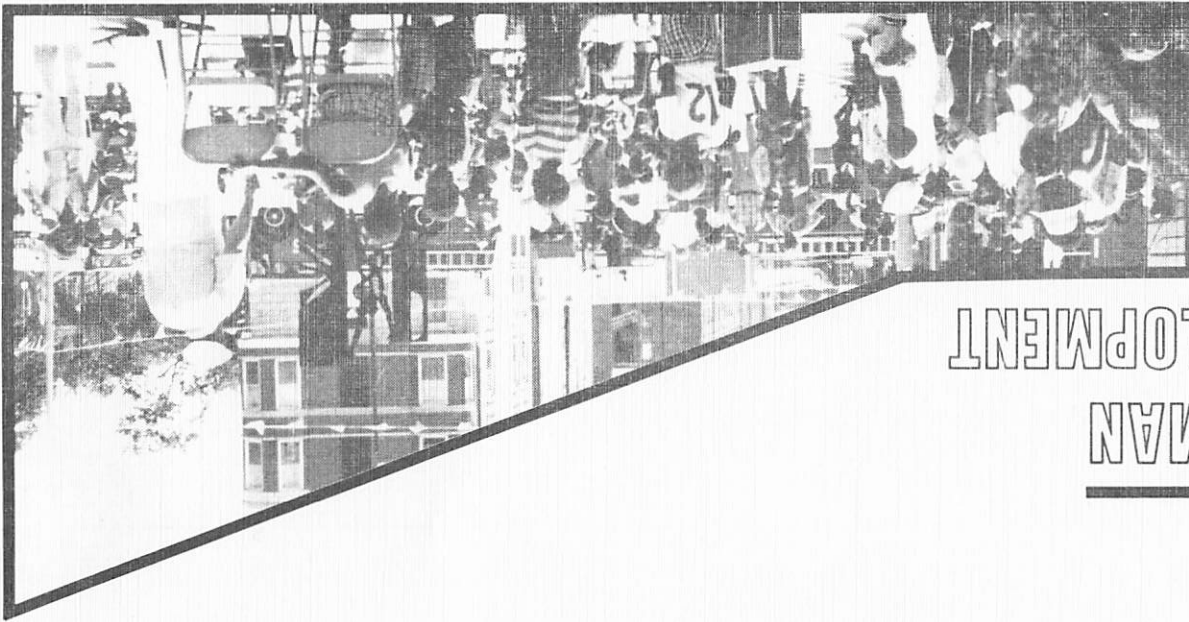




THE HUMAN DEVELOPMENT TRAINING SCHOOL

FIFTH CITY: CHICAGO, ILLINOIS

NOVEMBER/DECEMBER '79



FIFTH CITY
SCHOOL
TRAINING

DEVELOPMENT
HUMAN

PARTICIPANT INFORMATION

- The School is intended for people seriously considering spending six months to two years in a Human Development Project following completion of the eight-week course.
- Prior contact with a Human Development Project is recommended, though not necessary.
- The cost of the HDTs is \$1000 per student for the 8-week session. This covers all basic expenses, including food, lodging and program costs. Scholarship funds are available on the basis of need.
- Total attendance for the full eight weeks is expected.
- A registration fee of \$100 (non-refundable) must be received by December 20th to ensure a place in the School.

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 29 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.



THE INSTITUTE OF CULTURAL AFFAIRS

4750 N. Sheridan Road, Chicago, Illinois 60640

312/769-5635



The Human Development Training School provides . . .

THE FACULTY OF THE HDTS have all worked extensively in human development projects across the world and bring both methodological and practical insight to the training school. Student and faculty work closely together in classroom and community, building an essential collegiality into the life of the school.

- Methods of identifying the actual human needs in any community.
- Ways to discover the local resources, government services and appropriate technology available for meeting these needs.
- Training in methods of corporate leadership for engaging an entire community in common planning and action.
- Practical experiences in comprehensive and relational thinking.



- A new self-confidence about one's ability to provide effective practical help to a community.
- An opportunity to explore the ways by which the untapped creativity of local people can be released to catalyze community renewal.

TRAINING

for effective action



THE HUMAN DEVELOPMENT CYCLES

The three major cycles of study focus on comprehensive Human Development in the **economic**, **social** and **cultural** arenas.

THE PROGRAMMATIC MODULES

Each cycle is subdivided into specific program areas. Each module is three days in length and focuses on the "what" (basic content), the "how" (practical methods) and the "who" and "when" (engaging people in tactical action).

| HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN | | | | | | | | |
|--|-------------------------|--------|--------------------------------------|--------------------|--------|---|----------------------|--|
| ECONOMIC DEVELOPMENT CYCLE | | | CULTURAL DEVELOPMENT CYCLE | | | SOCIAL DEVELOPMENT CYCLE | | |
| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | |
| O R I E N T A T I O N | MODULES | | H E R I T A G E | MODULES | | E X C U R S I O N | MODULES | |
| | COOPERATIVE AGRICULTURE | | | LIVING ENVIRONMENT | | | PREVENTIVE CARE | |
| | APPROPRIATE INDUSTRY | | | COMMUNITY IDENTITY | | | FUNCTIONAL EDUCATION | |
| | COMMUNITY SERVICES | | | CORPORATE PATTERNS | | | COMMUNITY WELFARE | |
| COMMUNITY AWAKENMENT LAB | | | COMMUNITY ENGAGEMENT LAB | | | SERVANT FORCE LAB | | |
| C O U N C I L | | | | | | | | |

THE OPERATIONAL LABS

Alternating with the program modules are three major labs: the **Community Awakenment Lab** demonstrating methods of releasing community imagination; the **Community Engagement Lab** demonstrating prowess in sustaining community life and action; and the **Servant Force Lab** exploring the dynamics of team life and task.

THE INFORMAL CURRICULUM

Meal times are occasions for informal training events. The **Morning Collegium** is training in methods of building common vision and memory; the **Noontime Leadership Methods** curriculum provides an occasion for learning basic social methods; and the **Evening Roundtable** elicits depth reflection on common human experience.

