



**THE HUMAN DEVELOPMENT
TRAINING SCHOOL
IVY CITY: WASHINGTON, D.C**

February 17 - March 8 1980

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 community residents. The current phase of the School is designed to give local people practical skills for rapid social and economic development and catalytic leadership in their own communities. The School is hosted by a community that is implementing a comprehensive development plan. Being in the setting of such a community provides participants with a living laboratory. Learning takes place by applying human development methods in meeting actual needs in the host community. Participants' field experience is reinforced with basic principles and screens of social and economic development created in community projects around the world.

The participants and faculty together continued the on-going reflection on the event of the Human Development Training School in the third lab. First, the group did an art form conversation about the whole school climaxed by naming the school, "Products of Care into Action." Second, the group gave recommendations on how they would enhance the school when it is next taught. Third, the participants and faculty individually prepared the talk they would be giving in their own communities. Representative outlines of these talks were discussed to assist all in preparation. Fourth, the participants and faculty wrote four paragraphs on how the school prepared them to work in their own community. Fifth, the participants and faculty wrote the paragraphs which appear in this document. These paragraphs were completing the statement, "What this school was to me...."

Participants Say...



The most discouraging part of being a community leader is dealing with the sheer weight and inertia of past history, old solutions, and unclear vision for the future. In the Human Development Training School, I experienced methods which can occasion the happenings in people that allow new dreams to arise.

Norman Evans, Binghamton, New York



I found the Human Development Training School very helpful in giving me practical problem-solving tools; but more importantly, it gave me an opportunity to struggle. Being confronted by my own care for the world and the pain of feeling ineffective made me squirm. I know now that everyone has this care somewhere in them.

Patricia Wildhack-Nolan, Boston, Massachusetts



The Human Development Training School has helped me tremendously. The seminars, programs and exercises are well planned and thought-out. I hopefully will use these methods to help understand and develop my community. Everyone should have the advantage of grasping their teachings. I know it can work.

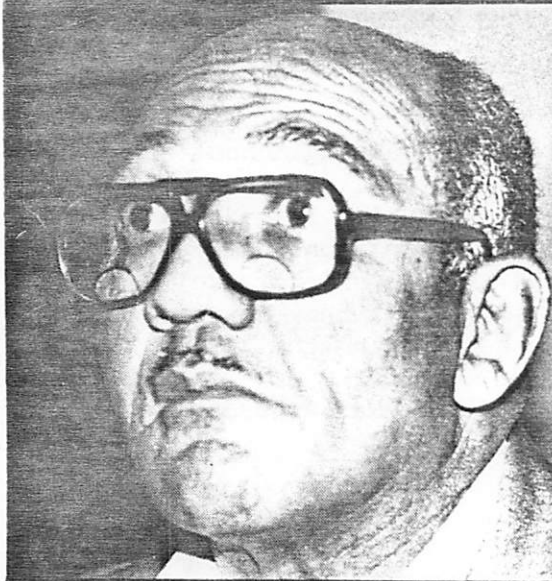
Rick Scott, Philadelphia, Pennsylvania

Participants Say:



The teachings of the H.D.T.S. reinforce our hopes that the vision of care for all the world is not an impossible dream. Living and sharing in the black culture for the first time leaves me with a very warm and happy feeling that will always be a highlight of my life.

Evelyn Edwards, Farmington, Maine



The H.D.T.S. was helpful to me because it helped me to know more about humanness and how to be human. The school has the practical methods for doing human development. The most exciting event in the school for me was the town meeting with the Ivy City youths.

Exson Scruggs, Fifth City, Chicago, Illinois



How do you spell relief? H.D.T.S. There is relief in the form of knowing what direction your love and care for others take. Also, relief from the feeling that you are trying to raise up local community alone, and knowing that if you are doing it alone it will not work. Then comes relief in the methods to do it. How do you spell relief? H.D.T.S.

Jackie Williams, Philadelphia, Pennsylvania



I was overwhelmed by the methods the H.D.T.S. presented to assist each community on the road to development. The town meeting is incredible, although contentless. When I looked back at the day's journey on the butcher paper, I was shocked. This method will help my country to develop its rural villages.

Noel Thomas, Spanish Town, Jamaica



The H.D.T.S. provides a community laboratory for learning to plan, work, motivate and celebrate. Practicing and actually doing all of these activities equip the participants for caring for their own communities. Detailed procedures, preparation and evaluation are necessary to guide people through the learning experience.

Elaine Stover, Widen, West Virginia

The school was a good opportunity to visit with groups of residents from other communities and compare stories about what works and what doesn't work in doing locally-generated self-help projects. The demonstration workshops and training sessions helped us become effective working groups because we used planning techniques that generated do-able products.

Tim Crane, Starks, Maine

Participants Say:



The H.D.T.S. was a totally different experience. The three weeks have been physically exhausting but mentally inspiring. The school gave me totally new concepts but never let me forget myself or my community. I've become aware of different lifestyles while discovering my own. It was certainly a three week course that I'll never forget.

Cora Pierce, Ivy City, Washington, D.C.



The H.D.T.S. helped me to relate to other parts of the globe. I think that all people should attend the H.D.T.S. in the near future. I have learned methods I can use to help my community. I will always remember that working together is the key to this world if you want to accomplish anything.

Alvie Woods, Widen, West Virginia



During the school, I saw the tremendous struggle black people have had. It is the same type of struggle we have in a community to do things we feel are for the good of the community. I get so much out of talking with people from other communities. They may have different types of communities, but essentially the struggles are the same.

Maxine Turner, Starks, Maine



The H.D.T.S. has equipped me with effective tools and leadership methods, methods which I have found are applicable to my local situation. I think the workshop methods are crucial to enable visionary thinking and practical plans for implementation.

Everald Wilson, Kingston, Jamaica

The H.D.T.S. was a powerful demonstration for urban leaders in human services to seriously look at future community rebuilding. The experience provided me with many diverse tools and methods which can be used to encourage other concerned persons to sharpen their understanding in several ways: self-motivation, community management and broad consensus building.

Emily Rollins, Philadelphia, Pennsylvania



The intensity with which we learned and practiced the practical methods helped to make them my own. I can see now how I can use them effectively in my community. It was exciting to actively use these methods with such a diverse group and see them work. The spirit of the school gave me new courage to work in communities.

