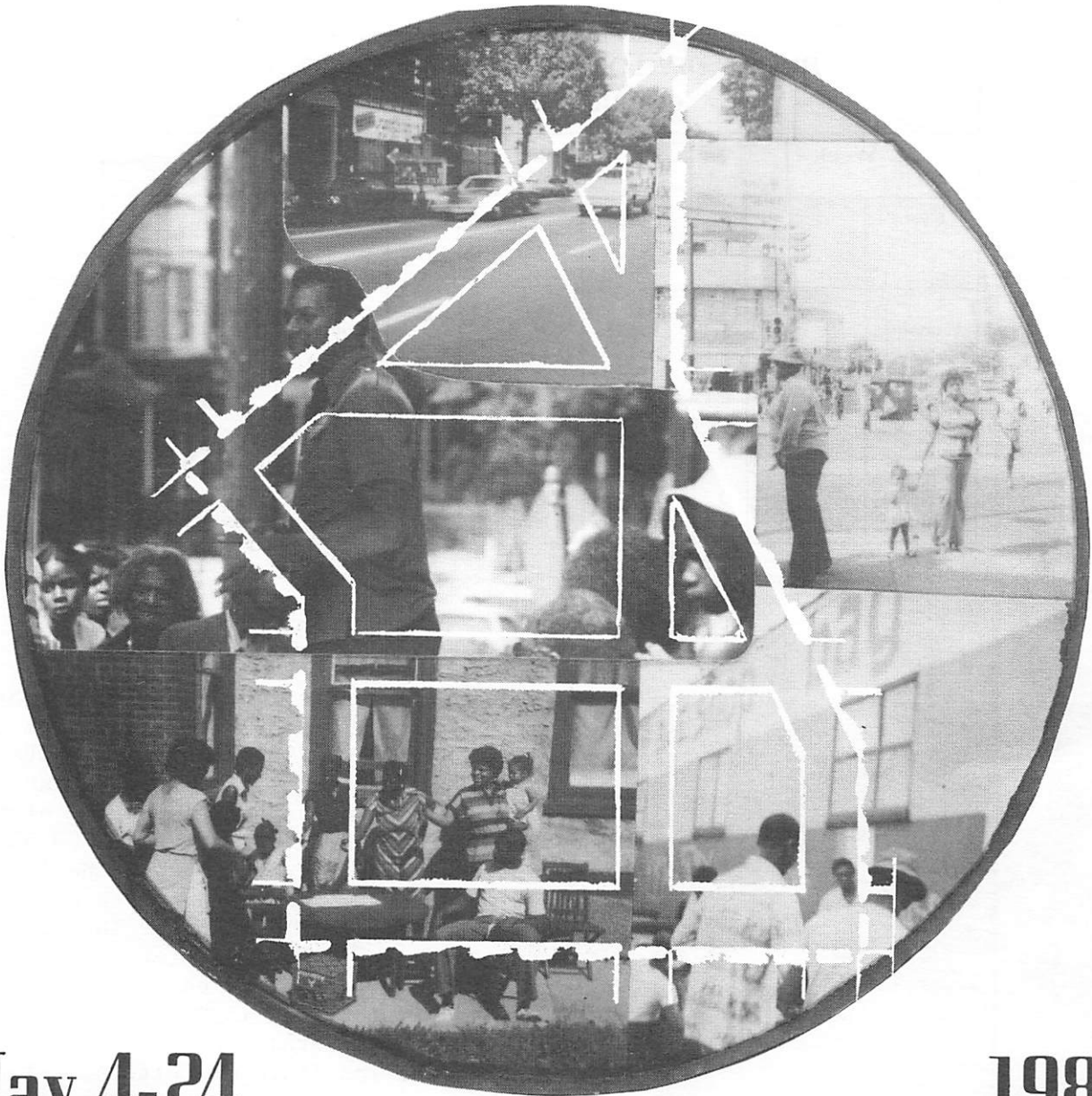




The Human Development Training School in Tioga

"a community's greatest resource
is its own people"



May 4-24

1980

ICA

THE INSTITUTE OF CULTURAL AFFAIRS
PHILADELPHIA, PENNSYLVANIA
CONCERNED WITH THE HUMAN ELEMENT IN WORLD DEVELOPMENT



WHAT IS A HUMAN DEVELOPMENT TRAINING SCHOOL?

The three-week Human Development Training School is a comprehensive curriculum of events and practical experiences that demonstrate the principles, concepts, and methods of locally initiated economic, social, and cultural development. By involving people of leadership and other citizens from Tioga as both participants and staff, the community became a living laboratory for the school.

HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN								
Week 1			Week 2			Week 3		
Cycle	Lab	R E F L E C T I O N	Cycle	Lab	R E F L E C T I O N	Cycle	Lab	R E F L E C T I O N
Economic Self-Sufficiency	Imaginal Leadership		Social Self-Reliance	Community Forum		Cultural Self-Confidence	Profound Humanness	
Excursion	Celebration		Excursion	Celebration		Excursion	Celebration	



Tioga-Nicetown is a neighborhood of 51,000 residents in upper North Philadelphia. A racially mixed area with 79% blacks, 11% whites, 5% Puerto Ricans, and 5% of various Asian origin, census data indicates this is one of the most deprived areas in the city with 20.5% of the families earning incomes below the 'poverty level'. Many residents have long been working on behalf of their community. The first association of block clubs ever formed in America was started in Tioga in the early 1950's.

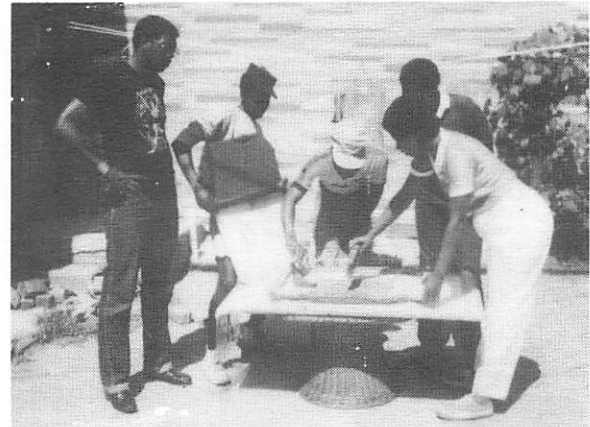
Having participated in Training Schools in other locations, several local citizens from Tioga asked the Institute of Cultural Affairs to conduct a school with Tioga as the host community. The hope was to involve Tioga in the next steps of such critical concerns as consensus building, locally-controlled economic development, youth engagement, and housing.

HDTs IN ACTION

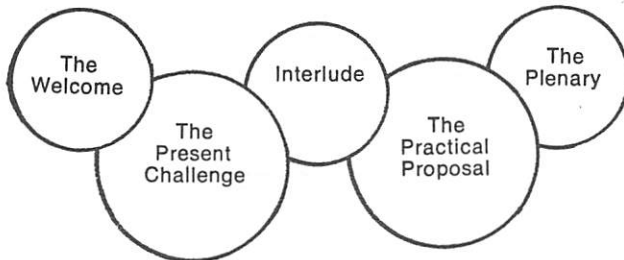


The HDTs included a number of practical activities. During a community workday, participants, staff, and residents demonstrated a way to beautify an old run-down building quickly and simply. On other workdays, a team of 30 with various skills renovated a building later used to house school staff and participants. This same building is now available for wider community use.

The creativity of the participants was tapped at many points. Tioga-Nicetown T-Shirts were designed, silk-screened, and sold at a Youth Fair during the 3rd week. During the first week, participants discerned that a new industry involving youth would be valuable. By the 3rd week, interested youth, an artist, an available silk-screen, and several orders for various T-shirts were linked together. Fifty T-shirts were sold by the end of the school, and more orders for other designs are still coming in.



How do you help a community decide and create its next effective steps in building its future? The Town Meeting format is a method which enables a community to discern its own underlying challenges and to plan imaginative, creative, practical events and activities to deal with the challenges. The experience of leading these neighborhood Town Meetings was one of the key events of the HDTs, enabling participants to learn new skills and then use these skills immediately in a real neighborhood setting.



In addition to working and learning, time is set aside for special events. During the Youth Fair, over 125 people witnessed both the presentation of the Youth Services Directory and the Display of the T-shirts. Other special events included the festive Opening and Closing celebrations. One exciting result of the school is the use of the HDTs site (Gethsemane United Methodist Church) as an ongoing meeting site by a long-standing community youth group.



PROFILES

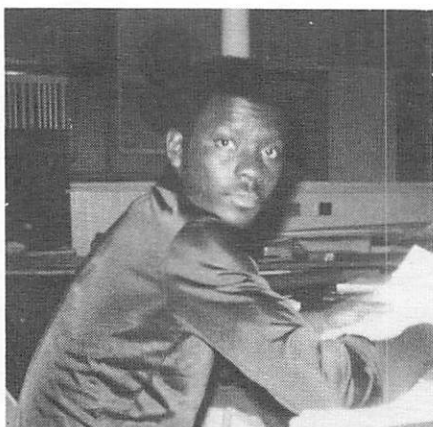
A total of seventy persons were registered participants in the HDTS in Tioga, representing a variety of vocations, i.e., housewives, clergy, lawyers, community and government workers, etc. People from all age groups came from Tioga and other parts of the city of Philadelphia as well as from 30 communities throughout the country. In addition part-time participants from Tioga freely took advantage of various sessions of the school. The ethnic make-up of the school included at least half from ethnic minorities. The nations of Jamaica, Australia, and India were also represented.