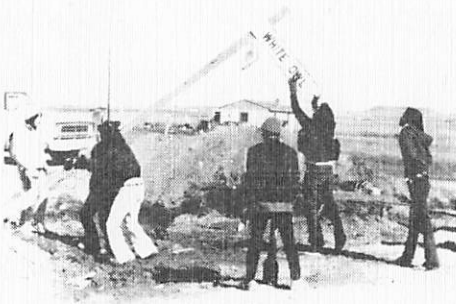
THE DISCONTINUOUS EVENTS

Four major events mark the beginning and completion of each cycle: a **Basic Orientation** provides an overview of human development; a **Concluding Council** focuses on future engagement; a **Heritage Excursion** illuminates the historical context for human development; and an **Urban Excursion** exposes the cultural wisdom and futuristic trends of contemporary society.

TRAINING

practical methodology
for comprehensive
community
development

THE HUMAN DEVELOPMENT TRAINING SCHOOL is an intensive residential program, focused on training for *effective* action. It provides methods, resources and contextual principles in the *midst* of an active demonstration community.



Raising new symbols in the Inyan Wakagapi Human Development Project, Cannonball, South Dakota.



The Iron Man of Fifth City is a symbol of its residents' strength. A sculpture of the Iron Man, a gift from the

City of Chicago, stands on the Fifth City Plaza.

Once considered a "hopeless" situation, **FIFTH CITY**, Chicago, has served as a laboratory in comprehensive community reformulation for over fifteen years. This west side Chicago neighborhood has developed strong indigenous leadership and a full range of social, economic, housing and environmental programs.

FIFTH CITY has led the way for 112 communities in 29 nations now involved in similar efforts, demonstrating the ability of local communities to achieve dramatic signs of transformation. Representatives from this world-wide network of projects will participate in this grassroots Human Development Training School.

The Institute of Cultural Affairs has developed this framework for training out of vast experience in the field, and is inaugurating the North American program to train people who will be serving as staff in a variety of rural and ethnic communities across the USA and Canada.

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.



Participants

say. . .



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.

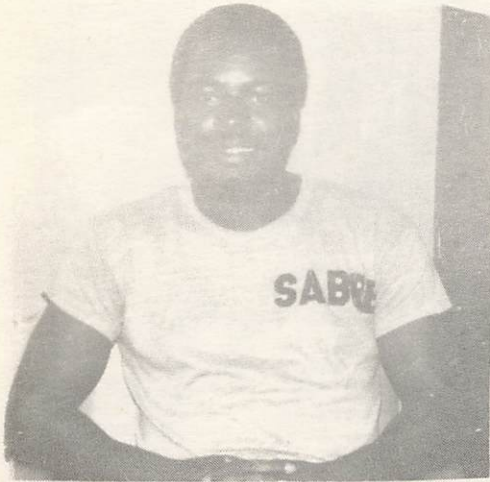
Willie Peterkin, Gibson, NC





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

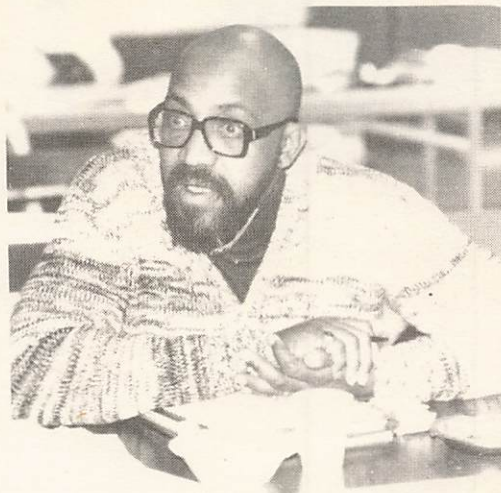
The HDTS taught me the methods that I need to work with my community. I think I conquered a great portion of all the methods. I know how to work corporately with others and that is something I need in my community. Everything I have learned will be helpful to me and my community, thanks to the HDTS.

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

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





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





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

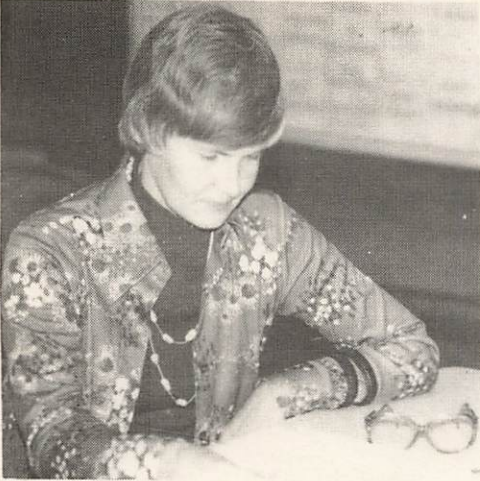


Nancy Haskell, New Orleans, LA

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



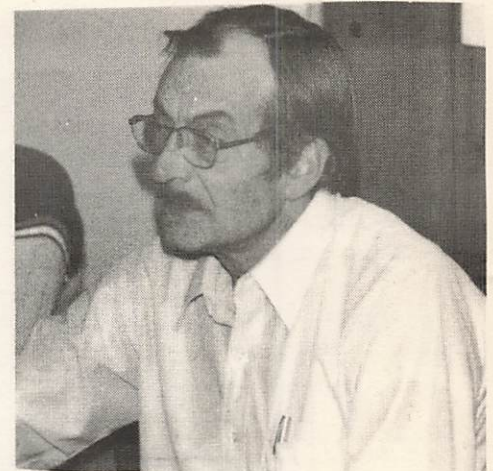


The HDTS is the necessary response to the global consciousness that has happened in local communities across this continent and the world. The real test of this school's effectiveness was seeing and experiencing the power of corporateness and teamwork that happened with a most diverse group of people.

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





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 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





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

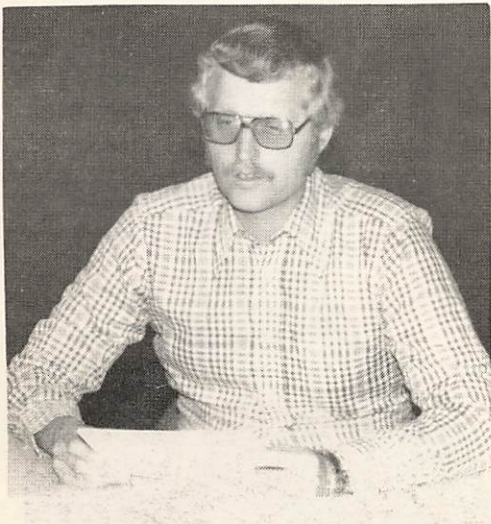
Coming to HDTS was one of the wisest choices I've made. It has given me an understanding of what and how a community can get things done if they stick together. From the methods I've learned here, I feel equipped with the knowledge to get back to my Reservation and get things for my people.

