

EVALUATION REPORT

HUMAN DEVELOPMENT TRAINING SCHOOL

April 13-May 4, 1980

Gibson, North Carolina

## C O N T E N T S

|                                       |    |
|---------------------------------------|----|
| Evaluation Format and Procedures      | 3  |
| Commentary Brainstorm on School       | 6  |
| Contradictions Chart                  | 9  |
| Strategic Directions Statements       | 10 |
| Participants' Statments on the School | 19 |

### Appendix:

Specific Curriculum Content Chart

HDTS Documentation Report

FACULTY EVALUATION

GIBSON

April 13-May 3; 1980

FACULTY EVALUATION TIME DESIGN

| SUNDAY            |                        | MONDAY                                   |                      |                         |             | TUESDAY                                  |                           |                      |  |
|-------------------|------------------------|--|----------------------|-------------------------|-------------|--|---------------------------|----------------------|--|
| aftern.           | evening                | breakf.                                  | morning              | aftern                  | evening     | breakf.                                  | morning                   | aftern               | evening                                  |
| SPACE RESTORATION | DEBRIEF OBJECTIVE DATA | FACULTY PEDAG. EVALUATION 1/2 of faculty | COMMENTARY ON SCHOOL | ARENAS OF CONTRADICTION | CELEBRATION | FACULTY PEDAG. EVALUATION 1/2 of faculty | NAMING THE CONTRADICTIONS | STRATEGIC DIRECTIONS | CLOSING DINNER AND REFLECT. CONVERSATION |
| I.                | II                     | III                                      | IV                   | V                       | VI          | VII                                      | VIII                      | IX                   | X  |

Above is the evaluation time design for the Gibson faculty. The design was built from the Ivy City evaluation model, but was adapted. Below are the questions and other information which might be helpful in future school evaluation sessions.

Session I: It was important to demonstrate the corporate concern for the space and not leave it totally up to the auxiliary. We began with restoring the Community Center and the Community Development Corporation Office.

Session II: DEBRIEFING THE OBJECTIVE DATA

Individually the faculty wrote responses to the following questions:

1. List 10 key events of the HDTS
2. List 5 most talked about sessions
3. List 5 most sung songs
4. List 10 most memorable quotations from participants.
5. List 5 unforgettable participants
6. List 2 most memorable breakfasts
7. List 2 most memorable leadership sessions.
8. List 2 most memorable roundtables--which part
9. List 2 most mentioned excursions (meaning all events away from building)
10. List 5 key happenings in the non-formal curriculum

A chart was put on butcher paper with the above categories.

An art form conversation was held looking at the results on the chart, ending with

- What have we said about what happened?
- What do we experience in getting this data before us?

Session III: FACULTY PEDAGOGICAL EVALUATION (Same as session VII)

This was a long breakfast session in which we did individual evaluation of each staff member.

Each person was asked to make a chart with the staff down the side and the following categories across the top:

1. What person did in the school
2. Where pleased
3. where irritated
4. Image of their role and style
5. Recommendations on where to work

During each session the staff was given about 20 minutes to individually fill out the chart on the half of the faculty to be discussed in that session. Following this a Dean lead the conversation by walking through the chart for each person. The group found this very helpful and wished for this kind of evaluation earlier in the life of the school for the sake of their prowess and shifts in up-front work.

Session IV: COMMENTARY ON THE SCHOOL

The staff was asked to individually respond to the following questions:

1. 5 struggles of school
2. Major Turning Points in school and why
3. General Trends and Directions
4. 5 Victories
5. 5 Learnings

A chart was put on the board and responses received. Because of the general and broad nature of the responses to "struggles" an additional question was asked:  
--What were the participants struggles?

After the data was out the following additional questions were asked:

1. What is the power of a Human Development Training School?
2. What is the downbeat of this school, Awakening, Engagement, or Formation?
3. What did the part-time participant grasp this "thing" to be?
4. What did the full-time participant grasp it to be?
5. How has your image of what the school is shifted?

Session V: ARENAS OF CONTRADICTION

In this session the group did a straight contradictions workshop, each determining 10 blocks and issues. The leader plotted the cards to determine the arenas of contradiction. The session ended with a tentative naming of the swirl.

## FACULTY EVALUATION

GIBSON

April 13-May 3, 1980

Session VI: CELEBRATION

Faculty went out to a Movie and then late dinner

Session VII: FACULTY PEDAGOGICAL EVALUATION (see Session III)Session VIII: NAMING THE CONTRADICTIONS

Each of the swirls was given to a team (more than one to a team); these teams were to determine the central thrust of the contradiction and name it. They spent about 40 minutes in small groups.

The names were put up on the board. The corporate group spent about two hours talking through each of the contradictions and in most cases re-naming them again. We found this time to be very helpful in getting a very clear fix on what were the doorways to the future. Without this, the following session would not have been as fruitful.