WHAT DID PARTICIPANTS SAY ABOUT THE HDTS?

"The method allowed everyone to be involved in the decision-making."

"I learned the importance of working as a team and sharing responsibility for the assigned tasks."

"The school gave us a way to look at the root cause in problem-solving and a way to begin to work on that cause."



"The development of more positive self-images was another arena of breakthrough for participants."

"I got in touch for the first time with the global perspective--the interdependence of happenings in the world."

"The basic thing I learned was that in order to get any project off the ground in a community you have to start at the grassroots level."

WHO IS THE INSTITUTE OF CULTURAL AFFAIRS?

The ICA is a research, training, and demonstration group concerned with the human factor in world development. It has worked for 25 years to create and demonstrate practical methods of comprehensive local renewal. The Institute emphasizes methods which enable local residents to plan and implement socio-economic change in their own communities. Local self-sufficiency in the economic, self-reliance in the social, and self-confidence in the human qualities are the aims of the programs of the ICA.

The Institute is a not-for-profit private voluntary organization working in 32 nations. It is supported by foundations, corporations, church and service organizations, as well as concerned individuals. Certain programs have been funded by government agencies. Contributions are tax-deductible. Originally the ICA operated as a program division of the Ecumenical Institute. In 1973, it was incorporated and now works as a separate, yet coordinate, group with the parent organizations.



THE INSTITUTE OF CULTURAL AFFAIRS

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FACULTY EVALUATION



The Human Development Training School in Tioga

May 4-24 1980

The Institute of Cultural Affairs

4750 North Sheridan Road

Chicago, Illinois 60640

May 28, 1980

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OVERVIEW

INTENT

The three week long Human Development Training School is a comprehensive curriculum of principles, concepts and methods for locally initiated economic, social and cultural development. It provides a broad historical context for, and a depth understanding of what it means to assume a leadership role in a local community today. The school held in the Tioga neighborhood of Philadelphia involved leadership from that community as both participants and staff. In this way, the host community acted as a living laboratory for the school, giving the curriculum a depth practical grounding. While the primary intent of the school was the training of grassroots leadership, a secondary benefit was the impact that the school had on the host community's contradictions and in the dialogue that took place between host community residents and participants who attended the school from outside the community.

The HDTS in Tioga was held in Gethsemane United Methodist Church as its program facility and with residences in the Inner City building of North Central Philadelphia Mental Health Center and in Bridgeway House. The opening feast of the school was held on May 4, 1980. The closing feast and commissioning event took place on May 24, 1980. Each event was attended by approximately 100 persons.

HOST COMMITTEE

The Host Committee for the HDTS in Tioga was composed of individuals prominent in the Tioga-Nicetown communities and those prominent throughout Philadelphia. They represented the economic, political, and cultural dynamics of their respective communities. Both during the initiation of the school and while the school was in progress, they served as endorsees of the school. Many of the Host Committee answered questions from local citizens concerning the school and The Institute of Cultural Affairs. Members of the Host Committee were as follows:

The Rev. Ashton R. Allen, Pastor, Gethsemane United Methodist Church, Tioga
Ethel D. Allen, D.O., Former Secretary of the Commonwealth of Pennsylvania
The Rev. Joseph De Berry, Assistant Pastor, Zion Baptist Church, Tioga
Joseph Faulk, Vice-Chairman, 13th Ward Exec. Committee, Philadelphia Democratic Party
Lary Groth, Deputy Director, Philadelphia Commission on Human Relations
Charles Hardy, President, Philadelphia Group Mental Health/Mental Retardation, Inc.
The Hon. Ruth Harper, Pennsylvania State Representative, 196th District
The Rev. Mr. Al Johnson, Pastor, Tioga United Methodist Church
Clinton Johnson, Manager, Ace Shop-N-Bag Market, Tioga
Charles Kahn, President, Pennsylvania Association of Realtors
Juanita Kamara, President, Kamara International Trading Corporation

The Hon. Raymond Lederer, U.S. Congressman, Pennsylvania, 2nd
Congressional District
Helen Metz, Chairperson, Bd. of Directors, Comprehensive Health
Services Planning, Corp.
The Rev. Fr. John O'Brien, Pastor, Our Lady of the Holy Souls
Catholic Church, Tioga
Curtis Owens, Executive Director, Comprehensive Health Services
Planning, Corp., Tioga
Malana Pettite, South Intra City Improvement Association, South
Philadelphia
Emily Rollins, Board Member, Citizens of Tioga-Nicetown, Inc.
Vincente Scott, Past Executive Director, Citizens of Tioga-
Nicetown, Inc.
Paul Stephenson, Coordinator, Urban Youth Program, Cooperative
Extension Service, P.S.U.
The Rev. Fr. Paul Washington, Rector, The Church of the Advocate,
Philadelphia
Jacqueline L. Williams, President, Bridgeway, Inc., Tioga

(Organizations are listed for identification purposes only.)

THE INSTITUTE OF CULTURAL AFFAIRS

The Institute of Cultural Affairs is a research, training and demonstration group concerned with the human factor in world development. It has worked for twenty-five years to devise and demonstrate practical methods for comprehensive local renewal. The Institute's emphasis is on methods which enable local residents to plan and implement socio-economic change in their own communities.

Two programs are primary to the Institute's work. The Human Development Program is a global network of pilot projects in socio-economic community development. At present, almost three hundred projects are located across the world. Each is intended as a demonstration model for its region or nation. The Community Forum Program offers communities a lively "town meeting" format which encourages participation in solving local problems. The Town Meeting is a celebrative event involving all ages and sectors of the community. Over 8,000 Town Meetings have been held in 32 nations including one in every county of the United States. Other Institute programs range from management seminars for business and agency leaders to three-week training schools in human development methods.

The Institute of Cultural Affairs is a not-for-profit private voluntary organization working in 32 nations. It has over 100 field offices served by coordination centers in Bombay, Brussels, Chicago, Hong Kong, and Kuala Lumpur. The work of the Institute's staff is complemented by an international network of voluntary consultants representing a wide range of expertise. Consultants donate both time and resources to assist in the planning and implementation of Institute programs.

The Institute of Cultural Affairs is supported by foundations, corporations, churches, service organizations and concerned individuals. Specific programs have been funded by government agencies. Originally, the ICA operated as a program division of The Ecumenical Institute. In 1973 it was incorporated and now works as a separate, yet coordinate, group with the founding organization.

BENEFITS

GOALS

The Human Development Training School in Tioga had four primary goals. The first was to increase the participant's capacity to use effective methods of planning and utilizing the available resources of the community. This was accomplished primarily through the Economic, Social and Cultural Cycles. During the Economic Cycle participants experienced the anxieties of trial and error research. During the Social Cycle participants were taught the methods of comprehensive planning. Implementation methods and first hand experience with implementation were taught in the Cultural Cycle. Panels during each cycle made participants aware of the various resources available to communities. Talks were given on setting up profit and non-profit community ventures, identifying and developing the resources and potential support of the public, private and voluntary sectors at the local, state, and federal levels. In addition participants went on site visits where they had the experience of interviewing people in the business and social fields.

The second goal was to teach leadership methods by increasing participants' skills in problem solving, teamwork and motivational skills. This was done most dramatically in the Community Forum Lab where participants prepared for and then led three town meetings and a community youth forum. In the third week participants were assigned to act as implementaton task forces (guilds) and to hold a successful community event within a three day period. During the first week all participants were taught the method for holding group conversations (art form conversations) and each participant directed these conversations. Throughout the three week period participants were given leadership roles in hosting meals and giving reports. The indicative planning process used in the second week and the implementation/maneuver building process used in the third week gave participants experience in the methods of problem-solving, decision making, and consensus building.

The third goal was to focus the curriculum on the contradictions that the host community faces and to engage the community in resolving those contradictions through their own involvement. The issues of consensus building, locally controlled economic development, youth engagement, and housing were known to be issues in Tioga. These were dealt with primarily through the three Cycles of the school. The Economic Cycle focused on the development of a small business which would employ youth. During the Saturday of the first week the issue of housing was addressed when an unused building was boarded up and painted as a demonstration of how a block club might decide to deal with abandoned buildings on an interim basis. The issue of consensus building was addressed most directly during the Social Cycle of the second week in the indicative planning sessions. At the beginning of the week there was apprehension among community residents that the school could not adequately discern community contradictions and develop appropriate proposals. As the Cycle continued, however, the apprehension turned to excitement as those participating saw both the rele-

vance and the appropriateness of the developing plan. Correspondingly, more and more local residents participated in this phase of consensus building. The engagement of local residents which was evident in the second week was intensified during the third week's Cultural Cycle as the three guilds focused on youth related activities. The Cycle culminated with a Youth Fair with approximately 150 youth in attendance. During this Cycle the industry for silk-screening Tee-shirts was initiated, a Youth Services Directory was compiled and distributed, and a number of youth groups in the community performed during the fair.