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



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 analogous to tapping the artesian well of motivation within the group which will unblock the problem.

David Zahrt, Pace, MS

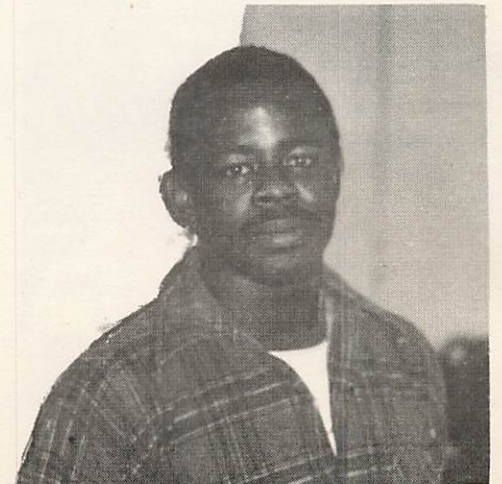


Coming to HDTS here at 5th City has taught me a lot I didn't really know was important to my community. The most important arena is doing Town Meetings. With the methods I have learned here, I hope to enable my community and others across the state of Alaska to understand they can help themselves and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





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 Locky, 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.

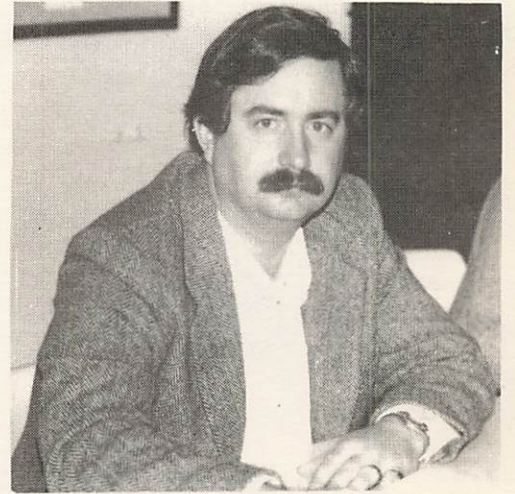
Leila McKay, Asherton, TX





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

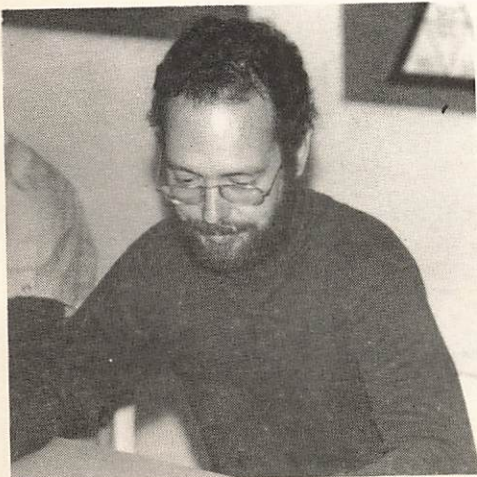




Jan Sanders, Lorimor, IA

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 T | |
|----------------------|---|------------------|--|---------------------|--|
| ECONOMIC DEVELOPMENT | | | SOCIAL | | |
| Week 1 | | | | | |
| Cycle | Lab | | Ref | Cycle | |
| Social Context | | | | Ur Im | |
| Economic | H E r c i t r a s s i o n | w o r k | R e f l e c t i o n | Social | |
| Leadership Training | | | Leadership Tr | | |
| Cycle | Imaginal Education Lab | | D a y | Cycle | |
| Roundtable | T h i n k i n g | | | Roundtable | |

TRAINING SCHOOL CURRICULUM

November - December, 1979

| DEVELOPMENT | | | CULTURAL DEVELOPMENT | | |
|--------------------------------------|-------------|-------------|---|--|---|
| Week 2 | | | Week 3 | | |
| Lab | Ref | Cycle | Lab | Ref | |
| UR Images | | | Future Directions | | |
| U R I M A G E S | S I X | R E F | C U L T U R A L | P R O F O U N D H U M A N N E S S L A B | D O C U M E N T A T I O N |
| Community Forum Lab | | | Community Forum Lab | | |
| Six Community Forums | | | Leadership Training | | |
| Community Forum Lab | | | Cycle | | |
| Community Forum Lab | | | Roundtable | | |
| 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 HUMANNES 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

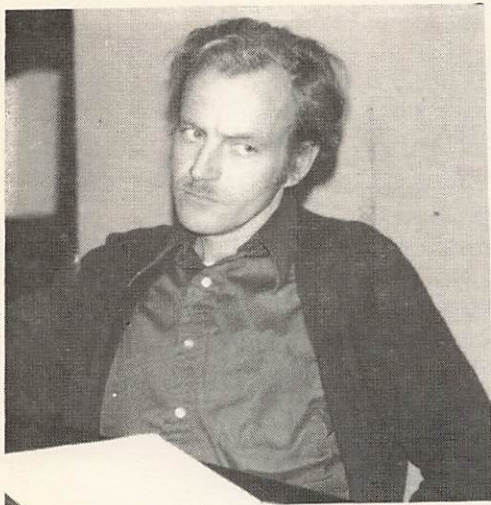
The school participated in Fifth City's dedication of the Elders Action Center to Mildred Robinson, a deceased resident who was a leader in the development of the community.