Wendy Rose, Starks, Maine

Participants Say:



Caridad Gutierrez
El Paso, TX



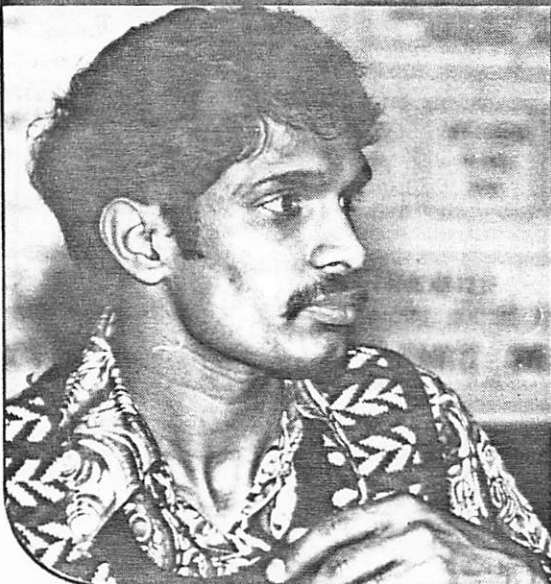
Ben Rose
Richmond, VA



Fran Brockelman
New Providence, NJ



Rosemary Welch
Reston, VA



Rajah Mohan
Kuala Lumpur,
Malaysia



Damon Smith
Hartford, CT



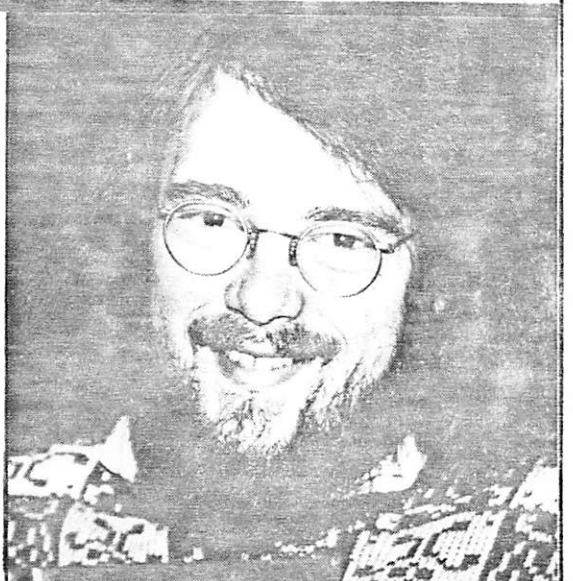
Mabel Dean
New York, NY



Joan Arnold
Basking Ridge, NJ



Joe Faulk
Philadelphia, PA



Bernd Arnold-Brach
Berlin, Germany



Erlinda Smith
Philadelphia, PA



Queen Farrow
Philadelphia, PA

Participants Say:



Juakin Crandall
Philadelphia, PA



Betty West
Richmond, VA



Richard Crawford,
Morristown, NJ



Ethyl Smyers
Morris Plains, NJ



Maggie Alston
Hartford, CT

Human Development Tra

Ivy City: Washington, D.C.

ECONOMIC DEVELOPMENT				SOCIAL DEVELOPMENT		
Week 1				Week 2		
Cycle	Lab	Ref		Cycle	Ur Image	
Social Context				R e f l e c t i o n	U r b a n	
Economic	H e r i t a g e	W o r k D a y	Social			
Leadership Training			Leadership Training			
Cycle	E x c u r ' n		Cycle	E x c u r ' n		
Roundtable	Imaginal Leadership Lab		Roundtable	Con Fo La		

ECONOMIC CYCLE

The Sisk Mailing Company and Prestige Printing were visited. Participant teams developed an update on the phased expansion of Unlimited Impressions, a printing company. The components included creating the personnel and management structures, drawing the equipment and floor plan and researching the customer contracts for funding guarantees. The key was planning with personnel from the company and beginning implementation steps.

SOCIAL CYCLE

Webb Elementary School, "H" Street Health Clinic, the District licensing office and the Columbia Road Children's Center were visited. Teams built a checklist for licensing the Ivy City Early Learning Center. A Model was created for comprehensive education of all Ivy City children under age 4 and supplemental education for children age 4 through the sixth grade who are enrolled in a public or private school system. Preschool staff participated with students in preparing a list of particular things that must be done to satisfy the requirement of the District in the Early Learning Center.

CULTURAL CYCLE

Anacostia Neighborhood Museum, Southwest House Neighborhood Development Program and Metropolitan Washington Planning and Housing Association were visited to see approaches taken to develop community identity. After hearing a panel presentation from Ivy City residents on their vision for the Crummell School facility, a plan for the Ivy City Community Center was created. Participants discovered the stamina required to think contradictionally and operate tactically.

ROUNDTABLE

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

NOON LEADERSHIP TRAINING

Noon leadership training gave participants experiences in the method of structuring conversations, building workshops, planning agendas, creating a design for community space, using decor and timelining.

CELEBRATIONS

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

EXCURSIONS

Participants were exposed to our rich heritage through visiting monuments, galleries and museums in the nation's capitol.

REFLECTION

After the rigor of the week, Sunday was free for visiting, recreation, touring, and reflection. Sunday evening meals were celebrative and were a time of looking forward to the coming week.

ining School Curriculum

February - March, 1980

DEVELOPMENT		CULTURAL DEVELOPMENT			
Week 3					
Lab	Ref	Cycle	Lab	Ref	
	R e f l e c t i o n	Destinal Images		C o m m u n i t y	
		Cultural	S A o r c t i a l E x c e l l e n c e		D o c u m e n t a t i o n g
		Leadership Training			
		Cycle	Pro- found Human- ness Lab		
Community 1		Roundtable			

IMAGINAL LEADERSHIP LAB

The Imaginal Leadership Lab described and allowed application of methods for getting at the heart of written material, the art of space analysis, building a rational talk and designing great community events.

COMMUNITY FORUM LAB

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 prepared themselves to do a real forum the following day with residents of Ivy City.

PROFOUND HUMANNES LAB

The Profound Humanness Lab focused on the arena of culture. It provided individuals the tools with which to continue the task of human development and to help release others to participate in that task. This lab gave participants depth contexts through allowing them to dialogue with prose and poetry out of the past. Participants had time to do their own thinking and prioritizing about their future roles in their local communities.

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 common sense, style and mood of the 20th century. The second week's theme was UR images which revealed the gifts of the world's cultures. Week three was spent discussing changing societal roles, global trends and the future role of North America.

WORK DAY

The work day was an experience of effective corporate effort that completed a major task of space beautification in Unlimited Impressions printing company.

COMMUNITY FORUMS

A group of youth and a group of adults from Ivy City gathered in the Crummell Community Center to state their visions and concerns and built practical proposals for how they would begin to deal with Ivy City afresh.

DOCUMENTATION

A school reflection session provided data for this report. Each participant wrote a paragraph articulating the meaning and implications of the school for themselves and their communities. Participants also built talks to give in their local communities.

COMMISSIONING

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

OTHER PARTICIPANTS

Nancy Eggert	Washington, D.C.
Julia Kersey	Morristown, NJ
Lawrence Glascoe	Washington, D.C.
Sandra Vines	Washington, D.C.
Randy Simpson	Washington, D.C.
Bunny Williams	Washington, D.C.
Richard Green	Washington, D.C.
Zan White	Tennessee
Helen Newkirk	Washington, D.C.
Kojo Sloan	Washington, D.C.
Bill Newkirk	Washington, D.C.
Carlos Ollison	Washington, D.C.
Phoebe Reynolds	Washington, D.C.
Pam Thomas	Washington, D.C.
Paul Jan Thomas	Washington, D.C.
Menita Earl	Washington, D.C.

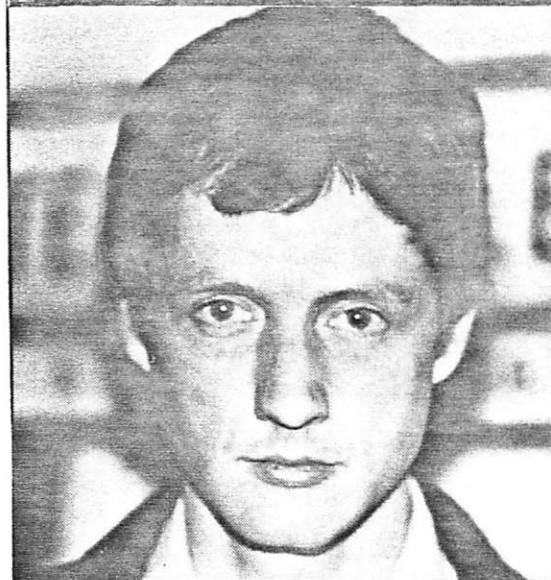


Faculty Says...