The fourth goal of the school was to document the different requirements for conducting a school in a community in which the ICA had not done intensive work previously. (All previous schools had been held in communities in which the ICA is consulting in Human Development Projects or HDPs). Comparisons of the Tioga school with other previously held schools enabled this documentation. The number of outside participants in the Tioga school was similar to other schools held. Over ninety local residents participated in the school directly during the course of the three weeks, not including special events such as the youth fair and the opening and closing feasts. This was higher than in previous schools. In order to allow for more activities to take place during the evening sessions when more local citizens could participate, the time design for the school was modified. It was discovered that in order to hold a successful school outside HDP's, additional effort is required in the arenas of set up, local authorization, and recruitment. Further reflections are discussed in the section of this report under FACULTY EVALUATION: LEARNINGS and RECOMMENDATIONS.

PARTICIPANT PROFILE

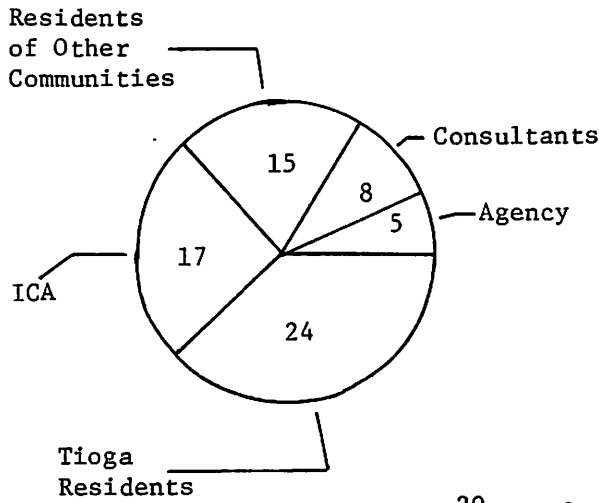
A total of seventy persons were registered participants in the HDTS in Tioga. (Registrants participate at the minimum for a three day session of the school.) In addition there were seventy-five from Tioga and surrounding neighborhoods in Philadelphia who participated in one or more sessions of the school. There were approximately 100 in attendance at both the opening and the closing feasts and approximately 150 present for the Youth Fair. Of the seventy registered, forty-four were students, fourteen were teaching faculty, and twelve were support staff. There was a wide diversity of experience represented in the participants. While the largest group of participants were involved in community work, other occupations represented included government employees, clergy, artists, students, housewives, secretaries, the unemployed, a college professor, a lawyer, a carpenter, and a salesperson. Thirty-three of the attendees were men and thirty-seven were women. All age groups were represented with two in their teens, twenty in their twenties, nineteen in their thirties, sixteen in their forties, eight in their fifties, four in their sixties, and one in their seventies. The school had representatives from three nations, thirteen states, and twenty-eight communities. Fifty-one (59%) were of ethnic minorities. Six of the participants participated in all three weeks of the school, six participated for two weeks, twelve participated for one week, and twenty participated either for a three day section of the school or for one or more of the time blocks of the school (eg. attended all the evening sessions).

ICA		ATTENDANCE May 4 - May 24, 1980	May 28, 1980
1	Participants from community leadership in Tioga (Included are 4 teaching staff and 2 support staff)		12
2	Participants from other communities (Included is one teaching staff)		15
3	Participants who are residents in Tioga (Excluded are those listed in 1 above, Included is one support staff)		12
4	Institute of Cultural Affairs full time staff (Included are 9 teaching staff and 5 support staff)		17
5	Consultants: persons who have long term acquaintance with the ICA (Included are 3 support staff)		8
6	Agency personnel from selected government divisions including CSA agencies		5
7	Teaching staff of the school		14
8	Support staff of the school		12
Total registered participants			70
Part time participants			75
Consultant Guests of the school			25
Total participants in the school			170
Note: "Participant" refers to all registrants, including faculty "Student" refers to registrants excluding faculty			

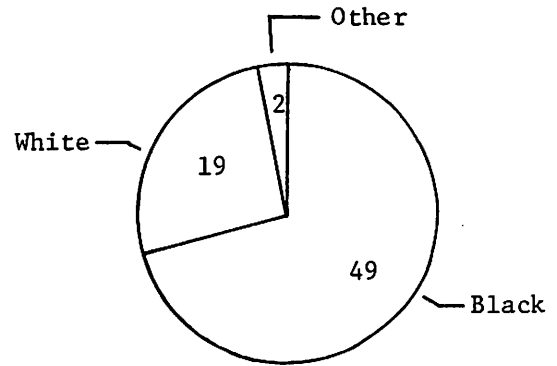
ICA		HDS PARTICIPANTS Community Sociology				May 28, 1980
Sociology	Rural		Urban		Totals	
	Community	HDP	Community	HDP		
Participants						
Students	0	4	38	2	44	
Teaching Staff	0	1	13	0	14	
Support Staff	0	2	9	1	12	
Totals	0	7 (10%)	60 (86%)	3 (4%)	70	
		7 (10%)	63 (90%)			

PARTICIPANTS

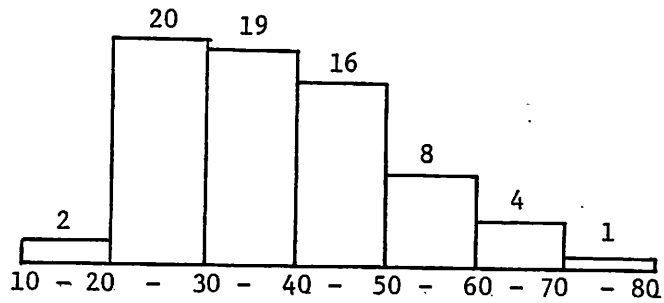
PROFILE BY DESIGNATION



ETHNIC BACKGROUND

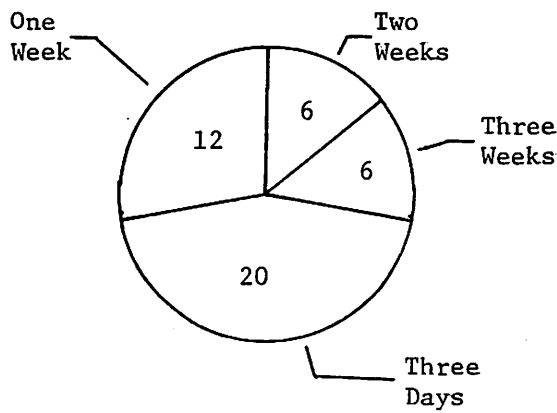


AGE

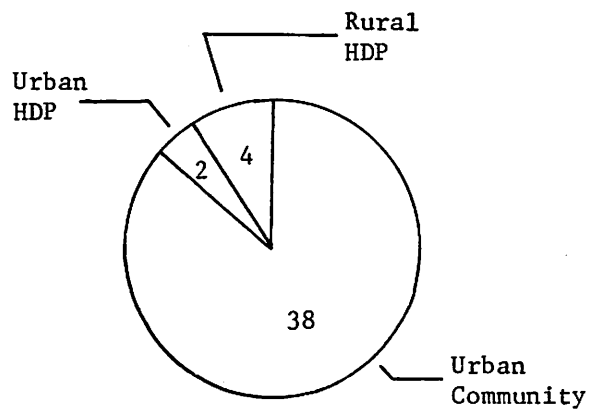


STUDENTS

LENGTH OF STAY



COMMUNITY OF ORIGIN



PARTICIPANT BENEFITS

This section is composed of comments made by participants during the evaluation session at the end of the school. Participants answered anonymously the following seven questions: What did you learn from the school? Where did you experience the most struggle? How did the school increase your capacity for effective community planning? How did the school develop your skill in problem solving, teamwork, and motivational skills? What are the "how to's" you have learned that will assist you in doing human development? What were your significant breakthroughs? What changes would you make to improve the school in the future?

In responding to these questions participants commented most often on learning how to build consensus. "It is important to involve everyone when trying to reach consensus, so they truly participate in the decision-making and share in the responsibility. Hearing what others have to say -- really listening and conveying that to them is key to keeping members involved." "The basic thing I learned was that in order to get any basic project for a community off the ground one must start at the grassroots level." That same sense of consensus building and honoring the individuals was evident in participants comments on teamwork. "I learned the importance of working as a group and sharing the responsibility that goes with living in close quarters." "If members are assigned to tasks, that facilitates the group and also allows that individual a sense of accomplishment." The development of more positive self-images was another arena of breakthrough for participants. One participant commented that "my negative images have stolen beautiful moments in my life." Another participant commented that the breakthrough was in "how to release others to show greatness, and how to get one's own to move that are negative." Another commented: "The most significant breakthroughs came when I learned to rejoice heavily in every little joy and with each struggle, to dig in and get the job done." The heightened self-images were enabled by the reflective methods such as "charting one's activities, particulars, hours, days, months, years, and life perhaps through the use of a timeline." prompt action." Participants also made comments on their heightened

The practicality of the methods was particularly evident to participants in the town meeting methods. "Through the town meeting approach I learned an effective problem-solving method for community development and growth." "I learned to lead a town meeting." I learned "the effective use of the Town Meeting as community planning -- I saw how that was really doing indicative battleplanning and more than just awakenment. In a community that is awake to the human pain, it has the capacity to

awareness of global inter-relatedness. "I got in touch for the first time with the global perspective -- the interdependence of happenings in this world." I learned "that all the Urs are alike in humanness."

