

HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN

H D T S		ECONOMIC DEVELOPMENT				H E R I T A G E	CULTURAL DEVELOPMENT				U R B A N	SOCIAL DEVELOPMENT				H D T S	
		Week 1		Week 2			Week 3		Week 4			Week 5		Week 6			
O R I E N T A T I O N	CO-OP AGRICULTURE	APPROPRIATE INDUSTRY	COMMERCIAL SERVICES	COMMUNITY AWAKENMENT	E X C U R S I O N	LIVING ENVIRONMENT	COMMUNITY IDENTITY	CORPORATE PATTERNS	COMMUNITY ENGAGEMENT	E X C U R S I O N	PREVENTIVE CARE	FUNCTIONAL EDUCATION	COMMUNITY WELFARE	GLOBAL SERVANT FORCE	C O U N C I L		
	MODULES			LAB		MODULES			LAB		MODULES			LAB			
	ECONOMIC CYCLE					CULTURAL CYCLE					SOCIAL CYCLE						
	CONTEMPORARY SOCIAL CONTEXT'G					GLOBAL-LOCAL VISIONING					AUXILIARY TACTICAL EQUIPPING						
M E A L C U R R	MORN COLL	CONTEMPORARY SOCIAL CONTEXT'G				GLOBAL-LOCAL VISIONING				AUXILIARY TACTICAL EQUIPPING							
	LUNCH PED	BASIC SOCIAL METHODS				COMMUNITY FORUM PEDAGOGY				COMMUNITY SUPPORT METHODS							
	EVEN'G R/T	HUMANNESS POETRY REFLECTION				KAZANTZAKIS IMAGERY STUDY				PROFOUND HUMANNESS EXERCISES							

HDTS: 5TH CITY

SCHOOL ORIENTATION

ORIENTATION OVERVIEW

DECEMBER, 1978

DAY ONE: MONDAY	DAY TWO: TUESDAY	DAY THREE: WEDNESDAY
COLLEGIUM Village Renewal Effort	COLLEGIUM HDP Document	COLLEGIUM The School
FIFTH CITY Lecture Panel Tour	LOCAL SOCIAL DEVELOPMENT Lecture Workshop	CITY OF CHICAGO Orientation Talk City Hall Welcome
LUNCH Tour Reflection	LUNCH Community Vision	LUNCH Nexus Reception
LOCAL ECONOMIC DEVELOPMENT Lecture Workshop	LOCAL CULTURAL DEVELOPMENT Lecture Workshop	INTERNATIONAL NEXUS VISIT
DINNER Task Force Orientation	DINNER School Expectations	DINNER Visit Reflection
THE GLOBAL BAND Lecture Slides/Film	HDP STATUS India Replication Reports from The 18	HDTS CELEBRATION Special Meal Entertainment 5th City Welcome

HDTs

MORNING COLLEGIUM: DAY ONE

School Orientation

5th City

NEW VILLAGE EFFORT

December 1978

WORLD OF CHANGE	Philosophy of Change		Political Revolution		Economic Revolution		Cultural Revolution	
	Change Constant	Dynamic World	18th Century	Freedom	19th Century	Production		
	Forging Image	Respond to Change	Dynamic Consensus	Pro-Estab/Dis-Estab/Trans	Technology	Intermediate Technology		
DAWN OF NEW ERA	Resurgence of Human Spirit		Reconstruction of Social Vehicle		History of Local Man		Re-building of Local Community	
	New Model	Power of Motivity	Old container gone	Global Vehicle	Awake/Alive	Looking for methods	Makes Human	Old Forms Gone
	Life Abundant	Earth Rise	Autonomous	Related Computer	All over	Brother-hood	Search	
MORAL ISSUE 15-85%	Economic Technology		Welfare Services		Participate in History		Human Development	
	Privileged/Not	Not creative all employd	Developed/Under-developed	Not care/Care	Elite/Mass	Not corporate Build all	Rise of Local Man	Recovery of Symbol
	Creativity	All the goods	Care	All the gifts	Corporateness	All decisions	Action on Behalf of	All the Significance
NEW SOLUTIONS	Effective Methods		Community Awakenment		Social Demonstration		Intra Global Movement	
		Problem Splving	Recover Power	Town Meeting	Maliwada Sign	Band Around Globe	Responsible People	Autonomous
	Tactical Thinking	Strategy / Framing		Many Nations	Sign of Hope	Replication	Committed	Corpor-ness

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School Orientation

5th City

MORNING SESSION: Day 1  
5th CITY ORIENTATION

December 1978

R.O. To acquaint students with the development of 5th City and its present greatness.

E.A. To have students initially impacted by the radical physical and spirit changes that have occurred in 5th City as a Project Community

I

5th City Lecture:

Given by Community Leader

1. History of 5th City
2. Decision of 5th City to be Project Community
3. Journey of 5th City since Consult
4. 5th City as Demonstration Community

II

5th City Panel:

Consists of 4 other local people

1. Lay out tour
2. Split into groups

III

5th City Tour

Each Panelist takes group on tour of 5th City, accompanied by assigned faculty member.

Questions from Students to panel on what they have seen.

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LUNCH CONVERSATION: DAY 1

School Orientation

5th City

Tour Reflection

December 1978

Context: When you have been on a tour like this morning, it is often helpful to pull back and reflect on what you encountered.

OBJECTIVE

1. When you think back on this morning's tour, what is the first thing you recall?
2. What do you remember hearing?
3. What people do you remember seeing?

REFLECTIVE

1. During the tour, where did you find yourself being surprised?
2. Do you remember anything that made you laugh?
3. Where would you have liked to spend more time?

INTERPRETIVE

1. What did you encounter that reminded you of your own community?
2. What was very different from other communities you have been in?
3. What did you discover about what it means to be a demonstration Community?

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5th City

AFTERNOON LECTURE: DAY 1  
LOCAL ECONOMIC DEVELOPMENT

School Orientation  
December 1978

HISTORIC PRE- SUPPOSI- TIONS	Invention of Local Community		Expanding Local Economy		Reconstructed Local Society		Renewed Local Culture	
	Protection and Support	Interchange	Recreating Economic Base	Assuring Basic Needs	Broadened Participat <sup>n</sup>	Management by Community	Recovery of Craft	Recreated Tradition
	Deversity	Sophistica- tion of Social Life	Release from Dependence	Enlarged Capacity	Capacity to Solve Problems	Enlivened Social Relations	Display of Heritage	Contribu- tion to Society
THE FOUR COMPONENTS OF ECON. DEVELOPMENT	Agriculture		Industry		Commerce		Economic Instrument	
	Highly Developed	Major Economic Pillar	Next Step Processing	Steady Economic Base	Financing	Marketing	Social Support	Community Investment
	Recovery of Relevant Small	Local Support	Crucial for Employment	Local Autonomy	Exchange	Systems	Community Benefit	Corporate Power
FIVE PRE- SUPPOSI- TIONS OF ECON. DEVELOPMENT	Autonomous Unit		Massive Input		Retention & Circulation		Regnl & Global Relatness	
	Boundaries	"Nation"	Income (Industry)	Loans	Local Business	Provision of Needs	Nearest Acceptable Market	Regional Resources
	Self Support	Local Authority	Grants	Employment (Outside)	Social Salaries	Compliment- Industries	Use of Public Funds	Taxation
PRACTICAL MANIFESTA- TIONS OF ECONOMIC DEVELOPMENT	Businessman's Association		Industry Incubator		Stake Garden		Development Corporatn	

Rational Objective: Learn the 5 economic principles and how the economic cycle addresses them.

Existential Aim: Experience the cruciality of economic development- look forward with eager anticipation to economic cycle.

INTRODUCTION: 1. Song 2. Play money game: see how many times you can circulate money in a community before it leaves.

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CONVERSATION: (Draw community map on board)  
1. What did you see in the community that was in the economic arena?  
2. What were examples of local economy?  
3. What other economic activities do they have to engage in outside the community?  
4. What is an economic arena where money is kept in and circulated?  
5. If you didn't get money in what would happen?

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60

PROBLEMS-PRINCIPLES:  
1. What are the major economic problems in your community? List on the board.  
2. On the right side of the board have 5 additional columns with 5 economic principles- get examples to illustrate the principles.  
3. Look at the list of problems and determine for each one what principle is violated.  
4. What does this tell us about the situation of local economy?

(board diagram)

Prob.	Prin. I	II	III	IV	V

S

REFLECTION: (Lay out economic cycle on board)

thur/fri/sat	mon/tue/wed	thur/fri/sat
AGRICULTURE	INDUSTRY	COMMERCE

II  
20

1. What will we talk about in each module?  
2. Which module will the most difficult issues be dealt with?  
3. Which module is most unclear to you?  
4. Which module will be most critical?  
5. What is the edge of economic development?

CONCLUSION: 1. What will we learn about economic development? 2. Spin on principles/needs of project communities in relation to economic devel.  
3. Closing song and rite.

Introduction: Spin briefly on the role of the Task Force in the school in terms of care, consciousness, and missional discipline.

Songs

Individual accountability

Absolution

Ritual:

Opening

Conversation:

1. Name, village or city from
2. One great thing about the place you come from.
3. What is one thing that you are really good at doing?
4. What is one problem facing people in communities today that you want to do something about.

Reflection on  
the 24  
stylistic  
disciplines

(see Student Manual)

Pass out the 24 disciplines and spin a bit on how they came to be, relative to giving form to the style of the auxiliary in the community.

1. Which of these particularly strikes you,
2. Which excites you?
3. Which catches your interest?
4. Which confuses you?
5. Which makes you angry?
6. Which of these will be the most difficult for you?
7. Which raises a question for you, or is difficult to understand?
8. Which of these is most important?
9. Which of these is most critical to being an auxiliary in a community?
10. What effect will these disciplines have on your style (that is, how are they different from what you have been used to?)
11. What will they do to the style of the Institute?
12. What does a person look like who embodies these disciplines?

Conclusion:

Review space care assignment

Review seating arrangements, and prepare task force to sit in teams tomorrow morning

Announce that we are going to see slides from other social demonstrations across the world

Send Out and Closing Ritual

HDTS	School Orientation	
5th City	EVENING SESSION: Day 1 THE GLOBAL BAND	
R.O. Have students see the extent of the global social demonstration campaigns and the N.A. movement's place in it.		E.A. Open up the wonder of participating in a global movement attacking the moral issue of our time.
L E C T U R E	Introduction: Signs are key - Push on teaching - people still ask "Do what?" Projects show how - what to do.	
	<ol style="list-style-type: none"> <li>1. First Projects - 5th City, Mowanjum/Oombulgurri, Majuro, Maliwada</li> <li>2. The first Global Band - Kwangyung Il, Kreutzberg Ost, Kawangware, Isle of Dogs, Sudtonggan, El Beyed, Shantumbu, Delta Pace</li> <li>3. The 24. Oyubari, Hai ou, Nam Wai, Sungai Lui, Kalapadua, Termine, Ijede, Cano Negre, Ivy City, Lorne de L.Acadie, Inyan Wakagapi, Vogar</li> <li>4. Next move - might 250, Latin America, U.S. 12, PAKK, Wales, Singapore, Apia</li> </ol>	
<b>TRANSITION</b> Song: Building with Demonstration		
G S D  S L I D E S	Around the world with the Twenty Four	
	<b>C L O S E</b> Let us go forth to rest and prepare to participate in a great global movement of our time	

DOCUMENT

CONSULT	PROCESS	USE	ORGANIZATION
Outside Expertise	Vision	Programs Funding Organizing	Timeline
Local Expertise	Contradiction	Guild design	Location of tactical action
Actual setting	Proposals	Stake activity	Assignment
Practical Action	Tactics	Community Consensus	Fund raising

1. Look through decoument
2. Read prologomana, anticipate benefits.  
 What is this document about?  
 What is the vision?  
 What contradictions block this vision?  
 Where have you seen examples of any of these?

HDTS

MORNING LECTURE: DAY 2

School Orientation

5th City

LOCAL SOCIAL DEVELOPMENT

December 1978

PRESUPPOSITIONS AND THE PROJECTS	Attack both social & econ.		Requires both train & mot.		Local & Outside expertize		Support of both publ & pr	
	Inter-Dependence	Comprehensive growth	Resolve & the Future	Historic Vision	Practical	Particularized	Structural Linkage	Extended Relations
			Methods Key	Comprehensive Picture	Inter-related	co-creation	Government Resources	Business Resources
THE FOUR COMPONENTS OF SOCIAL DEVELOPMENT	Community Health		Local Education		Community Welfare		Family Development	
	Sanitation System	Nutrition	Early Learning	Adult Training	Elder Involvement	Youth Organization	Environmental Upkeep	Role Shifts
	Curative Services	Preventative Medicine	Skill Up-grading	Urgent Methods	Women's Advancement		Household Management	Community Responsibility
THE FIVE PRINCIPLES OF SOCIAL DEMONSTRATION	Deliniated Boundaries		All problems All Ages		Depth Problem		Symbol is Key	
	Manageable Identity	Grid	All-At-Once Motivity	Four Phases	Pervasive Issue	Root Problem	Dramatize Change	Physical Sign
	Inter-related whole		This Generation	Comprehensive Approach	Point of Human Transformation	Depth Motivity	Image of New	Interpreting factor
PRACTICAL MANIFESTATIONS OF SOCIAL DEVELOPMENT	Geographic Care		Corporate Action		Consensus Decision		Community Guardianship	
	Stake Meetings	Public Safety	Guild Meeting	Guild Planning	Leaders Meetings	Community Assembly	Elected Representatives	Administrative
	Environmental care	Health Maintenance	Guild Network	Task Organization	Quarterly Planning	Local Issues	Boards and Commissions	Public Relations

AFTERNOON WORKSHOP DAY 2

Stake Gridding: Cultural Devlp.  
(Revised Jan. 10, 1979)

5th City

December, 1978

Rational Objective: To learn the grid-  
ding method in conjunction with its  
role and value in cultural develop-  
ment

Existential Aim: To experience the  
power of delimiting geography for  
the purpose of comprehensive care  
of the local community.

INTRODUCTION: Song and art form the cultural development lecture. Explain  
task of going out and gridding a stake.

CONTEXT FOR GRIDDING

1. Out to care for every person structurally requires a grid (map, picture) of the community.
2. Recognizing real boundaries is the key to getting an amorphous mass to the point where it can be dealt with.
3. Lynch model for identifying grid lines: boundaries, arteries, pathways, nodes, districts and landmarks.
4. Other practical considerations: cover every inch of space; values of ethnic, size, population, empty lots, state of housing, cultural uniquenesses. Grid as image of the future.

FIELD WORK

1. Divide group into 5 units to cover the 5 stakes of 5th City
2. Each unit walks the perimeter of its corresponding stake, gridding it into quads.
3. Return to community center and put grid on board, preparing for a report.

CONVERSATION (have Cultural modules on board for image and reference: Living Environment, Identity Systems, Corporate Patterns.)

1. Art form the various grids, asking what criteria groups used in deciding their quad lines. How can you use a stake grid?
2. Cultural-related questions:
  - What would you do to wake up the people of that stake? How else would you expand their consciousness? (signs up)
  - What would you do to expand corporate engagement? (workdays)
  - What are the space contradictions in the stake?
  - What would you do to transform space there? Time?

CONCLUSION:

- How would you use the programs to expand relationships in that community?
3. Refer to culture cycle on board and discuss very briefly the problems associated with those three modules.
4. What do you expect to happen in the cultural cycle?

OPENING

Songs  
 Accountability/Absolution by TF (Symbolic Accountability)  
 Ritual: "We are the ones...  
 Let us eat this meal on behalf of..."

CONVERSATION

CONTEXT: This noon we want to reflect together on the vision we have for the development of our communities. This is also the first step in a project consultation - to find out what peoples' hopes and dreams are for their own future.

1. What are some of the things people in your community want to see happen?
2. What do they hope for when they talk about the future?
3. What dreams do they have for change in your community?
4. What do you find yourself longing to see in your community?
5. Where do you say to yourself, "If only...?"
5. When you imagine the future development of your community, what do you actually see in your mind?  
 What does that look like?
6. Five years from now, what will people notice that is different when they come into your community?  
 Appearance?  
 Farms?  
 Shops and businesses?  
 Homes?  
 People?
7. What will be the most important of these changes?

CLOSING

Reflection: Why is it important to ask these question in a consult?

Announcements

Ritual: March into the future, march.

HDTS  
5th City

AFTERNOON LECTURE DAY 2  
LOCAL CULTURAL DEVELOPMENT

School Orientation  
December 1978

PRESUPPOSITIONS RE METHODS OF HUMAN DEVELOPMENT	Corp.wisdon v.indiv. exprt	Compreh.approachv.isol. <sup>issue</sup>	Actuation over planning	Methods vs. Content
THE FOUR COMPONENTS	Community Story	Community Corporateness	Community Symbol	Common Environment
THE FIVE PRINCIPLES	Rapid Expansion of Conscnes	Rapid Expansn Corp Engage	Rapid Expansn Time/space	Rapid Expansn of Being
THE PRACTICAL MANIFESTATIONS	New Story	New Corporateness	New Symbol	New Reconstructed Environ

HDTS

School Orientation

AFTERNOON WORKSHOP: DAY 2  
Stake Gridding: Cultural Development  
CYCLE & PRINCIPLES

5th City

December 1978

Rational Objective:

1. Learn gridding method
2. Learn Cultural Development Principles
3. Relate to Cultural Cycle

Existential Aim:

To experience that key to development is cultural

CONTEXT

1. Song
2. Today we will grid the community and look at key to development
3. Pass out stake sheet - grid lecturette (below I)
4. Divide into 3 teams - assign reporter from each
5. Lecturette - take notes
6. Send out

M

FIELD WORK

1. Walk the geography
2. Talk to people
3. Build grid - boundaries, pathways, nodes, landmarks, districts

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II

1. Return and put up grids
2. Art Form Grids
3. Where would you move in community to expand consciousness?
4. Where would you move in community to expand corporate engagement?
5. Where in community is it easiest to attack space limits?
6. Where in community is it easiest to attack time limits?
7. How would you expand 'being' in community?
8. List cultural problems of your community (on board - keep list)

(Lay our cultural cycle on board)

LIVING ENVIRONMENT

IDENTITY SYSTEMS

CORPORATE PATTERNS

COMMUNITY ENGAGEMENT LAB.

1. Where do problems (ii - 8 above) fit under these topics?

III

CONCLUSION:

1. What will happen in the cultural cycle? How is this cycle different?
2. Spin on cultural as an intensification of social and economic
3. Song
4. Rite of Dismissal

HDTs

School Orientation

EVENING MEAL CONVERSATION: DAY 2  
"Expectations"

5th City

December 1978

R.O. Reflect on what the participants expect from the school

E.A. Experience that we live out of deep anticipations of the future

- OPENING:
1. Songs as group gathers
  2. Accountability - symbolic by T/F teams
  3. Rite - Men of the Spirit... Response - Theirs is the Mission...
  4. Eat meal on behalf of

CONTEXT

Man lives out of his future. He chooses what he anticipates will best create the future which is necessary. To be a man of responsibility requires that one be aware of the anticipations he is living out of. Tonight we want to talk about the school so far.

OBJECTIVE

1. (Pick a table) Each of you at this table (walk over). What is one thing that you remember about the school so far?
2. (Pick another table). At this table what one thing do you remember happened yesterday?
3. (Pick another table) What one thing do you remember that happened today?

REFLECTIVE

4. Anyone - What was an exciting thing that happened that hasn't been mentioned yet?
5. Anyone - What is the most exciting thing that is going to happen in this school in the next 8 weeks?

INTERPRETIVE

6. What is going to be the key happening of the school?
7. What is going to be the significance of this school for the community? For the continent?

CLOSING

Pull together the insights into significance.  
Lift up Schl as key to future (See Day 2 collegium)  
Song -  
Rite of Dismissal

HDTs

EVENING LECTURE: DAY 2

School Orientation

5th City

REPLICATION IN INDIA

December 1978

RATION- ALE	Maharashtra		Selection Criteria		Particular Focus		Future Spread	
	One a Curiosity	35,000 villages	Obvious Suffering-need	Accessible	Practical	Socio-Eco. Signs	Divisions	Districts-Tashil
	Systematic Rationale	India/World's Behalf	Village Affirmation-readiness	Intuition - do quickly	Village Representatove		Every village - nothing less	Release creativit
TACTICS	Seven Tactics		Gram Sabha		Initial Consult		Consult Document	
	Site selectn Pilot trek	Demonstratn Visit and Gram Sabha	Town Meeting	Challenges/Proposals	December 1975	Four days	Symbol of Project	Working Document
	10 HDTs - Auxiliary Presence	Consult	Happening Possibility	Mass participation in own destiny			Tactics - basis of Project	Development
FORCES	Auxiliary Role		Tiem Frame		All Types		Those Who Care	
	Catalyst	Motivation	2 years/village	10 years	As one who Cannot Participate	All exper-iences useful	Those who don't care	Hindu,Mosl, Buddhist
	Stand where Other Fall	You be Auxiliary	Snowball	Revolution in Humanness	Being Human Simply care	2 yrs old/ young man woman/famly	Some have Decided	Change H History
SUPPORT	Project Framing		Government Sanction		Business Support		Other Authorization	
	Within Structures	Work with Any Govnt.	Kiss feet if have to		Private Sector	Economic Power		
			Time is ripe in India	Enable govt to do its job	Necessary to Serve			

HDTs

EVENING SESSION: DAY 2  
REPLICATION PANEL: "REPORTS ON THE PROJECTS"

School Orientation

5th City

December 1978

We want to get a first-hand report on HDP from some people who have been on the scene. We will receive short reports from the Demonstration Project - 5th City - and from other projects throughout North America. You listen and take notes and get your questions ready and ask any of the speakers on our panel tonight.

REPORTS

5-8 minutes each.

1. What have been some of the most significant happenings in the projects so far for the community?
2. What made them significant? What did they do for the community? What changes did you actually observe yourself?
3. What new direction is the future taking in your community because of these? What are the signs that point to this?

SHORT SPIN

Weave together what this tells us about T.M. Then ask for a few questions from the floor to the panelists. Play the role of moderator. See that each gets some questions.

CONCLUSION

Close with appropriate send-out.

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5th City

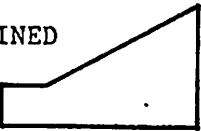
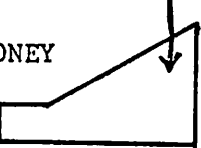
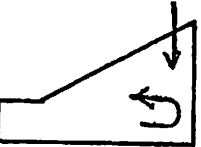
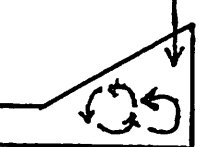
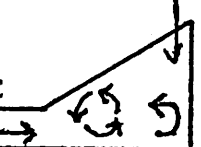
MORNING COLLEGIUM DAY 3

THE SCHOOL

School Orientation

December 1978

HUMAN INTENT	Historical Role		Inclusive Images		Futuric Methods		Depth Motivation	
	15-85	Actual Social Change	Needs of Globe	Relation to History	Vision	Contradictn	Symbol	Story
	Replicable Action	Rising Consensus	Significance of local	Rise of Local Man	Proposal	Tactics	Significant Engagement	
PRACTICAL EDUCATION	Action Oriented		Innovative Skills		Disciplined Corporateness		Local-Global Relations	
	Implementar Planning	Effective Skills	B/P Methods	Group Methods	Style Creation	Team Accountabty	Global Inter-change	Community Framing
	Data Organizat <sup>n</sup>	Personal Use	Intellect <sup>1</sup> Methods	Motivation <sup>1</sup> Methods	Intentional Care		External Resources	Project Extension
CURRICULUM CONSTRUCT	Curriculum Lay-out		Time Design		Corporate Life		Faculty Role	
	Modules	Labs	Intensive	Rhythmic	Meal Enablement	Building Upkeep	Project Experience	Shadow
	Meals	Discontin-uous	eight weeks	Daily	Team Life	Reflection		
DEPTH MOTIVATION	Community is Teacher		Representative Project		Host to World			
	15 year Journey	Document Key	Common Issues	Replicable Solutions	You are a Guest	Symbol of Possibility		
	Continuing Process	Leaders' Wisdom			Respect Realities	Exposure as Offering		

Principle \ Program	I N D U S T R Y	C O M M E R C E	A G R I C U L T U R E
1. SELF-CONTAINED ECONOMIC ENTITY 	USE LOCAL RESOURCES - Wood - Carpenters - Machine Operators	MARKET LOCAL PRODUCE - Food products - Local mfr'd items -	FOOD SELF-SUFFICIENCY - Gardens - Demo plots - Nutrition
2. BRING IN MONEY 	NEXT STEP PROCESSING - All indy is NSP - Wood into furniture - Wood into crating	SERVE NEARBY MARKETS - Neighboring communities - -	CASH CROPS - Sell outside - Fruits, vegetables -
3. RETAIN THE MONEY 	LABOR INTENSIVE - All steps done locally - Minimize capital - Do own maintenance	REPLACE OUTSIDE PURCHASES - Food - Sundries - Gas & oil	SELL CASH CROPS LOCALLY - Limit outside expense - Inkind roto-tiller - Volunteer labor
4. CIRCULATE THE MONEY 	BUY & SELL LOCALLY - Buy raw mat'l locally - All local workers - Sell product locally	CASH & INVENTORY TURNOVER - Basic hi-volume items - Move it at a profit - Replenish locally	CROP TURNOVER - Land use plan - Sell locally - Buy inputs locally
5. RELATE TO THE OUTSIDE ECONOMY 	SUPPLY SURROUNDING MARKETS - Market city - More than one customer - Danger of internat'l	LOCAL BALANCE OF TRADE - Exports up - Imports down - Deficit becomes Surplus	COOPERATIVE THRUST - Farmers Market Days - Supply urban co-op -
ENEMY: Health Example is "Debilitation"	UNDER-EMPLOYMENT	SCARCITY	SUBSISTENCE TRADITION
APPROACH: Preventive Health Care	NEXT STEP PROCESSING	CASH CONSERVATION	CORPORATE STRUCTURES
SELLING IMAGE: Home Health Caretakers	FULL TIME JOBS	SERVICES SUPPLIED LOCALLY	CASH CROPS AFTER FOOD SELF-S

I. CONTEXTUAL LECTURE

**Rational Objective:** To expose the wide range of agriculture arenas that are options for a local community to engage in.

**Existential Aim:** To explode the common images of agriculture (cows and corn) to see possibility of new methods.

**INTRODUCTION:** 5 economic principles: (1) self-contained economic entity, (2) bring money in, (3) retain the money, (4) circulate the money as many times as possible within the local community, (5) relate to the outside economy.

I  DIVERSIFIED  CROPS	Crop Selection		Resource Control		Community Ventures		Demonstration Gardens	
	Grain Production	Non-Edible Plants	Recycling Operations	Chemical Use	Model Farm	Bulk Buying	Food Production	Garden Care
	Vegetable Cropping	Fruit Growing	Water Delivery	Land Analysis & Management	Equipment Pooling	Common Markets	Local Market	Organic Methods
II  ANIMAL  OPERATIONS	Farm Animals		Animal Care		Product Development		Support Systems	
	Livestock Development	Small Animal Production	Health Maintenance	Housing Systems	Product Sales	Growth Pattern	Government Services	Professional Help
	Bird Raising	Dairy Herds	Breeding Methods	Feed Stocks	Ancillary Relationships	Management Skills	Youth Training	Market Assistance
III  INTENSIFIED  PRODUCTION	Artificial Systems		Land Use		Equipment Utilization		Skill Development	
	Green House Growing	Water (HydroPonies) Harvesting	Land Survey	Pond Construction	Planting Methods	Harvesting Methods	Shared Wisdom	New Methods
	Intercrop Farming	Sprouting Plants	Forest Growth	Pasture Development	Cultivating Methods	Spraying Methods	External Resources	Key Literature
IV  AGRO-PRODUCT  DEVELOPMENT	Diversified Enterprise		Secured Markets		Production Systems		Financial Management	
	Edible Products	Non-Edible Products	Agent Contacts	Production Assistance	Facility Building	Training Process	Equipment Buying	Record Keeping
	Animal Products	Exotic Products	Contract Terms	Local Ownership	Materials Supply	Delivery Schedules	Loan Schemes	Profit Plan

II. FIELD SEMINAR  
TACTICAL PLOT

AGRICULTURE TACTICS:	AGRICULTURE PROGRAMS				
5 Garden Supplies 115 Greenery Campaign 116 Farm Plot  ADDITIONAL URBAN AGRICULTURE TACTICS:	I  DIVERSIFIED CROPS	Crop Selection	Resource Control	Community Ventures	Demonstration Gardens
Hydroponics (lettice, tomatoes, cucumbers). Sprouting (mushrooms, bean curd). Organic farming. Fertilizer composting (recycling garbage for potting soil for house plants & sell to nursery). Greenhouse nurseries (vegetable, fruit and flowers). Tree, shrub and flower landscap- ing.	II  ANIMAL OPERATIONS	Farm Animals	Animal Care	Product Development	Support Systems
Botanical gardens (Garfield Park) Fingerling cultivation. Tier gardening (berries, vine vegetables, roses). Roof-top farming. Decorative airplants. Yeast culture (for yogurt and artificial foods).	III  INTENSIFIED PRODUCTION	Artificial Systems	Land Use	Equipment Utilization	Skill Development
Spices (mint, thyme, bay). Domestic livestock (turtles, goldfish, tropical fish) Worm farming. Lady bugs (used vs. insects).	IV  AGRO-PRODCT DEVELOPMENT	Diversified Enterprises	Secured Markets	Production Systems	Financial Management

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

National Objective: To expose students to agriculture programs of the U.S. 16 HDP's.

Existential Aim: Confront students with need to take agriculture arena seriously in a highly developed country.

INTRODUCTION: Reflections on the contextual lecture: (1) What do you remember from the lecture? (2) Where do you see places where people are cooperating in agriculture projects?

TACTICAL REVIEW

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I

1. Pass out 5th City and other U.S. HDP documents and walk through the charts
  - Vision: What do you notice as the vision of project citizens, especially in regard to agriculture? What would be some of your hopes and dreams for one of these communities? For your own community?
  - Contradictions: What do you notice is blocking some of these communities in the arena of agriculture?
  - Proposals: What are some of the agricultural proposals in these U.S. projects? What are the advantages of these strategies in those places?
  - Tactics: Ask objective questions on the chart (Name some paratactics from the document you are using. How many tactics are related to agriculture?)
2. Pass out agriculture tactics plotting sheet with 4x4; 5th citizen reports on 5th City urban gardening and landscaping and future directions. Group takes notes on the plotting 4x4 during report. Discuss what contradictions are handled by these tactics and how the vision of 5th citizens is being realized through these tactics.
3. Look at the list of additional urban tactics on the plotting sheet; brainstorm a few more with the group and discuss their feasibility.

PROJECT REPORTS

II

Representatives from other U.S. projects report on particular aspects of agriculture being implemented in their communities, followed by group discussion

Possibilities: Mill Shoals (Home gardens, small equipment pool, greenhouses). Lorimor (Home gardens, cooperative community farming). Delta Pace (cooperative community gardening and farming, worm farm). Inyan W. (10 acre community truck farm, rabbit farm, greenhouse). Pisinemo (cattle marketing, desert nursery). Asherton (mini farm project). Charlotteville (research on bee farming, maple sugary and sheep raising).

OPTIONAL TOUR

III

If appropriate the group can visit Botanical Gardens in Garfield Park and the sight of 5th City farm plot and landscaping efforts, observing and plotting on their maps empty lots and other spaces usable for agriculture. At end of session hold brief reflection conversation on impressions of 5th City and U.S. 12 agriculture, discussing what would constitute the most appropriate and substantial next step in the agriculture arena for 5th City to take.

CONCLUSION:

Rational Objective: To lay out the implementary systems necessary for local agriculture development.