Session IX: STRATEGIC DIRECTIONS

This was not a "classical" proposals session, rather we had teams take 2 or 3 of the contradictions and write paragraphs and statements on the following:

Under each contradiction write

1. Our experience of this in the school
2. Our insights or learnings
3. Specific recommendations for future schools that would be a response to the contradiction
4. Remaining brooding questions for the Summer or later that cannot or need not be answered now.  
(this latter question was not always needed)

Session X: CLOSING DINNER AND REFLECTIVE CONVERSATION

This session was held at the Religious House and was primarily a gathering of the Order Staff. It was preceded by a "Happy Hour". The dinner was a candle-light event. The reflection was on the evaluation and the future:

1. Events, humor and comments remembered from our evaluation
2. Where did we struggle (sweated)?
3. Where were breakthru's (felt relief)?
4. Why have these sessions been important to us?
5. What do we intuit for the future?  
--in general  
--in gibson/ situation in community, new role of Aux. ?
6. How do we care for our corporate body as move into this new future?

The following are brainstormed on a series of key questions raised with the staff:

I. WHAT WERE THE OVERALL STRUGGLES OF THE SCHOOL?

- |   |   |
|---|---|
| 1. Old Racial Images  | 15. "push" for everyone beyond where they arrived.                        |
| 2. Too much content   | 16. All leaders involved  |
| 3. Meaning of and function of team                                  | 17. Role of Roundtable  |
| 4. Lack of interchange in storytelling (relative to other projects) | 18. Uncertainty on cycle method and focus                                 |
| 5. Participant on-foot experience, vs. needed "content"             | 19. In dark on function of whole  |
| 6. Pace of school or keeping time structures                        | 20. Project on-going task/auxil. participation                            |
| 7. Abstract ideas vs. illustrations and images.                     | 21. Keeping on top of everything in order to talk with comm'ty            |
| 8. Cruciality of early morning staff mtng.                          | 22. Language--faculty clarity on what's intended                          |
| 9. Accountability on content  | 23. Relationship to extention in Atlanta Region/strategy and recruitment  |
| 10. How to plug in newcomers  | 24. Holding on to old rural life images.                                  |
| 11. Time design variety--especially mood shift in the evening       | 25. Communication   |
| 12. Getting town leaders involved                                   | 26. ICA "disorganization"--failure to context intent of way of operating. |
| 13. School in relationship to Stake # 1                             | 27. Doing impossible and being on time.                                   |
| 14. Setting priorities of staff responsibility                      |   |

II. WHAT WERE KEY PARTICIPANTS' STRUGGLES?

1. Not enough clarity on what assigned to do
2. Decision to risk
3. Decision to live with the pain of exposure
4. Grounding content in own experience
5. Bombardment of content
6. Vocational struggle--what do with my life?
7. Struggle with discipline
8. Relentless time schedule resulted in "exhaustion"
9. Is this style for me or for a few elite certain kind of people?
10. Methods and spirit care--tension between both

### III. WHAT WERE MAJOR TURNING POINTS?

1. Art Form practice -- Student to leaders/ being in the school to being the school
2. Town Meeting/Dr. Lao--"I am a leader"
3. Cultural Cycle: Visits, Panel and Contradictions -- awakened to pain of being saw leader as one living in contradiction became clear about working with the indicative reality as the only one
4. Team Olympics -- Team identity
5. Willmington trip -- unity of faculty and participant in "fooling around together"
6. Game or "Who Am I" -- created dialogue and free interchange
7. Each Cycle: the Panels --Sense of possibility thru a supportive frame
8. Profound Humanness -- No one decides about my future except finally me
9. Faculty Staff Meeting, first Sunday -- Louis R's push to move on Stake # 1
10. P. Reynolds talk -- sense of "This is for real" Group applauded talk
11. Last Celebration -- radically, totally significance for future, powerful event for Gibson Leadership.
12. Kaz. /Barbara's statement "I don't understand"
13. Putting up House numbers --encounter with community, turned school inside out

### IV. WHAT ARE TRENDS AND DIRECTIONS YOU SEE FOR THE FUTURE?

1. More imaginal curriculum
2. More practice of methods
3. More part-time community participation
4. More contact with the community
5. Removal of Kaz.
6. Focus on corporateness rather than content
7. Developing stronger team work
8. Increased framing emphasis--county, state, local
9. More town organizations together than ever before
10. Larger crowds in the evenings
11. Involving community on Saturdays and Mondays
12. Trend toward shorter talks
13. Trends toward style that you can identify with
14. Tutorials
15. More us of and creation of art forms--moving dramas
16. School "theme" as anchor (i.e. Dr. Lao)
17. Drawing card very early

V. WHAT WERE THE KEY LEARNINGS OF THIS SCHOOL?

1. Combination of Town Meetings in and out of community are helpful
2. Teams are part of formal curriculum
3. Use of panels as framing tool
4. Earlier the participants get up front the better.
5. Never as prepared as think we are--no way to be totally prepared--school grounds this understanding
6. Need to provide more tutorial for participants and staff
7. Power of school performing a drama for community (closing celebration)
8. Power of the use of Dr. Lao (twice!)
9. Appropriateness of agency personnel participation
10. Need for contexting and grounding--but in a new way
11. Need for early talk-back
12. Reflect everyday on every day
13. Elicit participation of participants
14. Expanded daily and weekly schedule reflection
15. Shift from lecture, dialogue, practice to repetition, practice and reflection
16. We do not have an adequate screen for listening to people
17. Week three leadership methods needs to be on "thing"
18. Lounge dynamic in same place as school