Probably one of the key happenings for the participants came at the point of a number of their struggles. This had to do with both the fascination and the dread of the participatory mode of the school. "The HDTs for me has been a very interesting study in human development without all the theories with which most schools would be lost and drowning." "It is really something like I didn't expect. It's not boring like school. It is something that you could really get into."

I experienced the most struggle "the moment I came to the program. The first time that there was a get together at the lounge: I did not know how to act, feel, think. I did not talk out of fear." "In the first week . . . I thought the school was for the community (I was an observer) and not many people were there. It was at that point that I decided the school was for the participants (no matter what community they came from) and therefore for me -- I was no longer an observer." "The work was hard. But everyone else was doing the same type of work. Theirs was hard too. So I gave into being corporate." "HDTS not only taught on the subject of Human Development, but directly related it to the problems within the human race as a whole I enjoyed the school, love the persons involved, and I would certainly hope to do it again."

COMMUNITY BENEFITS

The HDTS provided direct benefits to the community of Tioga in a number of ways. It demonstrated the power of corporate action by renovating a disabled building with the use of a group of 30 unskilled laymen. The building was used to house participants and is now available for wider community use. A similar group made major improvements on a vacant community program building during a scheduled workday. Other demonstrations of corporate action were seen in corporately planned special events. The community also benefited from the creation of a youth business which involved local residents and the production of a directory of services for youth which is being made available to teens, young adults and agencies in Tioga. Another area of community benefits was the new linkages that were made among the various local groups and outside agencies and organizations. Representatives from Tioga are involved in a number of new community relationships as a result of the HDTS. For example, the city's Youth Services Coördinating Office is now involved in negotiating the funding of Tioga-based summer programs; Tioga residents are now participating in funding workshops sponsored by the city's office of Housing and Community Development; and two groups are working on a cultural festival program for the fall. Perhaps the most significant benefit to the community came in the form of linkages with other communities. Linkages were established during the HDTS Town Meeting activity with the communities of Hartranft, Allegheny West, and Cobbs Creek. Possibilities exist for the expanded use of the social planning methods, role models, and resources provided by the school. Indications are that the church which housed the school is now seen as a multipurpose community site. Weekly community youth meetings have already been initiated there with the assistance of leaders from the community.

CURRICULUM EVENTS

TIME DESIGN

HUMAN DEVELOPMENT TRAINING SCHOOL DESIGN

Tioga-Nicetown

May 4-24, 1980

ECONOMIC								SOCIAL								CULTURAL													
Week 1								Week 2								Week 3													
M	T	W	T	F	S	S		M	T	W	T	F	S	S		M	T	W	T	F	S	S							
CYCLE				LAB				R e f l e c t i o n	CYCLE				LAB				R e f l e c t i o n	CYCLE				LAB							
20th Century Context									World Cultures Ur Images									Future Trends											
Economic Development							E x e c u t i v e		Social Development							U r b a n i z a t i o n		Cultural Development							S o c i a l A r t	E v a l u a t i o n	R e f l e c t i o n		
Reflective Studies									Reflective Studies											Reflective Studies									
Economic Development									Social Development											Cultural Development									
Leadership Skills							I m a g i n a l L e a d e r s h i p		Leadership Skills							C o m m u n i t y F o r u m		Leadership Skills							P r o f o u n d H u m a n n e s s	C e l e b r a t i o n			
Economic Development									Economic Development											Economic Development									
Informal Exchange										Informal Exchange									Informal Exchange										

The time design of the HDTs in Tioga is held above. Activities began each morning at 7:00 am and the formal activities concluded each day between 9:30 and 10:00 pm. The design of the school centered on the cycles and labs. The cycles covered the basic principles, concepts and practical methods of local development. The three labs focused on practical skills. Also included are other kinds of sessions and events designed to allow reflection on being a leader today and to develop a sense of collegiality among the students. A synopsis of each of these sessions is contained in what follows.

CYCLES

The work of the Economic Cycle focused on the issue of creating a viable youth industry within the neighborhood. Teams of participants visited neighborhood businesses, investigated approaches that had been made in the past, and listened to panels of local businesspersons as well as the representatives of public and private organizations that have resources available to the community. After investigating a number of possibilities, the participants decided that a business for silk-screening Tee-shirts seemed most feasible. The participants then proceeded to do detailed research work in the arenas of marketing strategy, potential markets, product advertising, and production costs. In the midst of experiencing the difficulties and risks of initiating a new business, the participants learned the basics of local economic development and discovered that it was something that they themselves could do.

The intent of the Social Cycle was to develop a comprehensive plan for Tioga in the arena of social development through the use of the indicative planning method. The first two mornings of the cycle were spent talking with local residents in the central Tioga area. Representatives of the North Central Philadelphia Community Mental Health Center, the local public schools, the Boys Club, Temple University, and a retired director of Youth Services for the city of Philadelphia provided feedback to the planning process of the cycle. During the cycle participants discerned the community's Operating Vision, discovered Underlying Contradictions, forged Strategic Proposals, developed Practical Tactics, and planned Initial Implementations. In the afternoon the data was pulled together by teams of full time participants. In the evening a plenary of full time participants and part time local community residents drew together the work of the entire day.

The Cultural Cycle focused on the community issues of how groups can work together toward a common goal. To do this the school was divided into three "guilds": an economic guild, a cultural guild, and a training guild. Their task was to take the work done during the first two weeks of the school, to build a one year plan for implementing that work, and to initiate the first tactic in that plan. All three guilds focused on youth development aspects of the plan since that was a concern of major import in the community. The participants were trained in the methods of building maneuvers, after which they proceeded with their tasks. The economic guild's one year task was to launch a Tee-shirt silk-screening business that would employ youth. The training guild's task was to develop a plan for the more effective delivery of training to Tioga youth in vocational and life skills. The cultural guild's task was to build a plan for the mobilizing of local youth. After building a one year timeline, each guild proceeded to implement the first task on their timeline. The cultural guild created and presented a youth fair on Wednesday night with about 150 in attendance. The training guild produced a Youth Services Directory and distributed these during the fair. The economic guild launched the Tee-shirt business with local youth producing and selling two dozen Tee-shirts with silk-screened Tioga-Nicetown symbols.

LABS

The Imaginal Leadership Lab used Kenneth Boulding's basic insight that "images govern behavior" to develop practical skills in identifying and creating new positive images for a local community. Included were methods for enabling group study, creating time designs, designing geography both socially and physically, and organizing catalytic community events. The Lab concluded with a demonstration of how to board up and beautify an unused building for a relatively low amount of cash outlay -- a problem that exists in most urban areas.

The Community Forum Lab provided each participant with the understanding and the practice necessary to lead various parts of community meetings held across Philadelphia and Pennsylvania on the Saturday of the second week. Participants gained new confidence in their own ability as they successfully conducted these community planning meetings. These events were later pointed to as one of the highlights of the school.

The Profound Humanness Lab dealt with the issue of how to sustain oneself as a leader and not "burn out". Writings from several contemporary world leaders were used along with practical tools for individual reflections, prioritizing and time planning. Participants gained self-confidence and a releasing perspective on the struggle of being a leader.

MEALTIME CURRICULUM

Each morning over breakfast the school listened to a brief talk which was followed by a discussion of their own insights and experiences. Topics included the times and the changes that are occurring, the cultures of the world (Ur Images), and trends of the future. Students were exposed to an historical perspective on the struggle of building local community. The noontime meal was a time for reflection on life experience through conversations and poetry. During the evening meal a reflection on the day's activities was conducted which enabled both full time and part time participants to follow the school's happenings. In addition participants were trained in methods of structuring group conversations, designing workshops, planning effective meetings, and creating functional space.

NON-FORMAL CURRICULUM

The excursions on each Thursday made use of the many offerings of the greater Philadelphia area. The Heritage Excursion of the first week impacted participants through the Afro-American Museum, Mother Bethel Church of underground railroad fame, Independence Hall, and Penn Mutual Observation Tower. The second week's Urban Excursion toured the Philadelphia Bulletin Newspaper's plant and the Franklin Research Institute. The Philadelphia Museum of Art provided the focus of the Cultural Excursion of the third week with a display of photographs, paintings and sculptures which spanned a sixty year period of American art and culture. Each week was concluded with a school celebration. Activities included such things as picnics, dancing, a visit to a local jazz spot, and preparation and presentation of a musical skit.

The school's environment also played a major role in student development. The living conditions approximated that of many of the poor in ghetto situations. The daily walks through the community, the site site visits to local businesses, homes, agencies, and the time spent in visiting places of entertainment in the community inundated participants with life in the urban setting. The lounge at the residence became a node for faculty-participant interchange as well as a place to meet many community residents.

CURRICULUM REVISION

Two major revisions of curriculum were done during the Tioga school. The most important revision moved the indicative planning workshop from the third week cultural cycle to the second week social cycle. This enabled participants to gain a better sense of the community earlier in the program as well as provide participant generated data for the cultural cycle. The indicative planning workshops engaged local participants and increased local participation. This participation continued on into the third week. Making use of the analysis of the social cycle's indicative plan, the cultural cycle selected key tactics from the analysis and used these for building the implementation plan and maneuver building work which was instituted in the third week. By doing this participants were much more involved in direct actualization than they had been in previous schools. This was reflected in the participants evaluation when they marked the town meeting events and the youth fair as the high points of the entire school.