Existential Aim: To experience the possibility of doing agriculture through a cooperative approach.

Introduction: Sociological humanness of cooperative agriculture.

I PROGRAM DEVELOPMENT KEYS	Diversified Crops		Animal Operations		Intensified Production		Agro-Product Development	
	Model Farm	Resource Control	Small animal Production	Management Skills	Land Survey (comp. plan)	Equipment Utilization	Exotic Products	Contract Terms
	Equipment Pooling	Local Markets	Health Maintenance	Breeding Methods	Green House	Shared Wisdom	Facility Acquisition	Finance Management
II PRACTICAL ACTIONAL SCHEMES	Home Garden Campaign		Water Control Campaign		Farm Finance Campaign		Cash Crop Campaign	
	Yard Beautification	"Back-yard" Gardens	Supply & Delivery	Irrigation Systems	Farm Profiles Created	Management Training	Market Research	Secured Contract
	Supplies Distrib'n	Insect, parasite, animal Control	Conservation Plan	Drainage & Flood Control	Corporate Loan Application	Grants Secured	Demonstr'n Plot	Delivery System
III GUILD TASK FORCE FUNCTION	Growers Association		Agriculture Management		Agriculture Training		Enterprise Promotion	
	Regular Meeting	Agri-methods Training	Runs Community Plots	Maintains Equipment Pool	Modern Methods	Productivity Techniques	Agriculture Fair	Planning Expertise
	Project Management Review	Plans New Enterprises	Promotes Management Practices	Manages Grants	Management Training	Resource Utilization	Demo Plots	New Program Research
IV AUXILIARY SUPPORT ROLE	Local Data Collection		Support System Linkage		Ensuring Demonstration Signs		Corporate Methods Back-up	
	Regular Surveys	Proposal Writing	Patrons Net	Repository Maintenance	Monitoring Visibility	Campaign Packaging	Leadership Training	Doing All Tactics
	Quarterly Report	Formal Documentation	Local Guardian Net	Delivers Expertise	Staging Campaigns	Telling Winning Story	Planning Methods	Victory Celebrat'n

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: Exposure to sample types of agriculture operations that can apply to rural and/or urban situations.

Existential Aim: Shift participants' mind-set from that of disinterest/futility to imaginative possibility of agricultural creativity on small farm or mid-city.

INTRODUCTION: Introduce the trip, pass out maps, cover practics and reiterate our concern to get on top of what can be done cooperatively in a small community or neighborhood to participate in the agriculture sector.

M O V E M E N T S	I	<p><b>PREPARATION:</b></p> <ol style="list-style-type: none"> <li>1. Group spend a few minutes discussing the kind of technical information is needed in the program arenas of the agriculture module.</li> <li>2. Corporately build a screen of questions to use on the trip. Samples:                     <ul style="list-style-type: none"> <li>-What are the keys to the success of the operation?</li> <li>-What are the obstacles the community (or company) had to deal with or the present blocks it is facing in the operation?</li> <li>-How does the local community relate to the operation?</li> <li>-How could you get started with an operation like this?</li> <li>-How is it financed?</li> </ul> </li> </ol>
	II	<p><b>VISIT:</b></p> <ol style="list-style-type: none"> <li>1. As a total group visit Northside Community urban agriculture project, arranged by Un. Il. Co. Extension Office (Greg Stack). (Divide up and go to all or part of following:)</li> <li>2. Greenhouse horticultural operation: George Ball, Inc., West Chicago. A medium sized vocational training school in greenhouse management.</li> <li>3. Livestock Feeding operation: Allied Mills Research Farm, Libertyville.</li> <li>4. Commercial bean sprouting operation: Korean company, Broadway &amp; Bryn Mahr.</li> <li>5. Additional possibilities in Chicago area: spice growing operation, fish cropping, hydroponics, seed company</li> </ol>
	III	<p><b>REFLECTION:</b></p> <ol style="list-style-type: none"> <li>1. What things impressed you on this visit?</li> <li>2. Where did you get new insights into agriculture?</li> <li>3. What could be applied in a local community such as yours?</li> <li>4. What did y ou learn about cooperative efforts in agriculture?</li> <li>5. What does it mean for a local community to be responsible for agriculture?</li> <li>6. What is the human aspect of agriculture operations?</li> <li>7. What do you still need to find out to get on top of agriculture?</li> </ol> <p>(Films can be acquired from the state vocational education system in case of inclement weather.)</p>

CONCLUSION: Pick up and comment on areas of concerns expressed by the group in regard to doing agriculture in a highly developed country, underscoring what can be done in an HDP in small town or city.



SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To acquaint participants with the various resources available to enable agriculture implementation.

Existential Aim: To excite participants to the surprising variety of private and public resources in agriculture.

INTRODUCTION: Introduction of panelists.

M O V E M E N T S	I	<p><b>PREPARATION</b> Moderator leads an invitatory conversation with the participants:</p> <ul style="list-style-type: none"> <li>-Who has ever lived on a farm? visited a farm? Who has ever grown or raised something? What?</li> <li>-What do you understand the issue to be in regards to American agriculture?</li> <li>-What are your concerns about local participation in agriculture? (list concerns on board, circling critical ones.)</li> </ul>	<p><b>SUGGESTED PANEL ARENAS:</b> Uni. Extension- Greg Stack, countyX Chicago Parks Dept. U.S.D.A. Agr. marketing- Nurserymen's assoc. or F.S. Coop., Bloomington. Agr. Economics- R. James Hildreth, Farms Foundation (private, nfp). Financing schemes- Production Credit Union, FMHA, other. Agr. guardian- George Black. Approp. Tech- Scott Bernstein, NWU.</p>
	II	<p><b>PANEL</b> Moderator calls for reports from each member of the panel, successively, using the appropriate question from the screen to focus the situation. Screen of questions:</p> <ul style="list-style-type: none"> <li>-What are new trends in relation to the small farmer today?</li> <li>-What are successful community-level agriculture operations?</li> <li>-What are the main blocks to enabling local agriculture potentials to be maximized (rural and urban)?</li> <li>-In what specific ways can your office or agency be of service to a local community?</li> <li>-If you had a community ready to move cooperatively in agriculture what would you do?</li> </ul>	
	III	<p><b>GROUP-PANEL DIALOGUE</b></p> <ol style="list-style-type: none"> <li>1. Moderator calls upon participants to ask questions of the panelists.</li> <li>2. Moderator invites panelists to ask a question of the group.</li> <li>3. Moderator asks for closing insights and comments from the group on this event.</li> </ol>	

CONCLUSION: Moderator thanks the panelists and invites further informal dialogue.

PRACTICAL WORKSHOP

<p>INTRO.</p>	<p>Meet by Task Forces to consider a spring agricultural campaign for a particular community: TF 1 - Richgrove TF 2 - 5th City TF 3 - Cannon Ball</p> <p>We want to look at what it would take to implement the tactics in a community's document in a 3 month time period.</p>																																				
<p>2:00</p> <p>Mov. 1</p>	<ol style="list-style-type: none"> <li>1. Read the agriculture tactics. What does this community want to do ? What potential do you see in these?</li> <li>2. What values would you be holding in doing these tactics ?</li> <li>3. What issues does this community face in doing agriculture ? (e.g. space, water, equipment, finance)</li> <li>4. What difficulties will have to be overcome ?</li> <li>5. As you reflect on this situation where would you focus for a 3 month agricultural campaign ? Name the campaign.</li> </ol>																																				
<p>2:45</p> <p>Mov. 2</p>	<ol style="list-style-type: none"> <li>1. Brainstorm all the elements that would have to go into pulling off this campaign.</li> <li>2. Gestalt into components (or arenas of activity) &amp; divide the group to handle each component.</li> <li>3. Small group brainstorms &amp; gesticulates the activities required to enact its component &amp; fills out the following chart: <table border="1" data-bbox="402 1312 1161 1554"> <thead> <tr> <th colspan="6">COMPONENT</th> </tr> <tr> <th>Activity</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>What</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Where</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>When</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </li> <li>4. Lay out the activities on a 13 week timeline.</li> </ol>	COMPONENT						Activity	1	2	3	4	5	What						Who						Where						When					
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<p>3:30</p> <p>Mov. 3</p>	<ol style="list-style-type: none"> <li>1. Gather as a whole group &amp; briefly report on components.</li> <li>2. Corporately put activities on the timeline, evaluating the relationships of events to achieving the goal of the campaign.</li> <li>3. Reflect on the campaign countdown. What will happen if we do these things ? What is the feel ? Where will the momentum be ? What left out ?</li> <li>4. Make adjustments &amp; assign someone to report.</li> </ol>																																				
<p>4:00</p>	<p>Plenary: 1. The 3 task forces meet and report. Reflect: 2. Which seemed the most realistic: Intriguing ? Effective ? What add or shift ? What discover about building a community plan.</p>																																				

VII. ACTION

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To build an agriculture repository for the HDTS: 5th City .

Existential Aim: Experience the ordering of resources for useful application.

INTRODUCTION: Context group on what a repository is and how it can function.

M O V E M E N T S	I	<p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Group brainstorm elements of an agriculture repository.</li> <li>2. Gestalt list into repository arenas and divide group into corresponding number of units plus one additional unit to work on repository location, design, organization and reference system.</li> <li>3. Before breaking up into working units, get out as many sources of materials/information as possible. Units take note where their arena is mentioned. Sources include: ICA Nexus, University Il. Extension Office, Chicago Parks Dept., C.A.P., U.S.D.A., Public Library (Michigan Ave. across from Wriggly Bldg. in old brick building behind Equitable Life), seed companies for catalogues, Appropriate Tech. Resource Center, 6100 S. Blackston, Illogro (Organic gardening), Franklin Grove, subscriptions.</li> </ol>
	II	<p><b>FIELD EXERCISE</b></p> <ol style="list-style-type: none"> <li>1. Each repository arena group acquire material or telephone for information or write for resources. Also consult with other participants knowledgable in field of gardening.</li> <li>2. Extra group works on repository design and sets up functional system and reference catalogue.</li> <li>3. Turn all material and information into repository. (Optional: another group could get applicants from 5th City for spring home gardens- this requested by collegium)</li> </ol>
		<p><b>REFLECTION</b></p> <ol style="list-style-type: none"> <li>1. What were the highlights of this day for your group? For you?</li> <li>2. What were your discoveries?</li> <li>3. How can this repository be used?</li> </ol>

CONCLUSION: Celebrate the victory of the repository.

Rational Objective:

Existential Aim:

INTRODUCTION: Reflection on Lecture: images, stories, key words. Where did your mind wander? Why? Pass out "Tired and Lonely" and have 3 or 4 different people read it dramatically, with varying effects.

M O V E M E N T S	TIRE... (have someone read just the first stanza) What images strike you in Stanza I? What other literature describes this same thing? What situations cause these feelings to happen? When have you seen people in this state of mind? How do you respond when you feel like this? He says you shouldn't give in. What is an example of giving in? Not caring? What activities do you associate with giving in? What would it mean for you not to give in? (The French have a word, "quisay", exhausted; lit. "to draw water out of a well.") LONELY... (have someone read just the second stanza) What image does H. use to describe loneliness? Focus on the image "path". What is he referring to? When have you seen people on this path? What are the accompanying emotions, feelings, situations of this path? What is a time when you have been on this path? Describe what it is like. What does he say about <u>your</u> path? (by implication - not giving in, solitary, tired) How does it differ from the other? How do you stay on this path? What things do you do to keep on this path? Why is this path important? How is it related to integrity? BEYOND ME... (have someone read just the third stanza) How is this one different? What should you do? Not do? Who do you know who acts this way? Why shouldn't you complain? Who in history has been chosen? How did they know they were chosen? What were their qualities? When have you been aware that you had been chosen? What was it like? Why are some chosen and some not? What does "the way chose you" mean? What is other literature, poetry, phrases that describe that? What is the obligation of being chosen? What does it mean to be thankful for it? What would it mean for you to be thankful for this? Summarize insights and underline importance of standing present to the journey.
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II	ART FORM (have construction paper, magazines, razors, glue) We want to relate Care, Integrity and Fulness to our own lives by building an art form that reminds us of these dimentions of hum. 1. List 5 images that allow you to stand before your care. 2. List 10 sayings/poetry that remind you of profound integrity. 3. List 3 personal symbols that help you stand present to the fulness of life. 4. Choose one from each listing to be represented by an art form. REFLECTION
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III	Have students put up art forms and do group reflection on them.
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CONCL. Have students complete the statement: Humanness is...

PROFOUND HUMANNES

HAMMARSKJOLD:"MARKINGS" (THE ROAD TO FULL LIFE)

"Tired and Lonely"

Tired  
And lonely,  
So tired  
The heart aches,  
Meltwater trickles  
Down the rocks,  
The fingers are numb,  
The knees tremble.  
It is now,  
Now, that you must not give in.

On the path of the others  
Are resting places,  
Places in the sun  
Where they can meet,  
But this  
Is your path,  
And it is now,  
Now that you must not fail.

Weep  
If you can,  
Weep  
But do not complain,  
The way chose you  
And you must be thankful.

Meal Conversation #2 Lunch

Meal Intro.	<ol style="list-style-type: none"><li>1. Songs</li><li>2. Acct/Absol</li><li>3. Meal Celebration - Contingency - Eat To Live</li><li>4. Ritual/Let Us Feast</li></ol>	R.O. See the reality of expenditure and demand as keys to release of motivity E.A. Struggle with depth care of others.
	Quota- tion	<ol style="list-style-type: none"><li>1. Read Quote: "Man reveals himself in all his strength only when his utmost capacity is demanded"</li><li>2. Read it again.</li><li>3. Have several individuals read it.</li><li>4. Ask "What is another way to say that?" Get out several answers</li></ol>
	Conversa- tion	<ol style="list-style-type: none"><li>1. What images or life scenes do you associate with this statement? What kind of situations is this quote talking about?</li><li>2. What is the response indicated by the quote?</li><li>3. What blocks people from making such a total response?</li><li>4. What is needed to unblock people today?</li></ol>
	Conclu- sion	Community development has precisely to do with such unblocking of people.
Meal Conclu- sion		<ol style="list-style-type: none"><li>1. Announcements</li><li>2. Send out</li><li>3. Ritual</li><li>4. Right !</li></ol>

HDTS: 5th City

HUMAN AWAKENMENT LAB  
PROFOUND HUMANNES COURSE:  
LECTURE #2, Profound Consciousness

Economic Cycle

Global Research Centrum: Chicago

December, 1978

EXISTENTIAL DYNAMICS		INTEGRITY		CARE		EFFULGENCE	
Struggle with Signific. of Own Life		I Made It!	The miracle of my being	Show Up Caring	allow consc'nes of care to be based	Awareness	Life is full your harvest
Struggle with Own Authority		Live out of Undeniable Experience		Decision to be Exposed in Action		Action	wondrous deeds done thru me Expenditure is fulfillment
Struggle with Responsibility		Being One's Own Person	Own conscience cant be bought your own calling	Relatedness	Care for creation for history	Meaning	Creativity is decision in ambiguity
Struggle with Meaning		Appropriat own Caring	Pain Freedom	Disciplined Style	care released thru structures Plan	Happinness	Being your own being

PROFOUND HUMANNESS

## GANDHI'S JOURNEY

Nothing about the young Gandhi walking down a gangplank in Durban harbour in May, 1893, however, indicated a vocation for asceticism or saintliness. The future prophet of poverty made his formal entry onto the soil of South Africa in a high white collar and the fashionable frock coat of a London Inner Temple barrister, his briefcase crammed with documents on the rich Indian businessman whose interests he had come to defend.

Gandhi's real introduction to South Africa came a week after his arrival, on an overnight train ride from Durban to Pretoria. Four decades later Gandhi would still remember that trip as the most formative experience of his life. Halfway to Pretoria a white man stalked into his first-class compartment and ordered him into the baggage car. Gandhi who held a first-class ticket, refused. At the next stop the white called the policeman, and Gandhi with his luggage was unceremoniously thrown off the train in the middle of the night.

All alone, shivering in the cold because he was too shy to ask the stationmaster for the overcoat locked in his luggage, Gandhi passed the night huddled in the unlighted railroad station pondering his first brutal confrontation with racial prejudice. Like a medical youth during the vigil of his knighthood, Gandhi sat in the dark station praying to the God of the Gita for courage and guidance. When dawn finally broke at the little station of Pietermaritzburg, the timid, withdrawn youth was a changed person. The little lawyer had reached the most important decision of his life. Mohandas Gandhi was going to say "No."

A week later, Gandhi delivered his first public speech to Pretoria's Indians. The advocate who had been so painfully shy in the courtroom in Bombay had begun to find his tongue. He urged the Indians to unite to defend their interests and, as a first step, to learn how to do it in their oppressors' English tongue. The following evening, without realizing it, Gandhi began the work that would ultimately bring 300 Indians freedom by teaching English grammar to a barber, a clerk and a shopkeeper.

INTRO.

1. Lecture reflection: What images? Most engaging part? Where experience an "a ha"? Where were new windows on humanness opened up for you?
2. Brief context on charting. Assign individual study for 15 minutes.

GANDHI The Journey That Took An Unexpected Direction

Gandhi's Arrival		The Encounter On The Train					The Coming To Terms					A New Beginning			
Defender of The Rich		The Situation		The Happening			The Vigil		The New Decision			The First Actions			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

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1. What is the popular image of Gandhi you held before reading this? What was your image of him on arrival at Durban?
2. What were the elements that made up the transforming event? What was the situation, the happening? What was the struggle during the night alone in the station? What alternatives did Gandhi have? What was his decision? Where have you had a decision like that to make? What comprised his new consciousness?
3. What strategy did he begin? What did that reveal about his decision?
4. Who are some other people (in history, literature or know personally) with a similar experience? What happened to them?

PERSONAL TIME LINE

1. Individually write down some of the key events in history (20th c.) that have had some effect on your life. Get events up on a corporate time line:

1900's	10's	20's	30's	40's	50's	60's	70's

2. Have several persons indicate where their life spans fit the world events timeline. Reflect on the events they lived through and what effect that had on their lives. What has it meant to live in these times? What has that done to our awareness?
3. Each person draw his own personal time line from birth to death, marking the key events. Draw major divisions and title each section to hold the journey.
4. Call for several people to put their time lines on the board. Get a variety of age phases, men and women, geographical variation.

II

REFLECTION

1. What strikes you about these timelines? What do the titles tell you about the journey involved? What were the turning point events in those timelines?
2. Where were you surprised by your own timeline? Where did you find yourself being unaccountably forced to deal with a new reality in your life? What did you become conscious of in the process or as a result?
3. How does your timeline journey compare with Gandhi's? How would you talk about the journey of your own life? What poetry could you use to describe it?
4. What did you discover in your own journey that is meaningful for every person?
5. What does this exercise tell you about your future?

III

CONCL.

Indicate the gift every life is. Sometimes it is experienced as harsh and wondrous, or as terror and beauty (the "terrible beauty" of Irish existence in Trinity), or arbitrary fate and meaningful destiny. Humanness is deciding the relationship to take.

HDTS: 5th City

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB

Global Research Centrum:Chgo PROFOUND HUMANNES COURSE: LECTURE #1, PRIMAL EXPERIENCE

December, 1978

THE REALM OF PROFOUND HUMANNES		EVENT		MYSTERY		CONSCIOUSNESS	
The Universe Within		Contingency Events	Dead Dog	Dark Abyss	Shudder	Awake, All Things Are One	popularity
			Foot Sprain		Life is dirty and mean		can't live life o/of friendshps
Experience Existence vs Rational Knowledge		Transformation Events	Social anger	Burning Fire Raging in the Dark Abyss	Own anger comes o/of mystery claws of suffering world	New World No Escape	weakness
							no escape from suffering world
The Events of Your Life	not good/bad	Decision Events	freedom/responsibility	Awesome Decision		New Integrating Focus	I am my decisions
	They are your life						
	Capable of transparency						
	Be obedient to your awareness						
The 12 Touchstones	Create Humanness	Wonder Events	earthrise	One with the World		I Am...	related to all
	Civilizational Discovery		man on moon				responsible to all
	Faceted Diamond						freedom
	12 categories						I can't get the way o/my eye

PROFOUND HUMANNESs COURSE

Meal Conversation #1 - Breakfast

INTRODUC-  
TION

1. Welcome to Lab
2. Songs
3. Accountability/Absolution
4. Rituals/Let Us Feast

R.O.

Course Orientation Consciousness  
-Raising Conversation

E.A.

Excitement about new adventure  
into depth awareness of selfhood  
and service.

COURSE  
ORIENTA-  
TION

WHERE WE ARE

1. Cycle  
Done

2. To Go

First  
Lab

Different  
Time

HUMAN AWAKENMENT  
LAB

Before  
Excursion

Profound  
Course/Practum

TM  
Practum

Profound  
Humanness  
Course

COURSE OUTLINE

Primal  
Experience

Profound  
Consciousness Exist.

Practical  
Exist.

Human  
Vocation

COURSE STYLE

Look at  
deep  
Foundatins

Collegial  
Wrestling

New Life  
Perspective

Our  
Times

Quotation

1. Transist to conversation with a line
2. Read Quote "Suddenly beneath the ordinariness of our most familiar experiences, we realize with horror that what is emerging in us is the great cosmos"
3. Have several Individuals read it aloud.
- 4, Ask "What is another way to say that?"

CONVER-  
SATION

1. What words or phrases struck you as you listened to this?
2. SUBSTITUTIONS: A. Get out a list of events for "the ordinariness of our most familiar experiences".  
B. What are some other words for "the great cosmos"?
- C. Reread the quote making substitutions.
3. What happened to you as you listened to that?
4. How will you be different?

CONCLUSION

1. Concluding remark.
2. Announcements
3. The Send Out
4. Closing Ritual.

PROFOUND HUMANNESS

CONVERSATION #1      "Suddenly beneath the ordinariness of our most familiar experiences,  
Breakfast              we realize with horror that what is emerging in us is the great cosmos."

CONVERSATION #2      "Man reveals himself in all his strength only when his utmost  
Lunch                    capacity is demanded."

CONVERSATION #3      "Make no little plans. They have no magic to stir men's blood - and  
Dinner                    probably, therefore, will not be realized."

CONVERSATION #4      "Listen I do not offer you the old smooth prizes; I offer you rough  
Breakfast                new prizes."

HDTs: 5th City

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB  
 PROFOUND HUMANNES COURSE: METHODS LAB

Global Research Centrum: Chicago

December, 1978

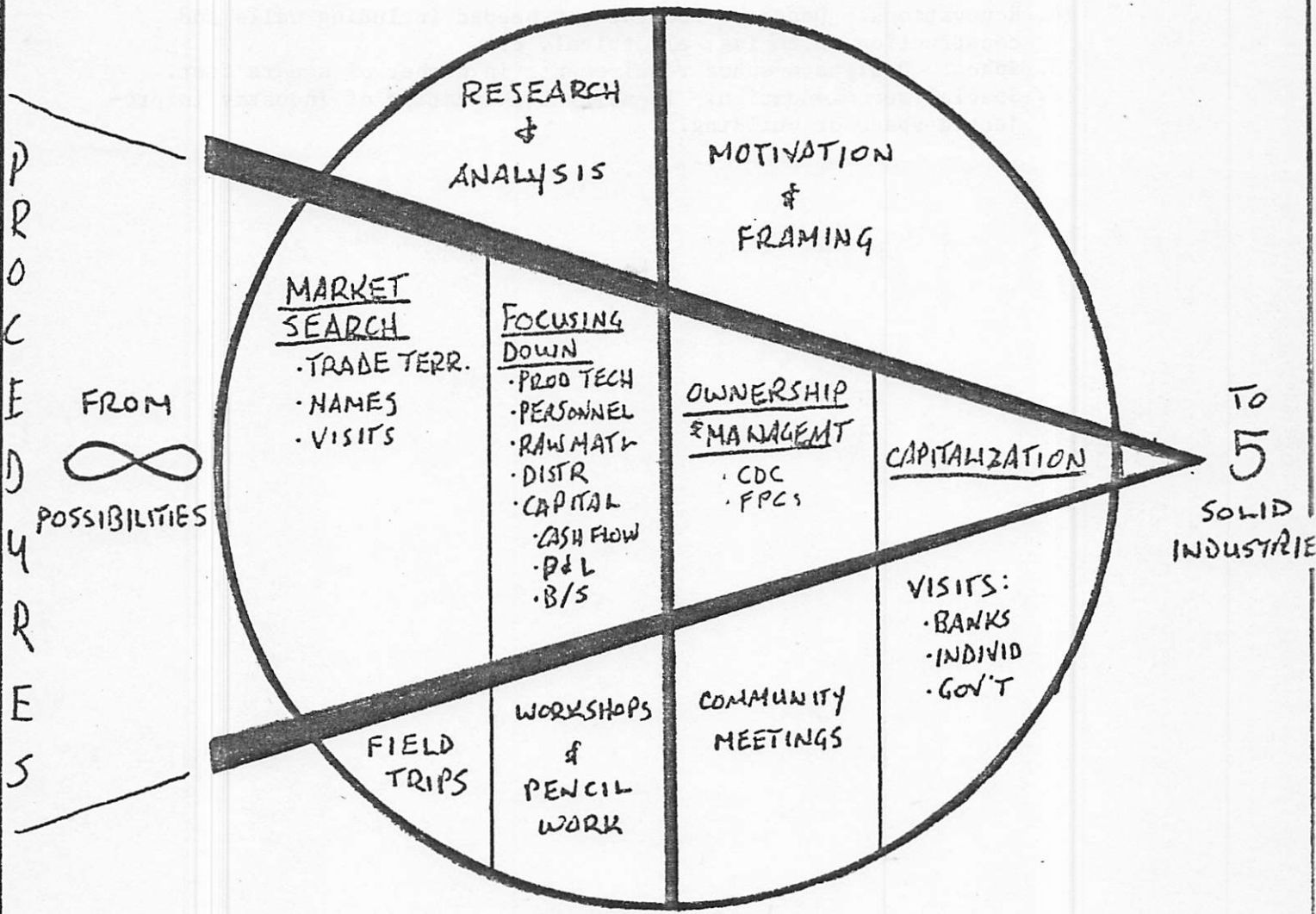
Rat. Obj.: Clarify the common indicative experiential realm of human profundity using P.H. charts as screen  
 Exist. Aim: Experience wonder at the mundane presence of Human depth in the world in others and in own self.

INTERNAL QUALITIES OF PROFOUND HUMANNES				EXTERNAL MANIFESTATIONS OF PROFOUND HUM.			
PRIMAL EXPERIENCE		PROFOUND CONSCIOUSNESS		PRACTICAL EXISTENCE		HUMAN VOCATION	
Meal		Meal		Meal		Meal	
"The Great Cosmos"		"Man Reveals Himself"		"Make no Little Plans"		"I Do Not Offer"	
Talk Primal Experience a Dynamic of Profound Humanness	The Realm of Profound Human.s	Talk Profound Consciousness	The Dynamic of Profound Human.s	Talk Practical Existence	To Be Alive Today	Talk Human Vocation	The Twelve Light Up One Another
	Event		Integrity		Action		Declaration
	Mystery		Care		Totality		Creativity
	Consciousness		Effulgence		Corporateness		Presence
GANDHI SEMINAR		HAMMERSKOLD SEMINAR		LAO TSU SEMINAR		TAGORE SEMINAR	
P	LECTURE REFLECTION	P	LECTURE REFLECTION	P	LECTURE REFLECTION	P	LECTURE REFLECTION
1	Gandhi Charting	1	Hammerskold Charting	1	Lao Tzu Charting	1	Tagore Charting
2	Gandhi Study	2	Hammerskold Study	2	Lao Tzu Study	2	Tagore Study
3	Timeline Exercise	3	Decor Exercise	3	Life Thrust Exercise	3	D.C.P. Exercise
P	New Insights?	P	Humanness Is...?	P	What learn?	P	Life Today?

THE LOCAL INDUSTRIAL DEVELOPMENT PROCESS

ICA: CHICAGO

# DYNAMICS



# ACTIVITIES

9. Additional costs: such as legal, audit, insurance, transport, accounting and advertisement.
10. Management: Describe the management requirements.
11. Finance: Describe the method of financing.
12. Wages: per individual per month (structure wages to accelerate with business development so provision is made for adequate capitalization and protective investment).
13. Timeline: Describe the number of days and minimum tasks necessary to set up the operation.
14. Renovations: Describe renovations needed including walls and construction, plumbing, electrical, etc.
15. Space: Designate space requirements in number of square feet.
16. Spacial recommendation: Identify the location of industry in projected space or building.

VI. PRACTICAL WORKSHOP  
REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

Rational Objective: To teach a method of selecting the best potential industries for a community from among a large number of possibilities.

Existential Aim: To experience a way of getting hold of industrial development by focusing on a realistic picture.

INTRODUCTION: Rehearse the industrial development process (see diagram) and point out that the workshop focus is on the "focusing down" section and that market research has already been initiated. Using 5th City as the community...

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**INDUSTRY BRAINSTORM**  
...brainstorm on board possible industries which:  
1. use available raw materials.  
2. do next step processing.  
3. use available labor effectively.  
4. service newly discovered markets.

Get list on blackboard, eg,  
1. Electronic parts  
2. Maintenance  
3. Millwork  
4. Trash recycling  
5. Sewing  
6. Horticultural

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**INDUSTRY SELECTION**  
Mark on chart: are reasonably sure (+), doubtful (-), or lack knowledge (o) as to:  
1. available guaranteed market.  
2. accessible production technology (facility, equipment, tech. exp.).  
3. available personnel (management, labor, legal, accounting).  
4. available raw materials.  
5. distribution costs  
6. capital requirements.

Aspect Indus.	Mkt.	Prod Tech	Per snl	Raw mat	Dist cost	Capital reqmts.
Electr'c	+	o	+	+	-	o
Maint.	o	+	+	+	+	o
Millwrk	+	-	-	-	-	o
Trash	+	+	+	-	o	o
Sewing	+	+	o	+	+	+
Horticul.	-	-	+	-	+	o

Group evaluate industry potential by putting marks in appropriate places on board chart.

Art form conversation on the board and pick the five most likely.

**INDUSTRY ANALYSIS**  
Break into five groups; each group appoint a scribe; talk through the following questions and write report to the group:  
1. Description: What kind of units would be produced?  
2. Market: Who would buy them?  
3. Price: At what price would they be sold?  
4. Volume: How many would be sold in a year? Quarterly?  
5. Skills: What skills would be necessary?  
6. Employment: Number of employees (based on volume).  
7. Equipment: Itemize equipment needs and estimate cost; list sources of funding for cash.  
8. Facility: What will be the cost of the facility including space lease, telephone and utilities?

(Continued other side)

CONCLUSION: Plenary report and reflection: Insights? Learnings? Significance of this industry analysis? What further questions? What do next in industrial development?

V. RESOURCE PANEL  
REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

Rational Objective: To acquaint participants with the various resources available to enable industrial implementation.

Existential Aim: To dispel the mystery and close the distance of public and private resources through an interchange and stories of local achievement.

INTRODUCTION: Introduction of panelists.

<p>M O V E M E</p>	<p>I</p>	<p><b>PREPARATION</b> Moderator leads an invitatory conversation with the participants: - Who here has ever worked in a small in-try? - Who has tried to start up one? What? - What did you encounter in the process? - What issues would be of utmost concern to you if you were to attempt to get a small industry started in a community like this or the one you come from? (list concerns on blackboard and circle group's most important).</p>	<p><b>SUGGESTED PANEL ARENAS:</b> Treasury Dept., Regnl. Comptroller Venture Capital Firm. EDA Regnl.- Tina Dolgolpol Commercial lending facility Industry rep. (large/small) Market research firm Economic Development Commission Uni. Chicago Business School</p>
<p>N T S</p>	<p>II</p>	<p><b>PANEL</b> Moderator calls upon the panelists to say a word about what they do and address all or part of the following questions: - What has been the greatest contradiction you had to overcome in local industry development? How did you deal with it? - What would a community have to do to get government funds to enable industry to start up? - What kinds of consulting and training services are available to community industries?</p>	
	<p>III</p>	<p><b>GROUP-PANEL DIALOGUE</b> 1. Moderator calls upon participants to ask questions of the panelists. 2. Moderator invites panelists to ask a question of the group. 3. Moderator asks for closing insights and comments from the group on this event.</p>	

CONCLUSION: Moderator thanks the panelists and invites further informal dialogue.