# HOTS CONTRADICTIONS ~ FACULTY EVALUATION

|  |  |   |  |   |  |   |  |   |
|--|--|---|--|---|--|---|--|---|
| UNSTATED PARTICIPANTS LEADERSHIP & PRACTICAL METHODS NEEDS I | UNCLEAR EMPHASIS WITHIN CURRICULUM UNITS II    | INEFFECTIVE DESIGN FOR AUTHENTIC DIALOG III | ABSENCE OF PRIMARY IMAGE THROUGH WHICH TO RELATE THE CURRICULUM PARTS IV | INADEQUATE MOTIVATING ENTICEMENTS FOR INCLUSIVE PARTICIPATION V | COMPLEX & UNSELFCONSCIOUS USE OF MULTIPLE SYMBOL IMAGES VI | LIMITED STRUCTURES & DESIGNS FOR CORPORATE CURRICULUM PLANNING & REVIEW VII | INSUFFICIENT PARTICIPANT "ON FEET" EXPERIENCE VIII | UNDEVELOPED DESIGN FOR TEAM DYNAMIC AS PART OF FORMAL CURRICULUM IX |
| NO PICTURE OF PARTICIPANTS' NEEDS                            | INCONSISTANT CYCLE METHOD                      | ABSTRACT APPROACH TO LEARNING               | 3 <sup>RD</sup> WEEK DOES NOT PULL IT ALL TOGETHER                       | POOR RECRUITMENT  | INTENT UNCLEAR OF SECULAR RITUALS IN USA.                  | POORLY PREPARED PEDAGOGUE   | TOO LITTLE "ON FEET" TIME                          | LOOSE RELATIONS TO TEAMS  |
| BAD METHODS MANUAL   | UNDEVELOPED CURRICULUM CONTENT                 | INEFFECTIVE CONTEXTING                      | UNCLEAR KAZ INTENT   | LOW PUPIL PARTICIPATION   | KAZ  | LITTLE ON-GOING STAFF EVALUATION  | LIMITED "ON FEET" PARTICIPATION OPPORTUNITY        | UNDEREMPHASIZED CORPORATE-NESS METHODS                              |
| PARTICIPANTS' QUESTIONS NOT REALLY WANTED                    | STAKES, GUILDS & ASSEMBLIES NOT TAUGHT         | OVEREMPHASIS ON TALKS AS MAIN TEACHING TOOL | NO RE-ENTRY LAB  | UNPREPARED COMMUNITY  | UNDRAMATIZED LIFE CLAIM                                    | SCATTERED CONTINUUM DYNAMIC   | INSUFFICIENT METHODS PRACTICE                      |   |
| UNSELFCONSCIOUS LISTENING SKILLS                             | NO COMPREHENSIVE IMAGE CHART TO TEACH FROM     | OLD STYLE PEDANTIC PEDAGOGUE                | TOO MUCH UNRELATED DATA  | UNINVITING MODULAR IMAGES                                       | NO DAILY SPIRIT EXERCISES                                  | SHORT PREP TIME   | EXPECTATIONS OF STUDENTS ARE NOT MADE EXPLICIT     |   |
| IRREGULAR TRANSPORTATION SCHEDULE                            | NO CORG CURRICULUM                             | 19 <sup>TH</sup> CENTURY TEACHING METHODS   | UNCLEAR PRODUCT PURPOSE  | POOR COMMUNITY CONCERN  | WEAK SPIRIT ANCHORS  | LIMITED FACULTY TRAINING  | UNCLEAR TUTORIAL ROLE                              |   |
| SKETCHY PART-TIME PARTICIPANT INCLUSION MODEL                | NO COMMON CONSTRUCT FOR KAZ                    | NEW LANGUAGE UNILLUSTRATED ADEQUATELY       | LIMITED UNDERSTANDING OF SCHOOL'S INTENTIONS                             | UNFOCUSED CYCLE CONTRADICTION                                   | NEGATIVE KAZ VIBES   | UNCOMPREHENSIVE FACULTY ASSIGNMENTS   | INADEQUATE PARTICIPANT TUTORIALS                   |   |
| UNFOCUSED METHODS APPLICATION                                | UNSTRUCTURED COMMUNITY SHARING                 | NEGATIVE "SCHOOL" IMAGE                     | UNCONSENSUSED FOCUS  | UNCLEAR EXTENSION STRATEGY                                      | INADEQUATE ULTIMATE SYMBOLS                                | ALL FACULTY ATTENDING SESSIONS  |  |   |
| LIMITED SKILLS IN ELICITING PARTICIPANT PARTICIPATION        | UNTHOUGHT THROUGH EXCURSION PLAN               | NON-COLLEGIUM COLLEGIUM                     | NO GUIDELINES ON WHAT SKILLS PARTICIPANTS MUST HAVE                      | 3 WEEK FULL TIME  | BURDENSOME BREAKFAST DESIGN                                | TIME STRUCTURE WHICH INHIBITS COMMUNITY OUTREACH                            |  |   |
| IGNORANCE OF PARTICIPANTS' STORY RE: ATTENDING               | TIME SUFFERED FROM SAMENESS                    | ACADEMIC TALK DESIGNS                       | UR COLLEGIUM NOT RELATED TO BUILDING CMTY LEADERSHIP                     | ADJUST CURRICULUM TO COMMUNITY PATTERN                          |  |   |  |   |
| NO VISION OF USE OF METHODS PRACTICALLY                      | INTRADAILY SIMILARITY (NO EVENING DIFFERENCES) | TOO-ARTICULATE FACULTY                      |  |   |  |   |  |   |
| VARIOUS LEVELS OF READING & WRITING ABILITIES                | TOO MUCH UNSTRUCTURED TIME                     |   |  |   |  |   |  |   |