The second major revision had to do with expanding the cycles from six sessions to nine sessions, adding an evening session each night of the cycle. While this did shorten the amount of time spent on leadership skills development, it did increase participants sense of resolving the real issues of Tioga.

ORGANIZATION AND FINANCES

PARTICIPANT ORGANIZATION

Participants were organized into teams of six to ten full time participants plus additional part time participants. The team was the basic working unit of the school and assumed responsibility for the practical life of the school, eg. meal enablement, facility cleaning, and class attendance. Task Force work during the cycles and labs was done by team configurations. Meals were held as an entire assembly.

STAFF PROFILE

The school had eight full time teaching staff and five full time support staff. In addition there were six part time teaching staff and seven part time support staff. The teaching staff consisted of eight men and six women. Seven of the teaching staff were ethnic minorities. Three of the staff were skilled trainers. Eight of the staff had over ten years experience with the ICA. Ten of the fourteen teaching staff had previous HDTs experience. Seven of the teaching staff had at least one year's experience in ICA assisted human development projects.

The faculty were assigned to both teaching and administrative tasks. For example, a faculty member would be part of the teaching team in a cycle, give a breakfast contextual talk, and also coordinate the food service for the school. The faculty met each morning before breakfast, all day Thursday of the first week during the excursion and each Sunday. The teaching staff were divided into three teams which followed a rotation in which they 1) prepared for the next cycle or lab, 2) conducted that cycle or lab, and 3) provided various support functions for the other teams.

The support staff was responsible for food preparation, resident housing, reproduction of materials, transportation, purchases, finances, registration and reception of new participants, hosting of guests, ongoing recruitment and development, and community relations.

FINANCIAL REPORT
May 28, 1980

CASH EXPENDITURES

TRAVEL	
Teaching Staff	\$1,068.61
Support Staff	338.55
Participants	20.00
Excursions and Practics Vehicle	611.92
Operations Teams	1,638.79 +
Development Teams	1,358.00 ++
SPACE COSTS	
Program Facility Leasing	1,000.00
Residential Hostelry	1,490.84 *
CONSUMABLE SUPPLIES	
Instructional Materials	156.16
Office Supplies	107.69
Miscellaneous Program Supplies	66.91
Decor	50.28
OTHER DIRECT COSTS	
Facility Prep	357.68
Food Service	1,134.10
Celebrations	604.47
Local Printing and Production	1,826.56 *
National Printing and Production	1,050.00 **
Stipends	-0-
Local Communications	3,780.43 *
National Communications	1,312.50 **
Audit	2,437.50 **
SALARIES	4,750.00 **
ADMINISTRATIVE COSTS	2,037.50 **
TOTAL CASH EXPENDITURE	\$27,197.99

Note: + Includes \$509 prorated amount from Troxel Team
 ++ Prorated amount from Troxel Team attributable to fund raising
 * Includes anticipated bills
 ** Figures prorated for the eight HDTS's held during the year

ANTICIPATED REVENUE

Community Services Administration Grant	\$17,415.56
Locally Raised Contributions	3,161.00
Registration Fees	1,121.00
ICA General Account	5,500.43
TOTAL ANTICIPATED REVENUE	\$27,197.99

FACULTY EVALUATION

EVALUATION PROCESS

Staff evaluation of the school was conducted through the school and was culminated with an intensive evaluation period at the end of the three weeks. At the end of each cycle or lab an evaluative conversation on that curriculum session was conducted with the whole school. At the end of the three weeks participants spent four hours in a formal evaluation process which included discussions of various activities in the school, a corporately built timeline of eventfulness of the school, individually written unsigned critiques of the school and individually written signed reflections on the school. Each morning during the school the faculty individually wrote down their evaluation of the previous day. Each Sunday the faculty corporately looked at the previous week's curriculum and at participants' progress. At the end of the school the faculty spent two days in evaluation. The content of that evaluation is contained in what follows.

KEY EVENTS

The key event of the whole school was the presentation of the Tioga Tee-shirts during the youth fair. This event symbolized many of the happenings of the entire school. First and foremost it symbolized the successful beginning of an industry within the community. The possibility of the industry was first identified during the Economic Cycle at which time there was a large amount of local cynicism both about its possible success as a saleable item and about involving local youth. The sale of the original Tee-shirts, however, sparked other sales during the fair and the business was launched. Youth who had originally been skeptical became enthusiastic salespersons. Thus, one of the major concerns of the community -- that is, constructive activities for youth -- was demonstrably being dealt with. Participants in the school were also excited to see neighborhood residents who previously had been bystanders take an active interest. The Tioga symbol on the Tee-shirt was seen as a way to begin to establish and strengthen pride in Tioga. Finally, the success of the venture pulled together work from all three of the cycles.

The town meeting events and the youth fair were key events in that they involved risk taking and personal expenditure. The town meetings required participants to rapidly learn a new skill and then to use that skill in leading others. Risk taking was evident in the youth fair as participants planned an event without any assurance that there would be any significant response from people outside the school. When 150 people participated in the event, it was evident to all that the planning by the guilds had been effective.

Consciousness expanding events were another set. The Profound Humanness Lab both affirmed persons uniqueness and dignity while at the same time it allowed participants to realize they were not alone in their struggles. The Ur Images discussion caused participants to realize that people from different cultures were likewise companions on the human journey. While the reflective conversations on Kazantzakis' Saviours of God left some participants confused, many pointed to the

study as an important part of reflecting on the human journey.

Methods effectiveness were evident in another set of events. The method of leading a group in decision making was key in the Community Forum Lab. During the first week the work on leading group conversations was a highlight. Charting as a study method was mentioned by many participants. During the Profound Humanness Lab the method of timelining one's own life was a highlight for many.

Events that pointed to the experience of the urban environment were another theme. Panel discussions, preparing the residential facility, the workday when participants boarded up and painted an unused building, and visits in the community were impactful events.

Other events pointed to the development of corporateness and group identity: The picnic in the park and dancing at a local jazz spot following the town meeting events, talking with one another while washing dishes, late night informal talks at the residence, and the evening activities in the residence lounge point to the developed sense of collegial care during the school.

GENERAL TRENDS

During the three weeks several general trends of development were noted. The interplay of various curriculum events was seen as a humanizing mechanism that allowed participants to journey as individuals and as a group. The participants at first were working out of "individual caring" for themselves and were initially hesitant to participate in the corporate structures. During the school they became increasingly aware of their care for the whole school. At the end of every meal conversation, study, workshop, etc., reflections on the journey of the group enabled participants to get a broader view of what went on and why it was relevant. The formal and informal staff presentations birthed an increasing corporateness between staff and participants. As more people heard about the school, they would themselves participate in the school and then return the following day with friends, thereby increasing the community participation in the school during the three week period. The increased corporateness and excitement of the participants was evident in the celebrations and in the long hours that participants and faculty spent in the lounge in dancing and informal conversation. As the school gained the trust of the community, there was a decreasing need to spend time talking with influential groups and individuals in the community who were concerned that the school would be like many other activities that have taken place in the community that took more from the community than they gave.

The incompleteness of the practical set up of the school meant that practical tasks consumed much of the staff time at the beginning of the school. However, as the school proceeded, the practical issues were dealt with and the staff was able to spend the majority of their efforts in curriculum preparation and delivery.

PARTICIPANT STRUGGLES

The primary struggle for the participants focused on their abrupt encounter with the demand of the school for immediate and total parti-

cipation. This struggle was compounded by total immersion in the primitive conditions of the residence facility and the unfamiliar life style of the host community. No theoretical distance separated the participants from continual input of the curriculum as well as the living conditions. Consequently the participants experienced face-to-face encounters with the reality of an urban community on a twenty-four hour basis.

Intensifying the struggle of the participants were the claims made by the time design. Furthermore, the absence in the first few days of participation by the host community residents increased the solitary frustration of the full-time participants. During this time participants raised the questions of "How effective will this school be for the host community?" and "Is this school experience what I really came for?"

Many participants experienced the claim of the corporate for the first time. Teamwork, group singing, meal conversations, Kazantzakis studies, and team accountability all disrupted former patterns of life.

SCHOOL STRUGGLES

The school struggles for the HDTS in Tioga focused around operating out of the corporate context versus being consumed by immediacies. This was especially true during the first week when the outside teaching staff found itself overwhelmed with practical enablement tasks prompted by a housing site still in process of preparation and the uncertain coordination of tasks with the local leadership. One consequence, again especially during the first week, was the necessity of the teaching faculty to be out of sessions to meet these demands. Many of the local leadership also found it necessary to continue community authorization. Funding remained uncertain well into the second week. Several of the projected teaching staff discovered they would be unable to teach just before the beginning of the school, leaving the teaching staff seriously understaffed. The school also struggled with being in a community that is not a Human Development project of the ICA. Because of this the school began without a consensed set of community contradictions with which to develop curriculum. At the same time there was not the same degree of trust of the ICA by the community that generally exists in a human development project. In addition the fact that the curriculum was in flux kept the staff somewhat off balance and uncertain of each presentation's focus and timeline requirements.