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

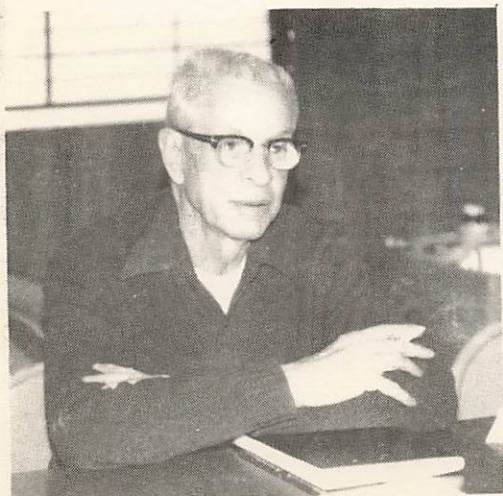
The Human Development Training School was a happening. Using 5th City as a laboratory for solving specific problems ground the abstractions of social and economic planning in the realities of the complex tasks of renewing local communities. Training people in Wisconsin to be realistic and effective in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





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

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





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 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



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

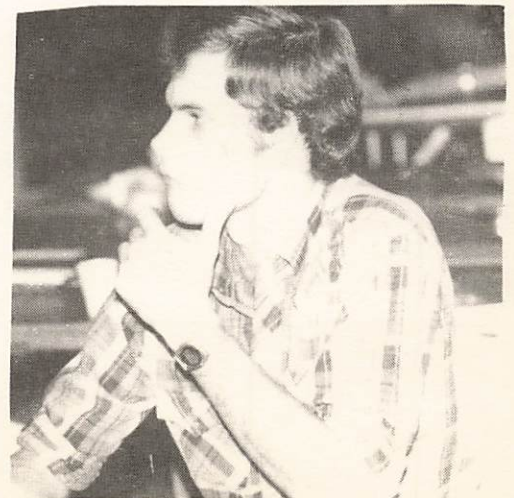


The most helpful thing that I relearned in the HDTS was that team work and a consensus basis are extremely important in whatever you do. I increased my capacity for being able to work with a variety of people -- that you do not have to like or love someone to do or complete a corporate task. The important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



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 Poole | 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

HUMAN DEVELOPMENT TRAINING SCHOOL OPENING



HUMAN DEVELOPMENT TRAINING SCHOOL OF

Faculty

says. . .





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





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.



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.



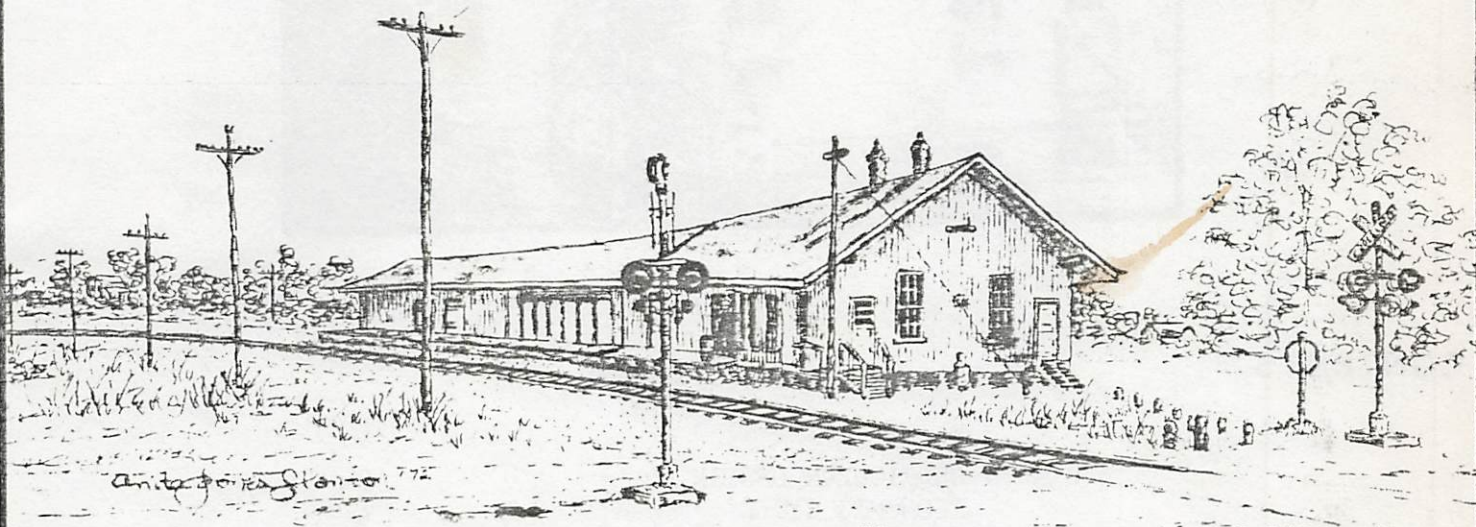
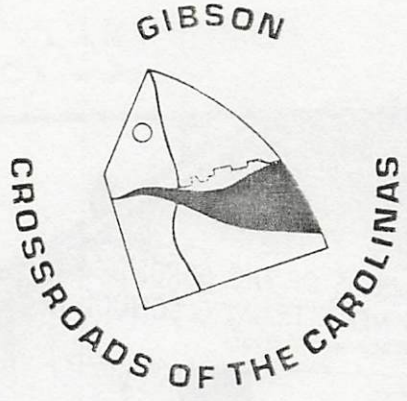
INSTITUTE OF CULTURAL AFFAIRS

4750 N Sheridan Road, Chicago, Illinois, 60640 312/769-5635



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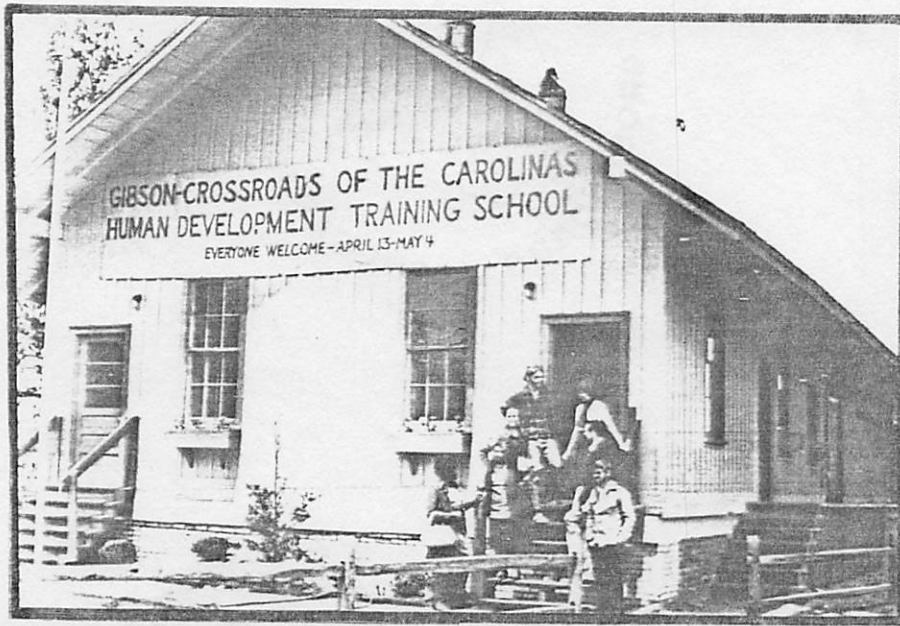
HUMAN DEVELOPMENT TRAINING SCHOOL