The following are the faculty's responses to the determined contradictions. Rather than doing a full proposals workshop, we took each contradiction and stated the following:

- a- What we experienced
- b- Insights gained
- c- Concrete recommendations for future schools
- d- Long range brooding questions

#### I. UNSTATED PARTICIPANT'S LEADERSHIP ROLES AND PRACTICAL METHODS NEEDS

The staff was unclear about the local situations out of which participants came, what they were currently involved in, and what their anticipations of the School were. This was especially true of the part-time local participants, some of whom had no vision of themselves as leaders.

The school was not able to journey the participants effectively, especially those from out of town. Journey, here, has to do with the journey of specific skills they needed for their work and leadership.

#### Recommendations:

1. The Monday morning of each week would have an introductions conversation (somewhat like RS-I) in order to discern the present understanding of leadership, grasp of world, and expectations of the school.
2. The application form would include such things as present involvement and a place to indicate expectations of the school.
3. A conversation be held with each participant by a staff member to talk through the school and the participants particular skill needs. This needs to include a discernment of basic ability level in reading and writing.
4. Create a participant's methods notebook which would be added to throughout the school.
5. Regular reflective conversations on where and how methods could be used in their own situation.
6. Daily participant reflection sheet --journal-- to be worked on corporately as part of the curriculum.
7. Participant leadership roles chart in order to keep a record of roles played and to determine necessary roles required. This could be kept by the team.

N.B. Many of these above could be enabled through team meetings.

8. Use a "re-entry" Lab Week 3 instead of Profound Humanness (see # IV) focusing on how participants will use methods when they return.

## II. UNCLEAR EMPHASIS WITHIN THE CURRICULUM UNITS

A participant could not rehearse the cycle preinciples or give a clear image out of the cycle and how each cycle was part of comprehensive community care. Although stakes were used to carry out community contact and workday emphasis, there was no clear image portrayed of stakes, guilds and assembly structure relevancy to "my" community. Participants left without "next step" images of how to utilize the learnings.

People do not make quantum leaps without bridge connectors. i.e. Gift of Red Ur to celebration and eventfulness. Each curriculum unit needs one or two corporately determined major images or stories to indicate the focus.

### Recommendations:

1. A comprehensive symbol for the school on which is hung a major image for each cycle and lab--i.e. Bug Model
2. The learning and experience of stakes, guilds and assembly dynamic be a formalized and structured dynamic of the curriculum.
3. The roundtable, seminary construct be taught out of a common construct with a clear focus on the intent relative to the journey of the participants.
4. All faculty assigned to the HDTS be on site at a required time, i.e. a week before the school and that the curriculum focus, intent, images be carefully worked through corporately.
5. Each curriculum unit and each day of the unit have a key image to build around. An image NOT an intellectual idea.
6. The emphasis of the curriculum content be built around the participants expressed or covert need skills in relationship to their community's situation and their intended leadership roles.

For brooding and further work: What is the common image of the school through which all aspects of the curriculum can be pulled?

### III. INEFFECTIVE DESIGN FOR AUTHENTIC DIALOGUE

The faculty answered many of the questions in workshops, reflections conversations and collegiums. Participants tended to ask questions and talk outside of the structured time that would have been more helpful for the whole group. The collegiums didn't seem to stimulate conversation adequately, but rather were on the informative pole. The form of the questions did not seem to invite participant responses and there was very little emphasis on "going around the room" in order to get everyone's voice out.

The up-front role needs to assume a "shoulder to shoulder stance" that demonstrates risking one's own intuitive participation and creativity in order to elicit involvement of the participants.

#### Recommendations:

1. Self-conscious about illustrating new terminology through real life illustrations.
2. Curriculum building--corporate--focus on all talks being build around powerful common images rather than being built around a series of rational and intellectual ideas.
3. Provide constructs designed for shorter talks --20 to 30 minutes-- One imaginal way to dramatize this would be to have 3x3's rather than 4x4's.
4. Use of drama, music, role playing and art forms in order to ground new information and methods
5. Daily reflection on a-what happened, b-what learned, c-how use.
6. Re-articulate and utilize our understanding of how to elicit individual's responses in the corporate body

We need to think through what are the four key struggles a community leader has in interpreting the times and responding effectively to building community.