TURNING POINTS

While the key events of the school tended to fall in the second and third week of the school, the turning points which allowed those key events to happen occurred in the first and second weeks of the school. The key turning point was probably the point at which the faculty stepped back from the immediacies of the school; looked seriously at whether or not the overwhelming nature of the practices, the lack of funding, and the implications of various factions of the community distrusting the school warranted the closing of the school;

then deciding, nevertheless, that it was possible to continue and hold a successful school. The consequent bringing in of additional staff and the securing of a loan solidified the decision to complete the school. This decision by the faculty was mirrored by the participants in the first week celebration where they decided that they could in fact survive the uncomfortable living conditions of the residence and the culture shock of the community. The second turning point occurred during the Community Forum Lab where participants moved from being unsure of their abilities as community leaders to confidence in their abilities to conduct effective meetings.

VICTORIES

The victories of the HDTS in Tioga are in several major arenas. The curriculum breakthrough came when the Gultural Cycle worked as guilds and each implemented a tactic related to the proposals from the indicative planning sessions of the week before. There was a youth fair with approximately 150 in attendance with entertainment and with the presentation of the newly made Tioga Tee-shirts and a Youth Services Directory -- all three having been created by the guilds. The Participants experienced a sense of leadership on the other side of the town meeting preparation when they realized they had the methods to lead the meetings. This enabled them to take both themselves and the school more seriously.

Another victory is the completion of a successful school by the ICA outside a human development project, making possible more such schools. Not only were the facility set up and practics struggles overcome, but community guardians participated during the school and two of the facilities used by the school now have the potential of being used more widely for community services. The victory in Tioga's journey is that in spite of continuing factional opposition, the leadership remained steadfast and continued recruitment efforts, resulting in large community participation at HDTS events. The HDTS was a community event which empowered the core leadership.

LEARNINGS

The faculty was able to discern a few clear cut learnings from this school. With regard to curriculum, there was a consensus that the use of the indicative planning process in the second week and the implementation/maneuver procedures in the third week was highly effective. The cruciality of written set up procedures, particularly outside human development projects, was evident. The need for clear definition of the role of the school in the community's life is much stronger outside the HDP setting.

FUTURIC CONTRADICTIONS AND RECOMMENDATIONS

The faculty discerned from the Tioga experience six major contradictions of concern for future schools. After consensing corporately on the contradictions, the faculty individually brainstormed recommendations for dealing with these contradictions.

CONTRADICTION I: COMPETING, DISRELATED IMAGE OF CURRICULUM INTENT

In the arena of unfocussed curriculum the underlying contradiction is competing, disrelated images of the curriculum intent which is intensified by diverse participation. This showed up in an unclear economic cycle method, the changing of the social and cultural cycles, questions with regard to the appropriateness and clarity of the Kazantzakis study, and the frustration experienced by full time participants because the evening was focused on the part time local residents who could attend only in the evening.

Recommendations:

1. A coordinating staff do a contradictional analysis of the community previous to the HDTs to determine the focus of curriculum development.
2. A research brief would be prepared for orienting the full faculty during the preparation week previous to the school.
3. Cycle emphasis would be shifted to have indicative planning the first week, implementation of economic proposals by teams during the second week, and guild work in social and cultural arenas with a push on the cultural principles during the third week.
4. The proposed contradictional analysis of the community would include representatives of a large number of community groups.
5. The curriculum time design of the cycles would include a time for training participants in inkinding, development, and logistics as important aspects of community renewal.

CONTRADICTION II: UNCLEAR AND UNDISCOVERED IMAGES OF CURRICULUM'S DEPTH

In the arena of recruitment story, the underlying contradiction is unclear and undiscovered images that communicate the social and spirit depth of the school's curriculum. This contradiction is illustrated by 1) much ICA staff unclarity relative to the profundity of the school, 2) forgetting to communicate in the recruitment story the intense demand of school participation, 3) unformed vocabulary to talk about the spirit depth of the school, 4) unclarity about the dramatic impact of actually working in a living community laboratory, 5) unpreparedness of the participants for the comprehensive scope of the HDTS experience, 6) intermittent attendance of local participants, and 7) the sending of only one participant from an agency or a community rather than a group.

Recommendations:

1. Develop a recruitment story that appropriately conveys the image of the HDTS as a once in a lifetime opportunity for the host community and as a real life immersion experience for the participant in comprehensive local community development.
2. Encourage each HDTS participant to write a recruitment pitch out of their own experience.
3. Urge systematic area assignments of the ICA staff and colleagues into an HDTS leadership role.
4. Encourage a summer talk on the profundity of the HDTS.
5. Underline the importance of multiple personnel participation from agencies and communities.
6. Develop an audio/visual HDTS presentation.
7. Design an imaginably explicit HDTS brochure that renames the three weeks as "cycles" but in broader dynamics.

CONTRADICTION III: UNCLEAR STRUCTURES, TIME DESIGN, AND GROUNDING IMAGES FOR SETTING UP AND JOURNEYING LOCAL AUTHORIZATION

In the arena of local authorization the underlying contradiction was unclear structures, time design, and grounding images for setting up and journeying local authorization. Insights: It is possible that the targetted geography (Tioga-Nicetown) of 51,000 people was too large to secure adequate authorization directly. More authorization could have been secured through a much broader offering of ICA programs and methods prior to the school. The fact is that neither a solid base of authorization nor the necessary local funding was forthcoming for this school. Illustration: No participation from block captains or clubs or assignments made from local agencies. Many of the hosting committee never appeared, much less participated in the school.

Recommendations:

1. Potential authorizing figures must see the product demonstrated. Hence a series of programs need to precede the school months in advance -- town meetings, block parties, workdays, global film events, etc.
2. Geography needs to be delimited, then gridded, then targetted block by block. Assignment of recruitment forces should be made to those blocks to cover every house simultaneously with an immediate reflection on what happened and setting up of follow up steps.
3. Emphasis for authorization and participation needs to take the form of actual and symbolized commitment to the whole or parts of the school and/or its enablement.
4. Thorough research must produce a comprehensive list of all groups, organizations, and key contacts in the targetted geography with a plan for how each is to be contacted. Each group needs to be involved in the consensus forming to have the school and to support it.
5. Funding is authorization. A comprehensive list of potential funders, estimated target of contribution size, and an overall strategy are essential to securing the funding base of the school.
6. A team made up of ICA "outside" presence and local leadership need to continue to visit with organizations, "host committee" and other key people giving weekly reports while the school is going on. This team should also be available for speaking appointments upon request.
7. This same team needs a copy of the written report on the school, along with the core, in order to adequately answer questions later.
8. A more detailed written outline of the intents and other information on the school should be given out early in the preparation of the HDTS to the local core, host committee and organization officers which can allow them to answer more adequately the questions directed to them by their own community.

CONTRADICTION IV: UNDEFINED SPACE AND TIME FOR FACULTY REFLECTION

In the arena of faculty effectiveness the following conditions exist: the faculty was housed in three locations, too little opportunity for objectivity of the corporate mind, chaos of the initial set up created a style of scattered focus, and students and faculty were in almost constant physical proximity. This indicates that the underlying contradiction is undefined space and time for faculty reflection. This was experienced in the school as great collegiality among students and faculty but a loss of faculty identity and corporate objectivity on student journeys and curriculum assessment. The faculty also experienced itself dissipated by the heavy load of practics enablement.

Recommendations:

1. Designate a particular space for faculty meeting, planning, etc.
2. Create additional time slots for faculty reflection such as "break" times during the school.
3. Intentional use of working charts in faculty space to signify all roles and components of the curriculum and practical enablement.
4. Assign note taking and attention to participant struggles which would enable journey care.
5. Total staff must be in place at least 10 days prior to HDTS for contradiction analysis for focusing the curriculum and other necessary preparation.

CONTRADICTION V: FRAGMENTED COMMAND POST STRUCTURE TOWARD SET UP

In the arena of HDTS prep the following conditions exist: There were a diverse number of understandings of what was in place by ICA Chicago, ICA New York, ICA Philadelphia, and the Tioga core; unclear divisions of responsibilities; inadequate lead time for the advance logistical team; overwhelming details of set up without adequate experience for gauging the amount of time and effort required to deal with them; inadequate means to rehearse and mark the set up journey; and the loss of momentum when the logistical team was different from the team that carried logistics during the school. This indicates that the underlying contradiction is a fragmented command post structure toward set up. This was experienced in the school in the amount of practices which the teaching staff had to carry in addition to their normal load of setting up cycles, preparing individual teaching assignments, and care for students.

Recommendations:

1. Practices be signficated by the early assignment of a logistics team.
2. The logsitics team would have an assigned leader through whom all set up would be coordinated until the arrival of the school's deans.
3. The logsitics team with its leader would function as a team from the initial set up through the entire length of the school and through the evaluation and breakdown period.
4. A concrete check list that determines the bottom line necessary for a "go" or "no go" decision on holding the school.
5. A local contradiction analysis adequate to state the economic, social and cultural contradictions assisted by an early "outside" advance team.
6. An advance team experienced in HDTS set up be on site no later than one month before the school opens.
7. The presence of the dean of the school at least a full two weeks before the school to symbolize the corporate resolve and team work.
8. Regular weekly communication between the host community, local ICA office, Area ICA office, and the Chicago ICA office regarding a common timelined checklist.
9. A concrete checklist related to framing, funding and recruitment that are as thorough as the practices checklist.
10. Intentionalize the training dynamic by having the host committee assign a full time person to work on the practices team.