This school showed me that literally anyone can be trained to do local community development themselves. The three cycles which dealt with real issues of Ivy City enabled us to see ways to deal with solving the challenges in our own local situation. The methods we learned were helpful in enabling one to lead a group or be a part of a team.

Barbara Donnelly, New York, New York



The seriousness with which everyone worked on the community tasks in the economic, social, and cultural cycles convinced me that learning can no longer take place separated from dealing with real needs. The other factor people mentioned was how singing, doing dishes together and visiting an art gallery affected progress toward very tangible objectives.

George Ensinger, New York, New York



The school demonstrates that a diversity of people can be trained together in a unique and powerful way. Students, who came for a few days or the entire time, experienced planning methods and tools they can apply in their own neighborhoods. I believe we are forging a way to train people in North America in the 1980's.

Fred Haman, Denver, CO

Faculty Says:



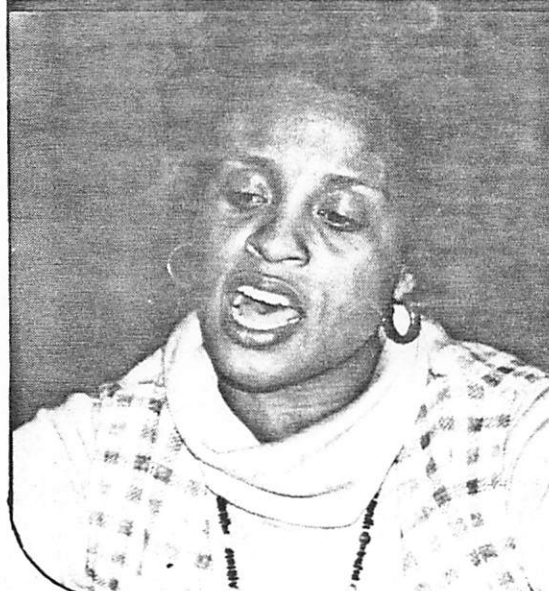
During the three week H.D.T.S. in Ivy City, I became aware that the leadership skills and corporate methods which I have learned and practiced are demonstrated in history and particularly in the community of Ivy City. I am convinced that these methods, taught in the H.D.T.S. Ivy City, release to the local people the power to meet their own requirements.

Prabhaker T. James, Nadlapur Hyderabad, India



I realized once more that it is possible for people of very diverse cultures, lifestyles and skills to work creatively together as colleagues. Through working together and learning helpful methods we discovered "we can do it!" We leave with courage and practical skills to carry on.

Dolores Morrill, Chicago, Illinois



The H.D.T.S. enabled me to get a glimpse of what effective training looks like in our age. The secret is in an intentionally designed curriculum using the laboratory-learning approach. I have taught in public schools and colleges and have seen my share of bright people who are inept in the fundamentals of living and working with people.

Joyce Ollison, Washington, D.C.



The HDTS was truly an indescribable experience.

Alfreda Parker, Ivy City, Washington, D.C.



Two things impressed me deeply. First, the participants were very serious about learning the methods of human development. Second, it amazed me that such a diverse group of people--urban and rural, rich and poor, black, white and Hispanic--could so rapidly learn to trust each other and enable each other creatively in the learning process.

Don Raschke, Chicago, Illinois



People in communities are asking how to deal with sticky issues. The school teaches methods of creating the answers from the group that is caring for the community. We experienced planning and conversation methods and watched them work. The use of drama, time and space are key to creating new directions for local community, we found.

Dorcas Rose, Charlotteville, New York

Faculty Says:



The school was a much needed way for me to objectively look at all my previous community (and life) experiences and make some new decisions about my future participation. By working with people from many different backgrounds on the common task of rebuilding communities, we were forced to take the future--the 21st century--seriously.

Vincente Scott, Philadelphia, Pennsylvania



This school demonstrated that local people can learn how to do their own development. The cycles were the most important aspect as they provided a development leap for Ivy City. The roundtable allowed each person to struggle with the poetry required to stand for a whole lifetime, engaged in releasing the human factor in the community.

Margie Tomlinson, Chicago, Illinois



The cycles of the H.D.T.S. released the courage to return to local communities and do effective planning and implementation towards economic revitalization, social development and symbol creation. I enjoyed the depth collegueship that happened through the team structure to enable the completion of curriculum tasks and other ongoing responsibilities.

Sharon Turner, Kansas City, Missouri



I was chairman of the Ivy City Club when it was decided that we would become a part of the Ivy City Human Development Project. During the three week H.D.T.S., which was put on here by the I.C.A., I came to a much better understanding of how local citizens can do for their community, as individuals and as a group, things that we have looked to the government and others to do.

Fred Wilson, Ivy City, Washington, D.C.

School Highlights

Curriculum Events

Highlights of the formal curriculum were the profound humanness exercises, Ur image talks, Kazantzakis study, imaginal leadership event workshops, art form conversations and the town meeting lab. The experiences of educational and motivational methods moved from the struggle of intense study in the formal curriculum to the easy flow of late night talks in the lounge. There were corporate conversations about diverse human experiences, encounters with community citizens, and implications for engagement in communities. Team responsibilities, such as cooking and daily cleaning of the building, though sometimes a challenge, gave animation and purpose to our personal relationships. Daily assignments and group reflections on each day's activities heightened each participant's sense of responsibility.

Corporateness in Diversity

One of the key happenings of the School was the discovery made by participants that in spite of their diverse backgrounds there was an underlying and unifying humanness. Participants were widely different in background--rich, poor, black, white, Hispanic, urban, rural, more developed world, lesser developed world, and all levels of education. Community groups were able to rotate people into the School who could engage in all the work while continuing to plan for training in their own situations. A whole section of the Saturday night celebration in the second week was quickly put together with games of three cultures present. This released a tremendous physical and emotional energy. The sharing of techniques by professional developers and volunteer community workers revealed the gift of both approaches and the resources available.

Global Encounters

The methods used in presenting the global images and data let participants see they have the resources of the globe available to them. The Ur images were an explosion in global imagery, participation and diversity. Hearing the different accents in the group as they worked, reminded them that all people are needed in the task of rebuilding community. Art form conversations, international dishes, national games and singing in several languages presented opportunities for appropriating the experiences of various cultures around the world. This appropriation was extended further by the excursion to international art exhibits. The morning talks raised the question of the role of cultures in building the 21st century civilization. This type of global encounter enabled the participants to strengthen the story of their own communities in relation to the activities in communities around the globe.

Ivy City Environment

Participants experienced Ivy City as a friendly, close-knit community which is somewhat isolated from public recreational and service facilities. A small core of Ivy Citizens were regular participants in the School. Collegiality with a larger number of residents was developed through the community workday, the youth town meeting, the adult town meeting and the panel presentation by a group of residents. The open door policy of the HDTs provided the community with a way to look at the School, ask their questions and form their interpretations. Resident participation in evening roundtable discussions, lounge activities and celebrations deepened the collegial interchange. The School participants were impressed as they learned of the many accomplishments of Ivy City citizens over the past four years. They helped Ivy City to realize its vision by creating plans for printshop expansion, licensing the preschool and upgrading Crummell Community Center.