#### IV. ABSENCE OF PRIMARY IMAGE THROUGH WHICH TO RELATE CURRICULUM PARTS

The experience was that of a barrage of dis-related material. Four different types of events are held each day. The curriculum chart adequately holds the linear flow of the time, but does not provide a cohesive image of the relationships which can inform a participant of why these various dynamics all equip him or her for leadership. The third week is weak in having the rational consistency of the other two weeks.

The issues is not cutting down the complexity nor inclusiveness of the material, but to create ways of telling why all of the material is necessary. This will require the selection of one or two major images that hold the entire structure together.

#### Recommendations:

1. Use "the Bug Model" as the glue image for the necessary elements for a community and for community leadership training.
2. Include the Bug Model in the opening talk on the first Monday: "What Is Human Development"
3. Have Bug Model as a central decor piece which can be referred to regularly.
4. Have a "Dean's Minute" each morning through which to provide a contexting statement on where we have been in the three-week journey, where we are now, and to indicate the thrust and focus of this particular day.
5. Use as a secondary image "Limits, Possibilities, Freedom, and Corporateness" to freight each individual's journey and to bring cohesiveness to all of the varied rites and symbols used in the school.
6. Re-do construct in the following ways: 1. Replace the content of the "Round Table" with the Profound Humanness Lab: this means that P.H. would take place three days of each week. This will require the addition of some exercises and the expanding of the number of "Ancient of Days" readings. 2. Add in the place of the Profound Humanness Lab a Re-entry Lab (see #IV) 3. Drop Kaz. from curriculum.
7. Continually context the role and purpose of the collegiums in the curriculum.
8. The significance of the "Turn Symbol" get into the school. This should be done preferable in the first talk of the school.
9. Structure in times each day for a corporate or team review and reflection on the day.

#### V . INADEQUATE MOTIVATING ENTICEMENTS FOR INCLUSIVE PARTICIPATION

We found that "Training School" was an image that scared people so we spent much community time negating the title. Experienced people did not see this as necessary for them so they did not come, and unexperienced did not see it for tem because they are not "leaders". People did come when we had flyers and went out and invited them personally to come to a film or other specific events such as panels during the cycles. Also the School as a "Transition" event scared rather than motivated, since attending would imply the decision to pick up the task of the project-- as illustrated by the absence of the Town Council and most of the CDA board.

The Town Meetings held in two of the stakes and in two near-by towns there was a real extension potential. This meant that it would have been possible to have people from these communities come to the School. However, it was felt that the content of the third week of the School was not what these "new" communities needed. Within Gibson, when on-going stake visiting and invitations were made participation in the school increased.

#### Recommendations:

1. Changing the title from "School" to "Conference" would enable more people to see themselves participating in the program.
2. Regular special events such as special entertainment groups from the community at meals or during the lounge time would increase participation.
3. The continual publicizing of events needs to take place each week.
4. An early event, similar to the excitement of the closing celebration, needs to happen early in the life of the school as an event for the whole community.
5. Each school needs to have an on-going recruitment team both before and during the school.
6. A greater emphasis is needed in Day 2 on collegiality and fellowship-- this is a time when more community people participate.
7. Various "gimmicks" are useful in pulling in community people, such as youth events, elders focus, etc.

A question for Summer consideration: Is a three-week school too long for sustaining community momentum?

## VI. COMPLEX AND UNSELFCONSCIOUS USE OF MULTIPLE SYMBOLIC IMAGES

The use of Kaz, "Dr. Lao", rituals, "Ronstrom", lituriges, Tagor, etc was confusing. No common symbolism developed or linkages from one to another. People did not get clear on these dynamics of what these were all about nor commonly pointing to. There was little self-conscious understanding of why the use of these nor how or why to build your own rites and rituals. We had deep uncertainty about how to use Christian symbols, even though they would have been fully accepted in this community, and therefore, we avoided them.

Participants sensed an underlying religious "philosophy" but had no access to it, therefore their own Christian symbols were threatened. i.e. "The Christian symbols must be inadequate to freight the ICA's religious philosophy".

### Recommendations:

1. Put the Roundtable back into the evening structure.
2. Do not use Kaz, use the Profound Humanness throughout the Roundtable time.
3. Develop a "Re-entry Lab" for week 3 in which participants would review all of the methods, develop their own notebook of tools, plan for the specific use of the methods in their local setting, and build a plan.
4. Part of the curriculum will include participants creating symbols and rituals.
5. Continue to use "Seven Faces of Dr. Lao" in each school, showing it twice: once in week 1 in order to demonstrate Art Form method, and in week 3 in order to focus the conversation on Community situation, means of community re-creation, and roles of leadership.

This Summer we need to look seriously at the use of symbol systems and how we will employ them in the various cultural settings.