GIBSON, NORTH CAROLINA
APRIL 13-MAY 4, 1980

HUMAN DEVELOPMENT TRAINING SCHOOL ...

is an intensive residential program focused on developing effective leadership skills and methods in the midst of an active demonstration community.



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THE GIBSON COMMUNITY

Located on the North-South Carolina border, Gibson, historically a stagecoach, railway station and thriving commercial center, found itself at a new crossroads in 1978. The declining town decided to rebuild its community as a demonstration for other small communities.

THE THREE WEEK H.D.T.S. INTENT

1 October 1979

In a time when the first world experiences itself as unprepared to significantly state its role in the total globe and in a time when the contradiction is unarticulated, the decision is to recreate a tool that will release the struggle in local communities into a creative adventure.

The task is to transform a finely honed and reliable tool created in the third world (India) into a vehicle for use in the first world whose mind is urban. This vehicle is to build a foundational base of tools for comprehensive integrated development at the local level. This vehicle builds a cadre of people in a local community through putting practical experience into the nine programmatic arenas. This vehicle deals with building leadership in Human Development Projects so that the presence of the religious house spirit continues when the ICA staff is no longer present. This vehicle gives demonstration towns the comprehensive and basic tools to begin depth and long term implementation. This vehicle will be used to give first world people who request to participate in third world HDPs the practical experience in contradictional thinking and timed implementation. This vehicle is imaged as a turn of the dial on the third world vehicle so that the sophisticated complex structures present in the first world become the great gift they are to local communities.

HUMAN DEVELOPMENT TRAINING SCHOOL DESIGN

| ECONOMIC DEVELOPMENT | | | | | | | SOCIAL DEVELOPMENT | | | | | | | CULTURAL DEVELOPMENT | | | | | | | | | | | | |
|--|---|---|--|--|---------------------------------|--|--------------------|---|------------------|--|--|--|-------------|--|--------|--|---|---|--|---|-----|--|--|--------|--|--|
| M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | | | | | | |
| 20th Century Perspectives <i>CS-1</i> | | | | | | | World Cultures | | | | | | | Trends of the Future <i>Outological pillars</i> | | | | | | | | | | | | |
| Economic | | | H E R E I T A G E E X C U R S I O N | I M A G I N A L L E S S I P | W O R K D A Y | R E F L E C T I O N | Social | | | U R B A N E X C U R S I O N | C O M M U N I T Y F O R U M | R E F L E C T I O N | Cultural | | | A R T E X C U R S I O N | A P P R O X I M A T E H U M A N E S S | D O C U M E N T A T I O N | R E F L E C T I O N | | | | | | | |
| Round Table | | | | | | | Round Table | | | | | | Round Table | | | | | | | | | | | | | |
| Cycle | | | | | | | Cycle | | | | | | Cycle | | | | | | | | | | | | | |
| Leadership Methods | | | Lab | | | celeb. | | | Workshop Methods | | | Lab | | | celeb. | | | Motivation Methods | | | Lab | | | celeb. | | |

*High points - 1) Doing art form conversations
2) Doing T.M's.*

suggest use problems at lunch period table and put a morning lab at this point

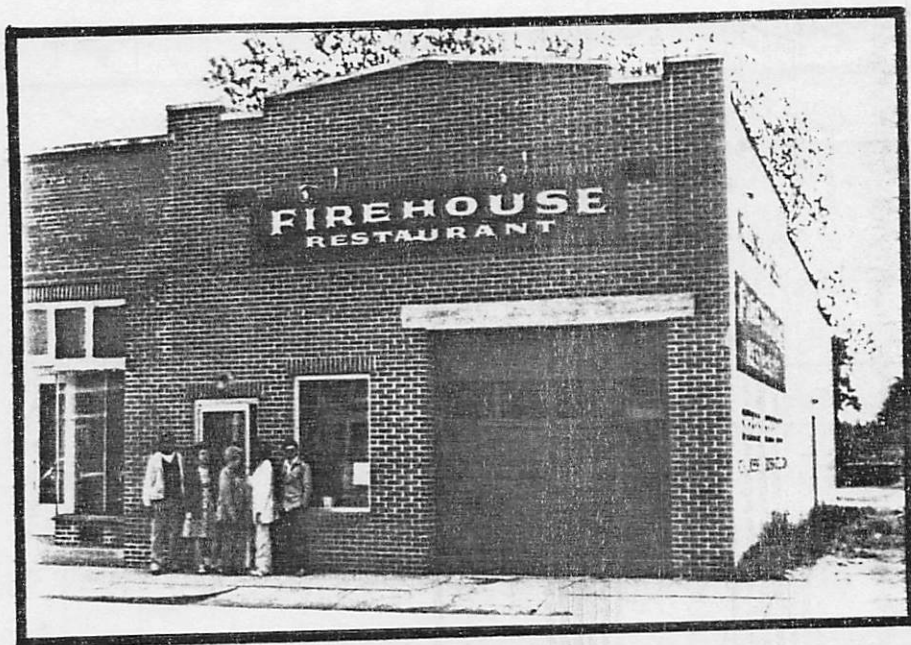
THE HDTS equips participants to facilitate their local communities to develop economic self-sustenance, social self-reliance, and cultural self-confidence.

*Act
Write
Think
Talk* } necessary to leadership etc.