Methods in Action

The process of demonstrating a method, reflecting upon its intent, and then practicing it gave insights to participants about how its effective use creates group motivation. This was especially evident in the first week when a fine celebration was planned and implemented in 15 minutes with everyone participating enthusiastically. The prospect of giving a talk and leading a workshop in an Ivy City event gave real purpose to the practicing during the Community Forum Lab. The processes of contexting, brainstorming, gestalting, consensing and reflection were woven into all sections of the curriculum. The methods of workshopping, charting, and leading conversations increased the capacity of participants to be leaders in their communities.

Personal Impact

Participants experienced the HDTs as an effective demonstration of methods that work. The qualities of motivity, victory, endurance and courage were elicited by these methods. A bridge was created for individuals to re-enter their communities with methods and the resolve to stand in the midst of ambiguity, conflict and the call to risk. This was especially noted during the first week in the Imaginal Leadership Lab where reflections were held on leadership in local communities. The second week's celebration released group creativity and inventiveness during the games and singing. The Profound Humanness Lab allowed the deep struggling of participants with their own lives during the exercises. Participants return to their homes rooted in a new resolve to care comprehensively and profoundly for their communities.

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 are being phased as follows:

- October-December: Two consecutive schools in Fifth City: Chicago with initial refinement and revisions.
- January-March: Two experimental three-week schools focusing curriculum on the independence of the basic sections, one in an urban setting in Washington, D.C. and one in a rural community, Lorimor, Iowa.
- April-June: Three-week schools in Gibson, North Carolina; Tioga neighborhood of Philadelphia, Pa.; Lorne, New Brunswick; Pace, Mississippi and Cannonball, North Dakota.
- July-August: Complete evaluation and refinement. Report and projections for 1980-81 and staff training.

STUDENT AND FACULTY PROFILE

The sixty-one participants and faculty of this school brought with them a wide diversity of backgrounds and experiences in local community. Approximately 55% of the group was female and 45% was male. All age groups were represented with 1 less than 20 years old, 17 between 20 and 30, 22 between 30 and 40, 17 between 40 and 60 and 4 over 60 years old. Almost 45% were minorities. Internationally there was 1 person from The Federal Republic of Germany, 1 from India, 2 from Jamaica and 1 from Malaysia. Within the United States, participants and faculty came from 13 states plus the District of Columbia, including: Colorado (1), Connecticut (2), District of Columbia (18), Illinois (4), Kentucky (1), Maine (4), Massachusetts (1), Missouri (1), New Jersey (5), New York (5), Pennsylvania (8), Texas (1), Virginia (3), and West Virginia (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.



THE INSTITUTE OF CULTURAL AFFAIRS

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IVY CITY HDTS

FACULTY EVALUATION

EVALUATION

7	8	9	10	11	12
INCONSISTENT FINANCIAL POLICY & MECHANISMS	UNARTICULATED INTENT OF CURRICULUM SECTIONS	UNWRITTEN INSIGHTS ON SET-UP PROCEDURES	UNDER EMPHASIS ON NON STRUCTURED TIME	DISRELATED PATTERNS IN RELATION TO ONE MOVEMENT	INSUFFICIENT VEHICLE FOR SPIRIT JOURNEY
ENDING OF HOPS HOW DO YOU KNOW YOU'VE COVERED EXPENSES OF THE SCHOOL	THINKING IN ONE WHEEL JOURNEYS EVENING JOURNEYS + WEEK II'S	NO ART PIECES IN DECOR	"SIT ON TIGRA - STARES DYNAMIC"	SIC RELATIONSHIP OF SCHOOL TO THE LIFE + STRUCTURES OF THE HOPS	WHAT IS THE PROB TO REPLACE KAZ
HOW DO YOU DESCRIBE THE COMMUNITY'S PUT/CONTRIBUTION IN NON FINANCIAL TERMS - WHAT BENEFIT	OPTIONAL ORGANIZATION OF PIECES OF CURRICULUM HOW DO THIS WITH DEPTH METHODOLOGY INTACT	NEED FOR USING SYMBOL TABLE NEXT TIME	DESIGN FOR THE DAY WHICH ALLOWS BREATHING SPACE FOR BOTH STUDENTS + FACULTY	THE COMMON SYMBOLS CONCEPTS + GENERAL COMMUNITY STORIES THAT R NEEDED FOR CONSTANT BRAINWASH IN SCHOOL	WHAT WILL DO THE JOB KAZ DOES
HOW TO GET MONEY TRANSFERRED INTO THE LOCAL SETTING QUICKLY	CLARIFY ENITENDS OF EACH SECTION OF CURRICULUM	PRODUCTION MODEL	TIME ISSUE IN RELATION TO "PRESOLE-COOKER" SITUATION -- NO TIME FOR REFLECTION INDIV. OR ADEQUATE TIME FOR REF.	INCONSISTENCY IN THE INTERNAL STRUCTURES OF THE HOPS + ACADEMY + RH + HOP STRUCTURES	KAZ SEEMS IN-APPROPRIATE IN THE SCHOOL OR FOR THE TIMES
DO WE SEEK THE CSA GRANT	BOTTOM LINES RE: METHOD + SPIRIT IN ORDER TO DEFINE WHERE CAN BE FLEXIBLE	DECOR MODEL	HOW INTENSIFY COLLEAGUESHIP BETWEEN STAFF + PARTICIPATIO IN EACH SCHOOL	REFLECTIVE STRUCTURES NEEDED FOR WHAT U HAR PENING IN THE HOP	SHORTEN THE KAZ SECTIONS
WHEN + HOW MUCH ON SET-UP MONEY	PLACE IN SCHOOL OF THE EVENT FOR EXTENSION IMAGE	NEED FOR THOUGH THRU + DETAILED SLIP MANUAL			
ENTERING OF MORE STAFF (REL. PAK) ON FINANCIAL MODEL + PROCEDURES					