11. Prepare a Indices of Readiness Checklist which might include:
 - A. Funds assured
 - B. Impact events in 1% of the community
 - C. Written invitations and commitments from a cross section of local leadership
 - D. Minimum of five local core committed to full time participation in the school
 - E. A completed geo-social analysis of the community
 - F. Local core participation in advanced training courses outside the local community, eg. Academy, HDTS, ITI, etc.
 - G. Local commitment to the command post.

CONTRADICTION VI: UNCOALESCED COMMITMENT FROM LOCAL COMMUNITY

In the arena of local participation the underlying contradiction is uncoalesced commitment from the local community to participate in the school. This is illustrated by the core committee's inconsistent pattern of participation in the school, there were no agency assigned people from Tioga, the in and out style of participation by community people, there was no way to solidify the commitments of local people, and the proximity of other community responsibilities made it difficult for local participants to make the school a high priority.

Recommendations:

1. To ensure agency participation, list key agencies, visit them and get registrations for agency people well in advance.
2. The core committee work in team structures to hold specific accountability for attendance.
3. Child care and family care structures be developed.
4. Block clubs and social clubs give fund raising events.
5. Local framing and development structure with specific objectives.
6. Recruit guardian logistics team two months ahead.
7. Engage community groups and organizations through specific do-able roles and tasks during each cycle.
8. Prepare a brochure containing signatures of community supporters and participants two months in advance.
9. Hold a series of forum events that capture the community imagination for effective action previous to the HDTs.
10. Have a telephone wake-up structure for community participants.
11. Hold a pre-contradictions analysis workshop as a tool for involvement, consensus building and recruitment. This information would be presented to the HDTs staff for the actual contradiction for the school to address.

TIOGA HDTS: THE CYCLES

WEEK I	WEEK II	WEEK III
ECONOMIC: SEEKING VIABLE URBAN BUSINESS	SOCIAL: PLANNING INDICATIVE BATTLEPLANNING	CULTURAL: GUILDS IMPLEMENTING PROPOSALS

In this particular school, an inner city non-ICA project site, a shift was made in the cycles of the three weeks to move battleplanning up earlier in the school. It is normally used as the process for the Cultural Cycle in our project settings. Because of the unknown quantities we were dealing with in this particularly unique setting, which included such things as an unclear picture of the social contradictions which needed addressing, the increasing involvement of more community people in the school--particularly in the evenings, and the need for a visible sign of concerned intentionality regarding this community we decided to move the battleplanning to the second week during the Social Cycle. This became increasingly evident, particularly after the difficulty thinking through and determining what was necessary for the economic cycle of Week I. If we had it to do over again, we would probably have moved such planning to Week I, and begun our other cycles from that point in terms of targeting particular contradictions to move on throughout the rest of the school.

Preparation for the Cultural Cycle was as follows:

1. Contradictions and proposals were reviewed from the Social Cycle.
2. Each was assessed in terms of catalytic, unifying, implementing and symbolic power. It was determined that The Youth were the most unifying issue for a very split and diverse community which saw that one of its deepest contradictions was in the arena of Community Unity. It was felt that working through issues with youth might be an indirect way to come at this.
3. Three proposals from the Economic and Social cycles were targeted and immediate victories discerned which would relate to particular contradictions with youth.
4. What we needed to do in each was listed, to pull off each arena. The breakloose was in the decision to organized ourselves as "youth guilds" and to spread out the invitation to youth of the community to participate in this particular cycle.
5. A chart was built with Guild Names: Culture, Business and Training. The contradiction (challenge), proposal, products required by end of cycle (a written year's timeline and an "event"), the preparation required were included on the chart (copy attached).
6. NOTE ON THE ABOVE: Each of these was pushed intensely as to direct and indirect attacks on contradictions when working in a "fractured" community. These particular proposals came out of determining the most indirect, yet visible address for the community in a short period of time.
7. Brainstormed community resources for each: youth, adult organizations which serve youth, resource individuals, symposium prospects (earlier we had planned for a symposium, but then dropped in when time pushed too much in preparation for the final "event" session.)

**SOCIAL METHODS SCHOOL
CURRICULUM SUMMARY**

56 days

672 hours

ACADEMIC FRAME		EDUCATIONAL FORMS				PRACTICAL CONTENT	
E X I S T E N C E	INTRODUCTION GLOBAL AWARENESS 3 days	OPENING EXERCISES				THOSE WHO CARE: AWARENESS	1
		INITIAL COLLOQUY				LOCAL MAN & THE NEW WORLD	2
		PLENARY SESSION				ORIENTATION TO SCHOOL	3
	PART ONE <i>Actuating</i> ECONOMIC DEVELOPMENT Local Self-Sustenance 14 days	Study Course I				Social Theory: Economic Development	4
			Practical Tutorials			Literacy – Study Methods – English	5
				Workshop Series A		Catalyzing Community Consensus	6
					Work-Labs I	Four Work Days: Harvesting Water	7
				Site Visits One		Farms – Factories – Businesses – Bureaus	8
			Group Discussions			Significance of the Past	9
		Methods Seminar				Reconstructing Local Economy	10
S I G N I F I C A N C E	INTERLUDE ONE INDIVIDUAL INITIATIVE 4 days	ONE DAY LABORATORY A				IMAGINAL EDUCATION METHODS	11
		EXCURSION ONE				LOCAL HERITAGE VISIT	12
		ONE DAY COURSE A				HUMAN MOTIVITY	13
	PART TWO <i>Stimulating</i> CULTURAL DEVELOPMENT Local Self-Confidence 14 days	Study Course II				Social Theory: Human Development	14
		Practical Tutorials			Literacy – Study Methods – English	15	
			Workshop Series B		Plotting Local Contradictions	16	
				Work-Labs II	Two Work Days: Beautifying Village	17	
			Workshop Series C		Creating Practical Proposals	18	
		Group Discussions			Issues of the Present	19	
Methods Seminar					Revitalizing Local Culture	20	
R E L A T I O N S	INTERLUDE TWO CORPORATE EFFECTIVITY 4 days	ONE DAY COURSE B				PRIMAL COMMUNITY	21
		EXCURSION TWO				URBAN CENTER VISIT	22
		ONE DAY LABORATORY B				TOWN MEETING METHODS	23
PART THREE <i>Actuating</i> SOCIAL DEVELOPMENT Local Self-Reliance 14 days	Study Course III				Social Theory: Social Development	24	
		Practical Tutorials			Literacy – Study Methods – English	25	
			Site Visits Two		Schools – Clinics – Centers – Agencies	26	
				Work-Labs III	Four Work Days – Constructing Facilities	27	
			Workshop Series D		Forging Tactical Systems	28	
		Group Discussions			Possibilities of the Future	29	
	Methods Seminar				Rebuilding Local Sociality	30	
CONCLUSION LOCAL INVOLVEMENT 3 days	PLENARY SESSION				RECAPITULATION OF SCHOOL	31	
	FINAL COLLOQUY				THE NEW VILLAGE MOVEMENT	32	
	CLOSING EXERCISES				THOSE WHO CARE: ENGAGEMENT	33	

8. Put up timeline determining just what constituency we would be dealing with during each session of the day. Because of the number of community people participating in the evenings and the community's tendency to operate into the late evening, decided to have 9 sessions instead of 6, with a maneuver-building workshop as the first session. This would prepare our regular participants to be more helpful in the evening session in which the initial planning would be done for the week's event. With youth being freer in the afternoon, this also meant the likelihood of more participants in the afternoons. At the same time, consideration had to be made as to when resources were mostly available. Thus, the 9 session rhythm seemed best for what we were trying to do in this particular cycle. (see attached timeline)
9. The other breakthru was our decision to close with a Fair sponsored by "youth." The guilds would both help create it and present something at it that was a visible sign. The cultural guild was mainly responsible for its planning; the economic guild for presenting the first of its product (T-shirts with the Tioga symbol created during the cycle); and the training guild for presenting a directory of youth services (which the core of the community had expressed particular need for).
10. Created maneuver building training workshop and timeline creation procedures for the first two sessions. Determined that each guild was on its own from that point in how it set itself up and use the methods learned thus far.

The result of the above was a fantastic three days, in which participants considered the maneuver-building key in training methods, and the actual carrying through of a tactic by Wednesday with visible symbolism of that effort for each guild.

We discovered this cycle was a great merging of the program-chart and organizational chart by taking contradictions right out of the work of the school and community from the previous two weeks, and implementing them through both the year's timeline and visible "mini" signs, using Guild organization as the instrument for disciplined follow-through. The Culture guild inked food, decorated, sent out flyers, delivered information to several nodes, etc. The Economic guild paraded their new T-shirts with the powerful Tioga symbol, and the Training guild had completed its directory with copies present for attendees. Almost 150 community people attended the Fair, held in the hall of the school site. There was entertainment, such as a troupe of African-dancing, a singer, etc. A gentleman with a Youth Guild of the community (Simmons Youth Guild) spoke briefly about what they were doing for youth, and youth themselves spoke briefly about what was needed in Tioga. The Economic Guild's community youth thanked the HDTS for their new industry, and made plans to complete all orders given before the school ended, as well as continue with more designs, and expand to other things. When we left, only a few days later, they already had two designers and a manager in hand. (See the documentation on the school for further reporting on this key event). The entire community stayed to quickly clean-up and reset for the school's following morning. The huge timeline which pulled all three Guild's year's tactics together was hung in the hall, stayed there through the Fair and was given to the Core at the close of the school. The additional Directories were distributed through Core members.