Teamwork critical

Participants develop skills in intellectual, social and motivational methods: refine operating images of Twentieth Century life; and gain self-confidence in corporate leadership skills.

economic cycle



THE ECONOMIC CYCLE
orients participants to
the fundamental concepts,
principles and processes
involved in building a
comprehensive economic
base in a local community.

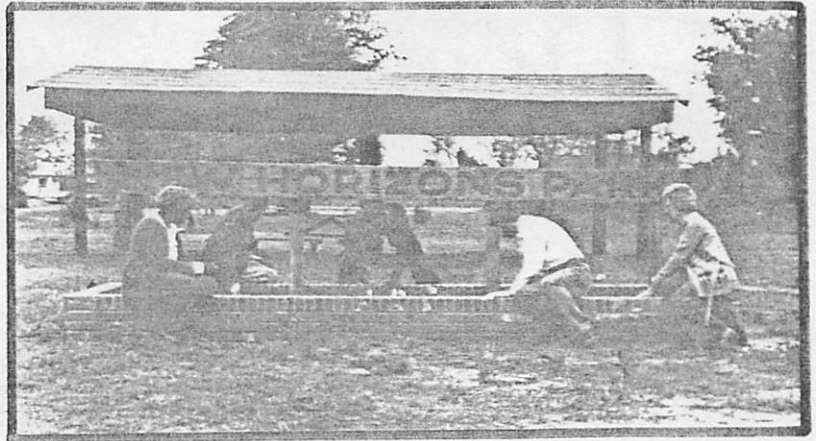
During the ECONOMIC CYCLE
the participants divided
into task forces to develop
a marketing plan, recommend
managerial alterations and
design new space and menu
models for the Firehouse
Restaurant.



Imaginal Education

THE 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.

THE CELEBRATION was the occasion participants used to test the menu recommendation for the FireHouse Restaurant: Barbecue Ribs.



THE WORK DAY was an experience of corporate effort demonstrated by placing house numbers on every house in the community in less than 3 hours, followed by cleaning and mowing an acre-square park.

"Charting is an effective method for analysis for comprehending any complex or abstract material. I plan to teach the method to some professors of English I know for their classroom use."

Carol Hall, Donalsonville, Ga.

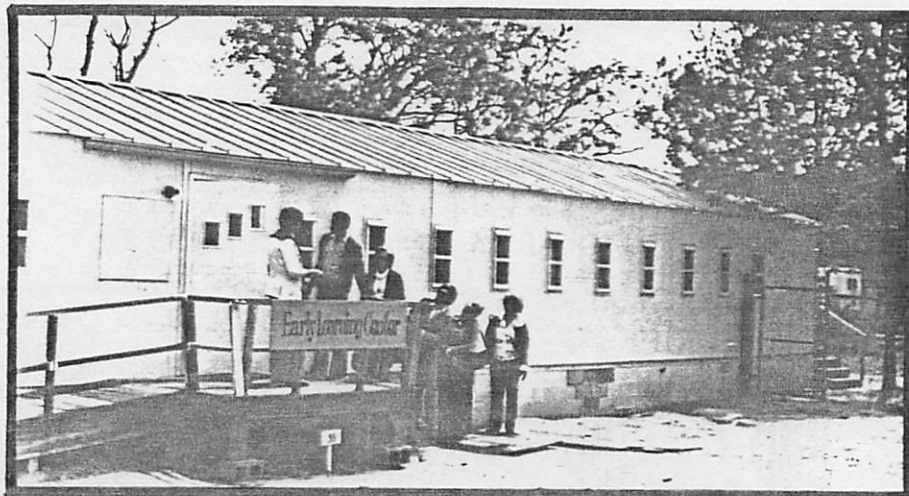
"This training was no less rigorous than a professional athlete's training for a major championship event."

Phoebe Reynolds, Washington, D.C.

"The cruciality of continual visitation and physical work in a community's neighborhoods was the greatest address of the school for me."

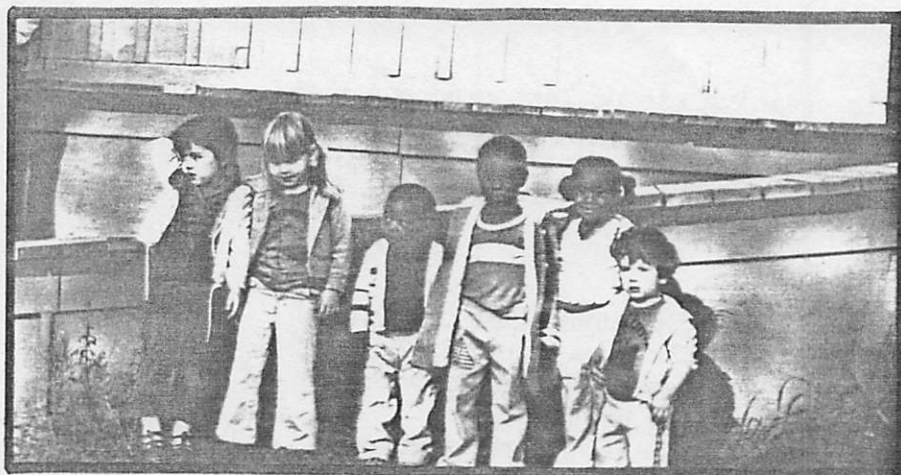
Rob Work, Indianahoma, Oklahoma

social cycle

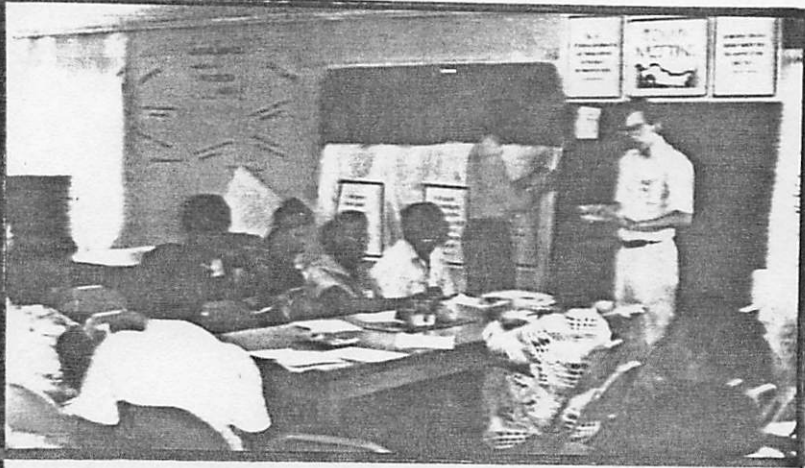


THE SOCIAL CYCLE introduces the community leaders to the principles, resources and process of doing substantial local social development.