ISSUES - FACULTY

1	2	3	4	5	6
COMPLETE RECRUITMENT SYSTEMS	UNDEFINED SET-UP ORCHESTRATION	UNDESIGNED RHYTHM OF STAFF ASSIGNMENT	DISORGANIZED SYSTEM OF CURRICULUM REFINEMENT	FRAGMENTED IMAGES OF SCHOOL PURPOSE	UNSYSTEMATIZED STAFF TRAINING
LINK SCHOOL PARTICIPATION TO FUTURE EVENTS	WHEN THE FULL FACULTY ARRIVES	JOURNEY + PRACTICE TIMELINE NEEDED FOR DEANS + OTHER ROLES	WHAT ARE THE INTENTS OF THE PH TASKS	WHAT ARE ALLOWABLE SHIFTS IN THE TIME DESIGN	CREATING FACULTY REFLECTION STRUKS BASED UPON GROUP
CONTINENTAL + AREA RE-TRUIMENT RESPONSIBILITY	STAFF ON SITE AT LEAST ONE WEEK AHEAD	BUILDING CORPORATE FACULTY GUIDELINES	SHOULD WE USE LENS INDIC BP METHOD IN CULTURAL	IS THERE A PRE-REQUISITE FOR BEING HOIS PARTICIPANT	STRUCTURES, CONTEXT THAT CREATE J.A.M AS SPIRIT HAPPENING
HAVE NOT SEEN SAMPLE LIST OF "RESIDUE SKILLS" WHICH SCHOOL WILL TRAIN SOMEONE IN	AMOUNT OF LEAD TIME FROM FACULTY ASSIGNMENT TO BE ON SITE	STYLE GUIDELINES THAT FOCUS ON TASK RATHER THAN INDIV/PSYCHOL.	ORDER OF CYCLE "VISITS 2ND or 3RD SESSION?"	APPROPRIATE PRE-CONTEXTING OR PREREQUISITE FOR PARTICIPANTS	MORE INTENTIONAL FACULTY TRAINING PROGRAM
HOW TO HANDLE RECRUIT (INITIAL PART TIME PARTICIPANTS)	FACULTY ON SITE ONE WEEK BEFORE	AUXILIARY + STAFF AS ONE TEAM	HOW CREATE MORE UP-FRONT IN LUNCH LEADERSHIP WEEK 10	WHAT OTHER TRNG VEHICLES ARE NEEDED ESPECIALLY IN TRNG LOCAL INDIGENOUS LDRSHIP	AMOUNT OF FACULTY TRAINING IN MIDST OF HOIS + AFTER ASSIGNMENT
SITE VISITS AS PART OF EVERY SCHOOL - HOW BEST TO HANDLE THEM? CAN STAFF DO IT? HOW HANDLE SITE VISITORS SO AS TO NOT DISRUPT SCHOOL	ADVANCE TEAM TO WORK ON CYCLES TOWN MEETINGS + EXCURSIONS	RATIONALE FOR TEACHING ASSIGN DURING SCHOOL TO GIVE STAFF ENOUGH FOSSH	REAL ADDRESS IN EACH SESSION THOUGHT THRU - IS IT TALK, WRAP or DISCUSSION	DO WE NEED TO CHANGE THE NAME OF HOIS TO BREAK IMAGE OF SCHOOL OR INSTITUTION	HOW IMP. IS A HIGHER PERCENTAGE OF FACULTY CONTINUITY ACROSS THE YEARS - NOW 25% or less
GET COMMUNITY TO THE SCHOOL	EXCURSION RE-SEARCH PRIOR TO SCHOOL	ROLES NEED SPELLING OUT FOR FACULTY MEMBERS	TEACHING WISDOM METHOD RELATED TO CONSISTENCY (i.e. - W.K. 2 GGE + LUNCH LDRSHIP	SIC STATING LIMITS OF VARIABLES	APPROPRIATE LANGUAGE INTELLECTUAL LEVEL, ESPECIALLY IN TALKS
HOW RECRUIT 4-6 PEOPLE FROM ANY LOCAL COMMUNITY FOR 3 WKS FOR EFFECT ACTION	NEED FINANCIAL SYSTEMS IN PLACE 3 WEEKS BEFORE SCHOOL	AMT. OF THE TEACHING FACULTY HAD TO SPEND OUT OF SESSIONS DUE TO OTHER ROLES (i.e. + SET-UP RECRUITMENT ISSUES	USE OF MORE ARTFORMS FOR CURRICULUM	IS THE SCHOOL A "GENERALSHIP" TRAINING STRUCTURE	TEACHING MAKES CLARIFYING RULES + GIVING METHOD OF LEARNING
RECRUITMENT RATIONALE BEYOND QUOTES) DIFFICULT TO OBJECTIFY HOW SHOULD WE APPROACH THIS?	CAN'T EXPLAIN PRACTICAL INTENT OF CYCLES IN RELATION TO HOST COMMUNITY'S DEVELOPMENT	FACULTY ASSIGNMENT RATIONALE	NORTH AMERICAN DESIGN NEEDS STRONG THROUGH CURRICULUM FOR THESE TIMES	UNABLE TO DECREASE STRATEGIC INTENT OF DOING SCHOOL ALL OVER THIS COUNTRY	HOW DO ONGOING FACULTY PARTICIPANT EVALUATION + TRACKING
WHAT WILL REPRESENT THE PROGRAM STARKS DYNAMIC IN SCHOOL	HOW TO GET CURRICULUM REVISIONS, REFINEMENTS, BACKUP + SET UP MANUAL DONE WITH SCHOOLS COMING OR FAST	TEACHING ASSIGNMENT RATIONALE	SUITCASE LIBRARY + AIDS FOR PED. BACK-UP	HOW MUCH DO YOU DO FOR THE LOCAL HOST COMMUNITY (such as cycles or wkday)	NEED TO CREATE IMAGE + STRUCTURE THAT SAYS ONE THING IS GOING ON DURING THE SCHOOL.
WHAT ARE THE WEEK'S BEGINNING AND ENDING POINTS	ENOUGH LEAD TIME FOR LOCAL PEOPLE TO COME TO SCHOOL	FACULTY ASSIGNMENT RATIONALE	RE-DO CULTURAL CYCLE	RECORDING SYSTEM FOR TALKS	
HOW RECRUIT HOST COMMUNITY PARTICIPANTS	NAMING EXPERIMENTAL EDGE FOR EACH SCHOOL	ROLE OF AUXILIARY + RECOMMENDATIONS FOR ATTENDANCE IN SCHOOL + ACCOUNT FOR ANY PARTIS AGREES	SUPPORT TASKS + WELF OF FACULTY ON THE TEACHING STAFF TASKS CERTAIN MEMBERS OUT OF SESSIONS + FACULTY MEETINGS		
HOW TO IMAGE SCHOOL FOR PEOPLE WHO DO NOT SEE TRAINING AS PRIORITY	STRUCTURE FOR HOST COMMUNITY INVOLVEMENT IN HOIS PREPARATION	TRAINING STRUCTURE FOR COMMUNITY DEANS			
WHAT IS THE NEW MEDIA WE NEED FOR RECRUITMENT					

STRUGGLES

The struggles of the school were wideranging. A struggle throughout the school was the small number of participants. Because of the short set-up time, recruitment remained a concern throughout the school, both with those attending from outside Ivy City but especially with Ivy City residents. It was felt each time a participant was not in a session and felt particularly when a participant or a group of participants returned home. The short set-up time was also manifest in not anticipating the necessary materials for various events.

The use of real situations intensified the work during the cycles and labs. During the Economic Cycle the group participated in animated discussion over the appropriateness of getting letters of committment for Unlimited Impressions printing company and over the size and type of equipment to reccommend that they purchase. In the Social Cycle the same kind of struggle occurred relative to the realism of liscensing the preschool operation. The small number of participants intensified the work on creating the vision for a comprehensive satellite education plan. During the Cultural Cycle the same intese struggle occurred during the Contradiction Workshop where the group saw that the decision on the contradiciton arenas would have definite impact on how the community would proceed in the future.

Participants struggled directly with their own abilities most intensely when they were placed in a leadership capacity. This occurred most noticeably when students were assigned to lead meals during the third week and to lead a portion of the Town Meeting. The Town Meeting leadership was particularly intense in that it required student leadership, it required that the students do all of the practical preparation work necessary to do the Town Meeting, and the Town Meeting itself was made up of residents of Ivy City - most of whom the participants had never seen before.

