

REPORT OF THE

LORIMOR

HUMAN DEVELOPMENT TRAINING SCHOOL

LORIMOR, IOWA

MARCH 9 - 30, 1980

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SCHOOL OVERVIEW

The Human Development Training School is a comprehensive curriculum of principles, concepts and methods for locally initiated economic, social and cultural development. It also provides a broad historical context for, and a depth understanding of what it means to assume a leadership role in a local community today. Each school, like the Lorimor School, is held in a community that is implementing a comprehensive development plan, and involves leadership from that community as both participants and staff. In this way, the host community acts as a living laboratory for the school, giving the curriculum a depth practical grounding.

The Lorimor Human Development Training School had three primary aims:

(1) to provide depth leadership training for the Lorimor community as it completes the first two years of being a demonstration community; (2) to make the methods of human development available to rural communities in the Mid-West, using Lorimor as a demonstration; and (3) to further develop the training school curriculum, particularly for use in rural communities. It is believed that all of these objectives were accomplished. Eight people from Lorimor received substantial training, three as full time participants. Twelve participants came from other rural communities in the Mid-West, and the curriculum was refined in several ways.

PARTICIPANT PROFILE

A total of fifty students and faculty participated in this school. They represented a wide variety of backgrounds and experience in local community work. Sixty percent of the group were women and forty percent men. All age groups were represented with four less than 20 years old, twenty-six between 20 and 40, sixteen between 40 and 60, and four were over 60. Five participants and one faculty member were minorities. Except for 1 faculty member from India, all of the participants and faculty were from the United States. There were fifteen from Iowa, six from Minnesota, four from Mississippi, four from Illinois, four from Missouri, three from Ohio, three from Kansas, two from Wisconsin, two from Washington, and one each from Indiana, Oklahoma, Colorado, California, and North Dakota. Most of the students came to the school to learn human development methods for use in the community where they were presently living.

PARTICIPANTS SAY . . .

Once you have your plan you can do anything.

-Ivah Warner

This training has helped organize my thoughts and get my endeavors going in the right direction rather than circles.

-Lois Scovel

I've learned there's more out there than just my little community - and we probably have the same needs and cares - and they worry as much as we do to find new birth for our community.

-Joanne Haag

The school taught me the methods of carrying out plans in order to have an alive community, one that keeps on living.

-Marilyn Stafford

Lorimor was the teacher, curriculum and text that demonstrated methods in which groups or organizations can build effective consensus, and construct comprehensive plans, without excluding the wisdom of any one member.

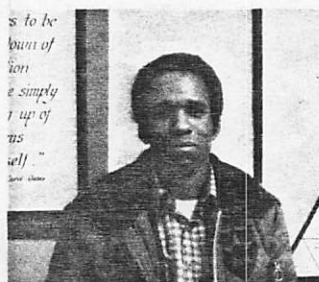
-Tom Franklin

The Human Development Training School has given me practical methods by which my care can be transformed into effective action.

-John Poole

PARTICIPANTS NOT SHOWN

Allen Richard, Marshalltown, Iowa
 Marvin Smart, Indianola, Iowa
 Eedee Thorne, Kinney, Minnesota
 Gary Wilkinson, St. Joseph, Missouri
 Casilda Woodward, Kansas City, Mo.
 Dallas Ziegenhorn, Kansas City, Mo.



Aaron Benis
 Cleveland, Ohio



Hazel Bergum
 Calumet, Minnesota



Pam Blood
 Kansas City, Kansas



Pat DeSpain
 Cannonball, No. Da.



Lena Earles
 Lorimor, Iowa



Tom Franklin
 Cincinnati, Ohio



Joanne Haag
 Calumet, Minnesota



Rod Hall
 Pace, Mississippi



Mark Harvey
 St. Louis, Missouri



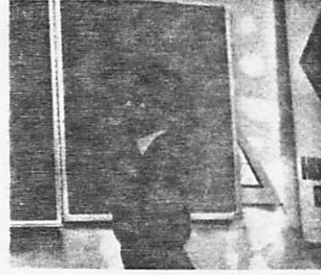
Phil Holmes
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Lorimor, Iowa



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Wilbur Leatherman
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Susan McCabe
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Shirley McNeeley
Lorimor, Iowa



Robin Mount
Lorimor, Iowa



Terri Nelson
Middle River, Minn.