THE SOCIAL CYCLE included visitations to schools and service institutions, a panel of 14 service representatives and the production of a document concerning future proposals for the Gibson Early Learning Center.



Community Forum



THE 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 prepare themselves to do a real forum the following day in Gibson and surrounding communities.

"I learned that working corporately is the key in doing human development, but to work corporately I learned that the ideas of others are very important."
James Harris, Gibson N.C.



"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."

Willie Peterkin, Gibson N.C.

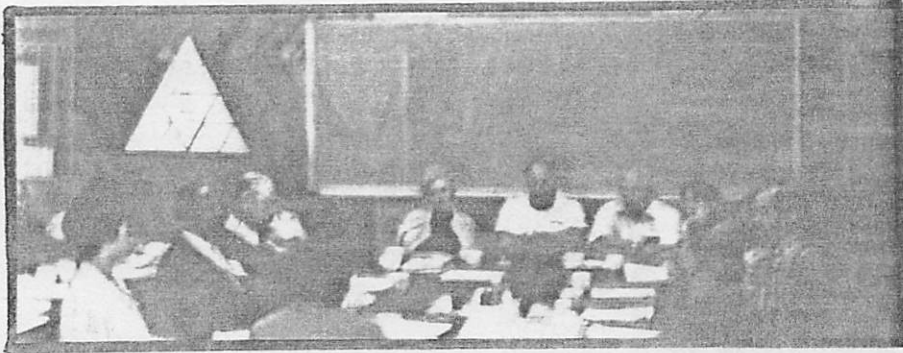
"The Gibson HDTS highlights to me were the leadership workshops, Town Meetings and the panel discussions and talks on world cultures. An added benefit was meeting and working with people from other parts of the country and world, and sharing their struggles and dreams for their community."

Doris Tindall, Gibson N.C.

"I learned more about my county and community that 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."

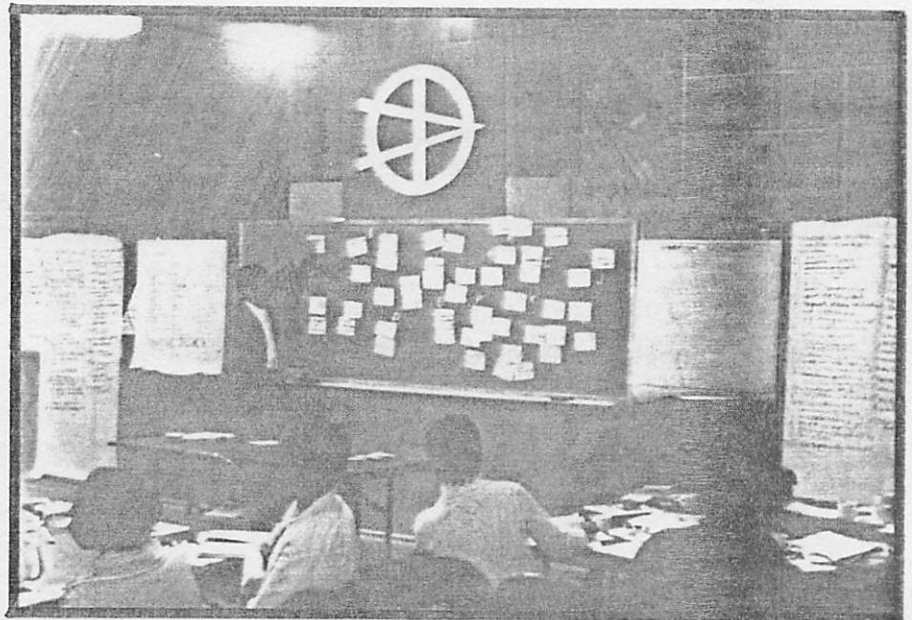
Naomi Liles, Gibson, N.C.

cultural cycle



THE CULTURAL CYCLE commenced with visits to every part of town and a panel consisting of a representative from every local organization in Gibson, and continued through the week with discerning underlying blocks to the vision of the community.

THE CULTURAL CYCLE introduces the principles, process and vehicle for doing significant cultural development in local community.



Profound Humanness



Catalogue number 14

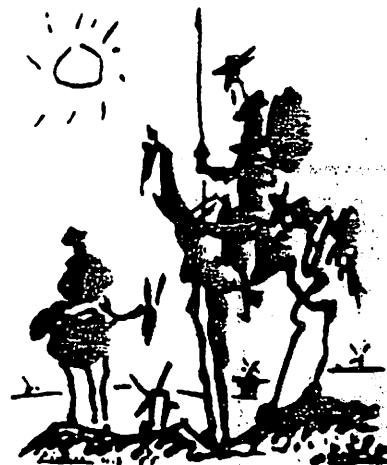
THE PROFOUND HUMANNESSE LAB focused the cultural cycle and completed the school. It prepared students to listen in depth to wisdom of others and of the past, to be disciplined in doing their own thinking and prioritizing.

"The most helpful arenas for me were talks on care, corporateness and action and methods for deciding the focus of my life.

Jeannette Reese, Atlanta, Ga.

"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...What I will remember 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."

David Mahon, Raleigh, N.C.



"I have a new practical vision of the future and a new confidence in my ability to motivate others and to provide leadership wherever I find myself."

Lois Reeves, Houston, Texas

"I learned ways to deepen my understanding of action around me. I now feel I am able to be not only an effective leader but a more determined and effective person."

Lewellyn Beardsley,
Charlottesville, N.Y.