While students wrestled with the cycles and labs, they also found themselves wrestling with the rigors of a spartan setup and an intensive time design. Most students did not have the image of doing practical tasks like washing dishes and sweeping floors as part of a conference or school so it came as a shock that they were expected to do their own practical care. Many were offended to be asked to do this at first but later talked about the discussions with teammates over dishes as one of the major events of the school. Participants also found the time design to be rigorous, particularly the struggle of starting breakfast at 6:00 am. This was particularly true since many stayed up late into the night. The long sessions with short breaks was found gruelling by many. The spartan aspect of the living conditions led participants to talk of the school as "camping out". This ranged all the way from insufficient electricity to no hot water on occasion to unheated bathrooms.

Students also struggled with the tension of care for their fellow students. The struggle with the depth dimension of life was a struggle throughout the school but became most intense during the

IVY CITY HDTS - STAFF EVALUATION
STRUGGLES (cont.)

last week. Early in the school questions were raised by students about why meals should wait for all participants to arrive. Physical expenditure during the workday and in setting up various events threw participants over against their teammates in the midst of accomplishing a task rapidly. Rituals and songs at the beginning of meals was seen as bothersome at first. The powerful images in Kazantzakis' Saviours of God allowed some students to appropriate their own life while others were deeply offended by them to the point where several did not participate in the evening sessions as a result. The Profound Humanness Lab was a deep address on the participants as they wrestled with life decisions. The exercise during the fourth session (Tagore) in particular raised questions about the cost of doing human development.

Woven throughout the school was the participant's struggle with how to take what they were learning and apply it to their local communities. This was particularly evident as the contingent from Tioga-Nicetown raised questions about how this school could be used in their community.

TURNING POINTS

There were three basic periods of time during the HDTS in Ivy City. The first was Monday through Friday of the first week. The major turning point of this period was Wednesday with a breakloose of the morning collegium discussion after the talk on the Urban Revolution, followed by the first practice session on the Art Form Conversation in the lunch pedagogy and the production and receiving of the document from the Economic Cycle in the afternoon. The same day the group decided to deal with smoking bothering some people and others wanting to smoke during the sessions in a non-divisive way by suggesting the most suitable area for non-smokers. This period was climaxed on Friday by a contingent leaving in the middle of a session, leaving a depleted group going ahead as usual. Friday evening the Event Creation Workshop broke loose exciting creativity with a 20 minute dishwashing blitz and a 40 minute celebration including the presentation of the HDTS song. This event was one of the most talked about events in the entire school.

The second period was from the Workday through the Sunday beginning the third week. Key events in this period included the arrival of a group from Starks, Maine, and the enabling of Exxon Scruggs to remain at the school for another week. The high point was the preparation for and the doing of two Town Meetings followed by an exciting dinner dance celebration featuring singing of songs from six continents and dancing until dawn.

The key events of the third week of the school revolved around the Kazantzakis study in Roundtable and the Profound Humanness Lab. The most notable sessions were Tuesday evening with the address of "burn your houses" "and your children", the Profound Humanness third session exercise on priorities and concerns with the struggle of family and community priorities and the reflection on the Tagore reading in session four with the discussion of "who are the poor?" and "what can I do?".

IVY CITY HDTS - STAFF EVALUATION

TRENDS

Several trends were revealed in the school - including a trend towards one week participation, student involvement in many areas of the curriculum structures and an awareness of the need for an early advance team. The trend towards one week participation not only necessitated school orientation and contexting weekly but also revealed that each week's curriculum component is self contained. The living arrangements not only presented an intense struggle relative to dealing with a different operating image of going to a conference but began to be appropriated and creatively used. This was illustrated by the unanimous move from the men's dorm which was cold to a warmer sleeping area. There was a trend towards looking out for and awareness of other's journey as the school progressed. This was seen in corporate preparation for team assignments, a shift to students leading more and more of the symbolic structures such as hosting Roundtable and breakfast, and a willingness to push each other (e.g. defending Kaz - pushing Alfreda). As the school continued, more and more participants were involved in collegium reflections and Cycle talk discussions which seemed to indicate more wisdom from the students getting into the data. Finally, as a result of setting up Town Meetings at the last minute, it was discerned that there is a need to have an Advance set-up team to handle such issues.

VICTORIES

The victories of the Ivy City HDTS were in six arenas: 1) concrete products, 2) teaching of methods, 3) context setting, 4) spirit struggle, 5) individual decision and corporateness, and 6) signs of the future.

The concrete products of the school cycles are a gift to Ivy City. Of particular value are the preschool document and the positioning work done in the social cycle, as well as the battleplan built for the community center in the cultural cycle.

In the arena of methods, the particular victories included the teaching of the Art Form method as evidenced in participants leading conversations both formally and informally. The preparation and orchestration of the Town Meetings was a focussing of the imaginal methods in doing an actual event. The rotation of meal hosting allowed all participants to practice that role. The lunch pedagogy the third week was of particular interest, especially the session on leadership style.

The contexts for the excursions allowed them to be a real happening. The UR Images talks allowed a global context to be set which was key for the final week of the school.

The Kazantzakis sessions in Roundtable and the Profound Humanness Lab allowed people to wrestle with their own spirit deeps and their decision to care for their community.

Individually, participants decided to overcome old self-images and begin to create new styles of action for themselves. Students

IVY CITY HDTS - STAFF EVALUATION
VICTORIES (cont.)

who were hesitant to lead the group discovered they could do it, and several changed departure plans in order to help lead the Town Meetings. Some participants decided they could fill in hosting at the last minute. The group became corporate very quickly relative to previous experiences in spite of the constant coming and going of participants and assumed responsibility for the various roles and tasks. The final celebration featured skits on the school by the participants, demonstrating an enhanced leadership by several of the participants.

Implications for the future were particularly evident in the questions and discussions relative to plans to hold the school in Tioga-Nicotown in May and in the preparation of talks by the participants to use in reporting on the school and recruiting others to future schools.

SCHOOL HAPPENINGS

After the HOTS:Ivy City a group of faculty articulated the happenings of the School and why they were happenings. Out of a list of twenty-one items the group consensed on the twelve as the top priorities.

The town meetings were real events in which participants, who had never had an opportunity to lead something like this, did the actual leadership. The participants were able to get the number of local citizens involved in what was going on and did all their own preparations. The lunch leadership was a happening in the students discovering their ability to cange images in their home communities. This was the point when lunch leadership shifted from intellectual to social methods in week 3. The Tioga core group of participants were a demonstration of a corporate force who saw their future HOTS as the tactic to unify their community and build their future. They were a sign of how a core group can deliver more to the local community than an individual can. Ur image talks were intellectual hooks to get ahold of interpreting global phenomena. Participants saw the facets of the Urs as applicable to their own styles. The economic cycle was a step-by-step procedure that produced a proposal and plan without experts doing it. Profound Humanness Lab was a happening thru the objectivity of the poetry allowed a dialogue with the vocational question without the leader as a target. Work day created painting on the business which was the economic cycle focus. A winning orchestration plan of supplies, food, troops allowed total expenditure to be recovered overagainst a real deadline of a business open on Monday. Student witnesses as Richard Crawford's in the Daily Ritual were the way for a participant to make a declaration of his own relationships and questions. Excursions were a time to expand consciousness and to receive heritage as a gift to the future. Event Creation section of the image^g leadership lab was an opportunity for creativity as focused in singing HOTS song. Kazantzakis study created a love/hate relationship with reality and his images were repeated in midst of journal/news, cycles and labs. Local citizen input was occasioned as a happening through Robert Carter who sat for two hours, got drawn into consciousness and then raised questions in a loud fashion which allowed the group to seriously consider their intent. This allowed the group to deal with delivery on real service to a community and serious community citizen engagement.