Mari Petersen
Salina, Kansas



John Poole
Cleveland, Ohio



Elmer Scovel
Lorimor, Iowa



Lois Scovel
Lorimor, Iowa



Colleen Smith
Cusick, Washington



Marilyn Stafford
Lorimor, Iowa



Ivah Warner
Mill Shoals, Illinois



Meg Wildhack
Indianapolis, Indiana



Creola Williams
Pace, Mississippi



David Zahrt
Pace, Mississippi



Heidi Zahrt
Lorimor, Iowa

THE CURRICULUM

The Human Development Training School is designed around six major sections, cycles and labs. The cycles cover the basic principles, concepts and practical methods of local development. The three labs focus 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.

CYCLES

ECONOMIC DEVELOPMENT

The work of the cycle focused around creating a plan for renovating and expanding the grocery store business in Lorimor. Teams of participants visited stores in neighboring towns, did a comparison shopping survey, and then spent two days working out a market study and strategy, and determining the financial feasibility of renovating and expanding the business. They learned the basics of local economic development and discovered that they could do it themselves.

SOCIAL DEVELOPMENT

In this cycle the participants plunged into the complexities and ambiguities of establishing a substantial social service in a local community. Their task was to complete plans for starting an emergency response team in Lorimor. Teams visited successful units in other towns, three county hospitals, and set to work finding equipment, recruiting the squad, and working out operating procedures and a funding plan. Participants were amazed by the willingness of other communities to help "do what they had done".

CULTURAL DEVELOPMENT

For the past four years Lorimor has been struggling to open a community center. The building is nearly completed so this cycle tackled the job of building a consensus on the use and management of the community center. Participants visited two other communities, talked with Lorimor residents and then used an "indicative battleplanning" process to create a two month plan for opening the center. Over the three days participants learned the cruciality of having an effective consensus building method when dealing with a community's symbols and life style.

LABS

IMAGINAL LEADERSHIP

This first lab used Kenneth Boulding's basic insight that "images govern behavior" to develop practical skills in identifying and creating new and healthy images for a local community. Included were methods of group study, working with images of time and space, and designing catalytic community events.

COMMUNITY FORUM

Following a demonstration of the basic community forum workshop process, participants got "inside" the process and learned how to lead a forum themselves. Then on Saturday the students conducted four neighborhood forums in Lorimor on the subject of spring and summer planning.

PROFOUND HUMANNESS

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 reflection, prioritizing and time planning. Participants gained a releasing perspective on the struggle of being a leader, and a deep sense of self-confidence.

HUMAN DEVELOPMENT TRAINING SCHOOL DESIGN

ECONOMIC				SOCIAL				CULTURAL			
Week 1				Week 2				Week 3			
CYCLE		LAB		CYCLE		LAB		CYCLE		LAB	
20th Century Context				World Cultures				Future Trends			
Economic	H e r i t a g e		W o r k	Social	F u t u r e		T o w n	Cultural	S o c i a l		E v a l u a t i o n
Leadership Skills				Leadership Skills				Leadership Skills			
Development	E x c u r s i o n		D a y	Development	E x c u r s i o n		M e e t i n g s	Development	E x c u r s i o n		R e f l e c t i o n
Roundtable	Imaginal Leader- ship	Cele bra tion		Roundtable	Commu- nity Forum	Cele bra tion		Roundtable	Profound Human- ness	Cele bra tion	

MORNING DISCUSSIONS

Each morning the school listened to a brief talk followed by a discussion of their own insights and experiences. Topics included the times and change, the cultures of the world, and trends of the future. Students developed an historical perspective on the struggle to build local community.

NOON LEADERSHIP TRAINING

At noon participants were given experiences in methods of structuring group conversations, designing workshops, and planning effective meetings.

ROUNDTABLE

Evening Roundtable was a time of reflection on life experiences through conversations and poetry, and of reflection on the day's work. It allowed participants to become more self-conscious about their lives, and appropriate the significance of the other training they were receiving.

EXCURSIONS

Each week the school spent a day encountering the rich heritage, future trends, and present struggles of the nation's heartland.

CELEBRATIONS

On Saturday nights the school celebrated the week's completion with skits, a movie, dancing, good food and drink.

REFLECTION

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

SCHOOL HIGHLIGHTS

OVERALL

Overall highlights of the school included:

- The Lorimor project slide show.
- Rev. Kathy McDougal's talk on Lorimor's journey through death to new life.
- Working with Criss's food store in Lorimor
- Working with the Emergency Unit in Lorimor, especially getting equipment donations.
- Having several Lorimor residents and leaders in the school full time.
- Visiting other small towns and discovering their enthusiasm and willingness to help.
- Visiting Pioneer Hybrid research lab and the Corning Industrial Development Corporation.
- World culture talks and meals.
- Participants leading neighborhood forums in Lorimor.
- Evening Roundtable study and discussion.
- Participants leading workshops in the cultural cycle.
- Profound Humanness lab.
- Saturday night Barn Dance celebration.



