
5
6
7

Decision	Criteria				
Objective					
Characteristics					
Structure					
Major Setup					
Tools					
Time Design					
Finance Situation					

Faculty

III. phary

share most important insight, (1) prioritizing components

(3) read best section of brief

Steps:
write priorities
support of group
select the best

CONCLUSION:

Education is widespread throughout community

collaborative
plan
educ. plan
educ. plan
educ. plan

workshop total availability

how much w/ local chem. sch.

how do adult edu - what structures

in community use & build Tili.

how get community behind org - & ahead
how capture them?

demonstrate, where who tells people
real needs.

Teach how to use tools

Discern
with local edu. challenges

Field observation credited in consult
use of servers

go to ^{another} flip area

work w/ orgs on a geography

HIDS

5th City

AFTERNOON LECTURE: DAY 1

LOCAL ECONOMIC DEVELOPMENT

School Orientation

December 1978

HISTORIC PRE- SUPPOSI- TIONS	Invention of Local Community		Expanding Local Economy		Reconstructed Local Society		Renewed Local Culture	
	Protection and Support	Interchange	Recreating Economic Base	Assuring Basic Needs	Broadened Participat ⁿ	Management by Community	Recovery of Craft	Recreated Tradition
	Deversity	Sophistica- tion of Social Life	Release from Dependence	Enlarged Capacity	Capacity to Solve Problems	Enlivened Social Relations	Display of Heritage	Contribu- tion to Society
THE FOUR COMPONENTS OF ECON. DEVELOPMENT	Agriculture		Industry		Commerce		Economic Instrument	
	Highly Developed	Major Economic Pillar	Next Step Processing	Steady Economic Base	Financing	Marketing	Social Support	Community Investment
	Recovery of Relevant Small	Local Support	Crucial for Employment	Local Autonomy	Exchange	Systems	Community Benefit	Corporate Power
FIVE PRE- SUPPOSI- TIONS OF ECON. DEVELOPMENT	Autonomous Unit		Massive Input		Retention & Circulation		Regnl & Global Relatness	
	Boundaries	"Nation"	Income (Industry)	Loans	Local Business	Provision of Needs	Nearest Acceptable Market	Regional Resources
	Self Support	Local Authority	Grants	Employment (Outside)	Social Salaries	Compliment- Industries	Use of Public Funds	Taxation
PRACTICAL MANIFESTA- TIONS OF ECONOMIC DEVELOPMENT	Businessman's Association		Industry Incubator		Stake Garden		Development Corporatn	

National Objective: Learn the 5 economic principles and how the economic cycle addresses them.

Existential Aim: Experience the cruciality of economic development-look forward with eager anticipation to economic cycle.

INTRODUCTION: 1. Song 2. Play money game: see how many times you can circulate money in a community before it leaves.

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CONVERSATION: (Draw community map on board)

1. What did you see in the community that was in the economic arena?
2. What were examples of local economy?
3. What other economic activities do they have to engage in outside the community?
4. What is an economic arena where money is kept in and circulated?
5. If you didn't get money in what would happen?

PROBLEMS-PRINCIPLES:

1. What are the major economic problems in your community? List on the board.
2. On the right side of the board have 5 additional columns with 5 economic principles- get examples to illustrate the principles.
3. Look at the list of problems and determine for each one what principle is violated.
4. What does this tell us about the situation of local economy?

(board diagram)

Prob.	Prin. I	II	III	IV	V

REFLECTION: (Lay out economic cycle on board)

thur/fri/sat	mon/tue/wed	thur/fri/sat
AGRICULTURE	INDUSTRY	COMMERCE

1. What will we talk about in each module?
2. Which module will the most difficult issues be dealt with?
3. Which module is most unclear to you?
4. Which module will be most critical?
5. What is the edge of economic development?

CONCLUSION: 1. What will we learn about economic development? 2. Spin on principles/needs of project communities in relation to economic devel. 3. Closing song and rite.

Introduction: Spin briefly on the role of the Task Force in the school in terms of care, consciousness, and missional discipline.

Songs

Individual accountability

Absolution

Ritual:

Opening

Conversation:

1. Name, village or city from
2. One great thing about the place you come from.
3. What is one thing that you are really good at doing?
4. What is one problem facing people in communities today that you want to do something about.

Reflection on
the 24
stylistic
disciplines

(see Student Manual)

Pass out the 24 disciplines and spin a bit on how they came to be, relative to giving form to the style of the auxiliary in the community.