DESCRIPTION OF POTENTIAL IVY CITY INDUSTRIES (SAMPLE)

1. CUBE-COR: a plywood industry that processes raw materials into furniture used as book shelves, tables, children's chairs, stereo cabinets, etc.
  2. AUTO REPAIR: an automotive service center that has transmission repair, motor overhaul, tune-up, paint and body work, and general service and inspection readiness.
  3. PRINTSHOP EXPANSION: the expansion of the present space, capacity and sophistication, and increased employment.
  4. ELECTRONIC ASSEMBLY: suggested by a former SBA contact at a time when space was not available.
  5. SYNTHETIC OIL DISTRIBUTION: the warehousing, selling and distributing of synthetic oil. (note special folder)
  6. WAREHOUSING: for short term storage until space is filled.
  7. ALUMINUM WINDOW ASSEMBLY: receiving kits to fill orders for such companies as Washington Plate Glass. (this could include door assembly, window screens and storm windows)
  8. LAUNDROMAT: offering total laundry services, including coin operated washers and dryers, coin operated dry cleaning or "seal out" dry cleaning home cleaning rentals such as carpet and upholstery cleaning equipment. A washing and folding service would also be provided.
  9. CONVENIENCE MART: to service the marketing and convenience needs of the community. It would contain a complete line of groceries, packaged and fresh meats, non-prescriptive drugs and cosmetics. Other conveniences such as fast foods deli, bake shop, hardware, notions, magazines, etc. would be available for purchase. It would be consumer sensitive through ongoing surveys.
  10. RECYCLING PLANT OPERATION: the collection, sorting and storage of aluminum cans, newspaper, glass and tires for distribution to local buyers.
  11. TEMPORARY WORK CORPS: a work corps of unemployed and underemployed people with diverse skills to do temporary work such as moving and transfer, refurbishing and cleaning, minor repairs, etc.
  12. BUILDING AND CONSTRUCTION COMPANY: a company of semi-skilled and skilled craftsmen who would do remodeling, renovation, roof repairs, general repairs, additions and contracting from developers for new construction. Contracts through SBA, city housing agencies, etc. would be sought.
  13. LOW TECHNOLOGY ASSEMBLY: contracts with SBA, GAS, Navy, etc.
  14. VAN AND CAR WASH: the cleaning and washing of custom vans through a special water recycling process. Contracts will be sought with government motor pools, the police department and other agencies that have fleets of vehicles. At present there appears to be no van washing facility in the northeastern section of D.C.
  15. BUSINESS AND INDUSTRY DEVELOPMENT CORPORATION: The expansion of ICCO (The Ivy City Corporation) to do broad based industrial and commercial development in Ivy City and Trinidad areas to provide skill training and upgrading devices, and management training facilities and the overall coordination of the industrial complex.
- OTHER UNEXPLORED OPTIONS: (1) packaging (2) textiles: (3) contracts secured through economic development agencies: C.U.P., GWBC, MAGGIE, ETC.

**Rational Objective:** To lay out the implementary systems necessary for local industrial development.

**Existential Aim:** To experience new possibility through a corporate structural approach to local industrial development.

**Introduction:** Reiterate the aims of industrial development: (1) Income producing, (2) employment, (3) skills training, (4) self-reliance.

I PROGRAM DEVELOPMENT KEYS	Ancillary Industry		Processing Industry		Service Industry		Home Industry	
	Guaranteed Market	Potential Expansion	Simple Next step	Capital-Light	Public Contract	Unemployed Skills	Private Capital	Outlet Suppliers
	Trade Territory	Secured Contracts	Packaging	Labor Intensive	Start-up Funding	Repair & Maintenance	Family Industry	Homemakers Part-time
II PRACTICAL ACTIONAL SCHEMES	Developmental Center Campaign		Shoe-string Initiation Campaign		Comprehensive Planning Campaign		Managerial Training Campaign	
	Industrial Shed	Low Overhead	Local Market	Immediate Turnover	Products Discernment	Space lay-outs rg/ Community Plan	Corporate Planning	Common Operations
	Multiple Enterprises	High Adaptability	Loaned Equipment	Simple Production	Business Option skills	Phased Development	Record Systems	Specialized Training
III GUILD TASK FORCE FUNCTION	Development Corporation		Investment Systems		Marketing Promotion		Products Refinement	
	Established Businessmen	Prospective Investors	Equity/ Leverage	Loan Acquisition	Advertising Campaigns	Market Research	Increase Production	Sharpen Finishing
	Potential Laborers	Legal Form	Grant Proposals	Establish Guarantees	Contracts Procurement	Sales Events	Streamline Assembly	Improve Packaging
IV AUXILIARY SUPPORT ROLE	Technical Access		Seed money Location		External Relations		Operational Services	
	Resident Consultants	Field Trips	Parent Company	Letters of Credit	Environment Design	Retail Outlets	Initial Book-keeping	Debt-re-tirement Monitoring
	Advisory Network	Skills Repository	Revolving Fund	Vendor Credit	Regional Plan	Special Programs	Investment Catalyzation	Guardian Help

II. FIELD SEMINAR  
REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

Rational Objective: To demonstrate the use of the industry programs in a particular community through the document tactics.

Existential Aim: To experience the impact of a community's use of tactics to implement a new turn in its economy.

INTRODUCTION: Reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What are examples of the various types of industry from your own community?

TACTICAL REVIEW

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1. Pass out 5th City documents and walk through the charts:
  - Vision: What do you notice as the vision of 5th Citizens, especially in regard to industry? What would be some of your hopes and dreams for this community? For your own community?
  - Contradictions: What do you notice is blocking this community in the arena of industry?
  - Proposals: What are the industry proposals here? What are the advantages of these strategies in 5th City? In your community?
  - Tactics: Ask objective questions on the chart (How many arenas, how many paratactics and names, how many tactics related to industry).
2. Pass out industry tactics plotting sheet with 4x4; divide room into four parts, each sub-group taking a fourth of the subtactics and plotting them on the program 4x4. Representatives from each group put plot from their group on the board. Add other industries done since the consult.
3. Reflect on the board plot: What strikes you about the plot? Where has 5th City put its emphasis in terms of industrial development? Where are tactics missing? Why? What contradictions are handled by these tactics? How do you suspect the vision of local residents is realized through these tactics? What does this plot tell us about the next moves in 5th City?
4. Pass out list of potential industries for 5th City and briefly discuss it.

TOUR

II

1. Go first to the Industry Center and observe the industries operating there: Cube Cor furniture modules, alarm systems installation, window insulation assembly, body shop and radio/tv repair shop. Check list of potential industries to see what other industries could locate there or as part of an expansion of the Industry Center.
2. Go to the projected site of the automotive Center and vision possible components that could operate there. 5th Citizen guide tells story of automotive center development progress.
3. Observe the 5th City Construction Co. at work on one of its sites and discuss with Mr. Glover the work of the company and its future plans.
4. During the tour observe other potential industrial sites for expanding with new industry.

REFLECTIONS:

III

1. Conversation on impressions of 5th City industry and on what the next great leap in industrial development must be.
2. Discuss what is standing in the way of this leap and how to move.
3. What did you discover about doing local community industry?

III. TECHNICAL ENCOUNTER  
 REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

Rational Objective: To see how small scale industry is successfully initiated, operated financed and supported by local community.

Existential Aim: encounter a dramatic illustration of the implementation of local industry.

INTRODUCTION: Context visit to a small Illinois town with a variety of small industries Pass out maps and introduce the trip and practics. Highlight elements of special interest on the visit.

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PREPARATION:

1. Group discussion of the key things to look for during the investigation of the town's industry.
2. Build a screen of questions in relation to industrial initiation, marketing processes, employment profile, finance and community role. Include things like the percentage of community people employed in the local industry and how it is owned and operated.
3. Divide into groups appropriate to the number of industries to visit on a rotating basis.

II

VISIT:  
 Options for the industry visit include a rural industrial town of under 1500, or an exurban mixed community about 2000, or a suburban Chicago ethnic community under 10,000. The Economic Development Commission in Chicago is a helpful source in selecting the town.

III

REFLECTION:

1. Return to program center for reports and reflection.
2. Discuss the impressions and outstanding features of the visit. Cover areas of finance, production, employment, marketing and community relations. Discuss current contradictions and future plans.
3. Push for the technical wisdom learned about creating and sustaining light industry in local community. Get a list of the 10 major learnings for successful industrial development.

CONCLUSION: What new insights did you get on this trip in regard to economic development? What is the human element in industrial development?

Rational Objective: To lay out the arenas of appropriate industry for community economic development.

Existential Aim: Experience the wide variety of industrial possibilities for local development.

INTRODUCTION: Economic objectives:

I  HOME INDUSTRY	Craftsmanship Recovery		Local Marketing		Special Skill Utilization		Low Individual Investment	
	Artifact Crafts	Expanded Hobbies	Retail Contracts	Standardized Crafts	Elders Handicraft	Homemakers Part time	Private Capital	Individual Pace
	Custom-made Goods	Traditional Arts	Outlet Suppliers	Novelty Shops	Handicapped employment	Artists Enterprise	Particular Skill	Piece Work
II  SERVICES INDUSTRY	Marketable Services		Industrial Devlpmt. Ctr.		Unemployed Skills		Cooperative Funding	
	Repair & Maintenance	Construction Company	Market Research	Start-up Funding	Former job Skill	Disused Skills	Local Construction	Park Maintenance
	Equipment Rentals	Entertainmnt Fields	Advertising Operation	Industrial Entrepreneurship	Hobby Related	Common Labor	Street Maintenance	Trash Removal
III  PROCESSING INDUSTRY	Resource Utilization		Regional Market		Skill Upgrading		Extended Investment	
	Agro Products	Forest Assets	Self Distribution	Local Needs	Technical School	Apprentice Practice	Community Shares	Private Investment
	Land Resources	Recyclable Materials	Low Competition	Minimal Transport	Business Courses	On-the-job Training	Government Backing	Corporation Interest
IV  ANCILLARY INDUSTRY	Employment Intensive		Guaranteed Market		Skill Training		Outside Capitalization	
	Piece Assembly	Specialized Production	Parent Industry	Potential Expansion	Upward Mobility	Semi-skilled Usage	Parent Industry	Government Grants
	Packaging Operation	Sub-Contracting	Trade Territory	Secured Contracts	Skills Upgrading	Management Training	Equity Transfer	Bank Loans

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

REVISED December 6, 1978

OCTOBER 1978

INDUSTRY TACTICS:	INDUSTRY PROGRAMS				
	3 Building Materials 4 Repair Equipment 6 Finance Clinic 10 Local Investment 12 Loan Fund 15 Development Capital 18 Planning Consultations 25 Skills Bank 28 Labor Recruitment 33 Union Commitments 38 On-Job Training 131 Automotive Center 133 Flea Market 136 Assembly Plant (electronics) 138 Development Corporation 139 Factory Facility (manufacturing operation) 140 Construction Company 141 Sales Promotion 142 Local Advertising 143 Marketing System	I  HOME INDUSTRY	Craftsmanship Recovery	Local Marketing	Special Skill Utilization
II  SERVICES INDUSTRY		Marketable Services	Industrial Devlpmt. Center	Unemployed Skills	Cooperative Funding
III  PROCESSING INDUSTRY		Resource Utilization	Regional Market	Skill Upgrading	Extended Investment
IV  ANCILLARY INDUSTRY		Employment Intensive	Guaranteed Market	Skill Training	Outside Capitalization

Rational Objective: To learn the process of tactical planning in designing a merchandising survey for a local retail store.

Existential Aim: To experience the catalytic role of auxiliary in implementing local community commercial development.

Introduction: Context group on workshop function and design, including time frame. Explain the survey of the community's merchandising needs is to determine the types, quantities, and prices of products people would purchase locally if available.

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1. Brainstorm the information we would need in order to locally provide the community with necessary goods. (Look at ways to reveal local buying patterns through discovering needs, wants, capacity to buy, and attitudes.)
2. Gestalt brainstorm into arenas of concern.
3. Divide group into sub-groups, each working with a different arena of concern.

1. Within each group create 5 key questions aimed at discerning the "market" in 5th City for Superfoods.

Sample questions: Who buys for your family? how often? where?  
 What products do you make special trips to buy?  
 What products do you want to buy but can't?  
 What products do you buy from mobile venders?

2. Make a wall chart of your group's questions.

1. Regather as total group. Put up charts. Read each group's questions.
2. Look for gaps. (What information would be left out if we used only these questions?) Add appropriate questions.
3. Discuss briefly how the survey would be set up. Who would do it? When would it be? (consider merchandising survey as part of a future workday in conjunction with 5th City's comprehensive census survey.)

- Conclusion:
1. Decide next steps to be completed before doing survey. (e.g. chart for compiling data.)
  2. Reflect on the workshop process and learnings.



Rational Objective: To learn the process of tactical planning in starting a retail merchants' association.

Existential Aim: To experience the catalytic role of auxiliary in implementing community commercial development.

Introduction: Context group on workshop function and design, including time frame. Remind participants of the number of 5th City tactics which relate to a merchants' association. Refer to several and read aloud, such as 73 (business advisors), 80 (businessmen's directory, 99 (business symbol), 141, 142, 143, 144 (cooperative efforts.)

- |   |   |
|---|---|
| M | 1. Discuss the purpose and functions of a merchants' association. Be sure to explore the merchants' responsibility for the total community and the possible cooperative efforts, such as sharing accounting and auditing services, on their part.   |
| O | 2. Elicit from the group some of the key struggles facing small business in small communities.  |
| V | 3. Brainstorm actions which would begin to deal with these issues.  |
| E | 4. Gestalt into arenas.   |
| M | 1. Divide into 2 groups.  |
| E | 2. <u>Group 1</u> will design a merchants' association. Ask questions about its purpose, functions, organization, and membership. Explore how the following concerns will be handled: business promotion, relations to public services like utilities and street maintenance, loan funds, the look of the commercial area, town design, and management training. Write a paragraph which would include what the association would look like, how it would be initiated, when, where, and by whom. <u>Group 2</u> will create a year's timeline of activities in which a merchants' association would be involved. |
| N | 1. Regather as total group and build a common timeline. Be sure to consider events already scheduled in local community that would give the association an advantage or would block further activities in those time slots.   |
| T | 2. Read the paragraph from Group 1 describing a merchants' association. Ask further questions: How would you recruit for a merchants' association?<br>What blocks do you anticipate?<br>What "special" tactics would be needed for winning trust?   |
| S | Revise the paragraph as needed.   |

Conclusion: Reflect on the workshop process and learnings.

Rational Objective: To learn the process of tactical planning in starting a retail store operation.

Existential Aim: To experience the catalytic role of auxiliary in implementing local community commercial development.

Introduction: Context group on workshop function and design, including time frame. Remind participants of the power that a retail store has in enabling morale of a local community, e.g. store in Cannonball (Inyan Wakagapi HDP.)

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1. Artform retail store checklist, page 6.(Use categories "Feasibility and Design, Set-up and Initiation.")
2. Discuss what the retail store would look like for the assigned location, the H.D.T.S.
3. Divide into 4 groups. Assign participants to these work arenas: Merchandising, Operations, Finances, Personnel

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1. In sub-groups brainstorm actions within given work arena needed to set up the store for the H.D.T.S.
2. Gestalt actions and arrange in phases.
3. Decide all practical matters in relations to your arena: when, where, who
4. Create a timeline for immediate implementation.

E

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1. Regather as total group and report briefly.
2. Create a common timeline. Check the H.D.T.S. calendar (events already scheduled within the "community" which would block store hours of operation and the regular daily activities which create an advantage for the store.)
3. Assign personnel to complete plans and initiate the store. A survey of community needs and wants may need to be designed by this group.

Conclusion: Reflect on the workshop process and learnings.

**Rational Objective:** To lay out the implementary systems key to building commercial services in a community.

**Existential Aim:** To disclose the great possibilities for local businessmen and the community to work together in the creation of viable community retail and finance services.

**Introduction:** Sociological humanness of commercial services.

PROGRAM DEVELOPMENT KEYS	Capital Funds		Co-operative Enterprises		Market Promotion		Management Training	
	Revolving Loan Fund	Bank Financing	Common Bulk Purchasing	Multi-purpose Facility	Buyers Survey	Suppliers Survey	Record Keeping	Cash Flow Management
	Local Investment	Grant Processing	Local Busin. Association	Funding Events	Cost Analysis	Product Packaging	Market Analysis	Production Methods
PRACTICAL ACTIONAL SCHEMES	Formal Business Association		Generate Commercial Space		Products Promotion Campaign		Revolving Loan Fund	
	Systematic Visitation	Strategic Benefits	Centralize Facility	Land Use Plan	Local Advertise't Upgrade	Special Grants	Generate Initial Cash Pool	Short Loans
	Membership Guidelines & Dues	Regularized Meetings & Celebration	Beautificatn Campaign	Low Cost Rental	Corporate Advertise't	Special Events & Present'ns	Build Dec'n-making Polity	Collateral System
GUILD TASK FORCE FUNCTION	Planning & Promotion		Core Leadership Role		Gusiness Operations Training		LEV Catalyzation	
	Future Projections	Growth Phasing	Demonstrate Successful Enterprises	Encourage Particip't'n	Targeted Workshopping	Formal Training	Social Program Support	For-Profit Organization
	New Enter-prise Promotion	Trouble Shooting	Maintain Crucial Relationships	Research New Possib.	Apprentice Program	Regular Evaluation	Local Polity	Not-for Profit Organizat'n
AUXILIARY SUPPORT ROLE	Insuring Longrange Systems		Technical Assistance Linkage		Fiscal Liaison Initiation		Project Promotion	
	Tactical Monitoring	Hosts Community Councils	Construction & Archit.l Services	Banking Services	Public & Private	Proposal Packaging	Site Visits	Catalytic Events
	Catalyzes Increasing Participatn	Regular Visitation	Legal & Accounting Services	Production Technology Expertise	Initial Research	Encourages Local Entrepren.	Local Motivity	Demonstra'n Highlight'g

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

National Objective: To become familiar with the resources available for initiating small commercial operations.

Existential Aim: To experience the willingness of public and private sector resources to enable local community commerce to succeed.

INTRODUCTION: Introduction of panelists.

M O V E M E N T S	I	<p><b>PREPARATION</b></p> <p>Moderator leads an invitatory conversation with the participants:</p> <ul style="list-style-type: none"> <li>-How many grew up with a neighborhood store? What are your memories?</li> <li>-What services have disappeared from your community that once played a significant role for you?</li> <li>-What do you consider the most pressing needs in the arena of commercial services today? What are the issues?</li> </ul>	<p><b>SUGGESTED PANEL ARENAS:</b></p> <p>SBA representative.          Banker: Jeff Miller of Nat'l Blvd. Bank or Don Ford of Community Bank of Lawndale.          Venture Capital Corp.: AMOCO, Mr. Shaeffer.          Business Counseling/proposals: Isadore Flakes of CEDCO.          Food retailing: Ray Caruso          Merchandising: Clancy Mann, Sears.</p>
	II	<p><b>PANEL</b></p> <p>Moderator calls for reports from each member of the panel, successively, asking them to say a word about what they do, address the role of small commercial business in today's society, and mention resources available for development of local commerce.</p>	
	III	<p><b>GROUP-PANEL DIALOGUE</b></p> <ol style="list-style-type: none"> <li>1. Moderator calls upon participants to ask questions of the panelists.</li> <li>2. Moderator invites panelists to ask questions of the group.</li> <li>3. Moderator sums up the panel discussion and calls for closing insights from the group.</li> </ol>	

CONCLUSION: Moderator thanks the panelists and invites further informal dialogue.

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To acquaint students with the commerce tactics, present and proposed, in 5th City.

Existential Aim: Impress students with how 5th City commercial tactics have begun to transform a former blighted area to an image of self-sustained, serviced community

INTRODUCTION: Reflections on the contextual lecture: (1) What do you remember from the lecture? (2) What are some of the arenas of commercial services breaking loose today?

TACTICAL REVIEW

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1. Refer to your 5th City document:
  - Vision: What do you notice as the vision of 5th citizens in regard to commerce? What would be some of your hopes and dreams for this community For your own community?
  - Contradictions: What do you notice is blocking 5th City in the arena of commercial services?
  - Proposals: What are some of the commerce proposals (business and finance) in 5th City? What seem to be the strategic advantages of these?
  - Tactics: Ask objective questions on the chart (How many arenas, how many paratactics and names, how many tactics related to commerce?).
2. Pass out commerce tactics plotting sheet with 4x4; divide into four groups (in place), each group taking a fourth of the tactics and plotting them on the program 4x4. Representatives from each group put plot from their group on the board. Add other commercial services established since the consult. Also refer to the 5th City business directory to see other businesses not covered so far. Plot some of them also.
3. Reflect on the board plot: What strikes you about the plot? Where has 5th City put its emphasis in terms of commercial development? Where are services missing? Why? What contradictions are handled by these tactics? How do you suspect the vision of local residents is realized through these tactics? What does this plot tell us about the next moves in 5th City?

TOUR

II

1. Have 5th City Business Association members lead school on tour of commercial enterprises in the 5th City area. Begin with the 5th City Shopping plaza across from the HDTs. This includes 5th City Superfoods, Stanley's Broasted Chicken, Stanley's Laundromat and Dry Cleaner, the 5th City Financial Services Center.
2. Next look at site of projected expansion of 5th City business and make notes on possible new businesses that could be started.
3. If time allows visit some other commercial enterprises such as the 5th City Transport Service, Floyd's barber shop and Corine's Lounge.  
(Task Forces could be split up and alternate these visits in 1 and 2)

REFLECTIONS

III

1. Conversation on impressions of 5th City commerce and on what the next great leap in commercial services is in 5th City.
2. Discuss what is blocking this leap and how to move.
3. What did you discover about doing local community commercial development?

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To expose students to the various components of commercial operations.

Existential Aim: To have students experience the required discipline to succeed at effective commerce.

INTRODUCTION: Context group on successful commerce depending on phasing the operation into manageable parts: (1) financing, (2) inventory control-turn over rates balance, (3) pricing/advertising, (4) accounting, and (5) customer relations. We will look at all this at the macro level in Chicago, then check it out in a small retail operation.

PREPARATION

1. Tell the Chicago history as center of U.S. commerce: Sears Hdqtrs., Montgomery Wards, Merchandice Mart, Stockyards (gone to regional now because of transportation costs), Chicago Board of Trade (International center for farm prices). Also a great transportaion center.
2. Build a screen of questions to examine a retail operation (Hamburger U.), a merchandising operation (Sears building), a pricing operation (Chicago Board of Trade). Sample questions:

RETAIL OPERATION

MERCHANDISING OPERATION

PRICING OPERATION

How does McDonalds use the team to succeed at store operations? What are the major components of retailing? What is the key to successful store operations?

How has Sears organized for rapid merchandising? What are the critical indicies they use for merchandising? How do they expand their markets?

How does world demands effect local growers and, consequently, retail pricing? What are the basic components from growing to public consumption? What effects retail pricing?

VISIT

Divide into three task forces:

1. Hamburger University- training in retail operations. Ray Caruso.
2. Sears Tower- walk through offices to see organization for merchandising. Go to top and build a commercial grid of Chicago. Clancy Mann.
3. Board of Trade- examine pricing operation.

SCREEN TESTING/REFLECTION

Movement III options: either return for group reflection on technical visit, or interview several retail operations in 5th City to test the screens from the technical visit. If the latter is chosen it would have to be integrated into the field seminar, leaving for the technical visit in movement II of the field seminar and ending with the 5th City tour. In this case a box lunch would be required to take, as the lunch hour would come while the task forces were in the Loop. A local retail interview might have the following questions: (1) What financing involved in start-up? (2) How do you handle inventory operations? (3) What overhead expenses involved? (4) What is major problem? (5) How attract customers? (6) How has 5th City enabled you to succeed (direct/indirect)?

CONCLUSION: Discussion on commercial learnings: What did we learn on running a retail operation? What are the major problems? What are keys to success in merchandising? What are the edges in commerce today that a local community like yours can pick up on?

Rational Objective: To obtain a comprehensive picture of commercial services in a local community.

Existential Aim: To explode the arenas of services that can enable a local community to become self-sustaining.

Introduction: Economic Dynamics

I MARKETING SERVICES	Sales Team		Market Research		Consolidated Purchasing		Product Shipping	
	Sample Preparation	Volunteer Support	Area Survey	Market Testing	Food Commodities	Raw Materials	Product Packaging	Freight Handling
	Contract Signing	Community Story	New Products	Consultant Liason	Fuel Supply	Manufactured Goods	Warehouse Structures	Price Advantage
II LOCAL MERCHANDIZING	Local Business Expansion (Existing)		Retail Business (New)		Service Operations (New)		Merchant's Association	
	Market Expansion	Building Renovation	Food Store	Household Goods	Repair Shops	Customer Services	Community Plan	Community Directory
	Local Market	Finance Consultant	Clothing Store	Hardware Store	Community Services	Entertainment Enterprises	Community Promotion	Information Campaign
III FISCAL SERVICES	Community Legal Form		Savings and Loan System		Book-Keeping Operation		Financial Development	
	Community Development Corporation	Capitalization Plan	Community Funds	Loan Arrangements	Accounting System	On-the-Job Training	Investment Proposals	Loan Management
	Ownership Models	Board of Directors	Banking Services	Credit Union	Daily Tallies	Office Skills	Loan Research	Grant Proposals
IV MANAGEMENT SYSTEMS	Manager's Collegium		Management Training		Personnel Development		Equipment Maintenance	
	Community Plan	Site Visits	Management Principles	Quality Control	Public Relations	Hiring Policies	Building Up-Keep	Building Management
	Meeting Schedule	Consultant Talks	Cash Control	Time Scheduling	Supplementary Training	Administrative Procedures	Grounds Maintenance	Building Up-Keep

I. CONTEXTUAL LECTURE

Introduction: Economic Dynamics

I  MARKETING SERVICES	Sales Team	Market Research	Consolidated Purchasing	Product Shipping
II  LOCAL MERCHANTIZING	Local Business Expansion (Existing)	Retail Business (new)	Service Operations (new)	Merchant's Association
III  FISCAL SERVICES	Community Legal Form	Savings & Loan System	Book-Keeping Operation	Financial Development
IV  MANAGEMENT SYSTEMS	Manager's Collegium	Management Training	Personnel Development	Equipment Maintenance

HDTS: 5th City

Economic Cycle

HUMAN AWAKENMENT LAB  
PROFOUND HUMANNESSE COURSE:  
LECTURE #3, Practical Existence

Global Research Centrum: Chicago

December, 1978

TO BE ALIVE TODAY		ACTION		TOTALITY		CORPORATENESS	
12 Touchstones of Human- ness		Unrelenting Demands		History Sees the Globe		One Life to All	
Word, Experience of All Persons		Unmitigated Expenditure		Illustrat' of my Cousin		Honor All Life Around	
Watershed of 2 Ages		Burn Like a Wick		Within my Head the Globe		Undelimi- ted Together- ness	
Struggle to Discern		Precise Intention- al Action		Whatever I Do, I Do the Globe		Renewal of the Villag	

<p>Meal Intro.</p>	<ol style="list-style-type: none"> <li>1. Songs</li> <li>2. Accountability/Absolution</li> <li>3. Meal celebration: "The meal is a social event and reminds us of the connectedness of life.</li> <li>4. Ritual</li> </ol>	<p>R.O. Clarify the role of vision in motivating troops.</p>
<p>M O V E M E N T S</p>	<p>I QUOTE</p>	<ol style="list-style-type: none"> <li>1. Read quote: "Make no little plans. They have no magic to stir men's blood - and probably, therefore, will not be realized."</li> <li>2. What words or phrases struck you?</li> <li>3. Have someone else read it.</li> <li>4. What does the quote say?</li> </ol>
	<p>II CONVER- SATION</p>	<ol style="list-style-type: none"> <li>1. What are some little plans you've known? What can they do?</li> <li>2. Why does he say you should make no little plans?</li> <li>3. Where have you seen people's blood stirred? What was the plan?</li> <li>4. What direction is being called for that requires plans that stirr the blood?</li> <li>5. Someone announce a plan that will stir our blood!</li> </ol>
	<p>III CONCLU- SION</p>	<p>All of the great turning points in history had to do with such big plans.</p>
<p>Meal Close</p>	<ol style="list-style-type: none"> <li>1. Announcements</li> <li>2. Send out</li> <li>3. Ritual</li> </ol>	

HDTs: 5th City

Economic Cycle

Global Research Centrum: Chicago

HUMAN AWAKENMENT LAB  
PROFOUND HUMANNES COURSE:  
Lecture #4, Human Vocation

December, 1978

THE TWELVE TOUCHSTONES  
LIGHT UP ONE ANOTHER

DECLARATION

CREATIVITY

PRESENCE

Primal  
Experience

Internal  
Event  
Mystery  
Consciousness

Basic  
Dynamic

Continual  
Exposure  
Visible  
Sign  
Constant  
Interpretat'n  
Public  
Accountability

Basic  
Dynamic

Universal  
Relativity  
Historical  
Engagement  
Decisional  
Impact  
Sociological  
Creativity

Basic  
Dynamic

Inescapable  
Selfhood  
Enigmatic  
Archetype  
Internalized  
Affirmation  
Transparent  
Signification

Profound  
Conc'ness

Personal  
Integrity  
Care  
Effulgence

You Have  
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Social  
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Corporateness

Given  
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the Earth

The  
Decision  
to Win

The Call

Human  
Vocation

External  
Declaration  
Creativity  
Presence

Given  
power  
to Shape  
the Future

Pioneer'g  
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Symbol

PROFOUND HUMANNES COURSE

Meal Conversation #4 - Breakfast

Meal Opening	<ol style="list-style-type: none"> <li>1. Songs Men of The Spirit, Nevertheless, Journey On.</li> <li>2. Acct/Absol by TF &amp; Teams</li> <li>3. Meal Celebration - People of 5th City who invented The Iron Man.</li> <li>4. Ritual</li> </ol>	<p>R.O. See clearly the choice involved in creating the future.</p>
	Quota- tion	<ol style="list-style-type: none"> <li>1. Read the quote: "Listen I do not offer you the old smooth prizes; I offer you rough new prizes.</li> <li>2. Have several participants read it dramatically.</li> <li>3. What word or words caught your attention?</li> <li>4. What are some other words for prizes?</li> </ol>
	Conversa- tion	<ol style="list-style-type: none"> <li>1. What are some prizes that you have seen people work for? What are some you have won?</li> <li>2. What do you think of as "old smooth prizes?"</li> <li>3. What are the "rough new prizes" that are being offered to those who listen? Why are these prizes rough?</li> <li>4. What kind of a person will respond to this kind of challenge? What is it going to take to win these new prizes.</li> </ol>
	Conclu- sion	<p>The future offers great new surprizes but only to those who risk its roughness.</p>
Meal Closing	<ol style="list-style-type: none"> <li>1. Announcements - Day's Design, Enablement</li> <li>2. Send Out</li> <li>3. Ritual</li> <li>4. Right.</li> </ol>	<p>E.A. Embrace beforehand the unanticipated consequences involved in social change.</p>

PROFOUND HUMANNESSQUOTES FROM TAGORE

The village community, which is the mother of nations and supports national endeavor, has been disrupted and is now moribund. Its life-giving institutions are uprooted and are floating like dead logs down the river of time.

Caught between tyranny and charity, the village people have been emptied of self-respect.