VII. LIMITED STRUCTURES AND DESIGNS FOR CORPORATE CURRICULUM PLANNING AND REVIEW

We still have a tendency toward long abstract, overloaded, unfocused academic lectures, especially in collegiums. There is also some unclarity on function of assigned curriculum part to the whole. We seem to want to do the whole job each time we are on stage. Although the faculty work in teams for the cycles and labs, there was still a limited amount of talking through the talks and workshops before the event. The staff experienced conflicting demands which cut into the needed prep time, so that getting on top of the "common memory" and other resources was not adequately done.

The week of faculty preparation is crucial and should be guarded against practice intrusions. All faculty should be required to be on site the Sunday prior to the School.

Recommendations:

1. Structured corporate faculty prep time throughout the school in addition to the week prior to the school.
2. Design for AM faculty meetings and the Wednesday and Sunday evaluation.
3. Before school, and regularly during the school, the sharing by experienced faculty on the curriculum focus, intents, methods, and teaching means.
4. All talks and workshops be corporately reviewed and planned.



### VIII. INSUFFICIENT PARTICIPANT "ON FEET" EXPERIENCE

Events such as the Art Form Conversations and the Town Meeting leadership roles were powerfully releasing to participants. The mood escalated and on the other side expressed "I can do it" "I am a leader." In the first week the participants built 4x4's for talks but did not have the opportunity to do them. The use of participants in the meal leadership was not consistent--more opportunities needed to be given for this. Skits and dramatic presentations also were very releasing to involvement and the sense of capability.

It is clear the the more opportunities provided for "on feet" experiences releases participants to decide to risk being leaders. It is much more than an isolated occurrence, each decision involves a step in a deep vocational decision. Resistance to take an on the feet role by some participants was clearly a struggle with life involvement and not their skill prowess. A sense of skill in speaking, leading, acting, reading and writing are fundamental to empowered leadership.

#### Recommendations:

1. Build a chart (faculty responsibility) that records each participants daily "on feet" opportunities and notes key insights for building the journey of training for each participant.
2. Daily opportunities for "on feet" roles from the beginning of the school.
3. Provide a structural design for "tutoring" participants in the assigned "on feet" roles. This could be done thru the team.
4. The 4x4 talk planned in the week 1 "Imaginal Leadership Lab" should be given by each participant.
5. Skits and other team "verbal" activity should be included in the lounge dynamic during the first week.
6. A daily report by a participant on the previous day. The participant would create the 4x4 for the presentation and give it at breakfast.

## IX. UNDEVELOPED DESIGN FOR TEAM DYNAMIC AS PART OF FORMAL CURRICULUM

Our experience in the school was that we were forced to have team meetings "around the edges" because there was no time in the construct. Because team leaders were not adequately contexted, they continually deferred to the faculty. There is currently no place in the construct for short courses, talks or conversations on team life, team role. We found that the first celebration in which we played games by teams and had team names and slogans greatly empowered the sense of the team as a unit.

The team is the primary unit of community creation. The school as currently constructed provides the team with primarily a practics role. One of the main things that the school "teaches" is disciplined corporateness, and because of this far more self-consciousness needs to be brought to the team dimension.

Recommendations:

1. Team leaders meet with a Dean before the school begins, in order to begin to grasp the role and experience the "commissioning" for the task.
2. Team leaders meet regularly with a staff member to review work, talk thru journey of team members. This needs to be seen as intensified training for these leaders.
3. Use the weekly "assignments Chart" for team to work thru assignments for every member of the team for a week, rather than the day to day non-planning which the participant experiences as unpreparedness and hence ineptitude.
4. One day a week there be a team lunch during which there would be reflection on Team life thru conversations. It could also include questions and insights about the school.
5. Each night team meet for 10 minutes, and in this setting solitarily chart their day.
6. That there be team-related events (puzzles, games, etc) during the Lounge time.
7. Teams be used as basic unit for methods pedagogy preparation and presentation.
8. That we have team decor and team space.
9. That a talk (in social cycle) include the role and profound function of the team.
10. More "qoutes" on team as decor in places like kitchen

GIBSON HUMAN DEVELOPMENT TRAINING SCHOOL -- COMMENTS FROM PARTICIPANTS

MAY 3, 1980

My encounter with the HDTS was just great. It was most helpful during the Town Meeting, which gives you a chance to look at other communities and their concerns. It increased my capacity to use effective methods in so many ways in my community, and I am ready to use these methods. I have grasped a way to really put my community on top--not only my community, but others as well. My thanks to the HDTS.

Willie Peterkin  
Gibson, N. C.

The HDTS gave me many practical insights into becoming a "winner" in the game of life. For me this means sharing these insights in my local community. I know that this will require a self-conscious effort towards developing and maintaining discipline, cooperativeness and courage for the planning and motivity everyone needs. This training was no less rigorous than a professional athlete's training for a major championship event. Singing, working in teams, planning together, and leading workshops allowed each participant to refine and use the skills learned during various cycles.

Phoebe Reynolds  
Washington, D. C.

The HDTS is a three-week "happening" of encountering local community, creating new community and sustaining profound community. The school demonstrates that corporate discussion, corporate planning, corporate work, corporate reflection and corporate celebration are the keys to individual and community development. The cruciality of continual visitation and physical work in a community's neighborhoods was the greatest address of the school for me.