From left to right; Front row:

Jeanette Reese, Ike Powell, Margaret Jansen, Sadie Moore, Pat Weygandt, David Walters, Claudia Cramer, Naomi Liles, Curtis McClaurin, John McAdam, Willie Peterkin, Phoebe Reynolds, Lew Beardsley

Back Row:

Judy Boyd, Justin Morrill, Jon Chaffee, Don Rasche, Rob Work, Prabahker James, Viola Benfield, Sallie McNair, David Mahon, Doris Tindall, Charlene Powell, Lois Reese, Nellie Pearson.

Participants...

OTHER PARTICIPANTS and FACULTY:

James Harris, Debbie Howell, Barbara Cameron, Carol Schwobel, Larry Quick, Maude Teal, Vincent Newton, Virginia Newton, Mary Peguese, Robert Pressey, Bill Gaines, Bob Glazer, Ruth Harper, Jewel Johnson, Carrie Williams, Carol Hall, Lorraine Luft, Warren McNeil, Betty Thomas, Robert Broadie, Ralph Moore, Lea Harper, Irene Brown, Mattie Stewart, Kay Lea, Olean Seals, Flora McQueen, Hattie Covington, Margie Whitlock, Dianne Benfield, Cleyrdon Stubbs, Hattie Bennett, Marvin Spears, Vivian Aldridge, Ruben Aldredge, Michael Bears, Sadie Odom, Eva Quick, Patty Henschen, Karen Ellsworth, Susan McClain, Mary Ennis,

Our Gratitude to - - -

LOCAL

Rose's Store, Inc.
Carolina Paper Mill Co.
Campbell's Soup Company
Coble Dairy Products, Inc.
Pine State Creamery Company
Buttercup Ice Cream Company
Scotland Wholesale Grocery
Thompson Sunny Acres, Inc.
Winn Dixie
Luter Packing Co.
Revco Discount Drug Store
Scottish Food System
Flav-O-Rich Milk & Ice Cream
Pepsi-Cola
Holly Farms
Springs Mills Inc.
J.P.Stevens (Wagram)
Sunbeam
National Guard Armory

McCormick's Grocery & Cafe
Richmond Converters, Inc.
Mary Gilbert McKenzie
Margaret McKenzie
Northrop King
Richmond County CETA
Charles Craft, Inc.
Southern National Bank
First Union National Bank
Pioneer Hi-Bred International, Inc.
Mr. & Mrs. Nelson Gibson
E. Yates, Jr. & Catherine Neagle
Cooper Oil Co., Inc.
Service Printing Co.

STATE

Piedmont Mop Company
Speas Vinegar Company
Nabisco
J.A. Richardson & Co.
Midstate Mills
Carolina Specialty Co.
Bumgarner's Produce Co.
Associated Brokers, Inc.
Harold Food Co.
S & D Coffee
Putchard Paint and Glass
Dillard Paper Co.
Skinner Macaroni
Bickett's Distributing Co.
Aberdeen Packing Co.
Carolina Restaurant Supply.
Virginia Paper Co.
Henley Paper Co.
Henderson-Gilmore Co.
Better Cleaning & Maintenance
Supply Inc.
Faulk & Crymes
Carolina Brokers
Austin Cushion & Canvas Co. Inc.
Miller's Office Products
Carolina School Supply Co, Inc.
Dr. & Mrs. Hugh Farrior
Dr. Donald McCoy
Mary Reynolds Babcock Foundation
Myers Park United Methodist Church
Dr. A. D. Worsham
Mr. & Mrs. Bruce Zobel
Mr. & Mrs. Ray Ritchie, Jr.
Mr. & Mrs. Malcom Hulslander

Taylorsville Community Development Council
Wendell & Margaret Reifior

OUT OF STATE

Robert L. McKinley, Pleasant Hill, Tn.
Wallace & Doris Still, Knoxville, Tn.
Donald & Anne Loy, Knoxville, Tn.
Sears, Roebuck & Co, Atlanta, Ga.
Phillip & Marilyn Garrett, Opelika, Ala.
Charles & Ann Kidd, Atlanta Ga.
Rodney & Martha Foster, Mt. Pleasant S.C.
Joseph & Carol Hall, Donaldsonville, Ga.
John Wright, Jr., Cairo, Ga.
W. B. Roddenbery Co, Cairo, Ga.
Wright Hotell Supply Corp., Atlanta, Ga.
Churchill Inc.
Ashton Coffee
Business Equipment Surplus & Salvage
Ivan Allen
George L. Beatie Co.
The Tidwell Co.
Storm's Printing & Office Supply
Bankers Box
Scripto
Wholesale Office Supply
Commercial Designs Company Inc.
Miller's Office Supply
3M
Gestetner
Champion Office Products
Graphic Supplies and Services

The Profile

The Gibson Human Development Training School was designed to accommodate both full-time and part-time participants and faculty. In total there were 122 participants and faculty. Forty persons participated for from one to three weeks, full-time, and eighty-two participants spent from four to thirty hours in school engagement. In addition, twenty-four persons contributed from one to two days as county and regional resource personnel for the cycles of the school. The participants represented a wide variety of backgrounds and experience in local community work. Of the full-time participants and faculty 45% were male, 55% female. The ethnic make up of the school was about 45% black participants and 55% white participants. One person was from India. Participants and staff came from Illinois, Oklahoma, Georgia, Texas, Iowa, North Carolina, Maine, New York and Washington, D.C. A wide range of age groupings from fourteen years to seventy-five years were present. Most of the students came to the school to learn human development methods for use in Gibson or other communities in which they are presently living.

RESOURCE PERSONNEL

Jerry Batton
Charles Wentz
John McInnis
Larry Barnett
Paul Butler
Marilyn English
"Woody" Fussell
Al Boyles

Al McMillan
Reg Simpson
Diane Honeycutt
Betsy Paul
Rita Rudd
Dr. Presson
Ann Tindall

Bill Moore
Anne Bullard
Ann Braswell
Harry Roberts
Beatrice Carmen
Tom Goodwin
Bob Busko

The Institute of Cultural Affairs is an inter-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.

The Gibson Community Development Association is a legally incorporated not-for-profit organization which focuses on the economic development of the total community. It is created and controlled by the community. The CDA can enter into business ventures, make loans, own property and receive grants and contributions. All profits are returned to the CDA to fund social and economic development programs in the community. The CDA is governed by a Board of Directors who are elected by and responsible to the community.

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