The dignity of civilized living rests today on a chosen few, maintained by the unwilling labor of many.

It is not the rich but the poor who must rescue society from the crushing weight of great wealth.

Our aim must be to restore to the villages the power to meet their own requirements.

To try to help villagers from the outside could do no good. How to kindle a spark of life in them - that is the problem.

Our ills cannot be cured by treatment of symptoms. The causes have to be removed. First, the people must cease to be parochial; they must feel that they are part of a world society. Secondly, in the economic sphere, their efforts have to be coordinated to the efforts of men elsewhere.

It should be our mission to bring to the villages health and knowledge; wealth of space in which to live; wealth of time in which to work, rest and enjoy; respect which will give them dignity; sympathy which will make them realize their kinship with the world of men, and not merely their subservient position.

If the Indian economy is based once more on cooperation, the villages which are the nurseries of our civilization will be vitalized and the whole country will gain a new life.

Rational Objective:

Existential Aim:

INTRODUCTION: 1. Lecture reflection: What images? Most engaging part? Where experience an "a ha!" Where were new windows on humanness opened up for you?

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TAGORE:

1. Read over Tagore (chart optional).
  2. In paragraphs 1-3 what is the problem? How has it changed or is the same today?
  3. What is the strategy in 4 and 5?
  4. In 6 and 7 what is the key to victory? How can this be done? What would it look like practically?
  5. What is the mission in 8? What is the promise (9)? What would you add for your community?
- This is Tagore's witness. We are going to have opportunity to build our own witnesses today.

II

FUTURE EXERCISE:

1. Pass out charts. Let us work together to build our statement of the future.
2. Fill line #1 corporately: What's going on in our time?
3. Do #2 individually....Circle one where change will not happen for 20 years. Check by one where change must happen immediately. Which social change is most profound in terms of its implications? Share work.
4. Do #3 individually...Which of these changes is most important? What things would you see yourself having something to offer? Share.
5. Do #4 (What are the 5 demonstration signs needed in the world to pull off #3?)...Which are you most committed to?

III

WITNESS:

1. Based on what we've done write a witness about what needs to happen for change to occur. Make 4 points; use right column.
2. Have several people give their witness.
3. What produces drive in people today?
4. Fill in the qualities and practices of authentic living today. Share.

CONCLUSION: What does this reveal about life today? About being human?

Meal Conversation #5 -

Meal Opening	<ol style="list-style-type: none"> <li>1. Songs</li> <li>2. Acct/Absolution</li> <li>3. Meal Celebration: Generations</li> <li>4. Ritual/Letus Feast</li> </ol>	<p>R.O. Clarify the new vistas from which the students now view life</p> <hr/> <p>E.A. Leave participants struggling with the change that has occurred in their own lives.</p>
	ART FORM CHART	<p>With the large profound humannes qhart on the board, artform it briefly.</p> <ol style="list-style-type: none"> <li>1. Which are the clearest? Least clear?</li> <li>2. Which burn brightest for you?</li> <li>3. What new windows have opened up for you on your own life?</li> <li>4. With which of these do you find yourself wanting to work more? Why?</li> </ol>
	REFLECT	<ol style="list-style-type: none"> <li>1. Which of these has been most helpful to you?</li> <li>2. Which of these arenas is the key issue or point of struggle in your village today?</li> <li>3. Where is your own struggle with them?</li> <li>4. As you move into the remaining weeks of the school, what issues or decisions do you face?</li> </ol>
	Announ- cements	<ol style="list-style-type: none"> <li>1. Discontinuity this afternoon.</li> <li>2. Dinner at 6:00</li> <li>3. Context for Town Meeting Practicum will be given then.</li> <li>4. Send Out.</li> </ol>
Meal Closing	Ritual.	

HDTS: 5TH CITY

PROFOUND HUMANNESSE COURSE

SEMINAR #4, Tagore  
FUTURE EXERCISE WORKSHEET

GRC: CHICAGO

JANUARY 1979

	NAT/WORLD	COMMUN/METRO	IND/FAM	WITNESS PREP.
1. What's going on in our time?				
2. To what is History saying "No" to today?				
3. Where is History saying the time is right to create new models for the future?				
4. List 5 demonstration signs needed?			Authentic Humanness Today	
			Qualities	Practises

HDTs: 5TH CITY

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: SET-UP

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

GCF CAMPAIGN		GCF EVENT		GCF STYLISTICS		TM SET-UP TASKS	
GCF History	Pre '76	Basic Format	Welcome	Detailed Intentionality	Time	Facility Preparation	Appropriate Selection
	USA '76		Challenges		Space		Use of rooms
	Local Riders		Song/Story/Symphony		Events		Decor
Global Coverage	1%	Representative Participants	Plenary	Objective Presence	Role	Leadership Assignments	Furniture Arrangement
	Gram Sabha		All ages		Outside staff		Orchestrator
	Golden Counties		Both sexes		Common materials		Local Participation
GCF Application	Etc.	Time Design	Various Factions	Catalytic Style	Common method	Practical Considerations	Workshop Leaders
	Local Communities		Leadership Known & potential		Common folk		2 spins
	Pre HDP		3 hours		Honors		Materials
Other Impact Events	Special Groups	Set-up Models	4 hours	Grounded In Heritage	Sensitive to Particular	Production Readiness	Interlude
	7 Revolutions		1 day		Transparent		Refreshments
	GWF		Other		Demonstration		Flow enablement
	CYE		Funding		Town Meeting		Equipment
	EIE/LENS		Circuiting		Gram Sabha		Materials
	RST		Space prep		Futuristic Thrust		Staff
			etc.				T/L

HDTs: 5TH CITY

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: METHODS LAB

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Rational Objective: To clarify the workshop method as a means of enabling people to think and work together.







Existential Aim: To decide awakenment is possible and that I can occasion it.

Basic Dynamics	Methods Practice					
	Town Meeting Set-up	Methods Demonstration	Town Meeting Leadership			
Meal Time	Context and Orientation to Set-up	Buffet Breakfast	Town Meeting Reflection			
Presentation	Set-up Methods (Done at Meal)	GCF Campaign	Mock Town Meeting	Impact Methods	Human Awakenment	
		GCF Event			GCF Methods	
		GCF Stylistics			Methodological Dyns	
		TM s/u Tasks			Leadership Roles	
Workshop	Preparation Lab		P	P	Impact Tutorial	
	P				P	Methods Reflection
	1				1	Brainstorming Practice
	2	Task Force Workplan			2	Gestaltng Practice
	3	Team Work			3	Format Review
	P	Celebrative Close			P	Closing Plenary
		1	Challenges Workshop			
		2	Interlude			
		3	Proposals Workshop			
		P	Plenary			

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: WORKSHOP #2

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Welcome	<ol style="list-style-type: none"> <li>1. Good Morning!</li> <li>2. Introductions</li> <li>3. Review day</li> <li>4. New world</li> </ol> <p>Divide into groups- Past, Present, Future</p>	
M O V E M E N T S	Challenge	<ol style="list-style-type: none"> <li>1. B/S</li> <li>2. </li> <li>3. </li> <li>4. </li> </ol>
	Interlude	<ol style="list-style-type: none"> <li>1. Report Story, Song, Symbol</li> <li>2. Entertainment</li> <li>3. Song</li> <li>4. New Human</li> </ol>
	Proposals	<ol style="list-style-type: none"> <li>1. B/S</li> <li>2. </li> <li>3. </li> <li>4. </li> </ol>
Plenary	<ol style="list-style-type: none"> <li>1. Singing</li> <li>2. Reporting</li> <li>3. Reflection</li> <li>4. Send-out</li> </ol> <p>Reset space</p>	

HDTS: 5TH CITY

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: WORKSHOP #1  
SET-UP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Meal  
Opening

1. Song
2. Ritual
3. Move to context
- 4.

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TM  
Context

(See lecture #1)

Task  
Force  
Plan

1. Walk through tasks to be done.
2. Decor
3. Set-up
4. Materials

Team  
Work

1. Work as a team
2. Divide tasks
3. Build in realism
4. Monitor completion

Common  
Closing

1. Singing
2. Review tomorrow
3. What are anticipations?
4. Send-out

HDTS: 5TH CITY

HUMAN AWAKENMENT LAB

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

TOWN MEETING PRACTICUM: IMPACT TUTORIAL

DECEMBER 1978

HUMAN AWAKENMENT

GCF METHODS

METHODOLOGICAL DYNAMICS














































LEADERSHIP ROLES

HUMAN AWAKENMENT		GCF METHODS		METHODOLOGICAL DYNAMICS		LEADERSHIP ROLES		
Challenged Reductionism	Actual Situation	Effective Planning	Life Method	Initial	Honor all Wisdom	Circuit Riders	Set up	
	Honors Whole Community		Vision	Initial Brainstorm	Write it Down		Funding	
	Imaginal Education		Challenges				Authorization	
			Proposals					
Opened Possibilities	Unshackles Victimization	Corprtness Creation	Consensus	Modes of Gestalt	Initial Groupings	Orchestratr Function		
	New Images		Teams		Cross Gestalting			
			Fellowhood					
			Task-Related		Creative Gap			
Altered Stance	Global View	Released Motivity	Rm Decor/ Arrgmt	Data Refinement	Prioritizatn	Local Empowerment	Acknowledged Leaders	
	Transformed Local		Singing		Distillation		Authority Figures	
	Transformed Local		Symbols				Potential Leaders	
			Intensified Time Space				TWC	
Radical Engagement	Allows one to do what he's always wanted to do	Objectified Passion	Being	Written Articulatn	Corporate Writing	On-going Training	Every Opportunity	
							Shadow Principle	
					Sentences			
					Paragraphs			

HUMAN AWAKENMENT LAB  
 TOWN MEETING PRACTICUM: WORKSHOP #3  
 IMPACT TUTORIAL

GLOBAL RESEARCH CENTRUM: CHICAGO

December 1978

<p>Opening  10 min.</p>	<ol style="list-style-type: none"> <li>1. Song</li> <li>2. Reflection</li> <li>3. Methods B.S.</li> <li>4. Lay out flow</li> </ol>						
<p>M O V E M E N T S</p>	<table border="1"> <tr> <td data-bbox="293 615 456 978"> <p>Brain-Storming  Team 60</p> </td> <td data-bbox="456 615 1531 978"> <ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol> </td> </tr> <tr> <td data-bbox="293 978 456 1346"> <p>Gest- alting  Team 60</p> </td> <td data-bbox="456 978 1531 1346"> <ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol> </td> </tr> <tr> <td data-bbox="293 1346 456 1728"> <p>Format  Task Force 30</p> </td> <td data-bbox="456 1346 1531 1728"> <ol style="list-style-type: none"> <li>1. 4 steps <math>\frac{3}{5}</math>               </li> <li>2. Reflect on how they relate</li> <li>3. Role of spins</li> <li>4. Role of interlude, plenary</li> </ol> </td> </tr> </table>	<p>Brain-Storming  Team 60</p>	<ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol>	<p>Gest- alting  Team 60</p>	<ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol>	<p>Format  Task Force 30</p>	<ol style="list-style-type: none"> <li>1. 4 steps <math>\frac{3}{5}</math>               </li> <li>2. Reflect on how they relate</li> <li>3. Role of spins</li> <li>4. Role of interlude, plenary</li> </ol>
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<p>Plenary  20 min.</p>	<ol style="list-style-type: none"> <li>1. What learned?</li> <li>2. Where are questions?</li> <li>3. New tools presentation</li> <li>4. What is impact? Where use tools?</li> </ol>						

National Objective: To clarify the many uses of Town Meeting.

Existential Aim: To celebrate the expenditure of the day and group.

INTRODUCTION: Meal Opening:

- 1. Songs (additional)
- 2. Accountability/Absolution.
- 3. Eat on behalf of all TM towns.
- 4. Ritual.

EVENT REFLECTION:

- 1. Go around room; everyone get out one memorable event in the practicum.
- 2. Where were you aware of events in other groups?
- 3. What happenings excited you? Which did you miss?
- 4. What was this whole event about?

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GROUP REFLECTION:

- 1. Where did you see us really engaged?
- 2. What were we doing?
- 3. What happened to us last night?
- 4. What happened to us as a group this morning?
- 5. What was the importance of the opening? What elements?
- 6. What role did the spins play?
- 7. How did the workshops function?
- 8. What was the peculiar function of the plenary?
- 9. Why is it important for everyone to have a document?

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STRATEGIC REFLECTION:

- 1. What does such a happening do for people in a community?
- 2. Where would you use such an event?
- 3. What would be keys to such an event having maximum impact in a local community?
- 4. What questions do you need answered, skills you need clarified?

III

There is a break, followed by a panel on impact tools composed of centrum troops involved in GWF, TM, GYF, LENS.

CONCLUSION: Meal close:

- 1. Song to celebrate.
- 2. Announcements.
- 3. Sendout
- 4. Ritual

HDTS: 5TH CITY

HERITAGE EXCURSION

HERITAGE OVERVIEW

GLOBAL RESEARCH CENTRUM: CHICAGO

JANUARY, 1979

DAY ONE: THURSDAY

DAY TWO: FRIDAY

DAY THREE: SATURDAY

LECTURE: Global History of Mankind

CONTEXT: Heritage "Treasure Hunt"

MUSEUM VISIT:

The Journey of Man

Field Museum of Natural History, Chicago

4 p.m. Return Travel

NEIGHBORHOODS VISIT:

The Encounter with the Ethnic Neighborhoods of Chicago:

Black

Mexican

Swedish

Chinese

Polish

Ukranian

Greek

RESEARCH BRIEF:

Ethnic Research write-up.

EVENING PREPARATION:

-for Smorgasbord.

-for ethnic gift-

giving.

-for ethnic events.

6:30 p.m. Dinner Reflection on the Day

ETHNIC MEAL in the Neighborhood

7 p.m.

GRAND FEAST OF NATIONALITIES

**Rational Objective:** To explore the basic programs of the identity systems module in detail & become familiar with all components

**Existential Aim:** To encounter the total scope of development possibility in the arena of identity systems & see that I. S. are the key to the local unity which ensures eff. development

**INTRODUCTION:** 1. Injecting power s/c symbol creation into deeps of community life 2. Creating symbolic forms to hold consciousness & decision making 3. Proliferating symbols throught the comm'ity to forge new unity, common story 4/ Release possibility for participating in community vision sustained by symbolic life related to historical engagement

I Community Self Story	Heritage Empowerment		Envisioned Future		Local Significance		Global Relatedness	
	Rehearse Glorious Past	Recover Heritage Crafts	Study Consult Plan	Articulate Global Demand	Highlite Community Uniqueness	Awaken Vocational Awareness	Build Replication Story	Host Global Visitors
	Recast Historical Emblems	Publish Community Story	Structure On-going Dreaming	Objectify Community Vision	Dramatize Representat' Role	Visualize Project Accomplish't	Create Campaign Awareness	Catalyze Project Interchange
II Symbol System	Unifying Symbols		Imaginal Designs		Authenticating Signs		Social Art	
	Project Movemental Emblems	Wear Auxiliary Blue	Post Community Grid	Construct Global Grids	Proclaim Project Presence	Signal Visible Accomplish't	Erect Community Monument	Explode Corporate Decor
	Fly Community Flag	Use Traditional Forms	Chart Commujity Organizations	Display Consult Programs	Denote Residential Locales	Display Organizat'l Insignia	Paint Creative Murals	Encourage Artistic Events
III Corporate Rituals	Spiritizing Songs		Common Rites		Community Slogans		Ceremonial Rehearsals	
	Incorporate Movemental Memory	Adapt Indigenous Singing	Initiate Meeting Formulae	Commission Task Assignments	Establish Rallying Cries	Encourage National Mottoes	Establish Ceremony Forms	Catalyze Official Events
	Celebrate Local Identity	Create Task Motivators	Conduct Absolving Accountabil'y	Express Global Identity	Generate Local Mottoes	Display Literary Quotes	Affirm Religious Traditions	Honor National Rites
IV Community Celebrations	Cultural Events		State Holidays		Passage Rites		Achievement Festivities	
	Rehearse Traditional Festivals	Partic. in Religious Observances	Uphold National Independence	Honor Founding Fathers	Celebrate Individual Birthdays	Significate Community Deaths	Mark Quarter's Completion	Hold Stake Celebrations
	Observe Seasonal Days	Sponsor Global Fetes	Memorialize Historic Moments	Attend Regional Occasios	Symbolize Life Phases	Dramatize Wedding Anniversar's	Promote Weekly Events	Proclaim Guild Victory

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

IDENTITY TACTICS:

IDENTITY PROGRAMS

- 61 Neighborhood Identity
- 79 Weekly Newspaper
- 90 Mobile Theaters
- 93 Dance Series
- 95 Art Festivals
- 96 Talent Events
- 97 Arts Competition
- 99 Business Symbol
- 100 Community Grid
- 101 Welcome Signs
- 102 Iron Man Plaza
- 103 Fifth City Park
- 104 Hosting Center
- 105 Cook Book
- 106 CTA Posters
- 107 Media Bureau
- 114 Community Art

I	Heritage Empowerment	Envisioned Future	Local Significance	Global Relatedness
COMMUNITY SELF-STORY				
II	Unifying Symbols	Imaginal Designs	Authenticating Signs	Social Art
SYMBOL SYSTEM				
III	Spiritizing Songs	Common Rites	Community Slogans	Ceremonial Rehearsals
CORPORATE RITUALS				
IV	Cultural Events	State Holidays	Passage Rites	Achievement Festivities
COMMUNITY CELEBRATIONS				

II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To gain familiarity with the subtactics related to identity systems in 5th city & to assess their level of implementation

Existential Aim: To encounter the concrete possibility of significating local identity

INTRODUCTION: Review briefly the 16 sub categories of local identity systems which were dealt with in depth in the morning lecture.

M O V E M E N T S	I	<p>1. Review the 5th city programs which directly address identity systems (essentially Programs 6 &amp; 13) Use chart 5a from the document</p> <p>2. Which arenas of identity systems seem to be omitted? Explain this is because the document was written for 1976 - much of the social was done in previous 13 years.</p> <p>3. Introduce dramatic presentations from 5th city which illuminate the above point: Pass around articles of the Voice; have preschoolers in uniform sing songs, do rituals; have elders tell the community history etc.</p>
	II	<p>4. What have you noticed in your weeks so far in this community that represents past tactics done within the arenas of story/symbol/riutals? Make long list on board.</p> <p>5. Look at subtactics charts (plates 4a - 4d) Divide into 5 groups. Take 10 min. to list subs on your assigned page which are out to implement identity systems in any way. Read backup tactics paragraphs if necessary for clarity. Get this list out on the board corporately as an extension of the list made in step 4.</p> <p>6. Review level of implementation of each item on the list rel to categories Done/Begun/Un-done</p>
	III	<p>7. Reflect on 5th city implementation - what's been the hardest to do here, why?</p> <p>8. Reflect on keystones - what is the most important tactics for each of the 4 programmatic chart arenas (story, symbol, ritual , celebration.)</p> <p>9. How would doing any of these tactics change your community?</p>

CONCLUSION: The important thing in building tactics for any community in the arena of identity systems is to begin with the actual situation at that time. Fifth City is a good illustration of this.

SESSION ILY: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To demonstrate the intentional use of local symbols & celebrations by neighborhoods in Chicago

Existential Aim: To experience the practical possibilities of enlivening identity systems in one's own community

INTRODUCTION: This arena of the programmatic chart is perhaps the most difficult to stage a technical visit in relation to, for although every community participates in telling its story, living out of symbols, employing rituals & celebrating, few do so intentionally or in common

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I	<p>Conversation</p> <ol style="list-style-type: none"> <li>1. What do you remember your hometown/neighborhood doing in relation to the 4 major categories of this program arena?</li> <li>2. Where have you seen new experiments going on in these arenas in communities other than you own in the past 5 years?</li> <li>3. In your own community?</li> </ol> <p>Show film on Chicago's south side Spanish American murals (see K. Jones for data on rental.)</p>
II	<p>TWO ALTERNATIVE VISITS</p> <ol style="list-style-type: none"> <li>1. To Chicago's South side murals in Black neighborhoods - travel by chartered bus or CTA. Set up interviews with local residents/artists before hand to tell the story &amp; procedural steps involved. Allow group to ask questions. Come home via Picasso, Buckingham Fountain &amp; Chagall mural.</li> <li>2. To Chinese (or some other definable population) festival or street fair, Perhaps Chinese NY celebration. This would need to be researched rel. to a available events on that day. Public participation would need to be OK'd ahead of time. Care needed in selecting an event which is authentically a community enacted one.</li> </ol>
II	<p>Reflective Conversation:</p> <ol style="list-style-type: none"> <li>1. What did you see?</li> <li>2. What was the new, innovative in it?</li> <li>3. What was being communicated about the community? Where?</li> <li>4. What was the most powerful? Why?</li> <li>5. How could what you saw be adapted to your community - what would be most difficult aspects?</li> <li>6. What did you learn from the visit?</li> </ol>

CONCLUSION: The challenge faced in shaping local art or celebrative events is allowing it to be authentic, rather than copied or self-imposed. Tomorrow we'll have a chance to work on ways to guard against simply doing good ideas & to tailor IS to express auth. uniqueness of the community.

Rational Objective: To identify the keys, practical schemes & roles that effectively implement identity systems.

Existential Aim: To release the group to decide about the real possib. of implementing I.S. & to ground the simplicity of doing this within a global network

INTRODUCTION: Identity systems are most quickly done, most important & yet the most ongoing implementation task. It is that which is done everyday and becomes the style of life of a community.

Program Keys	Significating Story		Visible Symbols		Spiritizing Rites		Achievement Festivities	
	Myth Creation	Representatl Role	Demonstrate Commonality	Generate Motivity	Corporate Motivity	Life Dynamics	Celebrating Corporateness	Self-consc. Engagement
	Heritage Recover	Grounded Affirmation	Sustain Decision	Significato Activity	Community S/cons'nness	Corporate Rehearsal	Affirming Life	Claiming Victory
Practical Schemes	Community Newspaper		Community Signs		Events Design		Regular Celebrations	
	Heritage Vignettes	Global Relations	Community Grid	Welcome Sign	Song Creation	Acc'y Absol'n	Traditional Events	Annual Celebration
	Current Events	Myth Dissemination	Bulletin Board	Community "Plaza"	Appropriate Rites	Time design Allotment	Quarterly Gatherings	Annual Calendar
Guild Function	Community Input		Local Consensus		Demonstrate Decision		Formats Planning	
	Decide Content	Write Articles	Quality Insistence	Practical Actuation	Set-up Practics	Leadership Roles	Recruiting Schemes	Physical Setup
	Hold Interviews	Distribution Network	Preparatory Discussion	Leadership Demonstratn	Rotating Assignments	External Exchange	Events Hosting	Financial Accounting
Auxiliary Role	Catalytic Training		Spirit Contexting		Practical Demonstration		Intentional Presence	
	Technical Resources	Regular Publication	Symbol Prioritizing	Represent'l Style	Decisional Leadership	Orchestrat'n Discipline	Concrete Participation	Leadership Support
	Editorial Quality	P.R. Contacts	Stress Miraculous	Hold Comprehensiv	Contextual Prowess	Wear Blue	Exemplary Style	Global Servant



VI. IMPLEMENTARY WORKSHOP  
SUPPLEMENTARY PROCEDURES: COMMUNITY NEWSPAPER  
February, 1979

CONTENT: What aspects of community life need to be portrayed in a newsletter?  
What is the underlying theme of a newsletter designed to build community identity?  
Lay out 12 months of newsletters by selecting arenas of community life and manifestations of underlying theme.  
Take into consideration seasonal activities and community traditions.

COST AND SELF-SUPPORT: What are the costs involved in doing a newspaper?  
Research paper, printing, plates, photos, mailing cost.  
What will support a newspaper and how would you do it? For instance, ads: how many at what rate? Contributions? Subscriptions? How much? Other methods.

DISTRIBUTION: What is the most effective way to reach most of the people?  
Design a distribution model, researching and solving the issues involved.

Report to plenary at 5:00 p.m.

VI. IMPLEMENTARY WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To grasp the methods & reality of the tools of Identity Systems

Existential Aim: To experience corporate modes of symbol creation and the possibility of creating forms & poetry to hold consciousness & decision

INTRODUCTION: Community identity is a system of cultural modes that support each other to alter the mood of community to one of significance and future. Our anxiety in these areas is partly due to our sense of how important it is.

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		<ol style="list-style-type: none"> <li>As a plenary, brainstorm images out of the history of 5th city.</li> <li>The present</li> <li>The future</li> <li>What are the symbols, songs, stories that 5th city uses to hold this wisdom presently?</li> <li>Review the 6 t/f's according to some key examples to be seen in 5th city                             <table style="margin-left: 20px;"> <tr> <td>Song</td> <td>Symbol</td> </tr> <tr> <td>Decor</td> <td>Sign</td> </tr> <tr> <td>Story</td> <td>Celebration (plenary)</td> </tr> </table> </li> </ol>	Song	Symbol	Decor	Sign	Story	Celebration (plenary)
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Decor	Sign							
Story	Celebration (plenary)							
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	II	<ol style="list-style-type: none"> <li><u>Decor</u></li> <li>Collect mater'ls from 5th city project.</li> <li>discuss aim/purpose</li> </ol>						
	III	<p>Plenary</p> <p>30 min. preparation &amp; set-up</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>Songs &amp; opening rituals</li> <li>Reports from groups</li> <li>Art form their experiences</li> <li>Special guest speaker</li> <li>Have toasts</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>corporate work</li> <li>practical issues</li> <li>significance of art forms for community development</li> <li>future directions</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>Songs &amp; opening rituals</li> <li>Reports from groups</li> <li>Art form their experiences</li> <li>Special guest speaker</li> <li>Have toasts</li> </ol>	<ol style="list-style-type: none"> <li>corporate work</li> <li>practical issues</li> <li>significance of art forms for community development</li> <li>future directions</li> </ol>				
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CONCLUSION:

Symbols are the key and Identity Systems provide the backdrop

HDTs: 5TH CITY, IDENTITY PANEL  
STEPS IN MURAL CREATION

I. SELECT THE IMAGE

Decide the picture and pick the color scheme. Do a sketch.

II. DRAW THE GRID

Draw a grid on a plastic overlay over the sketch. Decide what scale to make the individual squares. A formula:

$$\frac{\text{length of square on plastic overlay}}{\text{total length of sketch}} = \frac{\text{length of wall square}}{\text{total length of wall}}$$

This usually works out to be about 1" = 1' or 2' or 3'.

Draw the grid on the wall with chalk so rain will wash it off eventually. (When the wall base coat is done use chalk line.)

III. PLAN THE MURAL CREATION DAY

Do a time line and assignment sheet and organize scaffolding, paint, brushes, ladders, etc.

IV. PAINT THE MURAL

1. Brush down the wall, making sure it is perfectly dry. You can paint a mural in the winter if wall is dry.
2. Paint a base coat. Mix thinner with it and you can repeat it immediately if necessary.
3. Now draw chalk grid on wall and sketch mural outlines.
4. Paint mural with oil base or outdoor latex.
5. Spray liquid plastic over completed mural to prevent deterioration. Do a very thin first coat so it wont run, then go back and do a second spray. You can paint over the plastic spray if you need to redo the mural or touch it up anywhere.

The Chicago Tribune has a listing of where murals are located in the area.

VI. IMPLEMENTARY WORKSHOP  
SUPPLEMENTARY PROCEDURES: BROCHURE  
February, 1979

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

- CONTEXT: Taking the elements of 5th City story and building a new 5th City brochure.
- PURPOSE: What would you use a community brochure for?  
Who would you be designing it for?  
What would you want to happen to the reader?
- THEME: This is 5th City's 16th year as a project. What would you emphasize as the prevailing image of the brochure? What might be a thematic slogan to hold the thrust of the brochure?
- ELEMENTS: In the light of this theme, gestalt the story of 5th City and the back-up materials. Decide which segment to emphasize and explode for the brochure. Create a chart.
- FORMAT: What size brochure would accomplish the purpose?  
What graphics should be included?  
What would be the visual common thread?  
Re-do the chart in pages with a stab at possible mock-up on butcher paper.

Bring to plenary at 5:00 p.m.

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

LIVING ENVIRONMENT TACTICS:	LIVING ENVIRONMENT PROGRAMS				
	I	Community Plan	Zone Demonstration	Environment Control	Beautification Plan
3 Building Materials 4 Repair Equipment 6 Finance Clinic 15 Development Capital 19 Construction Teams 20 Task Forces 23 Local Managers 35 Housing Apprenticeship 68 Transport Backup 69 Minibus Service 70 Cooperative Security 76 Architect Enlistment 89 Recreation Center 102 Iron Man Plaza 108 Community Clean-ups 109 Business Redecoration 110 Lot Clean-up 111 Recycling Projects 112 Trash Cans 113 City Sanitation 114 Community Art 115 Greenery Campaign 117 Work Projects 118 Property Analysis 119 40 Block Plan 120 Planning Commission 121 Residential Rehabilitation 122 Recreation Sites 123 Business Center 124 Landholding Agency 125 Inspection Service 126 Repair Consultants 127 Repair Demonstration 128 Referral Service 129 Periodic Reports 130 Preventive Repairs 131 Automotive Center 136 Assembly Plant 139 Factory Facility 140 Construction Company	COMMUNITY DESIGN				
	II	Demonstration Design	Housing Development	Construction Process	Property Management
	DOMESTIC HOUSING				
	III	Community Center	Industrial Buildings	Commercial Mall	Cultural Nodes
	COMMUNITY FACILITIES				
	IV	Communication Systems	Public Safety	Municipal Services	Physical Maintenance
	ESSENTIAL SERVICES				

Rational Objective: To provide a comprehensive picture of the complex elements which comprise the arena of urban living environment.

Existential Aim: To illuminate the profound function of environment transformation as the creation of signs of hope for the urban population.

INTRODUCTION: The challenge of transforming living environment in the urban neighborhood consists of creative visible signs of hope that allow the residents to tell a new story about their neighborhood as a place where "life is good," thereby replacing transience and neglect with stability and human care.

I  COMMUNITY DESIGN	Community Plan		Zone Demonstration		Environment Control		Beautification Plan	
	Community Forum	Scale Model	Community Plaza	Parking Areas	Traffic Control	Demolition Planning	Public Landscape	Community Entrances
	Consultant Planner	Design Board	Pedestrian Sidewalks	Road Network	Codes Reinforcem.	Wasteland Reformulatn	Residential Yards	Exterior Decor
II  DOMESTIC HOUSING	Demonstration Sign		Housing Development		Construction Process		Property Management	
	"Block" Demonstratn	Neighborhood Identity	Master Plan	Special Housing	Contractor Relations	Code Conformity	Local Corporation	Property Maintenance
	Model Apartment	Replicable House	Property Improvements	Local Ownership/ Control	Cost Estimating	Comprehensv Funding	Financial Administratn	Community Relations
III  COMMUNITY FACILITIES	Community Center		Industrial Buildings		Commercial Mall		Cultural Nodes	
	Recreation Facility	Agency Offices	Processing Plant	Equipment Pool	Bank/Credit Union	Domestic Services	Public Schools	Health Facility
	Public Assembly	Leadership Room	Manufacturing Buildings	Multi-Ser- vices Facilities	Retail Stores	Commercial School	Religious Institutions	Social Nodes
IV  ESSENTIAL SERVICES	Communication Systems		Public Safety		Municipal Services		Physical Maintenance	
	Post Office	Information Media	Legal Aid	Police Protection	Urban Sanitation	Freight Service	Home Repairs	Water Supply
	Emergency Transport	Public Telephones	Public Lighting	Fire Department	Public Transport.	Energy Delivery	Snow/Water Removal	Auto Repair

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHI. REVISED December 6, 1978

OCTOBER 1978

Rational Objective: To familiarize the group with the sub-tactics intended to transform the living environment of 5th City, and to illuminate their implementation through a guided tour of the community.