The balance of the nine happenings are as follows. The talk creation workshop allowed the group to get said how they would tell someone about the economic cycle they had been through. The issue of smoking/non-smoking seating was handled well by a group built consensed plan and was forgotten issue after the first week. Participants informal walks throughout the community at break periods allowed them to get a feel of Ivy City and visit with residents which provided the gist of many conversations during formal curriculum. The formal celebrative events were major happenings: the opening feast set the mood; the second Saturday had a sophisticated beginning in a restaurant setting and then a tremendous release of energy at the games and disco; the third

Saturday night participants created skits for guests that turned their struggle into humorous statements. Mike Ford's continuous upgrading of the plumbing in the training center and community center as the HDTS went on was a visible sign of Human Development in action. The collegium discussions were a place where the pedagogical style was collegial and elicited student wisdom thru the style of a corporate stewing image. The lounge during weeks 2 and 3 was the time when studnets could have the one to one conversations with faculty what released students sociological thinking and faculty questions pushed students to creatively think contradictionally and tactically.

STUDENT LEARNINGS

The learnings on student participation are contradictory. The School was geared best to professional community developer not to local citizens. A clear understanding of the School needed to be stated in order to do effective recruitment. Contexting "why" or intent behind a method releases participation. Eliciting wisdom out of angry, hostile people is important. The diversity of students calls for flexible curriculum. A key to a shifting group of students is recontexting. One-to-one care demonstrates contradiction and tactical thinking. Revealing the details of these methods enables internalizing the methods for practical community use. Demonstrating the methods releases consciousness of their own prowess. Disarming the intruding issues with questions is a creative solution to getting at the real wisdom. Local community participation means constant cultivation and recruitment tactics. Available faculty allows students to internalize what they are hearing and participating in. Need both local people and agency people to have the real situation in the world demonstrated. What is the prerequisite for a participant in an HDTs is still not clear? What is the logical relationship to local community in a resident school is not clear.

FACULTY HAPPENINGS

The HDTs faculty listed the happenings in the following fashion. During Week I, the development personnel responsible for the CSA grant introduced an element of uncertainty. The struggle with the financial system to meet government regulations was a continual happening. On Friday of Week I, the conversation on CSA created a decision we had won. On Friday of Week II prior to supper, a faculty impromptu celebration was an important event in the midst of an unknown developing situation on our ability to deliver the town meeting participants. During the 3rd week, the discussion to send faculty to the next School was a creative crisis in decision-making and a demonstration of the on behalf of principle. The set-up of the town meeting was a yes/no/yes/no/yes situation. The decor team was a key to the faculty. Having a faculty member who was from a community planning an HDTs and not part of the full-time ICA staff was a helpful reality factor. The faculty final celebration was a capstone to corporateness. The first Wednesday faculty meeting was an event.

FACULTY LEARNINGS

The learnings of how to be a faculty are multiple. It is necessary to create a faculty teaching assignment rationale. Early preparation and corporate talk through releases effective talk and cycle edge preparation. Faculty participation in the cycles and labs was key. The corporate talk through and training in the curriculum was very helpful. Fatigue leads to loss of finesse in curriculum presentation. Faculty meetings need to be with an open door. Faculty meetings need to focus on the corporate journey not on individual journeys. Whole faculty needs contexting on financial and grant procedures. Faculty needs to celebrate weekly. Corporate deanery is key. Faculty made up of full time

FACULTY LEARNINGS CONTINUED

ICA and part-time ICA staff is helpful. Faculty needs a clear delineation of roles. Support staff can be contexted to handle practices faculty was out of sessions to handle in this school. Community dean role and tasks needs to be delineated. Daily faculty spirit events require a construct. Faculty meeting structures need to be put in faculty manual. Faculty space needs to be separate from practical activities and kept clean. Staffing rationale must balance academic types with more-developed-nation project experience. A daily log of events and journey of participants and staff could institute a picture of what is happening.

SUPPORT STAFF LEARNINGS

The learning of how to create a support staff are varied. First, the roles and tasks of the support staff need to be delineated and corporately talked through. Every ICA staff on the HDTS site needs an assigned role. When ICA staff arrive they report to the deanery and work through their participation in the total task. Support staff require defined part-time regular participation in curriculum. Critical is to keep a visible sign of implimentation before the participants. Need to assign a practices coordinator. Critical is to listen to local knowledge. In-kind can become a spirit happening particularly as focused on an event. Local HDP happenings need to be reported in high celebrative meal. Need clear delineation of auxilary role in total task in geography. Need to create a log of practical needs in relation to the time design.

IVY CITY HUMAN DEVELOPMENT TRAINING SCHOOL EVALUATION

Learnings of the school

1. Set-up

In order to facilitate a focus on finesse of curriculum and the participants journey, an adequate time must be allowed for the physical set-up. Otherwise, energy is expended on a constant rush to "get it done." Also, the units of curriculum, particularly the cycle visits need to be researched, checked out, and set-up in advance.

2. Participant make-up

The most helpful dynamic for the school and the future employment of the experience gained, is when four to six people come from a single community. The presence of people each week from Tioga Nice-Town illustrated this for the school. It also served the purpose of illustrating the On Behalf-of intent of the Ivy City School for regional communities and signal communities as future demonstrations. The intensity of the Tioga participation also illustrated that recruitment is empowered by a concrete image of the use the school will have, rather than by an image of "training in general."

The school, although imaged as a three-week construct, will contain mainly people participating for one week in residence and a number of non-resident, part-time community people. The journey of resident and non-residents in the school will vary. Those who participate only part-time will learn methods, but the vocational impact is likely to be missed. The three-week model is probably an effective format for agency people who can be assigned to this three-weeks as in-service training.

The "in and out-ness" of participation is difficult for the school but is more tolerable when, like Tioga, the participants "exchange" is from within one community with a unified intent.

3. Content

The HDTS in Ivy City highlighted that the way effective training happens is by immersing "students" into actually doing the methods. Key to the students doing this was seeing pristine demonstrations by the faculty. Assigning participants through an objective rationale released the courage to risk and in the process, evoked trust in the method. It was discovered that the very structure of the school was empowered by intentional flexibility as best manifest in faculty style. This flexibility, combined with sensitive individual care, enabled the diversity of the participants to be channeled into one creative group. In keeping with this, there is a challenge to create ample individual reflection and non-structured time. When this kind of time is not structurally available, participants drop out of sessions to take it. The power of images on human behavior was particularly realized during the Roundtable discussions. The ability to appropriate the poetry of the Kaz book was directly related to the participants ability to think with new images for the rather un-orthodox use of language which Kaz employs. There were several occasions within the structure of the school where occasioning image shifts was possible, such as: exact and precise talk presentations allowing ample participant discussion afterwards, corporate reflection time after the excursions, continually rehearsing the

journey of the school and the cycles, and thinking through powerful board images that visually depict the highlights of the talks. It was experienced that eventfulness in the school was what left lasting impressions. A second challenge is to rethink the talks in the Cultural Cycle in order to enable them to be events.

