

## HUMAN DEVELOPMENT TRAINING SCHOOL

### Advisory Committee

#### Purpose

The Community Services Administration (CSA) under Grant No. 50241-G-79-01 attached Special Condition No. 4 as follows:

Within 45 days from the effective date of this grant, the grantee (ICA) shall submit to the program office documentation of the establishment of an advisory committee in compliance with CSA instruction 6400-01a, Part B.

#### CSA Instruction 6400-01a, Part B. Limited Purpose Agencies

CSA has not established extensive structural requirements for LPA boards because, in general, the agency extends no commitment to LPAs beyond the term of their grants. Since CSA does not either by statute or by administrative regulation "recognize" LPAs, as it does CAAs, we require only that an LPA involve the poor in the direction of the project for which it has been funded. An LPA may involve the poor in either of two ways. It may already have, or may choose to establish, a board of directors which is composed of at least one-third representatives of the poor. Or it may establish an advisory committee for the project which is composed of at least a majority of democratically selected representatives of the poor.

The purpose of the HDTS Advisory Committee is to advise and regularly review the use of the CSA grant to facilitate the Human Development Training School (HDTS).

#### Functions

1. Review the HDTS in relation to the stated objectives.
2. Review expenditures as to compliance with CSA requirements.
3. Recommend any changes in the HDTS and/or its funding to ICA and CSA.

#### Duties of Members

1. Attend the meetings of the HDTS Advisory Committee every 10 to 12 weeks.
2. Make site visits and observations to the HDTS when held in member's area.

## HDTS RECRUITMENT

In encountering the student body, it became apparent that the nature and context of their recruitment greatly colored their participation and experience of the school. The following recommendations are suggested in terms of the tools used:

### EVALUATION OF TOOLS USED

- 1) Newspaper ads - People recruited thru ads need to be given a comprehensive, no nonsense context about the nature of the program. It is highly recommended that they spend time in a project, preferably overnight, encouraging them to ask questions and get a full image of the work and the purpose of the ICA.
- 2) Project community residents - Residents did particularly well when accompanied by others from their projects and a project house auxilliary. The presence of such a cluster allowed collegiality and support, particularly helpful during moments of frustration and loneliness when students were most likely to leave. It also serves the purpose of continually holding them accountable to their project, with the auxilliary playing the role of a journey master, bridging the gap from the project to the school.
- 3) Movemental colleagues - People with prior movemental experience were extremely helpful and played roles of priorship throughout the school.
- 4) Town Meeting Assembly participants - Such participants need a careful context before attending the school which should include a visit to a project.
- 5) Project auxilliary - They are helpful in guiding the journeys of community residents and also as faculty. The experience serves as a break from the intensity of project work.

The following recommendations are suggested in addition to those listed above:

### OTHER RECOMMENDATIONS

- 1) One corporate story should be written and used by all, stating the time design, the nature and scope of the curriculum, the make up of the student body, and the radical principles of human development which the school is out to uphold and train people in.
- 2) The use of 3-week events similar to work camps should be conducted in selected projects. These events would be recruited through newspaper ads, Town Meeting grads and movemental contacts. This would bring a large number of troops to accelerate the project, offering the HDTS as further training for those interested.

## HDTS RECRUITMENT (continued)

### OTHER RECOMMENDATIONS (continued)

- 3) HDTS grads, particularly from the minorities represented, should do a trek to recruit the next school. White Order members will have minimal effect, compared to the stories told by the various groups as to their experience.
- 4) The white projects--Cusick, Starks, Widen, Charlotteville, Mill Shoals, and Lorne--sent a total of one auxilliary and one community person for two weeks. One couple from Mill Shoals came and left the same day. Because of the large number of minority representation in the school, we learned that whites should come in groups to provide mutual support during the school. This cuts over against the feeling of being threatened, isolated and aliented from other students because of a lack of people to relate to, and journey with. These projects should forge a corporate strategy to have a substantial representation in the next school.

## FUTURE RESEARCH

Acheivement of stunning excellence for the North American HDTS will require attention by the GRA '79. Following are key recommendations for the future.

### UTILIZATION OF EXPERTISE

The two most powerful lectures in the school were Steve Allen's on commerce and Ken Gilbert's on preventive care. It is no accident that both were from people immersed in the subject they were addressing. The use of panels in the school provided information on edge experiments in each of the module arenas. Greater research needs to be done to discern viable experiments feasible for the projects. The GRA could milk the resources and knowledge of the project directors at all levels along with others at the Assembly with significant knowledge. Where appropriate, this information could be shared with the whole Assembly through a panel.

### SYMBOLOLOGY DEEPENING

The issue of symbology was a difficult one in the school manifested by the lack of grounding and seeming irrelevance of the Sunday ritual. Although it was imaged to play the same rôle as the House Church does for the Order:Ecumenical, the meal never became a truly corporate event through the reports or attendance. There was fogginess as to its purpose. The secular absolutions were also ungrounded and never understood. Ironically, there was an appreciation of the rituals by the students, despite our unclarity as to their stated

## HUMAN DEVELOPMENT TRAINING SCHOOL ADVISORY COMMITTEE

The first meeting of the Advisory Committee was held on Saturday, December 15, 1979, at the Institute of Cultural Affairs, 4750 North Sheridan Road, Chicago, Illinois.

Advisory Committee members present were: Mr. Jim Phillips, Mr. Floyd Stanley, Ms. Betty Pesek, Ms. Viola Benfield, Mr. Verdell Trice, and Mr. Frank Bravebull. Absent were Mr. Jerome Lopez, Ms. Nola Rose, Mr. Herb Odom, Mr. Ray Caruso and Ms. Kitty Cole. Additional representatives included: Mr. Carlos Ollison from the Human Development Training School, Mr. Charles Hahn from ICA Management, Mr. Joel Wright from ICA Development and Ms. Karen Troxel from ICA Operations.

The meeting was called to order at 7:00 by Mr. Jim Phillips, temporarily officiating until the elections were made for the Chair. Mr. Phillips began by explaining the purposes, functions and duties of the Advisory Committee in relation to the CSA grant. He stated that the purpose of the Advisory Committee is to advise and regularly review the use of the CSA grant to facilitate the Human Development Training School. The functions of the Committee are to review the School as to stated objectives and review expenditures as to compliance with CSA requirements. The duties of Committee members are to attend meetings of the Advisory Committee every ten to twelve weeks and to make on site observations of the School held in each Committee members area.