Noon leadership skills session meets in new Lorimor Community Center.



First week faculty and participants pose in front of earthrise.



Neighborhoods report the results of their forums and share insights.



Kitchen and enablement tasks were done by team rotation.

PARTICIPANT BREAKTHROUGHS

Most of the breakthroughs experienced by the students were discoveries that they actually could learn effective methods and successfully do economic, social and cultural development in a local community. Points where this occurred included:

- Leading the neighborhood forums in Lorimor.
- The noon leadership skills sessions.
- Leading the workshops in the cultural cycle.
- Seeing how to identify the market potential for the grocery store.
- Discovering that leadership is a role anyone can decide to play.
- Seeing two Lorimor residents in teaching roles.

Other breakthroughs were in the arena of gaining new insights or understanding about the world and their own lives. Points where this occurred included:

- The world culture talks and discussions.
- The Roundtable study of poetry by Nikos Kazantzakis.
- The Profound Humanness lab.
- Working as teams and discovering the power of corporate effort.

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LORIMORS ROLE

Lorimor clearly played a role in the success of the school. The obvious accomplishments and yet obvious struggle of the community set a tone of seriousness and possibility. Dealing with real issues and real people made the cycles and labs authentic. And finally, the presence, openness, and commitment of Lorimor people gave the entire school a deep sense of hope for local communities.



Participants and staff experience the power of corporate effort on workday.



Long time Lorimor residents Nina Fazel and Lillian Dowler attend forum.



Rod Hall and David Zahrt from Pace, Mississippi, practice musical interlude.

THE FACULTY

The Faculty shown below represent a wide range of Human Development Project experience, and individual expertise. All except Rev. McDougal are or have recently been full time staff of the Institute of Cultural Affairs.



Barbara Bellamy
Kinney, Minnesota



Margaret Ennis
Chicago, Illinois



Fred Haman
Denver, Colorado



Prabhaker James
Hyderabad, India



Kit Krauss
Lorimor, Iowa



Margaret Krauss
Lorimor, Iowa



John McAdam
Lorimor, Iowa



Rev. Kathy McDougal
Lorimor, Iowa



Beverly Salmon
Macksville, Kansas



Janet Sanders
Lorimor, Iowa



Basil Sharp
Cusick, Washington



Cynthia Vance
5th City, Chicago, Ill.



Jim Wiegel
San Francisco, Ca.



Mary Work
Indiahoma, Oklahoma

FACULTY COMMENTS

ACK

The planning methods utilized in this school have been a life line for the survival of a sinking ship.
-Rev. Kathy McDougal

The heart of the school is teaching this spirit of community cooperation together with methods drawn from local situations which show how such cooperation can be substantially effective in local development.
-Jim Wiegel

Most people who are busy in community work never seem to find time to reflect on the things that sustain leadership over the long haul. The evening sessions and labs gave us tools to use on ourselves to enable us to keep going.
-Barbara Bellamy

ACKNOWLEDGEMENTS

The Institute of Cultural Affairs, along with the students and faculty of the Training School, and the Lorimor Community wish to thank the following resource people, resource communities, sponsors, and contributors for their assistance and support.

RESOURCE PEOPLE

Tim Ostroski - Southern Iowa Council
of Governments
Andy Baird - Southern Iowa Council
of Governments
Duane Pearson - Union State Bank
Gene Braddock - Manager, Truro Grocery
Kay Kirkland - Kirkland Grocery
Dean Roosa - State Ecologist
Tom Voltmor - New Virginia Fire
Department
John Williams - New Virginia Fire
Department
Jerry Long - EMT Trainer, Webster
City
Ray Stuart - Fontenelle Fire
Department
Randall Bond - Fontenelle Fire
Department
Allan Treadway - Earlham Rescue Squad
Caroline Treadway - Earlham Rescue Squad
Susan Turner - Earlham Rescue Squad
Dianne Carlson - Central Iowa EMS
Council
Austin Smith - Mayor, Garden Grove
Janet Ericson - Garden Grove
Austin Turner - Corning Industrial
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Metz Baking Company
Mrs. Clarks Foods
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The Institute of Cultural Affairs is a world-wide 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.



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