Rcb Work  
Indiahoma, Oklahoma

The Gibson HDTS has taught me a number of things. The thing that excited me the most is the art form method, which enables me to lead a conversation on any subject. The art form can be used in meetings or general conversations. It can be an aid in solving problems. It also gives everyone the opportunity to participate, which stimulates participation and teamwork. I learned that working corporately is the key in doing human development; but to work corporately, I learned that the ideas others may have is very important.

James Harris  
Gibson, N. C.

I found the Gibson HDTS to be very constructive. I learned many things I hadn't known before. I also met new people from different places. I found Lois to be a very lively and joyous person for her age. She just seemed to put more joy and spirit in those who were around her. There were many arenas that were helpful to me. I learned more about my county and community than I had ever known. Now I think I can deal with the problems in my community better and relate to people better. It has taught me how to be a better leader in my community.

Naomi Liles  
Gibson, N. C.

This school had an impact on me. I learned to prepare and give talks that others found helpful. I learned to care for the group's journey, lead workshops, and organize tasks. Thinking through the changes in our world and times together was invaluable.

John McAdam  
Lorimor, Iowa

I have learned from this school the qualities needed in developing new leadership. I became aware of the vast amount of resources available to assist in community development if the resources are only tapped. It helped me realize that motivation is the key to developing new skills, and that human development should be the target of early childhood education.

Nellie Pearson  
Gibson, N. C.

The greatest gift of the HDTS is its power to build collegiality. I saw people from varied social and economic backgrounds decide to transcend their differences and work together as one group. The key to collegiality seems to be the school's singular thrust of caring for the totality of a community. Only as people experience community can they in turn create it.

Ike Powell  
Gibson, N. C.

Learning and practicing were the major foci of the school. They included town meeting methods and team work, the art form conversation and program planning. Corporateness with caring people from all walks of life and many cultures has left its mark on me. I have found more effective methods of caring for and serving all people, and I will be about this task as long as life endures, wherever I may be.

Viola Benfield  
Gibson, N. C.

The HDTS is a helpful tool in training ourselves to think clearly through situations and plan for effective action. This is both difficult and releasing to individuals and community. Participation in the creation and execution of events was a highlight for the school.

Charlene Powell  
Gibson, N. C.

The Gibson HDTS was a colorful, dramatic experiment in forging out new meanings of leadership and new concepts in the development of the necessary skills that the local community demands of its leadership today. The economic, social and cultural cycles, coupled with practical laboratories, field trips, un-front roles, reflections and discussions, provided rich contacts with the community residents and agencies. I have a new practical vision of the future and a new confidence in my own ability to motivate others and to provide leadership wherever I find myself.

Lois Reeves  
Houston, Texas

The HDTS provided a way to bring a variety of people together over various subject matters and activities. The opportunity to learn and practice leadership methods is a great way to open new doors. I grasped a clearer understanding of the global significance of local development in a powerful way. The ability to get up in front of a group, to plan, considering all elements, and to initiate an idea was learned in this school. I realized the potential a group of people has in accomplishing any task they decide on, from creating a celebration to setting up a business.

Peggy Jansen  
Gibson, N. C.

The Gibson HDTS highlights to me were the leadership workshops, town meetings, the panel discussions, and the talks on the world cultures. An added benefit was meeting and working with people from other parts of the country and world and sharing their struggles and dreams for their communities.

Doris Tindall  
Gibson, N. C.

Even the simple event of being together with a group of individuals from other locations who, like you, have concerns about life that reach beyond their own yards or rocketbooks is refreshing and uplifting. The atmosphere of camaraderie and cooperation in the teamwork involved in the school is energizing and positive and makes the responsibility for unfamiliar or dull tasks easy and fun. Charting is an effective method of analysis for comprehending any complex or abstract material. I plan to relay the method to some professors of English I know for their classroom use.

Carol Hall  
Donalsonville, Ga.

I have learned that the HDTS has a lot of very interesting people. We dealt with some of Gibson's problems during the school, breaking down problems into sections, dealing with them one at a time and making practical suggestions. I learned that there are several very important ways to ask for grants for industries seeking operations in Gibson. I plan to start a small organization in Stake 1 on leadership for the youth. I have enjoyed the HDTS very much, and I'm hoping to attend another one in the future.

Sadie Moore  
Gibson, N. C.

The school was most helpful in providing practical methods for developing community within my town and neighborhood in organizations I work with and in my family. This includes methods for making decisions, for building land, evaluation and reflection, and for getting up in the morning--that is, keeping moving day after day. Probably the most important method was corporateness, learning how to work together. I witnessed local people leading conversations, workshops, and giving talks. I saw self-confidence grow and community leadership emerge with new power and strength.

Claudia Cramer  
Houston, Texas

What makes a community leader? The HDTS gives local people self-confidence to build the future, not by imparting information, but by equipping people with life methods and letting them practice using these. This type of learning experience builds confidence--a new kind of confidence which springs even from experiences of weakness or suffering which we know. In this way, the pain of the local community development effort becomes the springboard for hope. Every activity of the school is undergirded by corporateness and teamwork. To say that the HDTS provides skills does not begin to convey its power to me. I would say the school builds profoundly conscious, highly effective and deeply responsible corporate human being.