Existential Aim: For participants to experience the challenge and possibility of transforming space into a visible sign of hope for human living conditions.

INTRODUCTION: Song, introduction of 5th Citizens. Reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What activities have you done in your community that involve the living environment?

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TACTICAL CONTEXT

1. Pass out 5th City documents and walk through the charts:
  - Vision: What do you notice as the vision of 5th citizens? What would be some of your hopes and dreams for this community?
  - Contradiction: What do you notice is blocking this community in the arena of living environment?
  - Proposal: What are the living environment proposals here? What do you think are the advantages of this strategy in 5th City?
  - Tactics: These are the specific actions to accomplish the proposals. What questions do you have about this process?
2. Pass out the Living Environment sub-tactics list/plotting sheet and draw group's attention to them. Hold on to this sheet for later work.
3. Invite 5th Citizens to make spot reports on tactical progress in 5th City.

II

TOUR

1. Pass out maps of 5th City for use as a guide and for notation.
2. Divide group into 4 environment focus sub-groups: (1) housing, (2) facilities, (3) space beautification, (4) essential services. Everyone observe especially: (a) where signs of renewal could be quickly done, (b) where they would create a signal demonstration in their focus area, (c) how derelict space could be used, (d) where people gather most, (e) what repairs could most immediately be done, (f) how you would picture the long-range rehabilitation of the neighborhood.
3. Tour the community in four groups, concentrating on stakes that will be the subject of the afternoon workshop. Have local residents explain the project work during the tour.

III

REFLECTION

Whole group gathers back in the assembly room for reflection on tour:

- What impressed you about what is already done in 5th City?
- What are some other steps you would take (other tactics)? List them on the back of your tactics plotting sheet.
- As you look at the list of sub-tactics (old and new), where do they seem to fit in the program chart? Plot them by numbers.
- What do you notice about how they are falling in the chart? Where does the weight seem to be? Where are tactics missing? What surprises you?
- What contradictions are handled by these tactics? How do you suspect the vision of the local residents is realized through these tactics?
- What does the plot tell us about the next moves in 5th City?

(During lunch the old and new tactics are grouped in the 4 component arenas for the afternoon workshop and placed on a large sheet of butcher paper.)

CONCLUSION: Brief conversation on tactical learnings: (1) What things you saw in 5th City have made a lasting impression on you? (2) What surprised, intrigued you? (3) At what point did you sense yourself becoming a part of this community today? (4) What are the values you would hold in doing living environment? (5) What is the human factor in living environment? (6) What advice would you give 5th citizens re: future?

NOTE: Check with newspaper community editor for names of successful block clubs

HDS: 5TH CITY

LIVING ENVIRONMENT MODULE

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHI. VISIT: SOUTHSIDE REHAB BLOCK

OCTOBER 1978

Rational Objective:

Students visit a street that has been successfully redone.

Existential Aim:

To have the students experience the hope and possibility that come from seeing a successful project.

INTRODUCTION:

CONTEXT

Before going to the site, give a brief history of the neighborhood and project.

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SITE VISIT

- Talk with the residents who experienced the change in their street:
1. How much did it cost?
  2. Where did the money come from?
  3. How long has the project been going on?
  4. Who owns the property?
  5. How is it managed?
  6. What were the steps taken to do the project?

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ART FORM CONVERSATION: (After return to school)

1. What struck you when you first saw the street?
2. Colors, shapes, activities saw?
3. What surprised you?
4. What did you expect to see and didn't?
5. What would you change?
6. What did that street have that every neighborhood needs?
7. What would it take to get a project like that started?
8. Why is it important to have a street like that to live on?

III

CONCLUSION:

Rational Objective: Gain a comprehensive picture of how to effectively alter living environment.

Existential Aim: Experience the power of having your living space under your own (local) control and responsibility.

Introduction: Living Environment is the key program arena for breaking loose the stake care dynamic in a local community. Rehearse principles of community reformulation: (1) delimited geographical area, (2) deal with all the problems simultaneously, (3) work with the depth human problem, (4) symbols are key.

I  PROGRAM DEVELOPMENT KEYS	Community Design Program		Domestic Housing Program		Community Facilities Program		Essential Services Program	
	Community Forum	Central Plaza	Demonstratn Sign	Local Ownership	Leadership Room	Social Node	Urban Sanitation	Public Safety
	Scale Model	Public Landscaping	Property Maintenance	Comprehensive Funding	Assembly Space	Multi-Ser-vices Facility	Water Supply	Information Media
II  PRACTICAL ACTIONAL SCHEMES	Community Beautification Campaign		Space Design Campaign		Housing Development Campaign		Community Services Campaign	
	Seasonal Campaigns	Ongoing Care	Comprehensive Plan	Phased Implementation	Signal Rehab	Development & Finance	Local Initiative	Services Handbook
	Special Workdays	Individual Responsibilities	Visual Displays	Visible Transformation	Proposal Packaging	Management Operation	City Services	Quarterly Campaigns
III  GUILD/STAKE TASK FORCE FUNCTION	Community Planning Meetings		Scheduled Work Days		Weekly Maintenance System		Community-wide Management	
	Local Traditions	Consensus Building	One-day Events	Local Resources	Task Checklist	Stake unit Volunteers	Housing Management Team	Property Inspection Team
	Neighborhood Leadership	Symbol Creation	Total Participatn.	Complete Task	Tool Closet	Informal Checking	Environment Maintenance Team	Building Maintenance Team
IV  AUXILIARY SUPPORT ROLE	Initiate Visual Signs		Catalyze Community Engagement		Secure Comprehensive Resources		Establish Civil Relations	
	Exemplary Residence	Contageous Events	Corporate Action	Walking Stakes	Agency Cooperation	Donated Materials	Honor Structures	Demonstrate Self-reliance
	Model Appearance	Report Victories	Visibly Working	Winning Focus	Technical Assistance	Pri/pub Support	Non-competi-tive Image	Steadfast Advocacy

SESSION V: RESOURCE PANEL  
 REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: Build a delivery system for experience and expertise through creation of a panel linking society's resources with local needs.

Existential Aim: Group experience the direct access to society's resources and experience the collegiality of those who care at every level of society.

INTRODUCTION: Moderator leads a song to gather the group back together and then introduces the panelists (who are seated across the front of the room)

M O V E M E N T S	I	<p><b>PREPARATION</b></p> <p>Moderator leads an invitatory conversation with the participants:</p> <ul style="list-style-type: none"> <li>- How many people come from a community of under 1500 people? Over 100,000? In between?</li> <li>- What landmark do you remember most in the community you lived in as a youth? What was the beauty spot? Most impressive building?</li> <li>- What do you remember about the mailman, milkman, policeman?</li> <li>- Was your house a single-family dwelling? Apartment building? Duplex?</li> <li>- What is your picture of what a human living environment should look like?</li> <li>- What is your most pressing concern in regard to your present living environment?</li> </ul>	<p><b>SUGGESTED PANELISTS:</b></p> <p>HUD Regional Dir.                  (Woody Kee)                  Architect (Sheldon Hill)                  Real Estate Agent (Wold or Travis)                  Technical Assistance Off.                  Contractor (Victor Axlerod)                  Lawyer (Tom Volini)                  Dept. Human Services                  West Side Dev. Corp. (Ed Allen)                  Developer (G.H.Wang)                  5th Citizen (Carrie Neff, Bill Glover)</p>
	II	<p><b>PANEL</b></p> <p>Moderator calls upon the panelists to say a word about what they do, their chief concern about local living environment and what resources they can make available to a local community like 5th City. About 7 minutes each.</p>	
	III	<p><b>GROUP-PANEL DIALOGUE</b></p> <ol style="list-style-type: none"> <li>1. Moderator calls upon participants to ask questions of the panelists.</li> <li>2. Moderator invites panelists to ask a question of the group.</li> <li>3. Moderator sums up the panel discussion and calls for closing insights from the group on this event.</li> </ol>	

CONCLUSION: Moderator thanks the panelists and announces the next section.

SESSION VI: PRACTICAL WORKSHOP

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To pull together the practical wisdom and resources related to Living Environment and apply them to a concrete planning exercise.

Existential Aim: To experience the ability to put actual form on this programmatic arena through corporately building a scheme for the physical transformation of a portion of 5th City.

INTRODUCTION: The task of transforming living environment involves: (1) creating signposts that draw forth community pride, (2) facilitating activities that manifest a new liveliness in the community, (3) claiming new or unused space, (4) transforming misused or derelict space, (5) focusing space with special nodes or symbols.

M O V E M E N T S	PREPARATION 1. Examine the work from the morning field seminar, checking the grouping of the sub-tactics under their tactical component arenas and adding any necessary sub-tactics. 2. Make sure everyone is assigned to a component arena. Copy the sub-tactics from the board on to your component arena column (see worksheet). 3. Explain the objective of the workshop to create a comprehensive environmental development plan for a designated portion of 5th City, color-coded on a wall map. Supporting maneuver paragraphs and a preliminary financial resource study will also be produced.
	COMPONENT DESIGNS 1. Divide into the four component arenas to create the 3-part product in each arena for a particular section of 5th City. 2. Before sub-dividing into the three parts, examine the current 5th City project plans in your component arena for the designated portion of the community, and further group the sub-tactics in your component column. 3. Go back and visit the designated area of 5th City if necessary. 4. Divide into the three units per component arena and follow instructions on the worksheet (attached).
	REPORTS AND REFLECTION 1. Color-coded map- ask group what strikes them about the map. Have someone walk us down the street and describe the results of the transformation. Where does group have questions, concerns? What will impact visitors the most? What is the most dramatic sign of change? 2. Maneuvers- have each component arena read their best maneuver paragraph and invite group comments on it. What is going to be the most difficult hurdle to overcome? Where does the maneuver need sharpening? 3. Financial study- have some elements of the financial study read. What is going to be the easiest one to attain? Hardest? What is it going to take to get that financing? 4. General- What did we do today? What's the victory in 5th City today?

CONCLUSION: Affirm the work of the day. It demonstrates the capability of local people like ourselves to sculpt the face of the new human community.

EXAMPLES OF TRANSFORMATION TACTICS

SIGNPOSTS	ACTIVITIES	CLAIMING NEW SPACE	TRANSFORMING MISUSED SPACE	FOCUSING SPACE
<p>Signs on buildings telling what activity goes on inside</p> <p>Victory signs telling what we have done</p> <p>"Future victory" signs</p> <p>Stake signs</p> <p>Street signs</p> <p>Bulletin boards</p> <p>Village map</p> <p>Future village design</p> <p>land use map</p> <p>Murals</p> <p>Program chart</p>	<p>Plaza</p> <p>Sports field</p> <p>Uniforms</p> <p>Festivals</p> <p>Work days</p> <p>Park events</p> <p>Buildings that are used for activities made into a demonstr. of a clean, cared for space</p> <p>Weekly calendar in store windows</p>	<p>Signs of renewal like new house numbers, painted shutters &amp; doors</p> <p>A symbol like the grid or a particular color on every available space used by HDP</p> <p>Making one section of a roadway a well-kept maintained demonstr.</p> <p>Keeping designated pathways &amp; sewers clean</p> <p>Demol house</p>	<p>having a block of houses keep front yards clean</p> <p>window boxes</p> <p>cleaning up junk area</p> <p>Clearing land, tearing down fences, repairing broken down items</p> <p>getting rid of ugly areas like cesspools, trash heaps</p> <p>building refuse containers</p> <p>using unused land or buildings</p> <p>lights in dark areas</p>	<p>creating node of activities</p> <p>community center</p> <p>parks with paths leading to &amp; from</p> <p>water tower with mural or sign</p> <p>industrial complex</p> <p>Iron man statue or similar symbol in central location by public road</p>

LIVING ENVIRONMENT MODULE  
 IMPLEMENTARY WORKSHOP  
 December 2, 1978  
 Ivy City, Washington, D.C.  
 (Adaptable to 5th City)

The objective of this workshop is to create a comprehensive community ENVIRONMENTAL DEVELOPMENT PLAN, color-coded on a wall map as part of a process toward the construction of a 3-dimensional architectural model of Ivy City. Supporting maneuver paragraphs and a preliminary financial resource study will also be produced.

PROCEDURES:

1. Examine the work from the morning field seminar, checking the grouping of the sub-tactics under their tactical component arenas and adding any necessary sub-tactics.
2. Make sure everyone is assigned to a component arena. Copy the sub-tactics from the board on to your component arena column (below):

DOMESTIC HOUSING	COMMUNITY FACILITIES	SPACE BEAUTIFICATION	ESSENTIAL SERVICES
S: Rehab Housing New Housing Land acquisition Demonstration Apartment Mini-zone Dev.	Industry sites Commercial Mall Community Center School Facilities Health Center Church Buildings	Community Parks Play Lots Lanscaping Plan Community Plaza Demolition Sites Community Gardens	Sidewalk Repairs Public Telephones Junk Pick-up Points Lighting Improvements Water/Sanitary Up- grading Parking Provision

LIVING ENVIRONMENT MODULE  
 IMPLEMENTARY WORKSHOP (CONT'D.)

3. Divide into the four component arenas to create the 3-part product in each arena as follows:

Part A: Color-coded Map	Part B: Maneuver Paragraphs	Part C: Financial Resource Study
1. Decide how to use color-coding to designate existing and proposed development. 2. Cut out sub-tactical development sections from construction paper and paste on wall map in appropriate locations. 3. Identify sections with markings agreed upon from checking with the other component groups.	1. Title the sub-tactic groupings within your component arena. 2. Write 4-point maneuver paragraph for each sub-tactic grouping as follows: - Identification of sub-tactics. - Victory by April 1. - Present advantage. - Steps to take for implementation. 3. Create a maneuver chart by coordinating with the other component groups.	1. List the things in your component arena that will need financial support. 2. For each need list finance source, estimated amount, contacts and next steps. 3. Use the form provided below. Check your study with the other component groups to get a composite chart.

Before sub-dividing into the three parts examine the current Ivy City project plans in your component arena and further group the sub-tactics in your component column.

FINANCIAL RESOURCE STUDY				
Needs	Amount	Sources	Contacts	Next Steps

**Rational Objective:** To provide a comprehensive picture of the dynamics of decision-making and engagement in a local community.

**Existential Aim:** To illuminate corporate patterns as the "glue" that enables a group of people to function as a human community.

**Introduction:** The collapse of corporate patterns in communities has resulted in fragmentation and isolation. Working to recreate corporate patterns enables residents to operate as a community, participating in both decision-making and active creation of change.

VILLAGE CONSENSUS PROGRAM	Town Assembly		Community Secretariat		Monitoring Commissions		Local Units	
	Community Forum	Quarterly Planning	Mayor	Council	Boards of Review	Financial Trustees	Issue Defition	Special Assignment
	Initiating Consult	Monthly Reporting	Office	Treasurer	Resource Coordination	Leadership Expansion	Regular Planning	Periodic Reporting
TOTAL ENGAGEMENT PROGRAM	Neighborhood Care		Taskforce Operation		Employment Scheme		Workday Miracles	
	Inclusive Grid	Care Structures	Document Study	Corporate Action	Local Industry	Government Contracts	Clean-up Campaign	Building Renovation
	Needs Analysis	Weekly Meetings	Weekly Planning	Skills Training	Private Business	Community Services	Signal Landscaping	New Construction
COMMUNITY COMMONS PROGRAM	Common Space		Common Time		Common Services		Common Funds	
	Recreation Space	Central "Square"	Community Calendar	Weekly Rhythm	Cooperative Transportatn	Essential Services	Community Equity	Loan Facility
	Public Facilities	Internal Roadways	Daily Design	Yearly Flow	Community Equipemtn	Local Security	Corporate Income	Operating Funds
LEADERSHIP DEVELOPMENT PROGRAM	Core Formation		Community Management		External Relations		Method Training	
	Stake Leaders	Village Elders	Operation Coordination	Economic Development	Government Proposals	Visitor Hospitality	Meeting Leadership	Project Actuation
	Guild Leaders	Rising Leaders	Services Flow	Community Spirit	Business Relations	Com'ty For. Support	Battle Plan	Organization Skills

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

To explore the experience of 5th City and other communities in enabling community consensus and participation.

Existential Aim:

To experience that enabling corporation patterns is a continuing process in any community.

INTRODUCTION: 5th City has had 15 years of experience in revitalizing community decision-making and action. Most of us have had experiences in this area. This roundtable will share some of the ways these have been enabled.

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Three to four residents of Fifth City tell about their experiences in stakes or block clubs, guilds or taskforces, and councils. Residents of other communities are asked to share some of their own experiences in these arenas.

II

1. To 5th City, take one decision, e.g., the decision to put the Iron Man in the plaza--how did the decision come about? What did it take to get it implemented?
2. To the whole group--trace through a decision your community has made and how it was followed through?

III

- Open discussion
1. What are some of the processes that go on in reaching a community-wide consensus? Roles that are played?
  2. What has to happen to enable the whole community to implement its decisions? What turns people out for a work day? What keeps a group going over a long, hard process of getting something done?
  3. What are the blocks that you've come up against? How did you get around them--how have others gotten around the same blocks?

CONCLUSION: Decision-making is always the "edge" because new decisions are always required.

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

To discern issues and possibilities within a specific geographic area.

Existential Aim:

To experience the current situation of stakes and neighborhoods within 5th City.

INTRODUCTION:

Any community is on a journey-- Fifth City is a real community, not an ideal. The job of an auxiliary is to stand in the midst of the process that a community is and discern what is called for next.

M O V E M E N T S	I	<p><b>CONTEXT</b> Divide into 5 groups, assign one group to each stake. Each group is to visit in one stake, in at least one home and one business or institution, to walk around the stake and note its boundaries, arteries, nodes, landmarks, pathways. The group should come back with a suggestion for an appropriate activity in that stake. Participants are sent out as students of the community and guests of Fifth City; should introduce themselves as people interested in human development, and be willing to share their experiences if asked. Each group will be given a list of people who have agreed to being visited, a map, and any other directions needed.</p>
E N T S	II	<p><b>STAKE VISITS</b> Appropriate questions for the visits would include: Who lives in this stake/block--elders, young couples, singles? What have been some events in this neighborhood? How did they happen? What talents are represented here? What are the pressing needs? What would you like to see happen; changes you dream about?  On your way back, talk about an appropriate activity for that stake.</p>
E N T S	III	<p><b>REPORTING</b> Each group reports briefly on the nature of the stake they visited, the current issues, and what they discerned as an appropriate action.  If any of the actions would be appropriate for a work day, appoint a group to think through further what would be involved in doing that.</p>

CONCLUSION:

Long-range change does not take place without participation at the neighborhood level.

IV. IMPLEMENTATION LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To delineate means by which corporate patterns are enriched in a community.

Existential Aim: To release the group to decide about the real possibilities of working with C.P.'

Introduction: Every community has corporate patterns. The job of an auxiliary is to perceive what exists and catalyze new effectiveness.

	Town Assembly		Local Units		Common Resources		Trained Core	
PROGRAM DEVELOPMENT	Consult Initiation	Representational Participatn	Systematic Visits	Catalytic Events	Existing Mechanisms	Capture Services	Invested Lives	Effective Methods
KEYS	Regular Rhythm	Recreate Consensus	Existing Sociality	Significant Task	New Forms	Land/Equip Pools	Real Tasks	Time Lines
PRACTICAL ACTIONAL SCHEMES	Successive Miracles		Cross-Stake Campaigns		Stake Nurture Campgn		Sequenced Projects	
	Public Creation	Recreated Events	Health Caretakers	Winterizatin & Housing	Established Rhythm	Claim Space	Soft Miracles	Sense Readiness
	Private Care	New Adventures	Parents Education	Common Gardens	Stake Curriculum	Phased Development	Hard Miracles	Timing Key
STAKE TASK FORCE FUNCTION	Methods Training		Practical Planning		Continuous Recruitmnt		Context Expansion	
	Intentional Style	Group Leadership	Practical Models	Fight Contrdic-tion	Many Visits	Expand Tasks	Global Network	Regional Care
	Management Disciplins	Ambassador Skills	Long-range Picture	Public Accounta-bility	Talent Search	Special Interests	Next Block	Global Service
AUXILIARY SUPPORT ROLE	Exemplary Signs		Catalytic Engagement		Effective Resources		Steadfast Relations	
	Intentional Space	Consensus Methods	Breakthru Fixed Patt.	Effective Tools	Framing Skill		Honor Establish-ment	Record Maintaing
	Corporate Action	Walking Stake	Objective Presence	Shadow Principle	Coordinate Research		Follow Through	

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

To bring to consciousness the wide variety of groups working in community consensus and engagement.

Existential Aim:

To discern colleagues in this concern and to experience the approach of others in city and non-city communities.

INTRODUCTION:

Introduce representatives of other community organizations and governing structures (neighborhood organizations in the city, suburban or rural community councilmen or assistants).

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Ask each panelist to spin briefly on their own experiences in working in the local community they are in.

II

Direct questions like:

1. How do you get people involved in the decision-making process?
2. What are some of the ways to getting action on the community's ideas?
3. What are some of the things that have been done in your community and how did they come about?
4. What resources outside your community have you had to call on to implement these actions?

III

Questions from the group.

What will you remember from this session?  
What new insights have you gained into community involvement?

CONCLUSION:

VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

To learn the process of orchestrating a workday.

Existential Aim:

To experience the thinking through of a work project, estimating time and people, preparing to ensure effectivity.

INTRODUCTION:

The difference between a work day that is an event in itself and one that leaves a group frustrated depends on careful preparation.

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CONTEXT

Divide into three groups, each of which will plan a work day project to be done the next day. Each group needs to come up with a plan for the activities, an estimate of the number of people needed for what length of time, the materials and tools required, and the authorization to do the task, if this is not already present.

II

WORKSHOP

1. Brainstorm the activities needed to get the job done.
2. Group into appropriate sets of activities for smaller groups and time blocks. Create a task flow for the day. (E.G. 10 people wash windows in the morning; in the afternoon, 3 sweep, starting at the east end, 2 follow them with the mop and bucket, while 5 carry out garbage.)
3. List equipment and supplies needed, check to see if they are available, and figure out how to get those that are not.
4. Make whatever contacts are needed to get an okay for the job and to recruit additional workers.

III

PLENARY

Have each group report its plan. Ask others to reflect on completeness and viability.

Reflection: What did you learn about corporate planning? Where were you surprised?

Send out to complete the preparation.

CONCLUSION:

HDTS: 5TH CITY

LOCAL ENGAGEMENT LAB  
OVERVIEW

CULTURAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

THURSDAY	FRIDAY	SATURDAY
Breakfast Conversation: BOULDING	Breakfast Conversation: DR. SEUSS	Breakfast Conversation: DR. LAO
Imaginal Leadership Course: LECTURE: The Times & Imaginal Ldrshp.  WORKSHOP: Images of Blocks to 5th City Guild Work	Imaginal Leadership Course: LECTURE: Imaginal Methods  WORKSHOP: Conversation/Workshop/Lecture Building (in separate guild groups, related to promoting task of each guild)	Imaginal Leadership Course: LECTURE: The Style of Leadership  GUILD TASK FORCE WORK
Corporate Lunch: GUILDS ORIENTATION	Commission Lunch Conversatn: CLAIMING THE VICTORY	Buffet Lunch
GUILD TASK FORCE WORK (in 5th City)	GUILD TASK FORCE WORK (including initiation of maneuver building)	GUILD TASK FORCE WORK (& maneuver writing completn.)
Commission Suppers (E/C/S) THE DAY	Commission Suppers THE DAY	Corporate Supper GUILD VICTORY REPORTS
Spin: EVENT CREATION  Workshops (in commissions): GUILDS EVENT CREATION	Spin: MANEUVER BUILDING  Reflection on Maneuver Building in the Guilds	5TH CITY VALENTINES BALL

HDTS: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Conversation #1, Images (Boulding)

Global Research Centrum: Chicago

December, 1978

Opening

1. song
2. Socrates - Questions create leadership
3. accountability/ absolution
4. ritual/song

I

1. Boulding reading.
2. Brief art-form conversation.

II

1. where have you seen signs of an alteration in interior life?

III

1. where have you seen signs of a shift in your own life?

Closing

READING: THE IMAGE  
Kenneth E. Boulding

GLOBAL RESEARCH CENTRUM: CHICAGO

1979

As I sit at my desk, I know where I am.

I am not only located in space, I am located in time.

I am not only located in space and time, I am located in a field of personal relations.

I am not only located in space and in time and in personal relationships, I am also located in the world of nature, in a world of how things operate.

Finally, I am located in the midst of a world of subtle intimations and emotions.

What I have been talking about is my image of the world. It is this image that largely governs my behavior. The first proposition of this work, therefore, is that behavior depends on the image.

What, however, determines the image? The image is built up as a result of all past experience of the possessor of the image. From the moment of birth if not before, there is a constant stream of messages entering the organism from the senses. Every time a message reaches him his image is likely to be changed in some degree by it, and as his image is changed his behavior patterns will be changed likewise.

The meaning of a message is the change which it produces in the image.

When a message hits an image one of three things can happen. In the first place, the image may remain unaffected. The second possible effect or impact of a message on an image is that it may change the image in some rather regular and well-defined way that might be described as simple addition.

There is, however, a third type of change of the image which might be described as a revolutionary change. Sometimes a message hits some sort of nucleus or supporting structure in the image, and the whole thing changes in a quite radical way.

The sudden and dramatic nature of these reorganizations is perhaps a result of the fact that our image is in itself resistant to change. When it receives messages which conflict with it, its first impulse is to reject them as in some sense untrue.

HDTS: 5th City

Cycle

Global Research Centrum: Chicago

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Lecture # 1, Times & Imaginal Leadership

December, 1978

TIMES OF CHANGE		TIMES REQUIRE IMAGINAL LEADERSHIP		PRESUPPOSITIONS OF IMAGINAL LEADERSHIP		4 ARENAS OF CRUCIAL IMAGE CHANGE	
Cultural Revolution		Boss rel. Comprhnsve Care		Everyman has Images		Our World	
Scientific Revolution		Training of Local		Images Determine		Hopeful Community	
Urban Revolution		Cares For Deeps		Images Can Be Shifted		Vital Self	
Secular Revolution		Cares for Authent'cty		Messages Decisions Change Images		Open Future	

HDTs: 5th City

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Workshop #1, Model for Image Change

Global Research Centrum: Chicago

December, 1978

Pre

Prelim  
Images

1. song
2. lecture review
3. 9 arenas
4. procedural overview

M  
O  
V  
E  
M  
E  
N  
T  
S

I.  
Brainstm  
Block'g  
Images

1. indiv. list 1 blocking image in each of the 9 groups
2. corporately get out on the board
3. group across the board
4. discern 5 key images

II.

Teams  
Tools  
Events

1. Divide into 5 groups
2. Brainstorm helpful images
3. " events that portray those images
4. Choose 5 best

III.

T/Ls

1. group reports
2. plot on timeline
3. resolve conflicts
4. chart quarter

Post

Reflec'n

1. workshop reflection
2. song
3. announcements
4. send out

G U I L D S	ECONOMIC			CULTURAL			SOCIAL			
	INDUSTRY CENTER	NEIGHBOR- HOOD ENVIR- ONMENT CORPS	SALES PROMOTION	5th CITY SURVEY	ENVIRONMENTAL CONSTRUCTION		5th CITY VOICE	COMMUNITY HEALTH	5th CITY PRE-SCHOOL	5th CITY ELDERS
					COMMUNITY CENTER	MANAGEMENT REPAIRS				
T A S K	<ol style="list-style-type: none"> <li>1. Obtain materials</li> <li>2. Repair roof</li> <li>3. Restore building to function.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up Company</li> <li>2. Snow Removal Blitz</li> <li>3. Promo-tion Blitz</li> </ol>	<ol style="list-style-type: none"> <li>1. Promo-tion Bro-chures</li> <li>2. Sales Company Plan</li> <li>3. Initial Testing</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey Design</li> <li>2. Forms &amp; materials</li> <li>3. Survey Logistics</li> </ol>	<ol style="list-style-type: none"> <li>1. Communi-ty Cen. Repairs</li> <li>2. Health Center Renova-tion</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage-ment Co. Housing Repairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Distri-bution System</li> <li>2. Adverti-sing Network</li> <li>3. Production System</li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory Supplies</li> <li>2. Organize Records</li> <li>3. Proposal Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher Assistance</li> <li>2. Decor &amp; Materials</li> <li>3. Recruit-ment</li> </ol>	<ol style="list-style-type: none"> <li>1. Rehab Grant</li> <li>2. Elders Corps</li> <li>3. Com. Cen. Program</li> </ol>
L O C	Industry Center	Industry Center	Economic Meeting Room	Environment Meeting Room	Community Center	Community Center	South Hall	Community Center	Building C	Community Center
A S S I G N M E N T S	*Ed M. *Russell W. Steve C. Andrew C. Sophie S.	*George B. *Verdell T. Margaret B. Ruben E. Luther H. David H. Alfred M.	*Lois M. *Cynthia V Philippe K Joe T.B. Hazel W.	*Sarah A. *James H. Paul C. David E. Ellen R. Willie S.	*Edward G. *Theo M. Rochmat D. Bob H. Sharon R. Ron S.	*Jose G. *John R. Cliff A. Mr. Glover Brian J.	*Kathy B. *Susan J. Audrey A. Austin B. Marjorie S. Mattie S.	*Jelawai A. *Lela M. Kathy L. Jailu V. Ruth W.	*Robert D. *DeBorah O. Anthony A. Ruth C. Lois L.B. Naomi L.	*Allan L. *Bob Vance Dorothy D. Mary Jane E Amal M. Malana P.

SPE  
CIAL Curriculum Development & Support: Steve A. Ruth L. Anne S. Mimi S.  
Bill G. Mary M. Ed S.

THURSDAY SUPPER CONVERSATION: THE DAY

1. What one thing stands out for you today? (Go around table)
2. What other important things happened today?
  - Where were you most excited?
  - Where did you get confused?
  - Where did you want to give up?
  - Where were you overwhelmed?
3. Where did you experience a breakthrough?
4. Where did you find yourself blocked?
5. How did you deal with the block?
6. How did you keep yourself going when you ran into difficulty?
7. What did you learn today?
8. What did you discover about working corporately?
9. How was this day significant, important?
10. What name would you give this day?
11. What needs to happen tomorrow to make it a great day?

HDTIS:5th City

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LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Workshop #2, Events Orchestration

Global Research Centrum: Chicago

December, 1978

<p>Pre Aux &amp; Events</p>	<ol style="list-style-type: none"> <li>1. song</li> <li>2. lay out 5 steps of orchestration</li> <li>3. brief conversation, illustrate these steps</li> <li>4. lay out morning flow</li> </ol>						
<p>M O V E M E N T S</p>	<table border="1"> <tr> <td data-bbox="293 621 456 989"> <p>Brainstm Elements</p> <p>T/F</p> </td> <td data-bbox="456 621 1531 989"> <ol style="list-style-type: none"> <li>1. context 4 arenas</li> <li>2. brainstorm elements</li> <li>3. anything left out?</li> <li>4. assign to 4 teams</li> </ol> </td> </tr> <tr> <td data-bbox="293 989 456 1356"> <p>Event Design</p> <p>(team)</p> </td> <td data-bbox="456 989 1531 1356"> <ol style="list-style-type: none"> <li>1. as team, decide intent of event</li> <li>2. select key elements</li> <li>3. order elements into 5 steps</li> <li>4. state intent of 5 steps</li> </ol> </td> </tr> <tr> <td data-bbox="293 1356 456 1734"> <p>Detail Refinemt</p> <p>(team)</p> </td> <td data-bbox="456 1356 1531 1734"> <ol style="list-style-type: none"> <li>1. list detail for each step</li> <li>2. organize into rational procedures</li> <li>3. talk thru whole event and refine</li> <li>4. prepare report</li> </ol> </td> </tr> </table>	<p>Brainstm Elements</p> <p>T/F</p>	<ol style="list-style-type: none"> <li>1. context 4 arenas</li> <li>2. brainstorm elements</li> <li>3. anything left out?</li> <li>4. assign to 4 teams</li> </ol>	<p>Event Design</p> <p>(team)</p>	<ol style="list-style-type: none"> <li>1. as team, decide intent of event</li> <li>2. select key elements</li> <li>3. order elements into 5 steps</li> <li>4. state intent of 5 steps</li> </ol>	<p>Detail Refinemt</p> <p>(team)</p>	<ol style="list-style-type: none"> <li>1. list detail for each step</li> <li>2. organize into rational procedures</li> <li>3. talk thru whole event and refine</li> <li>4. prepare report</li> </ol>
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<p>Refl'n Sharing</p>	<ol style="list-style-type: none"> <li>1. group reports</li> <li>2. reflection</li> <li>3. announcement</li> <li>4. sendout</li> </ol>						

EVENT CREATION WORKSHOP PROCEDURES

1. BRAINSTORM possible occasions and elements of an event arising out of the arena that your guild is dealing with and your intuitions about the maneuvers you will be building.
2. DECIDE the intent of an event. Look at the contradiction(s) your guild's work is dealing with (you may wish to consult your Fifth City document), and name the intent of the event over against those contradictions. Decide the appropriate occasion and elements of the event.
3. DELINEATE the time flow of the event. Order the major elements of the event, plan the time design and the use of space, name the roles that will be required. Think through the bridges between the major elements.
4. PLAN the details to ensure the success of the event. What preparations will need to be made? What materials and equipment will be required? What people need to be contacted? How will the event be recruited?
5. TALK THROUGH the whole event. Refine the plans as needed.