Mr. Carlos Ollison, a Dean of the Human Development Training School, was asked to give a report on the School held from October thru December. Mr. Ollison said the most significant aspects of the School included the following:

1. Comprehensive Methods. Every day the participants were taught intellectual, social and motivational methods. Therefore each day the participants experienced the total scope of the human development methods.
2. Theoretical/Practical Balance. The intensity of the theoretical training is balanced with the amount of time spent in community work. First the method is explained; then the participants practice the methods in front of their teams, with whom they are familiar and comfortable; and the final step they apply what they have learned in the community.
3. Participant Diversity. Participants in the group were from a wide range of ethnic backgrounds, including Mexican-American, Native Americans from the Athbascan, Sioux and Papago tribes and Blacks and Whites from both rural and urban areas. Internationals were also present from Canada and Guatemala. The faculty diversity was similar in its broad range of educational experience in past training programs and directing rural and urban projects both internationally and nationally. Participants saw that they did not have to like one another to get a job done but that they could use their diversity in ideology, education and ethnic backgrounds as gifts in working together.

*That is not inclusive of what the student report says and what is true.*

and being effective.

4. Team Building. The School was organized into teams. Through action and reflection the participants gained a new self-confidence as they experienced the power of corporate care for each other and action in the community.
5. Core Effectivity. In the school 54 communities were present, 24 of which had from 2-5 representatives each. This allowed the training of a core of people from a community to transmit the methods in which they were trained to their community.
6. Community Documentation. All participants participated in the documentation day in which they wrote reports of the school and learned procedures for documenting the economic and social development of community.
7. Fifth City Laboratory. The role of the Fifth City community as a laboratory is important both as it influences the participants and as the participants influence the community. As the participants apply the methods they are being taught, Fifth City acts as a test for their applicability. The community experiences contradictions being identified and programs accelerating in the inter-action with the participants.
8. Vocational Decision. Participants continually reflect on their experiences in working in Fifth City and the relevance of the methods to their own situations. This provides the occasion for new decisions regarding their relationship to their own communities and about the applicability of the methods learned to that community. The participants gain a new vision and sense of what is possible with practical "how tos" they can apply. Personal decisions are made in light of their awareness that actions influence the community's life for many years.

Mr. Verdell Trice was asked to report on Fifth City's role as host to the school. He stated that Fifth City wanted to host the school for two particular reasons:

- (1) to watch the community's reaction to the school, and
- (2) to learn the methods in which the participants were being trained.

He said the school "did a beautiful job for us" by getting a number of things done. The work of the teams from the school in Stanley's Laundromat and the ~~Program~~ Center have started the people of Fifth City buzzing about their concern about more community participation. Mr. Trice said that he now looked at the people who came into his grocery store in a different way. He had asked them if they wanted to sign up for a community event and 75 had signed up that day. He felt it was because of the school he was able to do it. He gave an illustration of how the school was able to involve community residents in a way that persons in the local community had not been able to do. He related that at one time he would never have gotten in front of a group, but by learning methods like were taught in the school, he had been given the courage to teach what he had learned in the school.

Community

He felt that if a school was held in another community, that community would have a "good thing going."

Ms. Viola Benfield reported on how residents in Gibson, North Carolina, that had not been involved with the development of their community felt that they were so late in getting aboard that they hated to come. She stated that the leadership of the community had to find ways to accept these people where they were and find ways to give them permission to be involved. She said that she felt that Gibson doing an school would allow them to do that.

Mr. Charles Hahn gave a financial report on the schools. He reported that bills currently received indicated that approximately 50,000 had been spent in direct expenses plus salaries, travel and inkind contributions. He said that a detailed financial report would be presented at the February meeting. In the meantime the policies and procedures were being worked out with Arthur Andersen & Co. to provide internal controls. Once this was done and necessary forms signed, the funds would be released.

Mr. Phillips then asked if there were any questions from the representatives of the Advisory Committee related to the program or financing of the Human Development Training School.

1. When do you expect the funds to be released?

Arthur Andersen & Co. are working with us now in setting up the internal procedures required for the grant. When the government form is signed, which we expect in January, the funds will be released in two allotments. The first is to cover budget requests up to February 28, 1980, and the second will cover budget items from March through August.

2. What schools will be held between now and September?

From eight to ten communities are seriously considering hosting a Human Development Training School. They are each making decisions with the leadership of their communities in consultation with ICA staff on whether to issue a community invitation and requesting dates for a school. The ICA Operations Division will be creating a schedule for effective staffing.

Mr. Phillips asked for nominations for officers of the Advisory Committee. It was suggested that the Chair be rotated beginning after the February meeting with Mr. Phillips continuing as the Chair at that meeting. Nominations were made for Ms. Kitty Cole as the secretary and the motion passed. Suggested meeting times were February, April and July with specific dates to be suggested in the letter accompanying the minutes of the meeting to each of the Advisory Committee members.

There being no further business, the meeting was adjourned at 8:30.

CSA ADVISORY COMMITTEE      December 15, 1979

Present: Jim Phillips, ICA Board  
Floyd Stanley, Fifth City, Chicago, IL  
Betty Pesek, ICA Board  
Viola Benfield, Gibson, NC  
Verdell Trice, Fifth City, Chicago, IL  
Charles Hahn, ICA Management  
Joel Wright, ICA Development  
Frank Bravebull, Cannonball, ND  
Darrel Marley, Cannonball, ND  
Karen Troxel, ICA Operations

JP: CSA is former OEO concerned that federal money be used for methods and leadership of citizens development. This is also one of the major reasons for the ICA's existence as a training institute.

CSA has granted the ICA \$250,000 for the purpose of training people in communities including the Human Development Projects ~~throughout 1979-1980~~ from September, 1979 - September, 1980. The money will be released when Arthur Anderson signs a form guaranteeing the set-up of the books for the grant.

There are advisory requirements of the grant to have a committee advise and regularly review the use of the grant in relation to its intentions. The purpose of this ~~xxxx~~ committee is to advise the ICA in the use of grant moneies granted to equip the ICA to train local people in local communities.

JW: The Schools held in October-December held the broad constituency anticipated: all 19 HDPs in North America were represented. Urban, rural, international, agencies including CSA representatives from Maine and Chicago, Illinois were there. Therefore we were able to meet the criteria we had originally aimed for.

From the ICA point of view we are ~~not~~ intending to ~~build~~ be a catalytic presence, training people in the local to take responsibility for their situation. When the local leadership is trained, then we can go elsewhere. Training is the ~~key~~ local imperative, to prepare shadows in the local program.

CO: CO, Dean of the part two schools and also Ivy City Director reported on the past two schools.

The Holding the HDTs in Fifth City community allows Fifth City to take on itself the identity of community sponsorship. There were a number of "benchmarks" of this school:

2

Benchmarks:

1. Every person has the right to all the methods: intellectual, social; economic, social, cultural; cycles and labs. Every week all the methods are used: global methods in the AM, social (ESC), noon leadership training rehearses intellectual methods such as group presentations, building presentations, charting reading material. Practice methods in front of the group familiar and comfortable with and then practice in the community. If come one day, have a view of the total scope of the school.
2. Journey toward resolve and vocational decision. Participants reflect on what going to do with their lives and time and find themselves remaking decisions and making new decisions.
3. Fifth City Impact: Local community readiness/enable/teach/monitor/ important people in community -lay leadership roles. A new level of confidence becomes the residue.
4. Corporate decision of the core. Sense of study for the sake of doing the task, generally abstract, here clearly relate study to task..
5. Profound Humanness Lab: Aim is to enable people to get ahold of symbols system operate out of. Magnitude of 40 years/ rest of life/ couple of generations. Commitment. Community development all about.
6. New self-confidence as experience corporateness, power. Teams care for one another; methods of accountability/absolution. Not fire from job.
7. Wedding Theoretical/practical methods: vocational school with
8. Training takes place in a HDP with presence of local leadership.
9. Pluriformity and ethnic diversity - faculty diversity/participants: language and culture diversity; do not have to like people to get a job done.
10. Foundational methods: respect/honor/life/ not do themselves - team does every task.
11. Convergence tool: Faculty/student mystique: behind the curtain. Frame/structure behind. See they can build workshop themselves. Never spoke before 100. Two weeks out in community teaching TM.
12. All participants systematically given opportunity of teaching school.
13. Documentation lab: ongoing documentation of concrete social economic development going on in community. Students did their own report.



Questions:

1. All in 3 weeks plan?  
Done in cycles/labs - each week stands on its own. Can come one week.
2. Enables vocational decision (be a retailer, teenager). Most direct community leadership involvement. Redecide depth commitment. More than just a job.

JW: First 8 week period: Two complete schools with a weeks extensive evaluation after each and revision of curriculum. In order to equip more people made shorter so more feasible that more attend.

Very important to do both because first had 35 people; ~~wik~~ experimented with curriculum design, changed. Changes in content; first worked on simulated ESC (not Fifth City problem arenas) real but not 5th City). Second school worked with actual sociological issues of community working in, gave better feel of methods.

Correlation with TM contradiction from consult document:

Which to move on by faculty meet~~x~~ with community boards/businesses. Fifth City invited to work on.

Critical to teach methods, make real experience for participants.

Permanence of staff for next schools.

Document created Methods Manual. All constructs/methods/ procedures do school. Therefore anyone trained could do school. Practical setup and operations to staff meetings.

Intent of majority of faculty. Rotation deanery. Rotating so chance for participants teach. Time design. not available to projects. Ivy City winter/spring. Finally local community take decision to sponsor/hold event. ICA send necessary.

Slated? Originally two eight weekschools. Then decided 2 in 8 weeks in one location Saw to fulfill intent of grant more feasible to take into local communities giving opportunity for people to participate 3 weeks/one week/ or for one curriculum cycle or lab of 3 days. Will need to submit a formal revision of the grant.

What is the accountability we have to CSA?

Report from first two schools. Figures on numbers of participants.

Question to 5th citizens on Adv. Cote: To what extent did you sense yourselves as hosts?

Verdell: Wanted for partic. reasons: (1) watch community reaction; (2) learn school/participants all about  
It did a beautiful job for us. It got a number of things done. TEams, Program Center, 18ke risk people willing to take in 5th City. Timing/ faculty. People buzzing about it now concerned about more participatn. from commun  
Asked if want to sign up for community event, 75 today. Look at them different way. Because of school able to do it. Concern about what should do, not do. If do on other communities, good thing going. Corinnes: not follow thru, act like involved all time, shock to them, person in loca community can't do.

Vinda: Opened a door. People not jump aboard. So late getting there, hate to come. Find ways to do that. Accept when ~~they~~ they are. June 15 dance celebration, art culture show, inviting friends

Fac/part carried message. Tell whether can communicate. At one time you could not pull me up front. Long time to do otherwise.

Acct. for \$ receive; Ch. Hahn: Two periods of intensive work on grant. Thi weekend how be handled. For accounting to CSA. Report later spent. \$45,000-50,000 direct expenses. three salaries \$50,000 over year. Basically inkin, provide leadership no expense as our contribution. by end next week.

Depend on local. Procedures outlinin for audit. ONsite fin. mgr. from faculty be assigned, open account on site. Make transfers on periodic basis. \$5-6,000 with weekly report. Replenishment. Depends on lcoation of time lag disbursement. All expenses approved by 2 deans approval. Local checking account with 2 to sign. Stretch not having \$ in hand behind summer.

Chance to get money soon?

Formally released next week. 2 payouts.

Few other regulations: Recommend to auditor

- set up special account on grant for expenses as they come
- agency heat from Congress on admin. \$ - misuse therefore unusually strict in enforcement of regulations
- will return unused \$ within 30 days (Feb. 29)

Can do more than one school at a time. In writing for benefit of both.

# - Gibson 36-50

Concerned about curriculum for vicinity - serve people for 3 hours in an evening. Certain aspects short time.

Concurring school - regular school and advanced school - offer an evening - not design now - introduce modules 3 hour blocks

Brant experiemntation - serve #/learn ICA/community/agency advantage Influenced curric.

Methods delivery - diverse student body. if done regionally simplify/focus curric. lang.

School involved Chicago - each cycle excursions

Budget ahead of time

ICA /local/CSA-CSA furnish upfront \$

Formula for each community - average, overrun

Spent three days - seminar. Focused on accounting for government grants.

For non-profit organization key anticiapte expenditure changes/ approval asap

Send budget to project of actual expenses. All need to know time element.

Decision \$ come up with \$50,000 Picture cost. Decision on numbers.

Investigated indust with scholarships? Surprise. Mr M.Mealveen launch volun. serv. from school. Teach parents. Followup school.

Provide faculty. Pick up tab.

Nominations: Sec. Kitty Cole

Chr. rotation - Jim Phillips for next meeting

Make sure copy report gets to all in minutes. Time 7-8:30

HOTS 5<sup>th</sup> CITY

JAN-FEB. 1979

## HOTS FACULTY

No	NAME	M	F	AGE	PHASE	PROJECT	TOWN OR CITY	STATE	COUNTRY	ETHNIC
1.	Barton, Kathy		✓	28	2		CHICAGO	ILL.	U.S.A.	WHITE AMERICAN
2.	Djarmiko, Rochmat	✓		24	2	WIDEN	WIDEN	W. VA.	U.S.A.	INDONE-SIA
3.	Elliott, David	✓		35	2		CHICAGO	ILL.	U.S.A.	WHITE AMERICAN
4.	Elliott, Mary Jane		✓	34	2		CHICAGO	ILL.	U.S.A.	WHITE AMERICAN
5.	Emmis, Margaret		✓	46	3	RICHGROVE	SAME	CALIF.	U.S.A.	WHITE AMERICAN
6.	Gringo, Jose	✓		34	2	ASHERTON	SAME	TEXAS	U.S.A.	MEXICAN AMERICAN
7.	Grow, Bill	✓		45	3		CHICAGO	ILL.	USA	WHITE AMERICAN
8.	Hawley, Bob	✓		36	2		CHICAGO	ILL.	USA	WHITE AMERICAN
9.	Landmann, Ruth		✓	36	2		CHICAGO	ILL.	USA	WHITE AMERICAN
10.	Marcos, Amal		✓	21	2	EL BAYAD	BENI SUEFF		EGYPT	EGYPTIAN
11.	Meyers, Mary		✓	35	2	PISINEMO	SELLS	ARIZ.	USA	WHITE AMERICAN
12.	Miller, Ed	✓		42	3	5 <sup>th</sup> CITY	CHICAGO	ILL.	U.S.A.	WHITE AMERICAN
13.	Mosley, Lela		✓	50	3	5 <sup>th</sup> CITY	CHICAGO	ILL.	USA	BLACK AMERICAN
14.	Owens, Deborah		✓	25	2	IVY CITY	WASH.	D.C.	U.S.A.	BLACK AMERICAN
15.	Shinn, Ed	✓		44	3		CHICAGO	ILL.	USA	WHITE AMERICAN
16.	Shinn, Yvonne		✓	38	2		CHICAGO	ILL.	USA	WHITE AMERICAN
17.	Slicker, Anne		✓	55	3		CHICAGO	ILL.	USA	WHITE AMERICAN
18.	Two Bear, Joe	✓		25	2	INYAN WAKAGAPI	CANNON BALL	N.D.	U.S.A.	NATIVE AMERICAN
19.	Vergara, Jailer		✓	25	2		CHICAGO	ILL.	USA	PHILIPPINO
20.	Walker, Ruth		✓	44	3		CHICAGO	ILL.	USA	BLACK AMERICAN
21.	Wesley, Russell	✓		34	2	IVY CITY	WASH.	D.C.	USA	BLACK AMERICAN

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.

HDTs: 5th City  
Winter, 1979

Council

SCHOOL EVALUATION

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	Glob Serv Lab	

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 Excursion			
Preventive Care			
Functional Education			
Community Welfare			
Servant Force Lab			
Council			

HDTS: 5TH CITY

HDTS COUNCIL

THE HDTS COUNCIL FORMAT

GLOBAL RESEARCH CENTRUM: CHICAGO

MARCH, 1979

thursday	friday	saturday
SCHOOL EVALUATION	FUTURE IMPLICATIONS	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

RECOMMENDATIONS FOR FUTURE LABS

## WEEK I: LEADERSHIP LAB

1. Consider relating lab to Town Meeting Lab by: sending teams to other towns/clusters to work with leadership core, preparing a talk for the Town Meeting setup and gridding the community. The charting could become a part of the cultural cycle.
2. Have all participants give a talk using 4x4 they created.
3. Have lectures be more focused relative to following workshop.
4. Change space and time of labs to differentiate from cycles. Add initial conversation to raise question of leadership to begin the lab.
5. Use talks, panels, song leading to create interchange among communities during the first week.

## WEEK II: COMMUNITY FORUM LAB

1. Consider using one session of Friday for walk through of construct with afternoon doing the recruitment, framing, set-up and community involvement.
2. Give participants assignments in the demonstration Town Meeting doing the decor, set-up, refreshments, interlude.
3. Use more illustrations of awakened communities in talks and introducing community songs.
4. Use a three hour workbook.
5. Assign different task forces to lead other forums such as Youth Forum, Women's Forum or Special Issues Forums.
6. Consider holding an Assembly Week III of School as part of the documentation.

## WEEK III: PROFOUND HUMANESS

1. Consense on classical stories and board images for talks. Make sure master images are consistent using the 12 categories and three emphasized.
2. Consider adding weekly time design reflection to life timeline section.
3. Create a handbook out of the worksheets used in the lab.
4. Shift the decor and space arrangements for the lab.
5. Weave in the 24 GSDs as illustrations to the lectures.
6. Consider doing parts of the lab in the first week of the school. Get out cultural awareness earlier in the school.
7. Do the layout of the documentation earlier.

FUTURE RESEARCH  
(continued)

purpose. This, of course, highlights a current issue of struggle in the movement as a whole: the form of rituals and symbolic life in a totally secular time. Understanding that this is not a brief task, the school needs to be used as a serious vehicle for experimentation for the future. This was painfully apparent as we considered sending out the students trained in secular rituals to houses holding Daily Office. We must reach a point where we develop a universal, depth poetry in relationship to sustaining engagement, holding the tension with the public face. This issue should be addressed during the GRA.



## THE FACULTY

The faculty of the HDTs 5th City was composed of 21 persons of whom 9 were men and 12 were women. From the various ethnic groups were 1 native-American, 1 Mexican-American, 4 black Americans, 12 white Americans and 3 internationals who were from the Philippines, Egypt, and Indonesia. Four of the faculty had been project directors, 6 had auxiliary experience and 3 with other HDTs experience. Only 2 life phases were represented. Fourteen were Phase II people and 7 were Phase III. One of the gifts of the faculty was that there were enough old-hands, that is, people trained in the methods, to take things and move whether in teaching, planning celebrations or setting up panels. Our recommendation for faculty members for the next school is that there be stronger and more experienced teachers in the minority groups, that more project directors and people with hard experience from the North American projects be on the faculty and that at least one person from Phase I and one person from Phase IV be faculty members. Further, we recommend that present project directors be rotated through the school as supplementary faculty on a one-week or cycle basis.

The faculty were divided into deans, task force faculty, and faculty-in-training. However, with the exception of the deans, those categories were functionally ambiguous; just what was the role of the faculty in training? Images ranged from an essentially participant-observer image to the image of a regular faculty member with a somewhat reduced teaching load. Part of that ambiguity arose because of the limited intentional training of the faculty. Another arena of roles were the teaching roles and the practical roles. These were initially laid out with major teachers and major practicals given named, as well as practical responsibilities given to each faculty member. The large number of faculty resulted in a number of faculty with only limited responsibilities. However with the switch to the guilds and the establishment of a continuum function in the faculty, the utilization of the total faculty became much more clear. Early on, the faculty were divided into three teams that rotated development and teaching of modules, labs, and excursions, but some of that rationale began to shift as co-ordination of panel recruitment, for example, caused some cross-team work; again, with the shift to a continuum, curriculum development became much more centrally co-ordinated. Out of this experience several recommendations have emerged: There should be a core of faculty whose primary though not exclusive responsibility should be teaching and another core whose primary though not exclusive role should be practical enablement and support. Further, faculty-in-training could be imaged as shadows of other faculty members. Finally, the continuum role was a great strength and should be continued; one suggested component of that would be a full-time office manager.

The immensity of the preparation task for this HDTs, particularly in readying the facilities and decor, and the push that was needed to finish the last-minute arrangement, did not allow any more than a minimum time of faculty meeting and training before the school began. Many of the

## THE FACULTY

faculty, particularly the faculty-in-training, did not arrive until the beginning of the school itself. Therefore, many among us did not sense that the clarity of faculty roles were adequately forged going in to the school. Faculty meetings were held every day during most of the school and they tended to focus on all the issues at hand with all the faculty present. During the council preparation, the faculty broke into smaller groups to work on specific arenas and all regathered to hear reports. That model focussed our energy very effectively and seemed to signal the way for future faculty work. Participation of interested students in total faculty was encouraged and stimulated more permission of the students to trust and participate in the school. It was felt that more means of casual faculty-student encounters would be beneficial as well.

Dear Sharon--

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

The following are things I saw as areas of strength:

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

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

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

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

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

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

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

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

*Grace & peace —*

*Kendy*

## CURRICULUM

The following paragraphs are a very light probe into the effectiveness of the curriculum. It would be helpful to do a much more detailed evaluation of the curriculum and designs of the school, For the present here is a relatively impressionistic commentary on the program.

## MODULES

The modules were not probed in depth but several things became clear as we reflected on them. In the student evaluation the two most outstanding modules were health and agriculture—outstanding at extremes! The health module, while it was heavy on lecture was extremely illuminating and practical from the point of view of concrete action to be taken in various arenas of community life. One could see the way in which the whole project affected health even more than direct "health" events. Agriculture, on the other hand, was notable for its unclarity in the concrete action needed in the developed world. The struggle with micro-economics, though, continually pointed to the need for more research in the arena of agriculture.

It seemed to us that in North America the social modules should come first and the economic modules last. The reasons this seems right are that the social arenas are where the obvious felt needs are here, and that the economic arena is where we need the jelled collegiality of the school to struggle with us in our edge work. The workshops in the modules were in need of more substantial grounding in concrete situations, giving rise to the question of whether workshops should be directed toward certain real project situations or whether a workbook exercise approach would be more helpful. Certainly, the students need to leave modules with tools and resources in hand. The lectures seemed to be well thought through, although they need to play a more contextual role, developing the issues addressed by the program arenas. The panels and trips were the real high-lights of the modules as they exposed the participants to resources and witnesses as to what can be done in local community.

## ENGAGEMENT TRAINING

The shift into guilds for the final cycle of the school was seen as a key shift that brought the school together as a serious training event. It overcame the split between the community, auxiliary, school, and personal life of the students that had been festering since the beginning of the school. The petty concerns melted away in the face of the real contradictions of community development. The work in guilds allowed the vocational question to arise from authentic social concern rather than imposed ideas about human development.

Recommendations for the future here would be to start the guilds at the beginning of the school and change guilds for every cycle to provide a breadth of experience. Also the guilds could be used to be a vehicle for methods tutorials involving planning methods as well as tutorial experiences in management and leadership. These "engagement currirula" could be spiraled through the three cycles. Winning with guilds requires auxiliary and community leadership and participation. The issues are real ones designed out of the present project situation.

## PEDAGOGY AND TUTORIALS

The noon pedagogy was experienced as a helpful time because of the small size of the groups and the attention to practical use of imaginal methods. The conversations on servant leadership as well as on aspects of school life enabled the students to have

## Curriculum, Cont.

a grounding point in the life of the school. As time went on and teams became smaller, however, the groups became too small for significant pedagogy work. Hence, it is recommended that the configuration for pedagogy assure the presence of 6 - 10 people.

The tutorial was only held for one four-day period, but was experienced as a very creative training session. There is a great hunger for practical skills training which needs to be met. A journey through model building, planning and actuation methods could be built into the daily operation of the guilds. Likewise, record keeping, financing, symbolic impact, and forms of engagement could be taught through the action arenas of the guild.

## COLLEGIUM, LABS, ORIENTATION, COUNCIL

The evaluation of the school contained comments on these curriculum arenas but were not extensively dealt with. The collegiums provided key contextual information but needed to be pushed to allow more student participation and deliberation. The awakening lab seemed to be inappropriate in both timing and content. The town meeting should not be done on the school itself. There was not an adequate context for the profound Humanness course so its reflective power seemed to pass over the students. Of course, at that moment in the school the general discontent might have been a factor. The engagement lab, on the other hand, seemed to be a launching into a new world of engagement and was filled with expectation and promise. The tutorial presentations were signal for many people. The servant force lab was sobering in its dual spirit focus on auxiliary style and the family. Obviously, serious issues and decisions were being worked through.

The orientation was a high but was too long for its present purpose. The evaluation and interviews during the council were signal moments capped by a graduation with great power and spirit decision.

## REFLECTIVE CURRICULUM

The reflective curriculum of the school which took place primarily in the evening roundtable, was an arena in which we felt most incomplete. It was a strange dichotomy in which both an overwhelming heaviness and a significant enjoyment were present. On the one hand, intense spirit tools such as Kazanzakis and Castenada with their head on encounter of death and stylistic decision came across as overwhelming moralistic imperatives, voices of doom. Many people simply walked out of the roundtable at that point. On the other hand, students who dared to stay in those discussions were profoundly affected and began grasping at tools to deal with their struggles. Interestingly, there were eight entries in the student evaluation of roundtable events as key events of the school. The question we are left with is that of how to design a permission - giving journey into profound consciousness that allows a systematic spirit growth to take shape. Since the struggle with disciplined, focused style is so intense, it may be necessary to create indirect methods which all for a leap into a new, more profound style without being overwhelmed by the prospect of its implications.

## H.D.T. S. AS A RESOURCE REPOSITORY

Throughout the school we became more aware of the effectivity of practical experience through panels, project director visits, etc. The industry workbook was a powerful tool that people wanted to take home and work through. The responsibility of the H.D.T.S. as a collector and disseminator of effective implementation tools and aids became apparent. This arena should be greatly strengthened in future schools.

Several recommendations to this effect would be first, the introduction of similar

## Curriculum Cont.

"workbooks" for the other arenas of project development. Use other audio visual tools beside the lecture to visually hold the key schemes for implementation. Outside resources available for modules such as articles would be duplicated for the students. As an image, the student would take home a stack of practical aids that would hold their practical memory as well as being concrete tools to be used. Panel reports might be published. Bibliographies should be expanded and made available. The H.D.T.S. would be continually expanding its resource library of people and materials so that the most effective schemes could be selected for the curriculum.



## THE FEAST OF ENDINGS

GLOBAL RESEARCH CENTRUM: CHICAGO

HDTs COUNCIL

The  
Gathering

Opening Songs

Accountability by Task Forces

Absolution

Ritual Absolution

Introduction of Guests

tomorrow.

The  
Great  
Rehearsal

Addresses by Students: Ruben Enriquez  
Austen Brooks  
Lois Martin

Presentation of the Documents to Fifth City

The  
DramaThe  
Signal  
Graduation

Declaration of the Completion of the School

Calling Forth of the Graduates

Presentation of Diplomas

Presentation of Folders

The  
Grand  
Commis-  
sioning

The Closing Address: Lela Mosley

The Rite of Commissioning

The  
Sending  
Forth

The Final Songs

The Send Out of Those Who Care

HDTs:  
Chicago

# THE JOURNEY

March, 1979

Deceptive  
Euphoria

Winter of Our Discontent

The Dawning

5th City as Teacher

Claiming  
our  
Lives.

ORIENT.	AG.	INDUS.	COMM.	AWAK LAB.	HER. EXCUR.	LIV. ENV.	IDENTITY	CORP PAT.	ENGAGE LAB	URBAN TRIP	HEALTH	ED.	WELFARE	BSF LAB	COUNCIL.
---------	-----	--------	-------	--------------	----------------	--------------	----------	--------------	---------------	---------------	--------	-----	---------	------------	----------

1

2

3

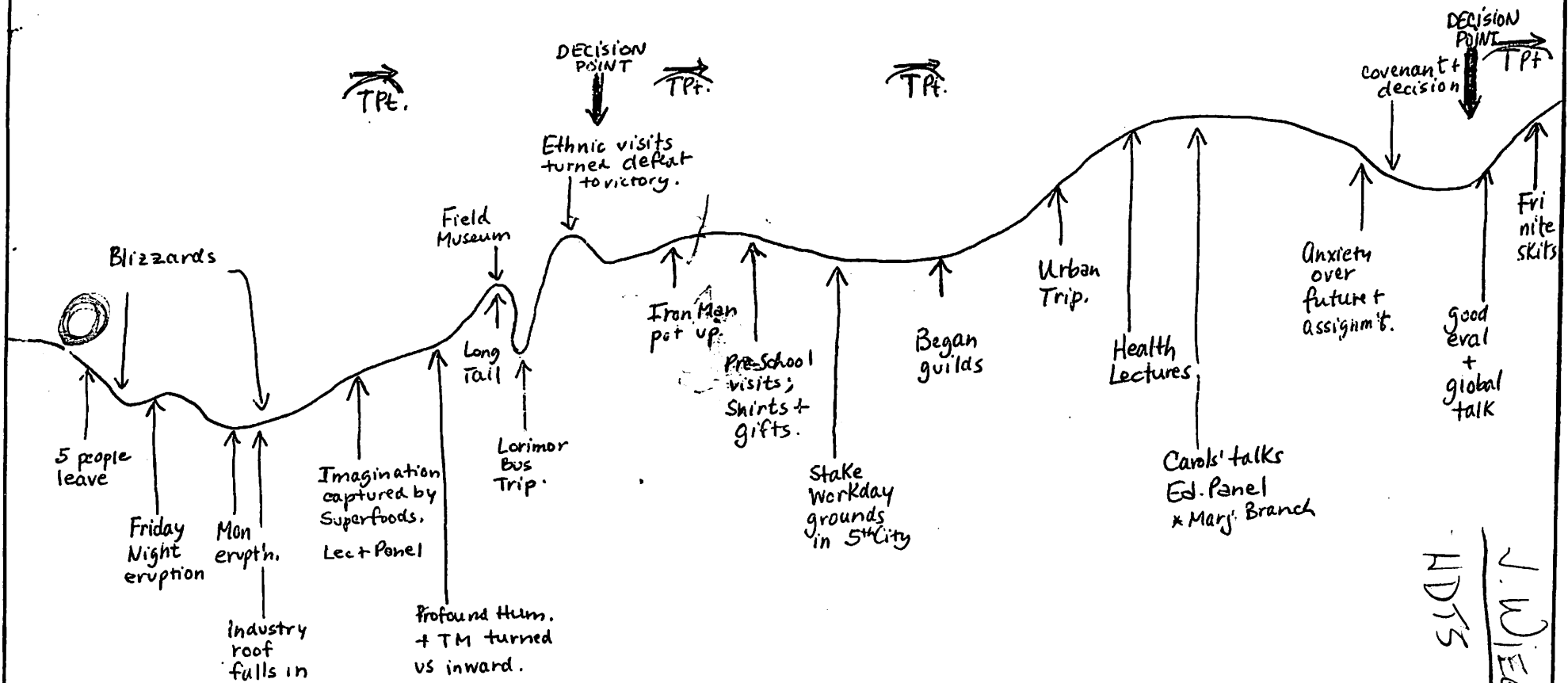
4

5

6

7

8



J. W. I. E. E. L.  
HDTs  
246

## REFLECTIONS ON THE JOURNEY

Upon reflection, the HDTS was initiated in the midst of a deluge of handicaps--at first seen as minor and insignificant, but later looked upon as major obstacles. During the first week of the school, we experienced The Great Blizzard of '79--which caused us to cancel the visits and hampered movement between the residential center and the training school facility. Students from the South, unaccustomed to the snow, came totally unprepared. Many encountered a city for the first time! For some new menus, being homesick, budgeting money were all part of the individual struggles people encountered the first several weeks. As a result, five participants left the school by the fourth day. In the midst of these tensions, the highlight of the first cycle was the Commerce Module which related the students directly to the 5th City Super Foods store.

At the end of the first week, the evidence of the participants not having made a symbolic covenant to the school, varied reasons for having come to the school, doubts raised by the sudden departure of several students, and a rigorous time-design, intensified the obstacles listed above and led to a flare up among the students. Issues and concerns were raised. Immediately thereafter several more students left the school.

Number One Enemy, the Blizzard of '79, emerged as the WINNER, as the planned Heritage Excursion to Lorimor was cancelled thirty miles away from Fifth City by the fact that icy Interstate 80 was closed. In the midst of this, immediate remaneuvering allowed us to win victoriously over Number Two Enemy, The City, with ethnic communities being explored that weekend and a great affirmation given to being Black and Mexican-American. A major turn towards new possibilities was evidenced.

Another pivotal happening in the school focused on an evening discussion Week 4 when serious issues were raised relative to the results of the Town Meeting during Week 3. Students were disturbed that none of the proposals were activated and saw no way of dealing with the situation. Commissions were initiated two days later which proved to be critical. That day was also highlighted by the erection of the Iron Man on the Fifth City Plaza. The participants began to experience the power of their presence in 5th City.

The major turnign point during the eight weeks centered on the creation of the Guilds which allowed the students to become concretely engaged in the work of 5th City. Their expertise was called forth. The research and daily activity not only were of major service to 5th City, but gave the students the kind of on-the-job training which pulled the whole school together for them, and gave them a new way of relating self-consciously to the HDTS.

Following the initiation of the Guilds, a new seriousness emerged. The Social Cycle was attended with regularity. The guest lecturers were deeply appreciated for the practical wisdom they shared. The academic and theoretical aspect of the school began to relate to their everyday experiences, giving the participants new handles on approaching the curriculum.

Finally, the last major shift that was noted occurred during the Council. Students began to see possibilities in the future, and made some rather re-

REFLECTIONS ON THE JOURNEY

markable decisions as to how their lives could make a difference in the creation of Human Community. A high percentage of the students either returned to their local project sites, willing to consider another assignment in August, or took a new assignment to a project.

# REFLECTIONS ON THE SPIRIT STRUGGLE

A number of issues seemed to be facing the participants of the HDTS which were representative of what is happening in society today. Participants were plagued with a lack of practical vision of what it means to act out care. No ideology seemed to hold what they were willing to put their lives behind. Social action didn't make sense to them. "So what?" they asked. They were aware of the urban's concern for neighborhood development and knew that funds were available to do the job. They asked themselves, "What is the relationship of the HDP, with all its brokenness, to the emerging structure of the city?"

The issue of family struck a note of terror in the participants. No models of how a family could or should operate was accepted by the participants as being valid. Starting from the indicative emphasizing that the family as a social structure which continually needs to be given form to was releasing. The strong male image of the Mexican-American was set in direct contract to the somewhat effeminate image of some of the white males present at the school.

The struggle with covenant was an unconscious concern among participants, but had a very direct effect on the school. They fell into despair over their own Town Meeting proposals because they felt they would never implement them. The process of creating a covenantal relationship, of being a part of something that had historical relevance was an alien image to them. Only on occasion were they able to see themselves in relationship to a larger context. The long tail of history was an intriguing and enabling image.

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:

## THE PARTICIPANTS

The Fifth City: HDTs had a total of participants and faculty from across North America and including Jamaica. There were 39 men and 37 women, which can further be broken down into these ethnic groups: Black Americans--21; Whites--36; Native-Americans--9; Mexican-Americans--6; Egyptians--1; Malaysians--1; Filipinos--1; and Indonesians--1. Forty-four were present for the full eight weeks of the school. The participants came from as far northwest as Alaska, as far southeast as North Carolina, as far southwest as Southern California, as far northeast as Maine; from Manitoba, Canada, to Texas was included in the geographical spread. People from villages of 152 residents as well as people from the largest cities in the world were represented. There were people with college educations and advanced degrees as well as people who hadn't finished their secondary education. There were people at the school who were on parole as well as others with prison records. Some came because of a newspaper ad, others because they were HDP auxiliary, yet others because of interest in going to an HDP through their contact with the ICA over some time. The expectations of the students were as varied as the student body. The project residents and auxiliary were looking for ways of sharing their learnings and accomplishments as well as expecting training in methods. There were others who were there to find out what the ICA and HDPs were all about. Some people didn't know what to expect. They had only learned about the HDTs and ICA and had very little to fall back upon. One fact to note is that those who left the school represented the same diversity as those who stayed the whole time. The last few days of the school were spent looking at the future. One afternoon was spent in "interviews" with all the participants. Discerning what their future directions looked like from their perspective and pushing that vision to broaden their horizons where possible. From these discussions several personal decisions were illuminated. All those people who came from HDPs went back to those particular projects at the conclusion of the school. One young woman decided to go to Richgrove for 3 months, another young man decided to go to Woburn Lawn, still another to Ivy City, and still another woman is planning to go to Lima for the Consult in June and perhaps stay for the summer. The HDTs in Nairobi will also have representatives from this first North American HDTs with several staff and one participant going to be the core staff there. The Minto Consult will also have several representatives from this HDTs when it takes place later this month.



PROJECT RE-ENTRY WORKSHOP

R.O. To objectify the new capacity  
the graduating students  
bring to the project

E.A. To enable the group to see  
concrete, helpful steps in  
re-entering the projects.

CONTEXT: Situations we left will be changed and so will we after 8 weeks. The creation of a plan for our own action enables us to see our roles, focus our wisdom and be prepared with a plan to contribute to the corporate stew.  
GOING BACK TO SERVE

- I
1. Using the screen of the 9 program arenas discern the current situation in your project.
  2. Indicate the key needs in the next 6 months.
  3. List insights from the school that you bring to these needs.

- II
1. Using the wisdom from your list of insights, decide 5 actions you could do in response to each indicated need.
  2. Star the key actions.
  3. Generate 5 implementing steps for each action and prioritize.

- III
1. Place steps on a 3 month timeline.
  2. Write up actions with steps including who's, when's and priorities.

CONCLUSION: Plenary - check progress, report  
Finish and publish

2nd



## HDTS AS MOVEMENTAL TOOL

### LEADERSHIP TRAINING

The Human Development Training School is primarily useful to the movement as a leadership training dynamic, preparing local people from projects and from other communities to give leadership in Human Development Projects. Five precise secondary benefits have also been discerned--project acceleration, expertise engagement, depth struggle discernment, replication base and repository extension.

### PROJECT ACCELERATION

The presence of the school accelerated development in Fifth City through the engagement of the students, faculty, auxiliary and community residents in the work of nine guilds. It accelerated leadership development through engaging community leaders in teaching (lectures, panels, etc.) and in leading guild work. Community awareness was accelerated through stake visits and a community survey.

### EXPERTISE ENGAGEMENT

The use of panels of experts and technical visits enabled both students and community residents to see the possibility and the limitations of calling on outside experts to deal with specific issues to avoid "reinventing the wheel".

### DEPTH STRUGGLE DISCERNMENT

The students of this school were seen as broadly representing North American social mix and the deep struggles of its peoples. To work creatively with these students in the arenas of role re-creation, life thrust and sustaining poetry is to continue the creation of the basic depth humanness for this continent.

### REPLICATION BASE

The nineteen HDP communities of North America are the structural base for North American expansion and replication. The HDTS is the key structure for developing trained leadership for the future, for creating the vision in local leadership of responsibility for the whole globe.

### REPOSITORY EXTENSION

The HDTS builds the repository of learning both by imparting resources and techniques to the students and by collecting the wisdom through training for future dissemination to other students and to other projects.

### RECOMMENDED USES

In order to expand the usefulness of the School to the movement, it is recommended that modules be taught in each project as a means of accelerating specific aspects of that project, to intensify leadership development directly and to recruit future Schools. It is further recommended that careful consideration be given to creating a four week HDTS to be done during the GRA '79. This school would be out to train the whole Order in North America as well as the principal local leaders in each project community. It might well be taught in Fifth City, Uptown and at least one HDP in each area in North America.

## SCHEDULE OF INTERVIEWS

1:40	Katherine Lopez	John Rodriguez
2:00	Willie Spence	Dorothy Drakes
2:20	Alfred Melvin	Lois Little Bird
2:40	Anthony Allen	Brian Jones
3:00	Susan Joslin	Austin Brooks
3:20	Russell Wesley	Allan Libowitz
3:40	Felipe King	Sharon Rafos
4:00	Cliff Alexander	Robert Diaz
4:20	Ruben Enriquez	Ed Garcia
4:40	James Harris	Hazel Williams
5:00	David Hutcheons	Naomi Liles
5:20	Steve Crawford	Lois Martin
5:40	George Black	Ron & Marjorie Shepherd

Interviews will be held in team rooms. Come to the office first for directions.

## 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.



THE FIVE OF COOPERATION

As their assignments are known, for the participants in the first human development training school in North America rise to receive their assignments from this school.

Let those assigned to reporting please stand.  
On behalf of the Human Development Training School, Fifth City, I commission you to be those who care for the globe in reporting, 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: It is so.

Let those assigned to other projects similarly, as follows: Fifth City, Tuvan, Mongolia, Tuv, Kyrgyzstan, Vietnam, Bulgaria, and Western Japan.

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: It is so.

Let those assigned to the report 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: It is so.

Let those assigned to the historical task of establishing the history of the expansion of human development in the continent of Africa.

Therefore, let those assigned to the Human Development Training School in

without delay, 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: It is so.

## COMMISSIONS FOR GLOBAL/LOCAL CARE

AREA  
EDMONTONMinto

Cliff Alexander  
Rochmat Djatmiko  
Katherine Lopez

AREA  
SAN FRANCISCOInyan Wagakapi

Lois Little Bird  
Sue Lyman  
Sharon Rafos  
Joe Two Bear

Pisinemo

Ed Garcia  
Mary Meyers

Richgrove

Margaret Ennis  
Ruben Enriquez  
Susan Joslin  
John Rodriguez

AREA  
CHICAGOFifth City

Andrew Crigler  
Luther Hale  
Allan Libowitz  
Ed Miller  
Lela Mosley  
Ellen Rissky

AREA  
HOUSTONAsherton

Roberto Diaz  
Jose Griego

Gibson

James Harris  
David Hutcheons  
Naomi Liles

AREA  
NEW YORKIvy City

Felipe King  
Alfred Melvin  
Russell Wesley  
Hazel Williams

New York House

Sophie Sollberger

Starks

Steve Crawford

AREA  
HABANAWoburn Lawn

Austin Brooks  
Marjorie Shepherd  
Ron Shepherd

AREA  
BOMBAYMaharastra Replication

Jailu Vergara

AREA  
NAIROBIH.D.T.S.:  
Kawangware

George Black  
David Elliott  
Deborah Owens  
Ed Shinn

## LOCAL COMMUNITIES

East Lansing - Lima

Lois Martin

Evanston

Paul Calhoun

Freedom Village

Dorothy Drakes

Massachusetts

Brian Jones

Richmond - Ivy City

Anthony Allen

Winnepeg - Vogar

Willie Spence

GLOBAL CENTRUM  
CHICAGO

Jelawai Amba  
Kathy Barton  
Mary Jane Elliott  
Bill Grow  
Bob Hawley  
Ruth Landmann  
Amal Marcos  
Anne Slicker  
Mimi Shinn  
Ruth Walker