1. Which of these particularly strikes you,
2. Which excites you?
3. Which catches your interest?
4. Which confuses you?
5. Which makes you angry?
6. Which of these will be the most difficult for you?
7. Which raises a question for you, or is difficult to understand?
8. Which of these is most important?
9. Which of these is most critical to being an auxiliary in a community?
10. What effect will these disciplines have on your style (that is, how are they different from what you have been used to?)
11. What will they do to the style of the Institute?
12. What does a person look like who embodies these disciplines?

Conclusion:

Review space care assignment

Review seating arrangements, and prepare task force to sit in teams tomorrow morning

Announce that we are going to see slides from other social demonstrations across the world

Send Out and Closing Ritual

HDTS		School Orientation	
5th City		EVENING SESSION: Day 1 THE GLOBAL BAND	December 1978
R.O. Have students see the extent of the global social demonstration campaigns and the N.A. moevment's place in it.		E.A. Open up the wonder of participating in a global movement attacking the moral issue of our time.	
L E C T U R E	Introduction: Signs are key - Push on teaching - people still ask "Do what?" Projects show how - what to do.		
	1. First Projects - 5th City, Mowanjum/OOmbulgurri, Majuro, Maliwada 2. The first Global Band - Kwangyung Il, Kreutzberg Ost, Kawangware, Isle of Dogs, Sudtonggan, El Beyed, Shantumbu, Delta Pace 3. The 24. Oyubari, Hai ou, Nam Wai, Sungai Lui, Kalapadua, Termine, Ijede, Cano Negre, Ivy City, Lorne de L.Acadie, Inyan Wakagapi, Vogar 4. Next move - might 250, Latin America, U.S. 12, PAKK, Wales, Singapore, Apia		
TRANSITION Song: Building with Demonstration			
G S D S L I D E S	Around the world with the Twenty Four		
C L O S E	Let us go forth to rest and prepare to participate in a great global movement of our time		

HDS

MORNING COLLEGIUM: Day 2

School Orientation

5th City

December 1978

DOCUMENT

CONSULT	PROCESS	USE	ORGANIZATION
Outside Expertise	Vision	Programs Funding Organizing	Timeline
Local Expertise	Contradiction	Guild design	Location of tactical action
Actual setting	Proposals	Stake activity	Assignment
Practical Action	Tactics	Community Consensus	Fund raising

1. Look through document
2. Read prologomana, anticipate benefits.
What is this document about?
What is the vision?
What contradictions block this vision?
Where have you seen examples of any of these?

HDTS

5th City

MORNING LECTURE: DAY 2

LOCAL SOCIAL DEVELOPMENT

School Orientation

December 1978

PRESUPPOSITIONS AND THE PROJECTS	Attack both social & econ.		Requires both train & mot.		Local & Outside expertize		Support of both publ & pr	
	Inter-Dependence	Comprehensive growth	Resolve & the Future	Historic Vision	Practical	Particularized	Structural Linkage	Extended Relations
			Methods Key	Comprehensive Picture	Inter-related	co-creation	Government Resources	Business Resources
THE FOUR COMPONENTS OF SOCIAL DEVELOPMENT	Community Health		Local Education		Community Welfare		Family Development	
	Sanitation System	Nutrition	Early Learning	Adult Training	Elder Involvement	Youth Organization	Environmental Upkeep	Role Shifts
	Curative Services	Preventative Medicine	Skill Up-grading	Urgent Methods	Women's Advancement		Household Management	Community Responsibility
THE FIVE PRINCIPLES OF SOCIAL DEMONSTRATION	Deliniated Boundaries		All problems All Ages		Depth Problem		Symbol is Key	
	Manageable Identity	Grid	All-At-Once Motivity	Four Phases	Pervasive Issue	Root Problem	Dramatize Change	Physical Sign
	Inter-related whole		This Generation	Comprehensive Approach	Point of Human Transformation	Depth Motivity	Image of New	Interpreting factor
PRACTICAL MANIFESTATIONS OF SOCIAL DEVELOPMENT	Geographic Care		Corporate Action		Consensus Decision		Community Guardianship	
	Stake Meetings	Public Safety	Guild Meeting	Guild Planning	Leaders Meetings	Community Assembly	Elected Representatives	Administrative
	Environmental care	Health Maintenance	Guild Network	Task Organization	Quarterly Planning	Local Issues	Boards and Commissions	Public Relations

HDTs

School Orientation

AFTERNOON WORKSHOP DAY 2
Stake Gridding: Cultural Devlp.
(Revised Jan. 10, 1979)

5TH City

December, 1978

Rational Objective: To learn the grid-
ding method in conjunction with its
role and value in cultural develop-
ment

Existential Aim: To experience the
power of delimiting geography for
the purpose of comprehensive care
of the local community.

INTRODUCTION: Song and art form the cultural development lecture. Explain
task of going out and gridding a stake.

CONTEXT FOR GRIDDING

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1. Out to care for every person structurally requires a grid (map, picture) of the community.
2. Recognizing real boundaries is the key to getting an amorphous mass to the point where it can be dealt with.
3. Lynch model for identifying grid lines: boundaries, arteries, pathways, nodes, districts and landmarks.
4. Other practical considerations: cover every inch of space; values of ethnic, size, population, empty lots, state of housing, cultural uniquenesses. Grid as image of the future.

FIELD WORK

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II

1. Divide group into 5 units to cover the 5 stakes of 5th City
2. Each unit walks the perimeter of its corresponding stake, gridding it into quads.
3. Return to community center and put grid on board, preparing for a report.

CONVERSATION

(have Cultural modules on board for image and reference: Living Environment, Identity Systems, Corporate Patterns.)

1. Art form the various grids, asking what criteria groups used in deciding their quad lines. How can you use a stake grid?
2. Cultural-related questions:
 - What would you do to wake up the people of that stake?
 - How else would you expand their consciousness? (signs up)
 - What would you do to expand corporate engagement? (workdays)
 - What are the space contradictions in the stake?
 - What would you do to transform space there? Time?

III

CONCLUSION:

- How would you use the programs to expand relationships in that community?
- 3. Refer to culture cycle on board and discuss very briefly the problems associated with those three modules.
- 4. What do you expect to happen in the cultural cycle?

OPENING

Songs
 Accountability/Absolution by TF (Symbolic Accountability)
 Ritual: "We are the ones...
 Let us eat this meal on behalf of..."

CONVERSATION

CONTEXT: This noon we want to reflect together on the vision we have for the fevelopment of our communities. This is also the first step in a project consultation - to find out waht peoples' hopes and dreams are for their own future.

1. What are some of the things people in your community want to see happen?
2. What do they hope for when they talk about the future?
3. What dreams do they have for change in your community?
4. What do you find yourself longing to see in your community?
5. Where do you say to yourself, "If only..."?
5. When you imagine the future development of your community, what do you actually see in your mind?
What does that look like?
6. Five years from now, what will people notice that is different when they come into your community?
Appearance?
Farms?
Shops and businesses?
Homes?
People?
7. What will be the most important of these changes?

CLOSING

Reflection: Why is it important to ask these question in a consult?

Announcements

Ritual: March into the future, march.

HDTs

5th City

AFTERNOON LECTURE DAY 2
LOCAL CULTURAL DEVELOPMENT

School Orientation

December 1978

PRESUPPOSITIONS RE METHODS OF HUMAN DEVELOPMENT	Corp.wisdon v.indiv. exprt		Compreh.approachv.isol. ^{issue}		Actuation over planning		Methods vs. Content	
THE FOUR COMPONENTS	Community Story		Community Corporateness		Community Symbol		Common Environment	
THE FIVE PRINCIPLES	Rapid Expansion of Consnes		Rapid Expansn Corp Engage		Rapid Expansn Time/space		Rapid Expansn of Being	
THE PRACTICAL MANIFESTATIONS	New Story		New Corporateness		New Symbol		New Reconstructed Environ	

HDTs

AFTERNOON WORKSHOP: DAY 2
Stake Gridding: Cultural Development
CYCLE & PRINCIPLES

School Orientation

5th City

December 1978

Rational Objective:

1. Learn gridding method
2. Learn Cultural Development Principles
3. Relate to Cultural Cycle

Existential Aim:

To experience that key to development
is cultural

- CONTEXT
1. Song
 2. Today we will grid the community and look at key to development
 3. Pass out stake sheet - grid lecturette (below I)
 4. Divide into 3 teams - assign reporter from each
 5. Lecturette - take notes
 6. Send out

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FIELD WORK

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1. Walk the geography

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2. Talk to people

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3. Build grid - boundaries, pathways, nodes, landmarks, districts

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1. Return and put up grids

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2. Art Form Grids

T

3. Where would you move in community to expand consciousness?

S

4. Where would you move in community to expand corporate engagement?

5. Where in community is it easiest to attack space limits?

6. Where in community is it easiest to attack time limits?

7. How would you expand 'being' in community?

8. List cultural problems of your community (on board - keep list)

(Lay our cultural cycle on board)

LIVING
ENVIRONMENT

IDENTITY
SYSTEMS

CORPORATE
PATTERNS

COMMUNITY
ENGAGEMENT LAB.

1. Where do problems (ii - 8 above) fit under these topics?

CONCLUSION:

1. What will happen in the cultural cycle? How is this cycle different?
2. Spin on cultural as an intensification of social and economic
3. Song
4. Rite of Dismissal

HDTIS

School Orientation

EVENING MEAL CONVERSATION: DAY 2
"Expectations"

5th City

December 1978

R.O. Reflect on what the participants
expect from the school

E.A. Experience that we live out of deep
anticipations of the future

- OPENING:
1. Songs as group gathers
 2. Accountability - symbolic by T/F teams
 3. Rite - Men of the Spirit... Response - Theirs is the Mission...
 4. Eat meal on behalf of

CONTEXT

Man lives out of his future. He chooses what he anticipates will best create the future which is necessary. To be a man of responsibility requires that one be aware of the anticipations he is living out of. Tonight we want to talk about the school so far.

OBJECTIVE

1. (Pick a table) Each of you at this table (walk over). What is one thing that you remember about the school so far?
2. (Pick another table). At this table what one thing do you remember happened yesterday?
3. (Pick another table) What one thing do you remember that happened today?

REFLECTIVE

4. Anyone - What was an exciting thing that happened that hasn't been mentioned yet?
5. Anyone - What is the most exciting thing that is going to happen in this school in the next 8 weeks?

INTERPRETIVE

6. What is going to be the key happening of the school?
7. What is going to be the significance of this school for the community? For the continent?

CLOSING

Pull together the insights into significance.
Lift up Schl as key to future (See Day 2 collegium)
Song -
Rite of Dismissal

HDTS

5th City

MORNING COLLEGIUM DAY 3

THE SCHOOL

School Orientation

December 1978

	Historical Role		Inclusive Images		Futuric Methods		Depth Motivation	
HUMAN INTENT	15-85	Actual Social Change	Needs of Globe	Relation to History	Vision	Contradictn	Symbol	Story
	Replicable Action	Rising Consensus	Significance of local	Rise of Local Man	Proposal	Tactics	Significant Engagement	
PRACTICAL EDUCATION	Action Oriented		Innovative Skills		Disciplined Corporateness		Local-Global Relations	
	Implementar Planning	Effective Skills	B/P Methods	Group Methods	Style Creation	Team Accountabty	Global Inter- change	Community Framing
	Data Organizat ⁿ	Personal Use	Intellect ¹ Methods	Motivation ¹ Methods	Intentional Care		External Resources	Project Extension
CURRICULUM CONSTRUCT	Curriculum	Lay-out	Time Design		Corporate Life		Faculty	Role
	Modules	Labs	Intensive	Rhythmic	Meal Enablement	Building Upkeep	Project Experience	Shadow
	Meals	Discontin- uous	eight weeks	Daily	Team Life	Reflection		
DEPTH MOTIVATION	Community is Teacher		Representative Project		Host to World			
	15 year Journey	Document Key	Common Issues	Replicable Solutions	You are a Guest	Symbol of Possibility		
	Continuing Process	Leaders' Wisdom			Respect Realities	Exposure as Offering		

HDTs

EVENING SESSION: DAY 2

School Orientation

REPLICATION PANEL: "REPORTS ON THE PROJECTS"

5th City

December 1978

We want to get a first-hand report on HDP from some people who have been on the scene. We will receive short reports from the Demonstration Project - 5th City - and from other projects throughout North America. You listen and take notes and get your questions ready and ask any of the speakers on our panel tonight.

REPORTS

5-8 minutes each.

1. What have been some of the most significant happenings in the projects so far for the community?
2. What made them significant? What did they do for the community? What changes did you actually observe yourself?
3. What new direction is the future taking in your community because of these? What are the signs that point to this?

SHORT SPIN

Weave together what this tells us about T.M. Then ask for a few questions from the floor to the panelists. Play the role of moderator. See that each gets some questions.

CONCLUSION

Close with appropriate send-out.

HDTS: 5TH CITY

SCHOOL ORIENTATION

ORIENTATION OVERVIEW

DECEMBER, 1978

DAY ONE: MONDAY	DAY TWO: TUESDAY	DAY THREE: WEDNESDAY
COLLEGIUM Village Renewal Effort	COLLEGIUM HDP Document	COLLEGIUM The School
FIFTH CITY Lecture Panel Tour	LOCAL SOCIAL DEVELOPMENT Lecture Workshop	CITY OF CHICAGO Orientation Talk City Hall Welcome
LUNCH Tour Reflection	LUNCH Community Vision	LUNCH Nexus Reception
LOCAL ECONOMIC DEVELOPMENT Lecture Workshop	LOCAL CULTURAL DEVELOPMENT Lecture Workshop	INTERNATIONAL NEXUS VISIT
DINNER Task Force Orientation	DINNER School Expectations	DINNER Visit Reflection
THE GLOBAL BAND Lecture Slides/Film	HDP STATUS India Replication Reports from The 18	HDTS CELEBRATION Special Meal Entertainment 5th City Welcome

HDTS

MORNING COLLEGIUM: DAY ONE

School Orientation

5th City

NEW VILLAGE EFFORT

December 1978

WORLD OF CHANGE	Philosophy of Change		Political Revolution		Economic Revolution		Cultural Revolution	
	Change Constant	Dynamic World	18th Century	Freedom	19th Century	Production		
	Forging Image	Respond to Change	Dynamic Consensus	Pro-Estab/ Dis-Estab/ Trans	Technology	Intermediate Technology		
DAWN OF NEW ERA	Resurgence of Human Spirit		Reconstruction of Social Vehicle		History of Local Man		Re-building of Local Community	
	New Model	Power of Motivity	Old con- tainer gone	Global Vehicle	Awake/ Alive	Looking for methods	Makes Human	Old Forms Gone
	Life Abundant	Earth Rise	Autonomous	Related Computer	All over	Brother- hood	Search	
MORAL ISSUE 15-85%	Economic Technology		Welfare Services		Participate in History		Human Development	
	Privileged/ Not	Not creative all employd	Developed/ Under- developed	Not care/ Care	Elite/ Mass	Not corporate Build all	Rise of Local Man	Recovery of Symbol
	Creativity	All the goods	Care	All the gifts	Corporateness	All decisions	Action on Behalf of	All the Significan- ce
NEW SOLUTIONS	Effective Methods		Community Awakenment		Social Demonstration		Intra Global Movement	
		Problem Splving	Recover Power	Town Meeting	Maliwada Sign	Band Around Globe	Responsible People	Autonomous
	Tactical Thinking	Strategy / Framing		Many Nations	Sign of Hope	Replication	Committed	Corpor- ness

HDTs

School Orientation

5th City

MORNING SESSION: Day 1
5th CITY ORIENTATION

December 1978

R.O. To acquaint students with the development of 5th City and its present greatness.

E.A. To have students initially impacted by the radical physical and spirit changes that have occurred in 5th City as a Project Community

I

5th City Lecture:

Given by Community Leader

1. History of 5th City
2. Decision of 5th City to be Project Community
3. Journey of 5th City since Consult
4. 5th City as Demonstration Community

II

5th City Panel:

Consists of 4 other local people

1. Lay out tour
2. Split into groups

III

5th City Tour

Each Panelist takes group on tour of 5th City, accompanied by assigned faculty member.

Questions from Students to panel on what they have seen.

MDTS

LUNCH CONVERSATION: DAY 1

School Orientation

5th City

Tour Reflection

December 1978

Context: When you have been on a tour like this morning, it is often helpful to pull back and reflect on what you encountered.

OBJECTIVE

1. When you think back on this morning's tour, what is the first thing you recall?
2. What do you remember hearing?
3. What people do you remember seeing?

REFLECTIVE

1. During the tour, where did you find yourself being surprised?
2. Do you remember anything that made you laugh?
3. Where would you have liked to spend more time?

INTERPRET-
IVE

1. What did you encounter that reminded you of your own community?
2. What was very different from other communities you have been in?
3. What did you discover about what it means to be a demonstration Community?