Prepare to report to your whole strike force.

HDTs: 5th City

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Conversation #2, Happy Birthday

Cycle

Global Research Centrum: Chicago

December, 1978

Opening	<ol style="list-style-type: none"><li>1. song</li><li>2. founding fathers -- education relation to new society</li><li>3. accountability/ absolution</li><li>4. ritual/ let us feast</li></ol>	
	I Happening	<ol style="list-style-type: none"><li>1. shocking costume read Happy Birthday, Dr. Seuss, walk off</li></ol>
	II Artform	<ol style="list-style-type: none"><li>1. what happened? -group -you</li><li>2. what emotions?</li><li>3. what would you call what you saw?</li></ol>
	III Inter.	<ol style="list-style-type: none"><li>1. What did you learn about leadership? How describe style?</li><li>2. Why would a crazy person like you or me do something like this?</li><li>3. (Where would you use these events?)</li></ol>
Closing		

HDT5

IMAGINAL LEADERSHIP

Week 5

FIFTH CITY

A Selection  
from  
HAPPY BIRTHDAY TO YOU!  
by Dr. Seuss

1979

Today is your birthday! Today you are you!  
If we didn't have birthdays, you wouldn't be you.  
If you'd never been born, well then what would you do?  
If you'd never been born, well then what would you be?  
You might be a fish! Or a toad in a tree!  
You might be a doorknob! Or three baked potatoes!  
You might be a bag full of hard green tomatoes.  
Or worse than all that...Why you might be a WASN'T  
A wasn't has no fun at all. No, he doesn't  
A Wasn't just isn't. He just isn't present.  
But YOU...YOU ARE YOU! And, now isn't that pleasant!  
So we'll go to the top of the toppest blue space,  
The Official Katroo Birthday Sounding-Off Place!  
Come on! Open your mouth and sound off at the sky!  
Shout loud at the top of your voice, "I AM I!"  
ME!  
I AM I !  
And I may not know why  
But I know that I like it.  
Three cheers! I AM I!"

HDTS: 5th City

Global Research Centrum: Chicago

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Lecture #3, Imaginal Methods

Cycle

December, 1978

REVIEW OF IMAGES

WORKSHOP METHOD

LECTURE METHOD

CONVERSATION METHOD

Man  
Lives  
out of  
Images

Gets out  
Everyone's  
Wisdom

Broad  
Brush  
not  
Details

Purpose:  
Expanding  
Conscious-  
ness

Images  
Determine  
Man's  
Behavior

Enables  
Model  
to  
Emerge

Structural  
Framework

Corporate  
Method

Images  
Can Be  
Changed

Way That  
Local  
Man  
Creates  
History

Drama

Persons  
Tell  
Life  
Experience

leader not tchg  
anything

New  
Images  
Change  
History

Steps  
of  
Workshop

Context  
Brainstorm  
Gestalt  
Reflection/  
Consensus

Missional  
Style

Particular  
Questions  
Ordered  
Fashion

Objective  
Reflective  
Interpretive  
Decisional

HDTS: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Workshop #3, Conversation, Spin, W/S Building

Global Research Centrum: Chicago

December, 1978

Methods  
Context

1. convey images
2. allow group input
3. create context of new decision
4. stand inside methods and understand use

M  
O  
V  
E  
M  
E  
N  
T  
S

I.

Topics

Assignts

(team)

1. lay out 4 topics
2. discuss formats of spin, w/s, conversation
3. questions?
4. divide into small groups to create conversations, workshops, and spins

II.

Individ.  
Lesson  
Plan

1. pass out forms for individual work
2. be available for questions
3. individual preparation
4. check on progress

III.

Meet,  
See  
Who's  
Ready

(team)

1. meet as teams - song
2. choose person to do lesson plan before the group
3. review questions
4. break to task force

Post

T/F  
Report

1. meet as task force
2. report on preparation
3. reveiw next day
4. closing ritual

LOCAL ENGAGEMENT LAB  
 MANEUVERING PRACTICUM: SESSION #3: GUILD MEETING  
 QUARTER MANEUVERS

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

<p>PRE VICTORY</p>	<ol style="list-style-type: none"> <li>1. Guild opening</li> <li>2. Lay out afternoon time</li> <li>3. What recall</li> <li>4. This guild's victories</li> </ol>
<p>M O V E M E N T S</p>	<p>Actual Situatio</p> <ol style="list-style-type: none"> <li>1. Quarter's do's</li> <li>2. Vulnerabilities</li> <li>3. Advantages</li> <li>4. Surprises</li> </ol>
	<p>Maneuver Arenas</p> <ol style="list-style-type: none"> <li>1. What are key areas need to push?</li> <li>2. Relationships between</li> <li>3. Build chart</li> <li>4. Talk thru: how/timing/assignments</li> </ol>
	<p>Produc- tion</p> <ol style="list-style-type: none"> <li>1. Team write up maneuvers</li> <li>2. Share with guild</li> <li>3. Produce copies for plenary</li> <li>4. Reflection on afternoon</li> </ol>
<p>POST CLOSING PLENARY</p>	<ol style="list-style-type: none"> <li>1. Spin (see lecture #3)</li> <li>2. Guild reports/ reception</li> <li>3. Reflection on lab</li> <li>4. Send out</li> </ol>



CAMPAIGN MANEUVER—BUILDING

July, 1978

STEPS	PROCEDURES	ILLUSTRATIONS	GUIDELINES
I NAMING THE VICTORY	1. Standing in the winners' circle, discuss the victory. 2. Tell the tale of the contradiction and how you rode it out until it broke into a triumph. 3. State the victorious resolve.	1. Four reticent authorization figures pave the way for TM saturation. 2. Found a way around an obstructionist through old movement colleagues. 3. Turn Area Houston blue by quarter II.	Informal conversation on the miraculous achievement effected by the maneuver. Remain in the victory's perspective throughout all steps.
II DISCERNING THE SITUATION	4. Describe issues of haze. 5. List on the board points of advantage. 6. List points of vulnerability.	4. Where will finances come from? 5. Positive image of TM in the state. 6. Only have political entrees.	Use board to gain objectivity on the task. Vulnerabilities are internal and external.
III LISTING THE DO'S	7. Individually list 15-20 things to do. 8. Star your best 5 things. 9. Brainstorm do's on the board; get 50 to 100.	Prepare slide shows, visit key colleagues in every metro and enlist them for saturation tasks, print brochure, build logistics model.	Accept everything, making marginal notation of fears, unknowns, issues, etc. as they come out.
IV THE INTUITIVE GESTALT	10. One person reads aloud rapidly while the rest individually write down 3 arenas of action. 11. Have a couple sample lists read and allow quietness. 12. Get up 4 complete lists of arenas and consense on final list of 5-14 arenas.	Arena examples: materials, funding, set-up, training, logistics, etc.	Trust intuitions. Get up entire sets on board. At the end, ask if any crucial arena is missing. Allow silent time for pondering.
V THE REFLECTIVE CHART	13. Build rational chart that holds all arenas in dynamic relationship. 14. Give poetic names to each arena and create maneuver diagram according to direct assault, flanking thrust, diversionary feint, etc. 15. List the four components under each arena.	See sample chart on following page.	Divide into three groups to do these three steps. Chart is a gimmick to give pause time and a device for the talk-thru. Gather back and report.
VI THE CORPORATE TALK-THRU	16. Assign a different scribe for each maneuver talk-thru. 17. Select one person to talk through the specifics of how to do the maneuver, including its intent, troop use, timing, etc. 18. Group respond to capture key insight to each maneuver.	Sample key insight: follow the geographical time line at all costs and don't image an over-time mop-up operation.	Dare to risk intuitions. Leader watch for break-loose insight that transforms a listing of do's into a strike, eliciting the "a-ha".
VII THE MANEUVER WRITE-UP	19. Assign group to write each maneuver, centered on respective scribes. 20. Decide time period for each maneuver. 21. Write the maneuver and place it on a time line.	First sentence states why the maneuver; second states the victory and advantages; third is an orchestration of the do's as "We will..."	Write quickly, print and distribute. These paragraphs become your symbol of "death ground". Phase maneuvers for the whole campaign.

DO THE MANEUVERS

Global Development Centrum		THE NINE GLOBAL MANEUVERS		1977-1978	
WINNING ALL THEATERS OF THE CAMPAIGN					
MASTERING THE TERRAIN	HOISTING THE SIGNALS	CONQUERING THE BATTLEFIELD		RECRUITING THE ARMIES	EFFECTING BATTER / SUPPORT
CIRCUITS OF DR. LAO MANEUVER	THE 232 SUPPORT MANEUVER	THE MULTI-NATIONAL CONQUEST MANEUVER	TAKING THE COUNTIES MANEUVER	SYSTEMS COBRA STRIKE MANEUVER	
	1. Global circuit schedule 2. Broadened support base 3. Everyman developer coord. 4. Local events constructs	1. Indian company adoptions 2. World Bank loan 3. Church village adoption 4. Public international agencies	1. 200 corporation turnkey 2. Local national webbing 3. The big one 4. Proposals and visits		1. Local corporation levers 2. Co-ordinated field maneuvers 3. The flame attacks 4. The frontal assault
		24 CAPITAL KEYSTONES MANEUVER	SELF-SUPPORT ASSISTANCE MANEUVER		THE MAGNIFICENT SEVEN MANEUVER
1. Securing the advantage 2. International agencies focus 3. Local government support 4. Common proposal images		1. Service volunteer data 2. National service corps 3. Farmers and pharmaceuticals 4. The private wealth	1. Targeting new sources 2. Key women groups 3. Patron site encounters 4. Order youth engagement		
		THE EVANGELICAL ENGAGEMENT MANEUVER			
		1. Global mission boards 2. National mission councils 3. Engaging religious groups 4. Calling local congregations		1. Band interchange schedule 2. Global master index 3. Reports and meetings 4. Troop assignment rationales	

**SAMPLE CAMPAIGN MANEUVER PARAGRAPH: THE SIX SHOWCASE MANEUVER**

The intent of the six showcase maneuver is to create, with the completion of the six present projects, a dramatic demonstration of what is possible in such a way that we will move to launch the 12 with the strength of a credible record. This involves primarily stating and exacting the definitudes of completion. First, we will create an image of phases toward completion. Each project will study the document epilogue and plan how to realize this vision in social and economic substance by June 30. This will involve putting objective content on our presupposition related to tripling the income of these six communities, transforming the physical space and transferring the leadership from the auxiliary to an iron core of trained people. In addition, we will create a design to powerfully dramatize the shift to completion, including looking at the role and function of acceleration treks over the next four months.

**BATTLEFIELD MANEUVER-BUILDING**

The following steps are recommended for maneuvering or re-maneuvering for short strikes on the battlefield. This planning can be done in 30 minutes:

1. Rehearse the decision to win, remembering the cruciality of the victory and its projected effects.
2. Weigh up the current situation including advantages, vulnerabilities, point of blockage, timing, terrain and troop issues.
3. List the do's, including surprise actions, indirect thrusts, sneak attacks, troop shifts, geographical re-configurations.
4. Talk through the maneuver with team colleague until the breakthrough action is discerned. Take a break if necessary to get the "a-ha".
5. Do brief write-up and a poetic title to hold the maneuver.
6. Move out immediately to accomplish the maneuver.



THE WISDOM OF MANEUVERS AS LIFE METHOD

July, 1978

**IMPOSED FINALITY**

A maneuver functions over against an imposed finality. The image of death ground is maintained as a quantified and identifiable reality that makes every maneuver decision a matter of life or death.

**INSTANT COMPOSITION**

A maneuver is written quickly rather than composed as a complicated sequencing of components or a rational gestalting of implementaries. It names the victory and intuitively captures the actional strokes that will guarantee success.

**EMPIRICAL BASIS**

A maneuver is constructed out of empirical data rather than from idealized objectives. This involves thoroughgoing consideration of the real advantages, the actual obstacles and the available logistics.



**MAINTAINING MOMENTUM**

A maneuver is an engine of momentum. It is a device for maintaining the direction and power of a campaign by constantly recovering the advantage in the face of lost ground. One experiences the action like "stones rolling down a hill."

**SELF-CONTAINED**

A maneuver is self-contained. It is a self-sufficient, independent action that is short in duration, circumscribed in geography and focused in intent.

**HUMAN RISK**

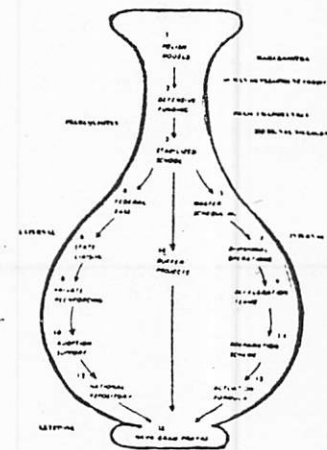
To be a self is to execute maneuvers. Selfhood and maneuvering are corresponding aspects of the reality of the risk of humanness.

**CREATES ADVANTAGE**

A maneuver is the art of turning misfortune into advantage. It rides the back of a contradiction into a projected victory rather than battles the counter-currents to eliminate the opposition.

**SYMBOLIC FORMATION**

A maneuver is sustained more on the basis of its symbolic representation than on the strength of its technical description. This includes its poetic title, visual image and accompanying slogan.



**IMPOSSIBLE TASK**

A maneuver is employed to do an impossible undertaking, not to carry out ordinary tasks. For this purpose a maneuver breaks routine and overcomes failure mentality.

**CORPORATE DEED**

A maneuver is a corporate deed. It is executed by a disciplined team and represents the outward mark of that body on history.

**RE-MANEUVERING**

A maneuver is a montage of re-maneuvers. Implementing a maneuver means constantly grasping the given situation, rehearsing the victory, regaining the advantage and refocusing the action.

**INTERNAL DECISION**

A maneuver is an interior decision to win before it is enacted as an external set of motions. It is the constant internal tautness that holds victory off from pending defeat. It is glorious living.

HDT5: 5TH CITY

ENGAGEMENT LAB

MANEUVER WORKSHEET

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY 1979

FRAME	STRATEGIC OBJECTIVE	ENEMY
TIMING	DO-MENT LIST	VICTORY
TERRAIN		VOID
TROOPS		VULNERABILITY
TOOLS		ADVANTAGES
FLANKS		SURPRISE

FRIDAY SUPPER CONVERSATION: THE DAY

1. What one thing stands out for you today? (Go around table)
2. What other important things happened today?
  - Where were you most excited?
  - Where did you get confused?
  - Where did you want to give up?
  - Where were you overwhelmed?
3. Where did you experience a breakthrough?
4. Where did you find yourself blocked?
5. How did you deal with the block?
6. How did you keep yourself going when you ran into difficulty?
7. What did you learn today?
8. What did you discover about working corporately?
9. How was this day significant, important?
10. What name would you give this day?
11. What needs to happen tomorrow to make it a great day?

THE SPIN

EVERYMAN A MANEUVERER:

- Getting a job
- Housewife shopping
- Student passing course
- running for office

GENERALSHIP AS INTENTIONAL MANEUVERING:

- To actualize care
- To make revolutionary moves
- To take indirect action against blocks
- To mobilize troops for action

KEY MANEUVERING WISDOM:

- Self-imposed death ground
- Winning resolve (standing in the victor's circle)
- Empirical situation (weighing up advantages, vulnerabilities, terrain, troops, tools, timing) enemy).
- Corporate writing (listing do's, building chart, poetic titles).

Some illustrative poetry from Sun Tzu:

when campaigning be as SWIFT as the wind;  
 when marching be as MAJESTIC as the forest;  
 when raiding be as CONSUMING as the fire;  
 when standing (in defense) be as FIRM as the mountains;  
 when moving (into action) be as UNFATHOMABLE as the clouds;  
 be as OVERPOWERING as the thunderbolt.

MANEUVER BUILDING METHODS: (Pass out I-VI steps of maneuvering)

- Naming the Victory (I) What were some of the victories you named? What did your victor's circle look like? What do you have your life on the line for?)
- DISCERNING The Situation (II) What were some of your advantages you named? What were the vulnerabilities you exposed? Remember that maneuvering depends on moving from the empirical data you have. What is in the situation that could stall or destroy you?
- The Do's (III, IV, V) How many of you got a list of do's? Who had the longest list?! What process did you use to turn these lists into manageable arenas of action? What happened to your intuition as you worked? What are some sets of maneuver arenas you came up with? What are your maneuver charts beginning to look like? Poetic titles?!!

The Maneuver Writing (VI, VII) A time of precise talking through of the maneuvers. How has your talk throughs gone?

(Put up the 12 session timeline to use as reference as you reflect on their talk-thrus.)  
 Did you reach an "A HA!" What was it? Your write-up is the next step (explain how to do it)

The Introduction

Seeing through to the depth dimension of every situation is one of the characteristics of profound humanness. It is as though one wears X-ray eyeglasses which allows penetration of the obvious and discernment of the spirit deeps. We have called this "transparent knowing". It appears in the ferryman in Siddhartha where Vasudeva says to Siddhartha, "You have heard the river laugh, but you have not heard everything. Let us listen; you will hear more." Here is another fine story about a prince and a magician that points to something of the knowing which is a manifestation of profound humanness.

The Reading

Once upon a time there was a young prince, who believed in all but three things. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him that such things did not exist. As there were no princesses or islands in the father's domains, and no sign of God, the young prince believed his father.

But then, one day, the prince ran away from his palace. He came to the next land. To his astonishment, from every coast he saw islands, and on these islands, strange and troubling creatures whom he dared not name. As he was searching for a boat, a man in full evening dress approached him along the shore.

"Are those real islands?" asked the young prince. "Of course, they are real islands," said the man in evening dress. "And those strange and troubling creatures?" "Why they are all genuine and authentic princesses." "Then God also must exist," cried the prince. "I am God," replied the man in full evening dress with a bow.

The young prince returned home as quickly as he could. "So you are back," said his father, the king. "I have seen islands, I have seen princesses, I have seen God," said the prince reproachfully. The king was unmoved. "Neither real islands, nor real princesses, nor a real God exist." "I saw them!" "Tell me how God was dressed." "Well, God was in full evening dress." "Were the sleeves of his coat rolled back?" The prince remembered that they had been. The king smiled. "That is the uniform of a magician. You have been deceived."

At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress. "My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know those are not real islands and real princesses, because you are a magician."

The man on the shore smiled. "It is you who are deceived, my boy. In your father's kingdom there are many islands, and many princesses. But you are under your father's spell, so you cannot see them."

The prince turned pensively home. When he saw his father, he looked him in the eyes. "Father, is it true that you are not a real king but only a magician?" The king smiled, and rolled back his sleeves. "Yes, my son, I am only a magician."

"Then the man on the shore was God."  
"The man on the shore was another magician."  
"I must know the real truth, the truth beyond magic."  
"There is no truth beyond magic," said the king.

The prince was full of sadness. He said, "I will kill myself." The king caused death to appear by magic. Death stood in the door and beckoned to the prince. The prince shuddered. He remembered the beautiful but unreal islands and the unreal but beautiful princesses. "Very well," he said, "I can bear it." "You see, my son," said the king, "you too now begin to be a magician."

The Conversation Questions

1. What lines of the dialogue come back to you? What visual images come to mind? (Reconstruct the drama of the story.)
2. Where were you surprised in the story? Where did you identify with one of the characters (say, the anxieties of the Prince or the williness of the King)?
3. What did some parts of the story symbolize?
4. Using the category of "transparent knowing", what is the profound awareness of the king? (What is the underlying perception that guides him?) How is profound humanness disclosed in the wisdom of the king?
5. Where have you recently been in a situation where if profound humanness were to have been present this kind of "seeing through" to the deeps was needed? What practical difference does this transparent knowing make, that you would recognize it when it occurred?

HDTS: 5th City  
Global Research Centrum: Chicago

THE STYLE OF LEADERSHIP

Cycle  
December, 1978

KNOWS HIS KNOWING		DOES HIS DOING		BE'S HIS BE-ING		WATCHES FOR TRAPS	
MODEL BUILDER	comprehensive view structural revolutionary	PERPETUALLY MANEUVERS		SERVANT IMAGE	interior general	BEING "SOMEONE"	needing brownie points rejecting sweat pride in position
DETAIL CARER	covers all bases asks self "what if?"	PERPETUAL REVOLUTIONARY	no rest task done? bk.at front	PRESENT TO SITUATN	Xavierism knows everyone 100% responsib	UNPREPARED HOMEWORK	un planned moves misplaced anxieties paralyzing fear crippling anger
(methods) TOOLKIT CARRIER	conversations workshops spins	ELICITS PARTICIPATION	indicative	SHADOW PRINCIPLE	catalytic	LIMITED FOCUS ON CARE	forgets comprehensive
CONTINUAL CONTEXTER		IMAGINAL EDUCATES		MYSTERIOUS BLUE	transparent nobody mystery in mundane	RIGID STANCE	inflexible models Pharaseeism

HDTS: 5TH CITY

URBAN EXCURSION

URBAN EXCURSION FORMAT

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY 1979

monday february 12 THE SCIENTIFIC ADVENTURE OF HUMANNESS	february 13 tuesday THE ARTISTIC IMAGINATION OF HUMANNESS
<p>7:00 a.m. Breakfast context: Science and Man's Future</p> <p>9:00 Bus to Science and Industry Museum</p> <p>10:00 Spectrum Theater: Wave Theory and its applicati</p> <p>10:30 Self-tour: Journey into the Scientific and Technological Future:</p> <ul style="list-style-type: none"> <li>- The Electricity Display by Con Ed (the energy issues).</li> <li>- The Energy Lab (the futuric solutions).</li> <li>- Silicones (a versatile implementary).</li> </ul> <p style="text-align: center;">OR:</p> <p>An Individual Adventure:</p> <ul style="list-style-type: none"> <li>- into scientific worlds (Nobel Hall of Science Mathematica, Electricity &amp; Magnetism, Motion-Gravity, Radio, and a 2 p.m. film on Micro-world in the Science Theater).</li> <li>- into technological development (Farm, Hall of Communications, Steel, Petroleum, Coal Mine, Space Exploration, balcony Medical).</li> <li>- or into just plain fun! (Racing Cars, Seapower, U-505, Model r.r., Food for Life Computer, Motorama, Airpower, the Circus).</li> </ul> <p>12:30 p.m. Lunch together in the cafeteria</p> <p>1:30 Seeing everything you missed! (And don't forget Buckminster Fuller architecture display)</p> <p>3:30 Return to West Side and preparation for supper</p> <p>6:30 Supper in the Community Center:</p> <ul style="list-style-type: none"> <li>- Reflective conversation on the day.</li> <li>- Slide presentation by Illinois Bell, and discussion on the future of communications.</li> </ul> <p>8:30 Planning session</p>	<p>7:00 a.m. Breakfast context: Art and Human Consciousness (be dressed for entire day out)</p> <p>9:45 Bus to the Art Institute</p> <p>10:30 Self-guided Tour: 20th Century Art and the Revolution in Imagination:</p> <ul style="list-style-type: none"> <li>- The European revolution and the 19th and early 20th c. impressionists (2nd floor).</li> <li>- Across the Atlantic: American and Local 20th c. representations (Basement).</li> <li>- The contemporary scene and the last 20 years (Main floor)</li> <li>- Photographic art and the future (2nd floor).</li> </ul> <p>12:15 p.m. Optional Rembrandt Lecture at the Art Institute</p> <p>12:30 Lunch and optional Library Concert across the street</p> <p>1:30 Bus to Planetarium</p> <p>2:00 Planetarium show: "Black Holes in Space", the mystery in the universe at the limits of astronomical awareness</p> <p>4:00 Bus to supper location in the Water Tower area for individual browsing in galleries and shops on Michigan Ave.</p> <p>5:30 Supper at Gino's East Pizzeria (160 E. Superior for Pizza, salad and beer</p> <p>7:00 Bus to Victory Gardens Theater (3730 N. Clark) for play: Dillinger. The forces that created 20th c. urban life and the question of the future of urban society. Concluding conversation with the actors.</p> <p>10:45 Return to the West Side.</p>

URBAN EXCURSION FORMAT (CONT'D.)  
WEDNESDAY

7:45 a.m. Breakfast context: The Political and Economic Structures of  
The City. Use Social Process Triangles.

Assignment to urban research groups:

City Hall- 10 a.m. tour, meeting with alderman and visit to  
Dept. of Human Relations.

Chicago Tribune-

1:15 p.m. tour at 441 N. Michigan Ave. Include  
public library research in this group.

Chicago Board of Trade-

10 a.m. tour of grain and commodities exchange.  
Visit with Cargill, Inc., largest grain distributor  
in the world.

Chicago Banks-

3:30 p.m. First National, 22nd Floor. Arrange  
other banks or join Tribune tour first.

O'Hare Field- 11:30 tour from Eastern counter. Also visit  
RTA at Marina Towers.

Newberry Library (Cultural)-

60 W. Walton, 9 a.m. to 9 p.m., bring ID and  
specify use of Local & Family History Section.

Questions to keep in mind: What is the human function of the  
operation? Where do you see signs of the future emerging?

5:30 p.m. Mini-celebration in lounge.

6:30 p.m. Dinner, group reports and final reflective conversation

8:30 p.m. Close.

1. What do you remember most from the visit to the Museum of Science and Industry? What display or film left an impression on you? Where did you linger over a display?
2. What displays did you enjoy manipulating? Where did you get to experiment? What did you learn? What scientific changes have taken place during your lifetime?
3. Where did you get emotionally involved in the museum? What surprised you the most? Where frustrated?
4. What did you have a hard time understanding? Where were questions raised for you that push you to further exploration? What thru you into the future?
5. Living in the year 2079 what was the most important scientific discovery of the 20th c.? What directions of scientific investigation do you feel are most important to mankind?
6. What is the relation of science to human development?

## ARTS REFLECTION- Wed. morning

1. What are some snapshots you would like to have of yesterday? What were some of the lines in the play you remember?
2. Where did you experience yourself most involved? Want to go back to? What will you never go back to see?
3. What emotions did you experience? Where did you get tired? Where wake up?
4. Who would you give yesterday's experience to as a gift? Why?
5. What happened to you yesterday? What story tell today about it?

## CLOSING REFLECTIONS- Wed. Night

1. What did you hear happened today? Over these three days?
2. What happened to us as a group? To you personally?
3. Look in crystal ball and see the future: What does the future hold for us? for you?

When you get tired and intrigued and awed and fatigued you know the future has struck. You were a faithful people who entered into a covenant with the future which will follow you the rest of your lives.

Rational Objective:

What does it mean to "DO" health?

Existential Aim:

Future of good health lies in hands of local man

INTRODUCTION: Every town must evaluate where premature death& unnecessary suffering, is occurring; it must stand before the vision of a full life potential and significant self-sufficiency.

ENVIRONMENT SERVICES	Community Sanitation System		Individual Consumption Patterns		Available Adequate Housing		Supportive Community Patterns	
	drinking water	sewage system	nutrition education	elders' food program	dry, warm adeq. space	fire resistant	social groupings	corporate accountabil
	trash disposal	drainage	quality food availability	infant nutrition program	hazards removal	functional plumbing	elders role	self-affirmation
PREVENTIVE SYSTEMS	Service Access		Advocate Network		Community Education		Surveillance Systems	
	service provider agencies	Board of Advisors	comprehens. rationale	systematic visitation	local news articles	media campaign	record keeping	advocate reports
	community liaison	eligibility arrangements	ongoing training	phone central	health events	advocate visits	guild meetings	safety surveys
BASIC TREATMENT	Emergency Services		Illness Detection		Regular Services		Professional Service Interface	
	EMS training	equipment availabil'y	sick call facility	home visits	physical exam	prenatal services	laboratory service	auziliary training
	communicatn. system	transport system	group programs	mass screening	dental care	chronic illness	hospital resources	mental health resources
INTRA- PROJECT IMPACT	Releases Vitality		Affirms Environment		Protecting Programs Flanks		Secures Authorization	
	attack symbolic disease	affirmative images of health	hazard removal	housing upkeep	community meal prep.	preschool teacher training	documentatn. results	guardian formation
	symbol of effective care	local participatr	safe street patrol	plazas & playlots	industry safety program	elders program support	local effectivity	interchange

II. FIELD SEMINAR  
TACTICS STUDY

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

PREVENTIVE CARE TACTICS:		PREVENTIVE CARE PROGRAMS				
		I	Sanitation Systems	Consumption Patterns	Adequate Housing	Supportive Patterns
<p>58 Environment Seminars 112 Trash Cans 113 City Sanitation 130 Preventive Repairs 135 Drug Store</p> <p>ADDITIONAL TACTICS:</p> <p>Health Advocates Health Center Health Fair Medical Referral Service Health Education Seminars Nutritional Classes First Aid Training Health Examinations Screening Programs Emergency Vehicle Nutritious Foods Program Health Information Service Infant Care Prenatal Clinic Para-medical Teams Public Toilets Visiting Nurse Health Insurance</p>	ENVIRONMENT SERVICES					
	II	Service Access	Advocate Network	Community Education	Surveillance Systems	
	PREVENTIVE SYSTEMS					
	III	Emergency Services	Illness Detection	Regular Services	Professional Interface	
	BASIC TREATMENT					
	IV	Vitality Channels	Environmental Morale	Program Flank Protection	Authorization Surety	
	INTRA-PROJECT IMPACT					

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective: To become familiar with actual programs going on and tactics for comprehensive health care.

Existential Aim: To have the participants visualise the sort of health measures they could institute in their own community.

INTRODUCTION:

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Look through the Document tactics and compare with progress charts to note what things have been completed and which are in process.

II

Walkabout in Fifth City visiting:  
1. a Health Advocates meeting  
2. walk through the space in process of being prepared for the elders' program and talk with responsible ones of the plans for actuation.  
3. visit Olga in the Auxiliary House kitchen and have her talk about nutrition in the preschool and the difference it has made over the years.  
4. look at some unrehabilitated houses and some rehabilitated ones and look over what the the implications would be for the health of the tenants and the general physical well-being.

III

Return to the program center to artform the day and the significance of an adequate health program in any community.

CONCLUSION: The key features of a health program are indirection and comprehensive attention to detail.

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

To visit some of the most promising experiments in community health care of varying intent and scope.

Existential Aim:

Realize how essential preventive health care is and what all a community can do for itself.

INTRODUCTION:

Context the trip as an opportunity to see some of the creative things that are being done in our own city by various groups of those who care.