4. Space and Facility

Having the school classroom space and residential quarters under one roof seemed to enable the participants to become a group much quicker than usually happens. Conversations and discussions from the formal sessions carried over during the lounge activities and team enablement tasks. The lounge, easily accessible from classroom space and dorm space, was set up to include areas for relaxing, physical activities and table games.

5. Faculty

Faculty attendance and participation in the lounge activities helped to foster a sense of collegiality between faculty and "students." This dynamic was most noticeably interrupted when faculty members were pressed for individual prep time. Faculty absence for individual prep time was very evident in the structured sessions. This implies that careful consideration needs to be given to structuring this necessary prep time in future schools. Faculty/student collegiality was further enhanced by the open style of the faculty. The faculty began to learn the skill of regarding what would usually be considered as intrusions as contributions. Having some of the faculty housed along frequented participant passageways, comfortably facilitated the one to one care that happened throughout the school. This care can best be described as "being there" to lend a listening ear and elicit questions rather than hand holding. The support staff and the teaching faculty combined to create a comprehensive and inclusive sense of care for every aspect of the student's life. Because this factor was so critical, the care of the support staff became essential in as much as they were the ones who carried the weight of the hard practices of the school. Relative to excellence in teaching, it was discovered that some talk presentations needed to be strategically the assignment of master imaginal teachers and that back-up materials for all aspects of the curriculum was vitally necessary.

6. Future Design

The experience of part-time participation, and partial and one week participants has shown the capacity to create a multi-phased program which can encompass the training and journey of both full and part-time participants. This will be crucial for the creation of an effective instrument for local community use. With the move toward schools beyond HDP's it will be important to consider the location of these schools. They will need to be in locations where the engagement, commitment and style continue to set the context for the vocational question. Future schools need to have included the dynamic of on-going physical change and work in the project or community (like the Ollison Ford work). This serves the purpose of a symbol of expenditure

and of a decision that this community is "here to stay."
Although the corporateness of the school is a critical dynamic for the creative work of the participants, this corporateness creates a fascination for the local community, but it can also be a block to their willingness to enter into the life of the school on a part-time basis. Future schools will need to think thru how to maintain a corporateness which also has an "openness" to continual participation.

Dear Sharon--

I thought I would type up my initial ideas on the strengths and weaknesses of the school so that they could get into the general stew. Other ideas may come to me later, but I thought it would be good to at least outline what has occurred to me up to this time.

The following are things I saw as areas of strength:

1. The whole process where we learned the workshop method/Community Forum procedures was excellent. We practiced parts of the method at lunch, we experienced a demonstration, we were trained intensively, and then we did the real thing. It really worked.
2. The Profound Humanness lab helped us to get beyond a "cookbook" sense of methods and peeled down to the nub of our personal experiences and motivations. It helped us to probe the depths in a way that was essentially non-threatening, and yet significant.
3. The luncheon pedagogy sessions effectively taught leadership methods. The rhythm of learn about it, do it as a group, do it as an individual effectively freed participants to try their wings.
4. The team enablement dynamic helped us take the step from talking about the importance of teams to living the team experience--doing and being together. Having participants as team leaders gave them opportunities to try out their leadership style and use motivational techniques.
5. The battle planning was a highlight because it gave participants a concrete way of approaching the often monumental tasks and planning demands of community development. The broad vision so often gets lost in the nitty gritty; but with battle planning, broad sweeps can be imagined and implemented.
6. The method of repeating and practicing each thing we learned was very helpful. The constant contexting at the beginning of each talk kept the participants oriented.
7. The excursions were an essential and wonderful change of pace. It was particularly exciting to watch the Ivy City residents learn about their own city. They injected a sense of real life (outside the classroom) and provided participants a chance to use such methods as art form conversations in every day settings.
8. The Ur lectures gave a very needed sense of the global nature of humanness and how it shows up in our world.
9. The celebrations were outstanding. There was a good diversity and good timing to them. They helped as much as anything to build a sense of the group and provided a bridge to participation on the part of Ivy City residents.

10. Some odds and ends: every bit of Ivy City participation lent credence to the things we were working on and kept things from getting too theoretical; being under one roof intensified the learning (literally 24 hours) and helped the group to gel more quickly; having wake-up one hour later on the last few days was wonderful.

Now, for the things that have occurred to me that we might try to work on. Much of this came with conversations I had with participants and from my own experience as a participant.

1. Perhaps the most crucial thing and something that was mentioned most frequently is the language we use. It doesn't matter how many contexts we give about every field having its own jargon (so therefore we are going to go ahead and indulge in our ^{own} obscure creations), we are out to communicate with local man. This school is meant to pass along methods. That cannot happen if people can't understand us. This is something I feel very passionate about.
2. Along the same lines, I would recommend that we drop Kazanzak^{is}. I think there is other poetry we could use that would be effective and not so offensive to local man. I am tired of doing battle with the newspapers and Alfredas of this world over this point and don't feel ~~it's~~ something I'm willing to die over.
Kaz is
3. We do an excellent job of getting students to practice what they are learning. I do think, however, we could structure in more times when they are up front. The art form method needs to be done all three weeks. Students could get more practice in it by leading the conversations at the end of the excursions, the battle planning session, and other school activities.
4. I'm not sure how it could be done, but it would be good if the same thing that happens with learning the Community Forum method could be done with the battle planning method. I think students need to not only experience that method, but also need to try their hand at doing it.
5. We need to push participants on how they would use these methods in their local situation. They need to envision themselves in particular settings using one ~~of~~ the other of our methods. A possible device would be to have them fill out a sheet before the school which outlines the kind of work they do, the community groups they're involved in and what their role is, and what they hope to get out of the school, so that they can/we can use it to see where the methods apply.
6. Odds and ends: we need to do corporate reflections on the excursions; our end time in the evening (8:30) should be more consistently kept to; the student evaluations didn't include recommendations (weaknesses) that I recall, and they should.

I think our experience with the Ivy City school has helped us go a long way in envisioning all that this school could do/be. I see schools of 100 participants, fewer faculty, more students pushed into leadership roles, an active "intern" structure for new staff, and great experiments with ways in which the school will serve the community it is being held in. With that in mind, the following suggestions, while obvious, need to be made:

1. Intensive set up with the host community over a period of a month needs to be done. This would include contradictory thinking, setting up the practical economic, social, and cultural tasks to get done, as well as the more practical aspects of facility preparation and hosting get pinned down.
2. All throughout the school, the concern I heard voiced most frequently was "where are the people from Ivy City?" I understand this was an issue in Chicago as well. I'm not sure how we break through on this. Perhaps it means beefing up the auxiliary in their recruitment effort with a team of staff members whose sole responsibility before and during the school is community participation.

I think we have an exciting tool on our hands here. If we are serious about having our projects become under the total responsibility of the local community, this school is a crucial tool. It can also serve to help those non-project communities that are begging for the methods that catalyze and sustain and who don't necessarily wish to become a "project", but for whom a Community Forum isn't comprehensive enough.

Personally, the school was a tremendous experience for me. Even after two years in a project, I was dying to have better grounding in the methods. I feel that they really became my own in the school. My assignment as support staff helped me to discover levels of energy I didn't think I had. The whole thing has really been a landmark for me.

Grace's place —
Kendy