Pat Weygandt  
Dallas, Texas

What I learned from this school were different methods in economic, cultural, and profound humanness arenas, as well as workshop methods and some new songs. The most helpful arenas for me were talks on care, corporateness, action, and methods for deciding the focus of my life. Now I can go back to Atlanta and have a better understanding of the community I live in and not give up, but keep pushing it.

Jeannette Reese  
Atlanta, Ga.

Attending the HDTs taught me how to be a leader in my community. I also met a lot of new friends. The Economic Cycle was most helpful to me. It taught me how to work together with people more and more. I will tell my friends and family about how helpful it was to me and that they should have attended it. I will work with the people in my community more. Now I will try to be a better leader in my community.

Curtis McLaurin  
Gibson, N. C.

In the school I have discovered again that the biggest block to leadership is not concern for community but the sense of being so ill equipped that one does not know how to proceed. The school allowed me to see for the first time in several years that the experience of actually "doing" a method is life and death to pride, self-confidence and, finally, to learning a skill. The basic design of the school is "finely tuned"; the parts build on each other. It is weakest in this regard in week three, which is not easily remembered because it has no "doing" aspects. Also, the leadership pedagogy does not lead into the lab, nor do the collegiums have an interior consistency. We need to look at this. We could well consider something like lunch tutorials and move Kaz or something like Kaz to some other position. Gibson School began the powerful using of and relating to the community as a key. There is much more to do in this arena, I believe. We must increase the focus of cycle-only and other part-time participants in a more integrated way. We must enable full-timers to experience responsibility for part-timers through team accountability, for this is the "truth" about community.

Justin Morrill  
Chicago, Ill.

The Human Development Training School in Gibson has had a profound effect on the course of my life. To expand on this, in order to avoid making my opening statement sound trite, it will be necessary to give an idea of the mindset I'd been moving toward before coming to this school.

Like many other Americans, I was succumbing to the despair and sense of hopelessness which pervades our national spirit in these times. In my personal life I was getting ready to give up values that I had developed in the splendor of my innocence and naivete as an adolescent and young adult. I was getting ready to give up on people who've already given up on themselves. I had even found myself saying that I potentially had an incredibly easy job, if I would only stop caring.

My week here at Gibson has served to remind me why the values born in innocence are the values, the only values, with heart. Beyond that I was exposed to a group of idealists taking on real human concerns with frank, open awareness of horrible problems who were still managing to really move on these problems in a real way while maintaining their sanity and innocent love for life. As a matter of fact, I was so knocked out by these people and what they're about that I don't think I'll remember all the participants or what they were saying. What I will remember, though, is my shock at the discovery that I don't need to give up--that, in fact, I have no choice but to commit my life to what I've always known was my path.

(Sounds pretentious, I know, but, so what.)

David Mahon  
Raleigh, N. C.

I feel that this school was a great help to me. I learned ways to deepen my understanding of action around me. I now have a reference which I will use. I feel the methods of the school pertain to everyone's abilities and give them confidence, a sense of responsibility and a feeling of accomplishment. The school maintains a momentum and allows activities and laughter to be a part of it. I now feel I am able to be not only an effective leader but a more determined and effective person.

Lewellyn C. Beardsley  
Charlottesville, N. Y.

It was reassuring to learn there is a group of people in this world dedicated to developing the potential of all human beings regardless of national, ethnic, racial, or social origins without demanding that we worship "the leader", pay dues, or join a "cult". The approach appears to be a scientific one in that the organization: 1) sets goals, hypotheses, 2) constructs a plan of action, 3) continually evaluates and revises the plan as it unfolds, 4) evaluates overall effectiveness and makes the necessary changes.

The group seems to establish its foundations on reading of contemporary theologians and encompasses the state of man--action and thought--in the 20th century. This seems to be a vital, realistic approach. It acknowledges in a way Alvin Toffler's analysis of today's society (Future Shock) in terms of the bombarding stimuli and the overwhelming problems that serve to deteriorate self-confidence, create a sense of "powerlessness" over one's destiny and the destiny of the world.

The leaders of the training school relate the abstract to the particular, encouraging members of the school to think at all these levels, developing thinking skills along the way; even though such abstractions may well be outside their realms of experience.

5

Specific "how-to's" I gained through observation of group leaders in the town meeting were: 1) the technique of persistent, "aggressive" questioning to get to the root of the idea stated; 2) the technique of "laying back" and letting the group participants formulate or "conclude" without the leader shaping or influencing the direction of the individual's thought. Too often the group leader (or myself) wants to organize the other person's perception of the problem, which may be different from his point of view and serves to weaken the individual's confidence in self-expression or "worthiness" of his own wisdom. This persistent approach led to a highly productive, involved group interaction by the time the town meeting ended, leaving behind a stronger sense of the individual's own ability to identify a problem, be articulate and take responsibility for action.

I thank you all for a very rich, meaningful experience.

Lorraine Lueft  
Wilmington, N. C.