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III

Visit the Austin Circle Family Clinic or a similar facility which combines medical, counselling, legal and housing services in one unit. Inquire how it serves the local community, what its vision and insights are to 20th century comprehensive care, where it runs into road blocks, how it would see neighborhoods able to cooperate and assist in their vision of comprehensive care.

Alternative: Mile Square Center, Inc., 2045 W. Washington, 942-3700

Visit Emergency Medical Services unit in Woodstock, Il. Inquire how it got started, how local people get training, where the funding comes from. What ways they enable replication of their program, etc.

Visit Operation Brotherhood (in Chicago) or a similar comprehensive and participatory service for elders where they plan, administer and do the actual work of their facility.

CONCLUSION:

On the way home reflect on the visit and artform the entire encounter. List for further referral the findings and the references which have been gained.

Rational Objective: To alert the group to the scope of health problems and the possibilities for coping with them at the local level.

Existential Aim: To have the group astonished and excited at the possibilities before them.

PROGRAM DEVELOPMENT KEYS	ACCESS TO CARE		IMAGINAL EDUCATION		NEIGHBORHOOD NETWORK		ENVIRONMENTAL CONTROL	
	emergency service	home care	symbol of care	imaginal presence	inclusive rationales	neighborly care	public spaces safety	sanitation consciousness
	health tax	professional liaison	image of health (potential)	nutrition (symbolic illness)	regular visits	maintained surveys	pest control	homes safe (clean, dry warm)
PRACTICAL ACTIONAL SCHEMES	EMS TRAINING		ELDER'S PROGRAM		STAKE/ ADVOCATE		BEAUTIFICATION /WINTERIZATION	
	sequence: first health tactic	illustration: Woodstock, IL.	sequence: second 6 months	illustration: Operation Brotherhood	after EMS month 3-6	5th City Ivy City	before/during & after consult	5th city
	resources: HEW, locals, Registry	effect: in community other tactic	resources: Fed nutritn city offices	heritage recovery community	local initi. Health agency Resource Bk	stakes Health Outp post	univ. exten. mini-zone block grants	housing youth traing block clubs
GUILD/STAKE TASK FORCE FUNCTION	FRAMING/AGENCY RELATION		FEEDBACK/ACCOUNTING		NURTURING VOLUNTEERS		RECEPTIVITY OF COMMUNITY	
	agency luncheon	wide-screen surveillance	screen for data collectn	reports to community	updates context	enables training	frequent images	authorizatn c neighbors
	legalization	funding	long range perspective	service provided by employees	provides credentials	rehearses story	disciplined advocates	
AUXILIARY SUPPORT ROLE	ACCESS TO MVT EXPERTISE		YEARLY RHYTHM		STANCE OF PRODUCTIVITY		AUX. HSE. DEMONSTRATION	
	Guardians network	GSD post	evaluation priorities	maneuver building	fully expended	TCOY	episodic cleaning	exemplary methods
	Health Guardians	mvt. publications	priorities	disciplined pre-planning	four phases	does the impossible	grassroots identity	practical methods

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective: To make the group conscious of the wide scope of resources and the means to engage their help.

Existential Aim: To give confidence for approaching health assistance resources.

INTRODUCTION: Introduce representatives of the County Board of Health, (or Community Health Services, the Red Cross, Regional Health Planning Agency, County Welfare Agency and the local Health Advocates. Invite each to spin on their agency and its concerns for not more than five minutes.

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Direct questions like these:

1. What are the chief advances that you see have been made in the arena of local health care in the past five years?
2. What do you expect to be the victories of the next five years?
3. How do you image these getting implemented in a project or neighborhood like this?
4. What would be the difference for local people if these were accomplished?

II

1. What programs to this end are you actively supporting in this area now?
2. What do you see, from your knowledge of our work, to be areas where we might cooperate?
3. What form of assistance would you give to such a project?
4. What are the prerequisites and requirements, and how would we apply?
5. Is that program or a similar one available where out other projects are located?

III

1. Invite the participants to ask more direct questions.
2. Thank the speakers.
3. What surprised you in this presentation? What would you like to pursue farther?
4. What is the first thing you will report about this afternoon when you return home? Who will you tell?
4. What are the implications of our learnings here this afternoon?

CONCLUSION: Again thank the panel and suggest the future holds unlimited possibility when local man decides to take responsibility for all arenas of his and the world's future.

PREVENTIVE CARE MODULE

TECHNICAL VISIT:

Community-based health center                      Austin Family Clinic  
HMO (Health Maintenance Organization)  
Alternative health program, coalition of local health advocates.  
Emergency Medical Services Unit, Woodstock, Il.  
Operation Brotherhood (Elders)

RESOURCE PANEL:

Private: Health self-care, Dr. John H. Renner, Un. Wisconsin  
Medical School, Dept. of Family Medicine and Practices.  
Leonard Borman, Dir., N.W.U. Self-help Inst.  
American Hospital Administrators, para-medical training  
Un. Chicago nutrition dept.  
Operation Brotherhood, elder care

Govt.: U.S. Public Health Service (source of health manpower)  
Chicago Board of Health, 10 S. Kedzie, community health clinic  
American Red Cross (community health volunteers)  
Health Systems Agency (city of Chicago), 180 N. LaSalle St., Room 700,  
Planning dept., Thomas J. Cooney, exec. dir. 744-5877  
Cook Co. Health and Hospitals, Governing Commission, Bill Cerneal,  
633-8825 (working on 5th City health outpost funding).  
H.E.W. Health Services Administration

American Medical Association  
A.H.A. (hospitals)  
D.H.S.

SESSION VI: PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

to create a realistic health plan for a typical rural town following the steps of maneuvering.

Existential Aim:

to experience the rational steps of winning through deciding the victory and the steps to gaining it.

INTRODUCTION: We want today to pull together some of the wisdom we have gained through out this module into a plan that could be modified to suit any rural project in North America. In order to do this, let's divide into four groups: EMS Training; Elder's Program; Health Advocates; and Beautification/Winterization.

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1. Imagine that you are reporting on the achievements of this year next January to a group of community planners from the county office. What are the victories in preventive care that you would want to report for the town of Mill Shoals?
2. As you stand in the winner's circle of 1980, what were the advantages that allowed you to win like this? What were the vulnerabilities, the danger spots?
3. What did you do to get these things to happen, to win these victories? Make a list on the blackboard or on butcher paper.

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II

1. Look at this long list of do's and read back into it the sort of swirls of activities that took place throughout 1979. Give a name to the clumps of activities - both practically and poetically.
2. If you had it to do over again, how would you rearrange the time line? What other events or maneuvers would you add?
3. Create a twelve month timeline to hold your reflective wisdom on this.

III

1. For each clump or maneuver, list on the timeline what was done, by whom, when, where, how, why. Write this up now into a maneuver standing from our present vantage point.
2. Regather as a plenary and have brief reports from each group.
3. Art form the reports and reflect particularly on the methodology and how it is a humanising method for the engagement of all those who care.

CONCLUSION: If you were to apply this plan to your town, what modifications would you have to make? If you got twenty people in your town to go through a serious planning session like this in your town, who would you want to be sure was there? Why? How would the town be different afterwards?

I. CONTEXTUAL LECTURE

Rational Objective:

Existential Aim:

INTRODUCTION:

I  EARLY LEARNING	Community Preschool		Demonstration Curriculum		Community Relations		Support Systems	
	Infant Care	Prep School	Spiral Curriculum	Art Tools	Parent Involvement	Community Teachers	Funding Plan	School Administration
	Mini School	Kinderschool Education	Imaginal Methods	Teacher Preparation	Total Enrollment	Community Involvement	Facilities	Equipment Maintenance
II  FORMAL SCHOOLING	Elementary Education		Secondary Access		Vocational Schools		Advanced Studies	
	Model Classroom	Imaginal Curriculum	Guaranteed Matriculation	Financial Assistance	School Placement	Career Planning	University Enrollment	Technical Schooling
	Artform Method	Team Teaching	Regular Attendance	Vocational Guidance	Work-Study	Traditional Apprenticeship	Professional Training	Para-Professional Instruction
III  EXTRA-FORMAL TRAINING	Community Curriculum		Job-Related Training		After School Enrichment		Special Care	
	Comprehensive Design	Community Journey Masters	On-the-Job Training	Company Schools	Remedial Tutorials	Junior Achievement	Physically Handicapped	Exceptional Child
	Structures Injection	Impactful Events	In-Service Program	Informal Instruction	Cultural Excursions	Guild Engagement	Retarded Person	Slow Learner
IV  ADULT EDUCATION	Basic Literacy		Functional Skills		Vocational Skills		Leadership Training	
	Elementary Reading	Writing Proficiency	Analytical Skills	Global Language	Job Aquisition	Management Training	Social Methods	Pedagogical Training
	Foundational Math	Communication Skills	Domestic Management	Social Sophistication	Business Courses	Trade Shops	Motivty Methods	Corporate Methodologies

II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

EDUCATION TACTICS:	EDUCATION PROGRAMS				
	2 Consumer Training 40 Community Faculty 41 School Forum 42 Curriculum Workshop 43 Education Seminars 44 Educational Funds 49 Business Trips 50 Community Library 51 Mobile Units 52 Impact Trips 53 Local Forums 54 Skills Labs 55 A-V Presentation 56 Basic Education 57 Methods Workshops	I  EARLY LEARNING	Community Preschool	Demonstration Curriculum	Community Relations
	II  FORMAL SCHOOLING	Elementary Education	Secondary Access	Vocational Schools	Advanced Studies
	III  EXTRA- FORMAL TRAINING	Community Curriculum	Job-related Training	After School Enrichment	Special Care
	IV  ADULT EDUCATION	Basic Literacy	Functional Skills	Vocational Skills	Leadership Training



SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To visit a variety of effective educational ventures meeting the needs of local people today.

Existential Aim: To experience the possibilities for relevant functional education in the local community.

INTRODUCTION: Lay out itinerary of today's visits in the educational arenas. Emphasize task of discerning technical resources for functional education.

M O V E M E N T S	I	<p>VISITATION CONTEXT AND SCREENS</p> <p>1. Much of education today is geared for the elite to serve the elite (in higher education). There is a need for skills training and appropriate basic education. A need also for a new kind of higher education academy that combines classical wisdom with practical thrust. This visit is out to discern where edge educational constructs are emerging as a response to these needs. The group will divide and visit a variety of operations, then return for reporting.</p> <p>2. Get out list of questions to use in probing the value and composition of educational experiments in the city.</p>
	II	<p>THE VISITS</p> <p>Formal Education (alternative high school): Chicago Industrial Skills Center, Franklin Park, a CEDA funded program of the Chicago Board of Education that combines High school and electronic training at Motorola company.</p> <p>Early Education: a comprehensive demonstration by the 5th City Preschool.</p> <p>Trade School: Westinghouse Corp. or Dunbar High School for comp. skills training. Also Training, Inc. a possibility.</p> <p>Operation PUSH for Excellence: Jesse Jackson's public school auxiliary relating local community to public education.</p> <p>Uni. of Chicago, Education Dept.: for futuristic models in education.</p>
	III	<p>REFLECTION/PLENARY</p> <p>1. Groups report on their visits, giving highlight and key learning.</p> <p>2. Discuss: the striking impressions of the visits and the insights revealed regarding the future of education and the possibilities for linking universal wisdom to the local community.</p> <p>3. Talk about the application of these learnings to your own local community.</p>

CONCLUSION: Education is to enable human beings to be comprehensive, effective and missional.

Rational Objective:

Existential Aim:

Introduction:

I PROGRAM DEVELOPMENT KEYS	Early Education Program		Formal Schooling Program		Extra-formal Training Program		Adult Education Program	
	Imaginal Methods	Community Relations	Model Classroom	Imaginal Curriculum	Comprehensive Curriculum	Cultural Excursions	Basic Literacy	Management Training
	Total Enrollment	Funding Plan	Team Teaching	Artform Methods	Guild Engagement	On-the-Job Training	Analytical Skills	Corporate Methodol.
II PRACTICAL ACTIONAL SCHEMES	Preschool Set-up Project		Imaginal Education Project		Functional Equipping Project		Leadership Training Project	
	Parental Support	Compreh. Funding	Curriculum Development	Demonstratn Classrooms	Literacy Curriculum	G.E.D.	Community Curriculum	Leadership Apprenticeships
	Faculty Development	Facility Selection	Methods Training	Employment Application	Skills Training	Job Interviews	Project Interchange	Teacher Corps
III GUILD TASK FORCE FUNCTION	Total Community Involvement		Training Structures Maintenance		Community-Wide Educational Impact		Education Program Administration	
	Stake Surveys	Indirect Methods	Preschool Structrue	Extraformal Classes	Training Support	On-the-job Training	Schools Licensing	
	Adult Upgrading	Education Tracking	Teacher Supply		Broadening Events		Budget Prep/	Fund Raising
IV AUXILIARY SUPPORT ROLE	Demonstrate Educational Techniques		Leadership Training		Resource Development		Curriculum Developmnt	
	Imaginal Contexts	Symbols Use	Individual Tutoring	Shadow Leaders	Staff Recruitmnt	Acquire Equipment	Curriculum Writing	Tools Creation
	Art Form Methods	Situational Grounding	Imaginal Education	Outside Resources	Arrange Field Trips		Format Development	

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To expose students to a comprehensive array of educational resources that they can find in most states.

Existential Aim: To explode the possibilities for educational resources available to every community.

INTRODUCTION: Introduction of panelists.

M O V E M E N T S	I	<p><b>PREPARATION</b></p> <p>Moderator leads an invitatory conversation with the participants:</p> <ul style="list-style-type: none"> <li>- What does it mean to be an educated person today?</li> <li>- Where have you seen examples of this?</li> <li>- What are the blocks to getting a comprehensive, practical education today?</li> <li>- What other concerns do you have about the educational arena in relation to your local community?</li> </ul>	<p><b>SUGGESTED PANELISTS:</b></p> <p>HEW Office of Education State Dept. of Children and Family Services. Chicago Board of Education, Dist. Super. Leif Ericson School Principle. Uni. of Ill., Office of Extension U.S. Labor Dept: CEDA</p>
	II	<p><b>PANEL</b></p> <p>Moderator calls upon the panelists to say a word about what they do and what resources they have to offer a local community in the educational arena. Moderator invites panelists attention especially to the concerns of the students as above.</p>	<p>GED Program advisor. YMCA Community Training.</p>
	III	<p><b>GROUP-PANEL DIALOGUE</b></p> <ol style="list-style-type: none"> <li>1. Moderator calls upon participants to ask questions of the panelists.</li> <li>2. Moderator invites panelists to ask a question of the group.</li> <li>3. Moderator sums up the panel discussion and calls for closing insights and comments from the group on this event.</li> </ol>	

CONCLUSION: Moderator thanks panelists and invites further informal discussion.

VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To design a comprehensive education program for a local community.

Existential Aim: Experience themselves as educational design artists.

INTRODUCTION: (1) Image participants as local education guild in a planning session, (2) Goal is to change the community self-image over a 6 month period. (3) Reiterate image of a school as a packaging of dynamics rather than a static institution. (4) Work off a composit community.

EDUCATION TARGET ARENAS

1. Brainstorm total educational needs of a composit community. You are getting at the universal educational challenges here.
2. Gestalt data into 4-7 target arenas. These are strategic educational areas such as infant education, school dropouts, unemployed adults, mental health, etc.
3. Discuss some of the elements in each arena, adding and clarifying. Are their any missing elements in order to have a comprehensive program?

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EDUCATION PROGRAM PACKAGING

1. Divide into target arenas and group data in your arena into distinct programmatic components (eg., Formal education for basics, Functional Skill, Job-training, Leadership, etc.). If it has not emerged be sure to have a group working on the informal community curriculum that glues together the infrastructure of the community (includes estab. parents asso., edu. support net, scholarship funding, full enrollment scheme, job placement program, advanced education placement, teachers training, vocational guidance, facilities restoration, etc.).
2. Fill in the chart:

TITLE OF SCHOOL				
components design				
Objectives				
Major Curriculum Features				
Set up steps				
Curriculum Tools				
Finance scheme				
Time Design				

3. Write paragraph briefs on the school as if submitting it for funding.

PLENARY

Share programmatic components, important insights, breakthrus. Read selective portions of the briefs.

CONCLUSION: Education is a webbing of all programs throughout the community that enables a person to function anywhere in society. The educated person is one who knows how to live his life fully in any situation.

III

Rational Objective: To explore the comprehensive avenues of care structures in the local community.

Existential Aim: To catalyze an experience of life-long worth of the unique contribution of individuals to society.

INTRODUCTION:

I  FAMILY DEVELOPMENT	Project Engagement		Economic Foundation		Environmental Care		Social Relations	
	Stake Meetings	Community Leadership	Family Budgeting	Employment Mechanism	Demonstratn Home	Cleanliness Patterns	Corporate Patterns	Home Structures
	Guild Participatn	Program Involvement	Skills Upgrading	Work Schemes	Space Beautificatn	Home Gardens	Intentional Life-style	Family Symbol
II  ADULT ADVANCEMENT	Functional Training		Job Training		Women's Groupings		Men's Groupings	
	Basic Skills	Leadership Methods	Skills Recovery	Technical Update	Education Programs	Environment Care	Safety Patrol	Business Association
	Domestic Management	Social Sophistica-tion	Business Courses	Supplemen-tary Training	Health Advocacy	Family Mobilizatn	Emergency Services	Resources Development
III  YOUTH ENGAGEMENT	Work Force		Leadership Training		Recreational Programs		Collegial Structures	
	Community Volunteers	Apprentice-ship Program	Meeting Leadership	Emissary Program	Physical Development	Talent Development	Parents Auxiliary	Youth in Action
	Group Projects	Youth Work days	Team Responsibility	Guest Hosting	Team Involvement	Exposure Trips	Elementary Jets	Young Adult League
IV  ELDERS ENGAGEMENT	Heritage Recovery		Symbolic Leadership		Physical Care		Guild Involvement	
	Common Songs	Cultural Memory	Guarding Comprehensive-ness	Hosting Presence	Health Services	Transport Access	Wisdom Communicatn	Skills Transmissio
	Traditional Symbols	Historical Recall	Maintaining Continuity	Honoring Exemplars	Food Supply	Adequate Shelter	Absolution Embodiment	Indirect Training

HDTIS: 5TH CITY

WELFARE MODULE

GLOBAL RESEARCH CENTRUM: CHICAGO

II. FIELD SEMINAR

OCTOBER 1978

WELFARE TACTICS:	WELFARE PROGRAMS				
		Project Engagement	Economic Foundation	Environmental Care	Social Relations
21 Volunteer Agency	I FAMILY DEVELOPMENT				
22 Skills Co-operatives					
24 Journeyman's Pool					
25 Skills Bank					
26 Job Posting					
28 Labor Recruitment					
29 Graduate Placement					
30 Placement Follow-up					
31 Benefits Interpretation					
34 Commercial School					
37 In-service Programs	II ADULT ADVANCEMENT	Functional Training	Job Training	Women's Groupings	Men's Groupings
38 On-job Training					
39 Employment Tutorial					
45 School Exchange					
46 Work Projects					
47 Work-travel Projects					
48 Career Experience					
59 Community Profile					
60 Geographic Subdivision					
61 Neighborhood Identity					
62 Leadership Cores	III YOUTH ENGAGEMENT	Work Force	Leadership Training	Recreational Programs	Collegial Structures
63 Interchange Networks					
64 Clearing House					
65 Agency Meeting					
66 Child Care					
67 Development Training					
68 Transport Back-up					
69 Minibus Service					
70 Cooperative Security					
71 Referral Service					
72 Supportive Events	IV ELDERS ENGAGEMENT	Heritage Recovery	Symbolic Leadership	Physical Care	Guild Involvement
88 Playlot Activities					
89 Recreation Center					
90 Mobile Theaters					
91 Rap Centers					
92 Sports Tournaments					
93 Dance Series					
94 Business Benefit					
95 Art Festivals					
96 Talent Events					
97 Arts Competitions					
98 Forum Series					
122 Recreation Sites					

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHI. REVISED December 6, 1978

OCTOBER 1978

Rational Objective: To become familiar with the welfare sub-tactics and their implementation in the project.

Existential Aim: To explode the comprehensive avenues of human care structures possible and necessary in the local community.

INTRODUCTION: Song, reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What activities have you done in your community that involve whole families? Adult men or women? Youth? Elders?

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TACTICAL REVIEW

1. Pass out 5th City documents and walk through the charts:
  - Vision: What do you notice as the vision of 5th Citizens, especially in regard to welfare? What would be some of your hope and dreams for this community? For your own community?
  - Contradictions: What do you notice is blocking this community in the arena of welfare?
  - Proposals: What are the welfare proposals here? What are the advantages of these strategies in 5th City? In your community?
  - Tactics: Ask objective questions on the chart (How many arenas, how many paratactics and names, how many tactics related to welfare).
2. Pass out Welfare sub-tactics plotting sheet with 4x4. Point to a program 4x4 box and ask which sub-tactics you find would activate it.
3. Divide room into four parts, each sub-group taking a fourth of the sub-tactics and plotting them on the program 4x4. Have representative from each group put plot from their group on the board.
4. Reflection on the board plot:
  - What strikes you about the plot? Where has 5th City put emphasis?
  - Where are tactics missing? Why?
  - What contradictions are handled by these tactics?
  - How do you suspect the vision of local residents is realized through these tactics?
  - What does this plot tell us about the next moves in 5th City?

II

CURRENT SITUATION REPORTS

Have 5 minute reports from 5th City guildsmen representing welfare programs (Safe Streets Patrol, Pre-school parents organization, Business Assoc., Employment Bureau, training program, Youth Center program and elders structure) Structure of each report includes (1) History of the program and its accomplishments, 2) description of the present situation with the program, and (3) future program projections. Follow with group question and answers.

III

FUTURE DIRECTIONS

1. Conversation on what group heard were the future directions of the project programs in regard to welfare. What are the necessary leaps to take?
2. Brainstorm new tactical steps to take to accomplish these leaps. Get list on board and discuss.
3. What programmatic activity will be necessary to embody these tactics? Get list on board, checking the relevant tactics. Discussion.

CONCLUSION: Brief conversation on what we learned about welfare tactics and the effect of doing them in the local community.

SESSION III: TECHNICAL ENCOUNTER

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To visit a quality demonstration of the community welfare dynamic in action in the Chicago area.

Existential Aim: To experience transformed hope and concrete possibility for their own communities.

INTRODUCTION: Lay out the itinerary of today's visit to some of the community service programs in the city of Chicago. Rehearse 5th City principle of dealing with all the age groups simultaneously in the local community.

M O V E M E N T S	I	<p>VISITATION SCREEN</p> <p>Build a screen of questions to use on each visit. This would include:</p> <ul style="list-style-type: none"> <li>- What has been accomplished in this program?</li> <li>- What is the history of its development?</li> <li>- How did it get started? Key tactics.</li> <li>- What are the next steps?</li> <li>- What blocks did they run into in building the program?</li> <li>- What is the edge of work in this arena today?</li> </ul> <p>Have the group get their questions out.</p>
	II	<p>ITINERARY</p> <ol style="list-style-type: none"> <li>1. Youth work- Jesse Jackson Operation Push.</li> <li>2. Elder engagement- "Operation Brotherhood" at nearby senior citizens center that shows how elders can effectively engage with other age groups in their own community.</li> <li>3. Employment- visit local corporation that has effective in-service and on-the-job training programs.</li> <li>4. Dept. of Human Services (for wrap-up reflections).</li> </ol>
	III	<p>REFLECTION</p> <ol style="list-style-type: none"> <li>1. Have representative of Dept. of Human Services explain their services.</li> <li>2. Hold reflective conversation there:             <ul style="list-style-type: none"> <li>- What were the most striking impressions from the trip?</li> <li>- Where did you want to return for further research?</li> <li>- What struck you about roles and activities today of youth, elders, women, men? What was new? Tried and true?</li> <li>- What technical insights did you gain today?</li> <li>- Which ideas and demonstrations you saw today will you try in your community?</li> </ul> </li> </ol>

CONCLUSION: The fabric of community life is woven from all the threads of all the people that live in it. When one is left out, the fabric is weakened.

Rational Objective: Delineate the mechanisms that get men, women, youth, elders and families creatively engaged in local community and society.

Existential Aim: Experience way to overcome paralysis in regard to involving social groupings in participation.

I  PROGRAM DEVELOPMENT KEYS	Family Development Program		Adult Advancement Program		Youth Engagement Program		Elders Engagement Program	
	Home Structures	Family Budgeting	Men's Association	Women's Groupings	Community Volunteers	Young Adult League	Health Services	Cultural Memory
	Employment Mechanism	Program Involvement	Job Training	Social Sophistication	Elementary Jets	Emissary Program	Guild Involvement	Transport Access
II  PRACTICAL ACTIONAL SCHEMES	Women's Promotion Campaign		Men's Service Campaign		Youth Task Forces Campaign		Elders Development Campaign	
	Preschoolers Enrollment	Job Training	Men's Club Incorporatn.	Community Security	Elementary Work Packages	Job Corps	Stake/Guild Involvement	Skills Transmission
	GED Classes	Guild Leadership	Separate Facility	Economic Responsibility	Inter-community Sports	Leadership Training	Heritage Formulation	Symbolic Roles
III  GUILD/STAKE TASK FORCE FUNCTION	Corporate Visioning		Leadership Training		Program Initiation		Continuing Support	
	Problem Analysis	Needs Survey	Apprentice Program	Volunteer Recruitment	Preparing Site	Securing Funds	Writing Proposals	Administer Grants
	Futuric Brochure	Community Voice	Project Interchange	Special Scholarships	Creating Signs	Maintaining Structures	Preparing Reports	Hosting Guests
IV  AUXILIARY SUPPORT ROLE	Exemplary Tactician		Comprehensive Visionary		Wisdom Broker		Inspirational Guide	
	Maintaining Morale	Integrating Action	Time/space Context	Mundane Transparen-tizing	Resource Center	Methods Bank	Social Pioneer	Total Responsibility
	Long-range Planning	Detached Direction	Succinct Articulation	Broad Reporting	Repository Contacts	Proposal Writing	Personal Expenditure	Futuric Brooding

SESSION V: RESOURCE PANEL

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To introduce the students to the resources available to the development of the family and different age groupings within the community.

Existential Aim: To surprise and excite participants with the accessibility of quality resources near at hand.

INTRODUCTION: Introduction of panelists (seated up front).

M O V E M E N T S	I	<p><b>PREPARATION</b></p> <p>Moderator leads an invitatory conversation with the participants:</p> <ul style="list-style-type: none"> <li>- How many here are under 20? Between 20 and 40? Between 40 and 60? Over 60?</li> <li>What does that tell you about our group?</li> <li>- What kind of community programs are you presently involved in?</li> <li>- What concerns you most today about youth? Elders? The family? (list concerns on blackboard). Let's circle the most critical concerns of the group up here.</li> </ul>	<p><b>SUGGESTED PANELISTS:</b></p> <p>Family Services (Chas. Dalkins Elders "Operation Brotherhood" (Belle Whalley)</p> <p>City Dept. on Elders and Handicapped (Teer Lykke)</p> <p>Sears Welfare Coordinator (Cole Campbell)</p> <p>Mile Square (Erlene Lindsay)</p> <p>Dept. of Human Services (Elizabeth Tatum)</p> <p>Police Dept. of Community relations (Sgt. Woodfield)</p>
	II	<p><b>PANEL</b></p> <p>Moderator calls upon the panelists to say a word about what they do, their chief concern about the welfare of youth, elders, adults or the family (depending on their field), and what resources they can make available to a local community. Moderator can also ask panelists to address some of the group's most critical concerns (from above) and have ready additional focus questions such as:</p> <ul style="list-style-type: none"> <li>- What has been the situation of men and women (or youth, elders, family) today that has called your organization into being? What are the trends among these groups today?</li> <li>- Where have you seen changes in this social situation come about as a result of work such as yours? What do you attribute that to?</li> <li>- Where do you experience yourself blocked in your efforts?</li> <li>- What is your highest expectation in the area of youth, elders, etc.?</li> </ul>	
	III	<p><b>GROUP-PANEL DIALOGUE</b></p> <ol style="list-style-type: none"> <li>1. Moderator calls upon participants to ask questions of the panelists.</li> <li>2. Moderator invites panelists to ask a question of the group.</li> <li>3. Moderator sums up the panel discussion and calls for closing insights, comments from the group on this event.</li> </ol>	

CONCLUSION: Moderator thanks the panelists and invites further informal dialogue.

SESSION VI: PRACTICAL WORKSHOP  
REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To create a realistic and effective plan for the engagement of community groupings, following the steps of maneuver methodology.

Existential Aim: To provide an experience of effectivity in regard to the future by using practical insights to build an operating model.

INTRODUCTION: Context maneuvers as a method of breaking out of routine in a strike that moves programs to a new level of effectiveness.

M O V E M E N T S	I	<p>PREPARATION</p> <p>Divide group up into four arenas of work that include family development, adult advancement, youth task force and elder engagement. Decide beforehand the relevant programs in each arena that need to be focused on, such as health advocacy, safe streets, elder heritage, etc. Be sure appropriate 5th City leadership is apportioned among the groupings. Explain the product as four sets of maneuver paragraphs with 3 month time lines for implementation.</p>
	II	<p>MANEUVER BUILDING</p> <ol style="list-style-type: none"> <li>1. Imagine that it is three months from now and we are gathered to celebrate the successes we have achieved in our particular arena of community welfare; what is it we have done that we are celebrating?</li> <li>2. State the victory we will have achieved in our arena.</li> <li>3. Describe our advantages (how we have been set up to win) and our vulnerability (how we are on shaky ground).</li> <li>4. List all the do's to achieve the victory (each person write down 15-20 things to do, star best 5, brainstorm do's on board until list of 50-100).</li> <li>5. As you look at list of do's on the board group together ones that could be combined and done at once. In this way get 5-14 arenas. List the maneuver components under their respective arenas.</li> <li>6. Talk through each arena until the breakthrough action is discerned that transforms the list of do's into a strike.</li> <li>7. Divide into sub-groups to write each set of maneuvers. The first sentence states why the maneuver; second states the victory and advantages; remaining sentences are an orchestration of the do's to include the what, when, who, where and how.</li> <li>8. Each sub-group place its set of maneuvers on a 3 month time line.</li> </ol>
	III	<p>REPORTS AND REFLECTION</p> <ol style="list-style-type: none"> <li>1. Regather as a plenary and share the maneuver paragraphs by having the key maneuvers read and the timelines combined on the board.</li> <li>2. Corporately reflect on the work of the day: <ul style="list-style-type: none"> <li>- Where are you excited, intrigued over these maneuvers?</li> <li>- What modifications are necessary on the time line to make them work?</li> <li>- What will happen to the community groupings in 5th City as a result?</li> </ul> </li> </ol>

CONCLUSION: What have we learned from doing this exercise? If we were to actualize this plan how would the community be different after it? How would we be different?

RATIONAL OBJECTIVE: Create the rational framework needed to sustain a family in the decision to be in human development.

EXISTENTIAL AIM: Rehearse the solitary decision to be mission in the midst of human development.