**SOCIAL METHODS SCHOOL
CURRICULUM SUMMARY**

56 days

672 hours

ACADEMIC FRAME		EDUCATIONAL FORMS				PRACTICAL CONTENT	
E X I S T E N C E	INTRODUCTION GLOBAL AWARENESS 3 days	OPENING EXERCISES				THOSE WHO CARE: AWARENESS	1
		INITIAL COLLOQUY				LOCAL MAN & THE NEW WORLD	2
		PLENARY SESSION				ORIENTATION TO SCHOOL	3
	PART ONE <i>Actuating</i> ECONOMIC DEVELOPMENT Local Self-Sustenance 14 days	Study Course I				Social Theory: Economic Development	4
			Practical Tutorials			Literacy – Study Methods – English	5
				Workshop Series A		Catalyzing Community Consensus	6
					Work-Labs I	Four Work Days: Harvesting Water	7
				Site Visits One		Farms – Factories – Businesses – Bureaus	8
			Group Discussions			Significance of the Past	9
		Methods Seminar				Reconstructing Local Economy	10
INTERLUDE ONE INDIVIDUAL INITIATIVE 4 days	ONE DAY LABORATORY A				IMAGINAL EDUCATION METHODS	11	
	EXCURSION ONE				LOCAL HERITAGE VISIT	12	
	ONE DAY COURSE A				HUMAN MOTIVITY	13	
S I G N I F I C A N C E	PART TWO <i>Stimulating</i> CULTURAL DEVELOPMENT Local Self-Confidence 14 days	Study Course II				Social Theory: Human Development	14
			Practical Tutorials			Literacy – Study Methods – English	15
				Workshop Series B		Plotting Local Contradictions	16
					Work-Labs II	Two Work Days: Beautifying Village	17
				Workshop Series C		Creating Practical Proposals	18
			Group Discussions			Issues of the Present	19
		Methods Seminar				Revitalizing Local Culture	20
INTERLUDE TWO CORPORATE EFFECTIVITY 4 days	ONE DAY COURSE B				PRIMAL COMMUNITY	21	
	EXCURSION TWO				URBAN CENTER VISIT	22	
	ONE DAY LABORATORY B				TOWN MEETING METHODS	23	
R E L A T I O N S	PART THREE <i>Actuating</i> SOCIAL DEVELOPMENT Local Self-Reliance 14 days	Study Course III				Social Theory: Social Development	24
			Practical Tutorials			Literacy – Study Methods – English	25
				Site Visits Two		Schools – Clinics – Centers – Agencies	26
					Work-Labs III	Four Work Days – Constructing Facilities	27
				Workshop Series D		Forging Tactical Systems	28
			Group Discussions			Possibilities of the Future	29
		Methods Seminar				Rebuilding Local Sociality	30
CONCLUSION LOCAL INVOLVEMENT 3 days	PLENARY SESSION				RECAPITULATION OF SCHOOL	31	
	FINAL COLLOQUY				THE NEW VILLAGE MOVEMENT	32	
	CLOSING EXERCISES				THOSE WHO CARE: ENGAGEMENT	33	

HOYS
IN
TIOGA

CULTURAL CYCLE: "BEING THE YOUTH
COMMUNITY SERVICE GUILD"

May
1980

	MONDAY	TUESDAY	WEDNESDAY
7:00	THE BREAKFAST MEAL & CONVERSATION		
	THE COLLEGIUMS: DESTINAL ENGAGEMENT		
9:00	MANUEVER BUILDING METHOD	RESEARCH + DATA GATHERING	COMPLETION REFINE- MENT & PRODUCTION
12:00	THE ROUND TABLE LUNCH		
2:00	TALK: THE PRINCIPLES OF HUMAN DEVELOPMENT	TALK: THE PROCESS OF HUMAN DEVELOPMENT	TALK: THE VEHICLES FOR HUMAN DEVELOPMENT
	PROPOSAL IMPLEM'N TIMELINE	ACTION ON TACTIC MANUEVERS	FAIR PREPARATION
4:30	THE INTERLUDE		
6:30	PEDAGOGY CONVERSATIONS ON LEADERSHIP		
7:30	FIRST TACTIC MANUEVERS	COMPLETING THE MANUEVERS	"CELEBRATING COMMUNITY" A FAIR HOSTED BY YOUTH
9:30	REPORTING PLENARY	REPORTING PLENARY	
	INVITATION TO INNER CITY LOUNGE		

**SOCIAL METHODS SCHOOL
CURRICULUM SUMMARY**

56 days

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		PLENARY SESSION				ORIENTATION TO SCHOOL		3
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			Practical Tutorials			Literacy – Study Methods – English		5
				Workshop Series A		Catalyzing Community Consensus		6
					Work-Labs I	Four Work Days: Harvesting Water		7
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CULTURAL CYCLE
WEEK 3

TIOGA YOUTH COMMUNITY LIFE GUILDS

HDTs in Tiog.
MAY 1980


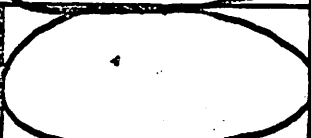


THE TASK FORCES		CULTURE GUILD	BUSINESS GUILD	TRAINING GUILD
THE CHALLENGE		AFFIRMATIVE ROLE AND IDENTITY PATTERNS	ECONOMIC "MOXIE" AND CONFIDENCE	LIFE & JOB SKILL PREPAREDNESS
THE PROPOSAL		AFFIRMING YOUTH CURRICULUM	YOUTH EMPLOYMENT INDUSTRY	CREATING YOUTH CURRICULUM
THE PRODUCTS OF THE WEEK	THE PLAN	YEAR'S CALENDAR OF TACTICS	YEAR'S CALENDAR OF TACTICS	YEAR'S CALENDAR OF TACTICS
	THE MINI-SIGN	YOUTH FAIR	T-SHIRTS FOR TIOGA	YOUTH SERVICES DIRECTORY
SUGGESTED ACTIVITY FOR CYCLE DAYS		<p>A plan which includes celebratory, story creation for community, arts and other cultural activity, forming of a Youth Arts Council, creating drama of Tioga's Past-Present and future, etc.</p> <p>Invitations to schools, youth groups, etc and families for Wed. night event in Gethsemane and preparing space, format, events, etc. to honor community with youth as hosts of evening.</p> <p>Presentation of all 3 guilds work at Fair as a part of the celebr'n. Working with Bus. Guild on T-shirt symbol & Trg. Guild on Direct cover + format.</p>	<p>Pushing economic plan to another level, including expanded activity beyond T-shirts.</p> <p>Actually produce 1st shirts with some way of symbolizing TIOGA with THE FIRST PRODUCTION</p> <p>A plan to include expanded designs and marketing for rest of year.</p> <p>Think thru capital funds required & ongoing budget needs.</p> <p>Acquire Tools, equip. needed + set up working space.</p> <p>Collaborate with Culture Guild on Tioga T-shirt symbol.</p>	<p>Plan for expanding G.E.D. progr, seeking out available training sources for youth, discerning what is not available to Tioga and what can become available to Tioga. Consider how youth can be trained as well in style to seeking + interviewing for jobs.</p> <p>Begin with pulling together social + training services offered in Tioga + to Tioga youth into a comprehensive Directory.</p> <p>Think thru format for symposium + selection of one youth per Guild for it. Contact origin resources for panel. Work with Cult. Guild on cover + format for Directory</p>

CULTURAL : SESSION II
CYCLE 1 Year Calendar

<p>Rot. Objective:</p>	<p>Ex. Aim:</p>	<p>Materials:</p>
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PRELUDE				POSTLUDE
	TACTICS I	VICTORIES II	IMPLEMENTARIES III	
<p>Context for why a year the future planning</p>	<ol style="list-style-type: none"> 1) talk through proposal for common concrete image 2) chose appropriate tactics from tactics chart 3) b/s other events or things needed to ensure proposal happening 4) name the intent of each tactic 5) list tactics on t/l 	<ol style="list-style-type: none"> 6) Name key victory for each tactic 7) place on time/l and circle 8) take 1 tactic and b/s the whats or implementaries needed 9) place on t/l 	<ol style="list-style-type: none"> 10) split group into pairs + assign each a tactic to b/s implementaries 11) decide timing + flow and fill in t/l by tactic 12) report back to group 	<p>reflect on timeline</p> <p>find conflicts</p> <p>make additions</p> <p>which months busiest exciting</p> <p>what tactic do you want to work on etc.</p> <p>significate work</p> <p>zend out</p>
<p>5 (total)</p>	<p>15 (total)</p>	<p>25 (total)</p>	<p>20 (unit)</p>	<p>5 (total)</p>

Proposal : _____

What	Why	Where	Who	When	Victory
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