PRACTICUM DYNAMICS	INTENTIONAL FAMILY					
	POSTMODERN COVENANT		PRIMAL STRUCTURES		LIVING SYMBOL	
MEAL CONVERSA -TION	Images/Family		Life Phases		Male/Female	
Basic Lecture	Covenantal Living	Present Question	Family Structure	Importance of Structure	Symbolic Presence	Family as Demonstration
		Ontological Pillars		Economic Processes		Symbolic Forms
		Present Cruciality		Political Processes		Intentional Style
		Missional Image		Educational Processes		Taking Care of Selves
TASKFORCE  WORKSHOP	PREAMBLE WORKSHOP		STRUCTURES TUTORIAL		SYMBOL WORKSHOP	
	P	Missional Images	P	Social Triangle Context	P	Workshop Review
		1 Missional Objectives		1 Decion - Making		1 Tasks/Roles
		2 Family Timeline		2 Family Budget		2 Style
		3 Family Discipline		3 Study Life		3 Family Symbols
	P Preamble Reflection	P	Family Meeting	P	Sustaining Covenant	

GLOBAL SERVANT FORCE LAB  
MISSIONAL FAMILY COURSE: CONVERSATION #1  
FAMILY IMAGE

OPENING	The tv series "Roots" gave us a way to look at the family again.	
M O V E M E N T S	I	<p>IMPRESSIONISTIC:</p> <ol style="list-style-type: none"> <li>1. What pictures come to mind when I mention "family"?</li> <li>2. What are some highlights of your family life?</li> </ol>
	II	<p>REFLECTIVE:</p> <ol style="list-style-type: none"> <li>1. What are some of the struggles in your family? Where have you experienced your family struggling through an issue?</li> <li>2. People talk about the family being in trouble these days. What is being pointed to? (42% of children live in a single-parent home in the U.S.)</li> </ol>
	III	<p>INTERPRETIVE:</p> <ol style="list-style-type: none"> <li>1. What new directions are being called for with the family today?</li> <li>2. What are the qualities of the family required for it to carry on its heritage?</li> </ol>
CLOSING	This issue calls for continued brooding.	

HDTS: 5TH CITY

GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: LECTURE #1  
 COVENANT AND MISSION OF THE FAMILY

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

I CRISIS IN THE FAMILY		II COVENANT AS KEY		III HISTORIC ROLE		IV NEW EDGE OF MISSION	
FAMILY COLLAPSE	Friends divorcing Stable marriages in trouble Dead images: security, romance. False images: Haven, compatably.	CRISIS IN COMMITMENT	Fear of boundness Illusion of isolated freedom All life is bound Face a life of responsibility	ECONOMIC NECESSITY	Object was to keep us alive Everyone works- Indian farmers. Society depended on skills passed	SYMBOL OF HOPE	Being in covenant=sign of hope Auxiliary family symbol of life as covenantal; can fight creatively when in covenant
REFLECTS SOCIAL UPHEAVAL	Social change is rad. eff. family A role crisis, so grab for kids Mobility breakng up family Transient relations/temp. home	COVENANT AS SYMBOL	Covenant gives form to twi Allows struggle w/o destruy Concretizes responsibility Grounded in particular	SOCIAL STABILITY	Pol. roles thru dynastic fam. Arranged relationships Social roles Growing up	EMPOWERMENT OF LOCAL COMMUNITY	Foxes in 5th City Maliwada families
CALLS FOR NEW INTENTIONALITY	Sex too small a reason for marr. Wait for a real purpose Indians struggle of marriage for sake of Nava Gram Pravas	COVENANT AS SOCIAL	Resp. for children =future Extends to care for whole env. Accountable to society All children are mine	CULTURAL CONVEYOR	Identity Profound stories Education Values	EMBRACING AND CREATING NEW ROLES	Encouraging new roles for women Children's role in a project Knit together even when apart Family as global task force
IS PRESENT OPPORTUNITY		SOCIETY'S SUPPORT	License=care thru law Community witness=care Religious sanction=eschat. Civil judge=final judgment	CENTER OF CARE	Family as vehicle for care of all age groups, re: Australia Elders Misfits	RESPONSIBILITY FOR THE FUTURE	Kennedys produce a president Levi Zendt in Centennial

GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: PREAMBLE

<p>CONTEXT</p>	<ol style="list-style-type: none"> <li>1. What image comes to mind when word mission or vocation is used?</li> <li>2. What is your vocation/mission?</li> <li>3. If you were to say in two or three sentences what your life is about, what would you say?</li> </ol>
<p>I                  Missional Objective</p>	<ol style="list-style-type: none"> <li>1. List 5 images of your family's mission. (Context single family unit.)</li> <li>2. List deeds (one for each image) that image requires.</li> <li>3. Choose one set that best holds the one thrust of your family.</li> <li>4. Write a short statement describing the mission of your family, incorporating the image and deed.</li> </ol>
<p>II                  Timeline Construct</p>	<ol style="list-style-type: none"> <li>1. Lay out a line with a beginning date (birth) and an ending date (death-you decide). Mark the present year.</li> <li>2. Fill in important events up to the present. Name segments.</li> <li>3. Fill in future (using 10 year blocks). For each future segment, put in an image/phrase of what the family is about during that period.</li> <li>4. List concrete deeds, important events, turning points, etc.</li> </ol>
	<ol style="list-style-type: none"> <li>5. Select three timelines from the group and artform.</li> <li>6. What does a timeline imply?                      What difference does it make in the family?</li> </ol>
<p>REFLECTION</p>	<ol style="list-style-type: none"> <li>1. What particular step struck you?</li> <li>2. Where were you most addressed?</li> <li>3. Where were you most puzzled?</li> <li>4. What was altered for you during this session?</li> </ol>

OPENING

Most films today seem to built around the theme of male/female and the family.

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IMPRESSIONISTIC:

1. Who have been some of the women you remember encountering in your life? Men?
2. Who are some of the impressive women portrayed in movies or literature? Men?

II

REFLECTIVE:

1. What are some of the qualities that stand out in the women (men) we mentioned?

III

INTERPRETIVE:

1. When you think of the style of women today what are your expectations? Men?
2. What are the special gifts women (men) bring to a situation?

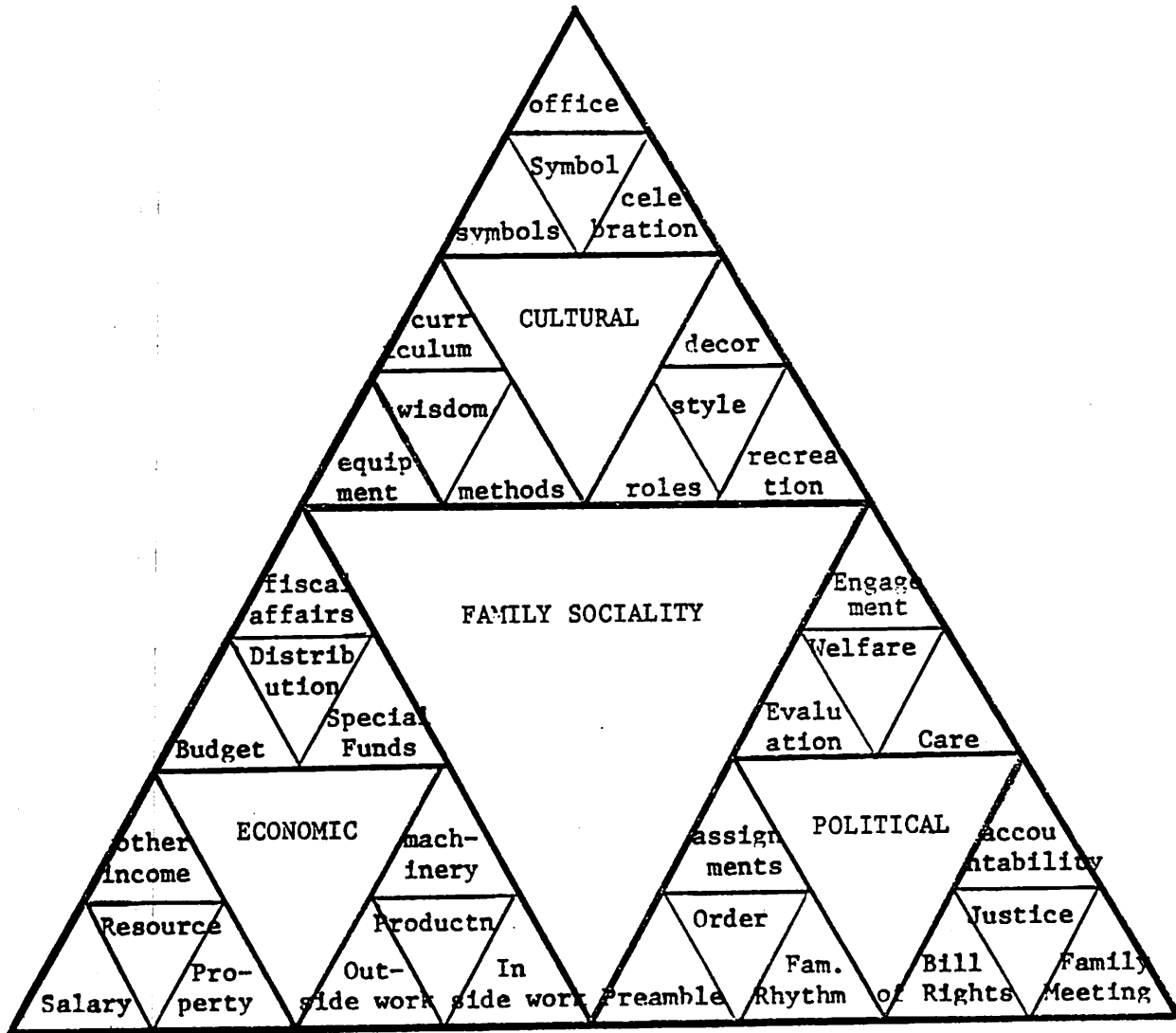
CLOSING

INTENTIONAL FAMILY

THE SOCIAL PROCESS AND FAMILY STRUCTURES

THE IMPORTANCE OF STRUCTURE		FAMILY ECONOMIC PROCESSES		FAMILY POLITICAL PROCESSES		FAMILY EDUCATIONAL PROCESSES	
ALWAYS THERE		THE MISSION FUNDS		ORDERING CONSTITUTION		COMP. CURRIC.	
MORE EVIDENT NOW		THE RESOURCE POWER		JUSTING FAMILY MEETING		ESS 'TIAL EQUIPM'T	
EFFECTIVENESS REQUIRES		THE PRODUCTIVE TOOLS		WELFARE: ROLES & CARE		PEDAGOGY METHOD	
ALLOWS SIC		THE MISSIONAL BUDGET		MISSIONAL DISCIPLINE	Prototype Function Assignment Rational Acct/Absol Decisional Fam.	WHAT'S NECESSARY FOR TASK.	

FAMILY STRUCTURES



GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: STRUCTURES

<p>CONTEXT</p>	<p>P - Decisions                  E - Budget                  C - Study</p>						
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<p>REFLECTION</p>	<ol style="list-style-type: none"> <li>What struck you about this session?</li> <li>What new insights came to you?</li> <li>Every family has meetings (supper/cocktail time, etc.). How might you intentionalize this time in relation to your family's missional decision?</li> </ol>						

The function of a budget is to bring relative order into the economic aspects of their life from the point of view of their self-understanding. The perspective in this effort is that of the Family as Mission in and to the human enterprise of civilization.

I THE FAMILY AS MISSION IN THE FAMILY The Responsibility of the Family for the Family					II THE FAMILY AS MISSION IN THE POLIS The Responsibility of the Family for Society				
MATERIAL NECESSITY	A. Funds directed toward: THE PHYSICAL MAINTENANCE of the Family				A. Funds directed toward: THE ECONOMIC STABILITY of the Polis				ECONOMIC ORDER
	1 Housing	2 Utilities	3 Sustenance	4 Health	1 Life Insurance	2 Other Insurance	3 Vocational Tools	4 Investment Savings	
COMMUNAL STRUCTURE	B. Funds directed toward: THE SOCIAL DEVELOPMENT of the Family				B. Funds directed toward: THE POLITICAL SECURITY of the Polis				POLITICAL ORDER
	1 Personal Appearance	2 Home Decor	3 Education Provision	4 Transportation	1 Income Taxes	2 Property Taxes	3 Misc. Taxes	4 Automobile Taxes	
SYMBOLIC IMAGE	C. Funds directed toward: THE RATIONAL SIGNIFICANCE of the Family				C. Funds directed toward: THE CULTURAL EFFECTIVENESS of the Polis				CULTURAL ORDER
	1 Cele- bration	2 Recreation	3 Vacations	4 Allowances	1 Church Benevolence	2 Social Benevolence	3 Extension	4 Cash Savings	

SYMBOLS/STYLE AND THE FAMILY

FAMILY AS DEMONSTRATION		SYMBOLIC FORMS		INTENTIONAL STYLE		TAKING CARE OF SELF	
ENGAGED IN SOC. REFORMUL.		COMMON STORY		EXT. FORMS		DIN LIM	
SYMBOL IS KEY		DAILY RITES		SACRED SPACE		TRAPS AND DEFECTION	
EMPOWER THE CULTURAL		DECOR & ICONS		TIME DESIGN		SYMBOLS SUSTAIN	
FAMILY IS SIGN		INDIRECT SYMBOLS		RELEASING PRESENCE	WALK	ON BEHALF OF ALL	
					CONVERSATION		

GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: SYMBOLS

CONTEXT

- P - Time (T/L Workshop 1st session)
- E - Treasure (Budget Workshop 2nd session)
- C - Talent (Task/Roles, Style, Symbol now)

I

Task/  
Roles

1. Brainstorm family tasks.
2. How do you decide who does them?  
How do you ensure they get done?
3. What are some of the necessary roles in  
any family? (fixer, cook, clown, etc.)
4. What are we saying about the use of human resources?

II

Style

1. Think of famous person/character in book or movie. How  
would you describe that person's style?
2. What are some elements of style?
3. What are the gifts of your style, your family's style?  
What would you like to add?
4. How might that sort of style be manifest? What would  
people see?

III

Symbols

1. Write a paragraph about your family's past, present and  
future as it relates to its mission in history. Based  
on this, select a family motto that will serve for 100  
years.
2. Create a family ritual.
3. Design a family symbol.
4. Share and reflect (artform).

Reflection

1. What struck you?
2. What insights came to you? \_\_\_\_\_
3. What is the function of symbols?
4. What have we been saying about sustenance?

HDTs: 5TH CITY

GLOBAL SERVANT FORCE LAB  
OVERVIEW  
(Revised)

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

	MONDAY	TUESDAY	WEDNESDAY
A U X I L I A R Y  C O R P O R A T E  C O U R S E	Breakfast Conversation: GLOBAL CITIZEN	Breakfast Conversation: PRIMAL COMMUNITY	Breakfast Conversation: VOCATION
	Lecture: THOSE WHO CARE  Workshop: SATILLO GAME	Lecture: AUXILIARY INTERNAL DYNAMICS  Workshop: TRAINING/SYMBOL	Lecture: AUXILIARY CORP. DISCIPLINE  Workshop: COVENANTAL STRUCTURE
T H E  G U I L D S	GUILD TASK FORCES	GUILD TASK FORCES	GUILD TASK FORCES
	Lunch	Lunch	Lunch
	GUILD TASK FORCES	GUILD TASK FORCES	GUILD TASK FORCES
	Mini-Celebration	Mini-Celebration	Center Open House
F A M I L Y  P R A C	Corporate Supper Conv: IMAGES OF THE FAMILY  Spin: COVENANT & MISSION  Workshop: FAMILY TIME LINE	Corporate Supper Conv.: MALE/FEMALE  Spin: SOCIAL PROCESS & FAMILY STRUCTURE  Workshop: FAMILY BUDGET  (T.F. CLOSING RITES)	GUILD CELEBRATIONS

HDTs: 5TH CITY

GLOBAL SERVANT FORCE LAB  
AUXILIARY CORPORATENESS COURSE  
CONVERSATION #1, GLOBAL CITIZEN

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

OPENING

1. Song
2. Accountability/Absolution
3. Ritual

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IMPRESSIONISTIC:

1. Who comes to mind when I say "global citizen"? Who is someone you know who is a global citizen? Who else?
2. What makes them global citizens?

II

REFLECTIVE:

1. What qualities do global citizens manifest?
2. What would a global citizen do for your community?
3. What would it take to produce a global citizen?

III

INTERPRETIVE:

Where do you struggle with being a global citizen?

CLOSING

This is one of the key issues of our day, 10 years after we have circled the moon.

TWC Are Present Everywhere		New Image of TWC		Qualities of Those Who Care		Task of Those Who Care	
Everyone Cares	Once thought only 2 kinds of people But everyman cares "Care is everywhere, I see it" But some care miscarries	History & Selfhood Are Same	History rides on back of TWC Only thing History asks for is your life. You do battle with the universe: Startrek	Solitary	Lonely without being lonesome Your own decision alone No one to comfort you Only colleagues on the march	Declaration Of Word	Not preaching oughts or Utopia But indicating TWI
Some Wake up to Their Care	From mother's milk to meat They cant tell you why Rosa Parks woke up MLK Poor villagers woke up Gandhi	Spearhead of History	Wedge blade image Standing in no man's land Between no longer And not yet	Vulnerable	Exposed to all criticism Exposed to pain & humiliation No defense Touching local man is his pain	Service of Deed	Not 1 to 1 Structural revolutionary Many unknowns
History Is Calling	Today 15/85% disparity Profound awakening on globe How do it? 5th C a response History is calling local man	Lay Down Life	A decision Between intentional TWC and others Will take their lives	Interior	No status No rewards No monuments to his success Assailed by doubts	Presence of Profound Humanness	Walking without fear over the dark abyss.
Decide To Be Their Care	Jose has decided to be his care In midst of despair Some decisionally move out beyond And see their care as destinal	On B <sup>1</sup> / <sub>2</sub> Of	The representational power of TWC Leave great legacy for the future	Perpetual	History-long No unemployment problem or forced retirement No union problems	Demonstratn of Future Now	On behalf of all that is and ever will be

<p>S T O R Y</p>	<ol style="list-style-type: none"> <li>1. Received a telegram.</li> <li>2. New president of Mexico, requesting auxiliary for project immediately.</li> <li>3. We've been assigned to leave in 24 hours.</li> <li>4. How could we do this?</li> </ol>	
<p>M O V E M E N T S</p>	<p>I</p>	<ol style="list-style-type: none"> <li>1. What would we take with us?</li> <li>2. What must we leave behind?</li> <li>3. How would we get there?</li> <li>4. What would we need to do before we leave?</li> </ol>
	<p>II</p>	<ol style="list-style-type: none"> <li>1. Upon arrival, how would we get settled?</li> <li>2. How would we make decisions?</li> <li>3. How would we support ourselves?</li> <li>4. How would we order our time?</li> <li>5. What kind of symbolic life would be necessary to create?</li> <li>6. How would we make assignments?</li> </ol>
	<p>III</p>	<ol style="list-style-type: none"> <li>1. What would we do in the community first?</li> <li>2. Who must we see?</li> <li>3. What information must we gather?</li> <li>4. What would be the first practical activity?</li> </ol>
<p>REFLECT</p>	<ol style="list-style-type: none"> <li>1. What surprised you in our responses?</li> <li>2. What did you learn about corporateness?</li> <li>3. What are questions you have?</li> <li>4. What have you learned about leadership?</li> </ol>	

<p>OPENING</p>	<ol style="list-style-type: none"> <li>1. Song</li> <li>2. Accountability/Absolution</li> <li>3. Ritual</li> </ol>						
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<p>CLOSING</p>	<p>I usually think of a local community as a place to live, but it also has a task.</p>						

HDS: 5TH CITY

GLOBAL SERVANT FORCE LAB  
 AUXILIARY CORPORATENESS COURSE: LECTURE #2  
 INTERNAL DYNAMICS (Revised)

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

I LOCAL AUXILIARY DYNAMIC		II INTELLECTUAL LIFE		III SYMBOLIC LIFE		IV PLANNING LIFE	
GLOBAL- LOCAL	Global Servant Force	MISSIONAL STUDY	Common Memory	IMPORTANCE OF SYMBOLS	Everyman oper- ates out of	ANNUAL ASSEMBLY	Global Visioning
	Local Commitment		Edge Reflection		History created by		Building Cam- paign Strategy
	Xavier Principle Localizd Globalty		Task Training		Selfhood as Images		Project Interchange
	Auxiliary life= internlzd Global		Depth Sensitizing		Group sustained in Rehearsal		Area Maneuvers
EXTERNAL DYNAMIC	Representational	COMPREHEN- SIVE CURRICULUM	Structure	MARKING OF TIME	The Great Constants	QUARTERLY COUNCIL	Past Quarter Evaluation
	Declare Word		The Times		Weekly Signification		Quarterly Maneuvers
	Serve deed		Methods		Absolution & Daily Rituals		Timelined Strikes
	Presence		Humanness		Community Celebrations		
INTERNAL DYNAMIC	Demonstrational	PEDAGOGI- CAL FORMS	Conversations	INTENTION- ALIZING OF SPACE	House Decor	DAILY/ WEEKLY MANEUVER- ING	Reflective Collegiums
	Intellectual		Lectures		Symbolic Space		Re-maneuvering Sessions
	Symbolic		Seminars		Working Charts		Weekly Guild Miracles
	Planning		Workshops		Clean Premises		Daily T.F. Strikes
CORPORATE DISCIPLINE	Covenantal Operation	STUDY METHODS	Corporate Study	AUXILIARY AS SYMBOL	Corporate Power	TASK FORCE ORGANIZ- ING	Assignment Rationale
	Corporate Organ- izing of Goods		Individual Study		Miracle Worker		
	Corporate Time Designing		Program Research		Sign of Possibility		
	Corporate Polity Building		Formal Training		Representational		

National Objective: Focus on the study, symbolic and planning life of the local auxiliary.

Existential Aim: Explode of images of comprehensive internal life care of the local auxiliary.

INTRODUCTION: Reflection on lecture.

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INTELLECTUAL LIFE:

1. Individually write down critical aspects of common memory needed by an auxiliary.
2. Individually note the arenas of edge reflection required to keep an auxiliary alert today.
3. List 5 crucial skills you need in an effective auxiliary.
4. Share the above data, holding it over against the comprehensive auxiliary mission. What are further tools or resources available in any of these areas?
5. Select the elements of your lists that an auxiliary could study over the next quarter and lay out a three-month time line.
6. Discuss the importance of auxiliary training.

II

SYMBOLIC LIFE:

1. What space have you entered that has made an impact on you?
2. What are the necessary elements in the design of an auxiliary meeting room? Why?
3. Individually sketch an auxiliary meeting room, including decor, table layout, etc .
4. Share designs. What excites you about them? What other decor would you suggest?
5. Why be intentional with space? What is it that space does to us?
6. What is a room or space you would like to go and recreate right now?

III

PLANNING STRUCTURES:

1. What are some memorable planning sessions you have participated in?
2. What would be some important corporate planning structures to create in your auxiliary?
3. Divide group in half, one part to design a weekly maneuver session, the other part to design a quarterly council format for the auxiliary. Each group list the elements and then form the design.
4. Report each design and compare. Where would you hold your sessions? What enablement structures would be necessary? How would you celebrate at the end?

CONCLUSION:

What broke loose for you in this workshop? What new insights? Where do you need to push your own thinking in these arenas? If we did all this what difference would it make in the life of the auxiliary? In its mission?

AUXILIARY  
CORPORATENESS  
COURSE

CONVERSATION #3  
MISSIONAL COLLEAGUES

HDS  
Fifth City

OPENING

1. Song
2. Intellectual care
3. Acct./Absolution
4. Ritual/Let us feast

1

1. When I say the word "colleague" what activity comes to mind?

2

1. Story - Roleplay
2. 2 or 3 runthroughs
3. What did you see "George" trying to do?
4. "George," what were you trying to do?

3

5. O.K., now - what would you now say it means to be a missional colleague?
6. How would you differentiate this from friendship?

CLOSING

Collegiality is the cornerstone of effective actuation in community development.

HDTS: 5TH CITY

GLOBAL RESEARCH CENTRUM: CHICAGO

GLOBAL SERVANT FORCE LAB  
 AUXILIARY CORPORATENESS COURSE: LECTURE # 3  
 DISCIPLINE (Revised)

SOCIAL CYCLE  
 FEBRUARY, 1979

I OPERATING UNDER COVENANT		II ORGANIZING CORP. GOODS		III DESIGNING CORPORATE TIME		IV BUILDING CORPORATE POLITY	
ROLE OF COVENANT	Practical Stability	ECONOMICS SUPPORT	Self-Support	ASSIGNED TASK	Specific Jobs	OPERATING FROM CONSENSUS	Issue
	For a Task		Common Budget		Preparation & Research		Deliberation
	Holds body in being		Individual Needs		Leadership		Recommendation
	Honors many Gifts		Responsible before world		Shadowing		Consensus
GROUNDED IN COMPREHENSIVE	Task is Focus	PHYSICAL CARE	Food Prep.	CORPORATE CARE	Enablement	LIVING UNDER ASSIGNMENT	Doing the Necessary Task
	Historical Necessity		Adequate Housing		Auxiliary Development		Requirement
	On Behalf of All		Health Care		Corp. Planning		Recommendations
	Microcosmic Demonstration		Special Needs		Reflection		Assignment
OBJECTIFIED ACCOUNTABILITY	Objectify Situation	USABLE SPACE	Room Allocation	SOLITARY PREPARATN	Reflection	FUNCTIONING OF TEAMS	Workable Units
	Absolve Guilt		Furnishings		Study		Individual care Dynamic
	New Decision		Enabling Decor		Celebration		Pre-consensus
	Clarifies Commitment		Maintenance		Personal Care		Responsible for total Task
PROVISION FOR DIVORCE	Relative Covenant	NECESSARY EQUIPMENT	Tools	ENABLING DESIGN	Yearly Rhythm	STRUCTURING A RULE	Written
	Obedience beyond Covenant		Office Suppls		Quarterly Thrust		Unwritten
	Covenant not a Trap		Household Items		Weekly Design		Purpose
	Ends Covenant		Appropriate Dress		Daily Momentum		Structures

Rat, Obj. :

To design a rule that would effectively organize an auxiliary's life to catalytically renew community

Exist. Aim:

To experience corporate structure as possible and enabling.

Context: To work in 3 arenas of auxiliary life to give structural form to the covenanting body.

- 1.) Assignment rationale
- 2.) Decision making process
- 3.) Time-Space design

I

What is the task of building community demanding of us?  
 (Write three and share)  
 What arenas do these fall into?  
 What are 3 basic needs that must be met to work effectively together?  
 List on board  
 What arenas do they fall into?  
 List all arenas and activities underneath

II

Divide into 2 groups: Assignment rationale and Decision-making process  
 In the light of these arenas of need, build a rationale for assignments and decision-making planning

1. What values would you hold in assignments?  
 How structure assignments for effectiveness?  
 How relate a few people to large number of tasks, e.g. enablement, meetings, community programs, extended action.
2. What values hold in decision making and planning?  
 How structure meeting for effective planning?  
 What and how many occasions all needed for effective corporate decision making?

III

Report

Corporately build a day/week time design, that would incorporate the values in this report.

REFLECTION: What have we done here?  
 How would this help us to work together/  
 What have we not dealt with that will be necessary to bring structural form to/  
 Could you live with these structures?

HDTS: 5TH CITY

HDTS COUNCIL

THE HDTS COUNCIL FORMAT

GLOBAL RESEARCH CENTRUM: CHICAGO

MARCH, 1979

thursday SCHOOL EVALUATION	friday FUTURE IMPLICATIONS	saturday SCHOOL GRADUATION
8:00 Breakfast Talk: THE STATE OF THE GLOBAL MISSION	Breakfast Talk: THE STATE OF THE N.A. PROJECTS	Buffet Breakfast
10:00 CORPORATE EVALUATION	HDTS-HDP IMPLICATIONS	PERSONAL PREPARATION & FACULTY EVALUATION
12:30 Team Lunch: SOLITARY REFLECTION	Team Lunch: INDIVIDUAL REPORTS	Buffet Lunch
1:30 HDTS STORY	DOCUMENTATION	BUILDING RECREATION
3:30 DISCONTINUITY	DISCONTINUITY	
6:30 Corporate Dinner: THE GLOBAL FILM	Corporate Dinner: THE DRAMATIC REVIEW	The Feast of Endings: GRADUATION & COMMISSIONING  THE COMMUNITY DANCE

HDTS: 5th City  
Winter, 1979

SCHOOL EVALUATION

Council

H D T S	Economic Development				H E R I T A G E  E X C	Cultural Development				U R B A N  E X C U R S	Social Development				C O U N C I L
	O R I E N T	Coop Agric	Appro Indus	Comm ercial Serv.		Comm. Awak Lab	Living Envir.	Comm Iden	Corp. Patt		Comm. Engt Lab	Preven Care	Funct Educ	Comm Welf	

Segment	Most effective	Least effective	Suggestions
Orientation			
Coop Agriculture			
Appro. Industry			
Commercial Services			
Awakenment Lab			
Heritage Excursion			
Living Environ.			
Community Identity			
Corporate Patterns			
Engagement Lab			
Urban Excurson			
Preventive Care			
Functional Educaton			
Community Welfare			
Servant Force Lab			
Council			

THE FEAST OF ENDINGS

GLOBAL RESEARCH CENTRUM: CHICAGO

HDTS COUNCIL

<p>The Gathering</p>	<p>Opening Songs</p> <p>Accountability by Task Forces</p> <p>Absolution</p> <p>Ritual</p> <p>Introduction of Guests</p>	
	<p>The Great Rehearsal</p>	<p>Addresses by Students: Ruben Enriquez Austen Brooks Lois Martin</p> <p>Presentation of the Documents to Fifth City</p>
<p>The Drama</p>	<p>The Signal Graduation</p>	<p>Declaration of the Completion of the School</p> <p>Calling Forth of the Graduates</p> <p>Presentation of Diplomas</p> <p>Presentation of Folders</p>
	<p>The Grand Commis- sioning</p>	<p>The Closing Address: Lela Mosley</p> <p>The Rite of Commissioning</p>
<p>The Sending Forth</p>	<p>The Final Songs</p> <p>The Send Out of Those Who Care</p>	

## THE RITE OF COMMISSIONING

Dean: As their assignments are named, let the participants in the first Human Development Training School in North America rise to receive their commission from this school.

Let those assigned to Asherton please stand.

On behalf of the Human Development Training School: Fifth City, I commission you to be Those Who Care for the Globe in Asherton, for the sake of the release of effective local care and the creation of a human future for all.  
That's the way it is.

Response: Be it so.

Dean: (Commission those going to other projects similarly, as follows: Fifth City, Inyan Wakagapi, Ivy City, Minto, Pisinemo, Richgrove; Starks, and Woburn Lawn.)

Dean: Let those assigned to other communities as Those Who Care please stand.  
On behalf of the Human Development Training School: Fifth City, I commission you to be Those Who Care for the Globe in the communities to which you return, for the sake of the release of effective local care and the creation of a human future for all.  
That's the way it is.

Response: Be it so.

Dean: Let those assigned to the support and training of the forces of care please stand.  
On behalf of the Human Development Training School: Fifth City, I commission you to be Those Who Care for the Globe through the training of leadership and the support of the Global Servant Force, for the sake of the release of effective local care and the creation of a human future for all.  
That's the way it is.

Response: Be it so.

Dean: This training school has also been given the historical task of enabling the launch of the expansion of human development in the continent of Africa.

Therefore, let those assigned to the Human Development Training School in Nairobi, Kenya, please stand.

On behalf of the Human Development Training School: Fifth City, I commission you to be Those Who Care for the Globe as faculty of the first Human Development Training School in Africa, for the sake of the release of effective local care and the creation of a human future for all.

That's the way it is.

Response: Be it so.

HDTS: 5th City  
Winter, 1979

SCHOOL EVALUATION

Council

Please comment (what was helpful, unhelpful, suggestions for the future) on

1. Lunch Time Pedagogy Tutorials
2. Breakfast collegiums
3. Evening roundtables
4. Workdays
5. Rituals
6. Time schedule/ weekly design
7. Setting
8. Food and practical care
9. Guilds

Please continue on back as needed.

PERSONAL REFLECTION SCREEN

Key Points from morning evaluation relevant to my situation:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Profound insights and experiences:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Report Outline:

Significance of HDTS in my life

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Implications of HDTS in my future (my community)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Image (word or picture)

People I will be reporting to: