

PARTICIPANT INFORMATION

The school is focused on the skills needed by local citizens in small town and urban neighborhoods in North America.

Attendance for the full three weeks, June 1 to 22, 1980, is recommended. Limited numbers will be permitted to register for shorter periods of time.

The participant fee is \$135 per person. Food, lodging and program materials will be provided. Prior to June 1 a registration fee of \$45 should be sent to: HDTs, P.O. Box 75, Cannon Ball, N.D.

For persons planning to attend only part of the 3-week school, the cost is \$45 per week. Limited numbers of 3-day session participants may register at the weekly fee.

The Institute of Cultural Affairs is an intra-global research, training and demonstration group concerned with the human factor in world development. The ICA, a non-profit organization, presently offers programs in 32 nations. Among these programs are one day Town Meetings, community reformulation projects called Human Development Projects and other specialized consultations and seminars. The ICA receives funding from government agencies, foundations, organizations and concerned individuals.



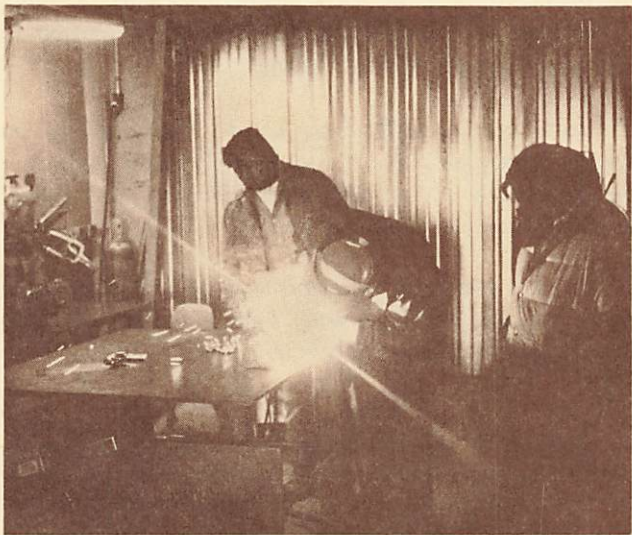
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- * Practical experiences in comprehensive and relational thinking.
- * A new self-confidence about one's ability to provide effective practical help to a community.
- * An opportunity to explore the ways by which the untapped creativity of local people can be released to catalyze community renewal.

The Human Development Training School provides . . .

- * Methods of identifying the actual human needs in any community.
- * Ways to discover local resources, government services and appropriate technology available for meeting these needs.
- * Training in methods of corporate leadership for engaging an entire community in common planning and action.



HUMAN DEVELOPMENT TRAINING SCHOOL

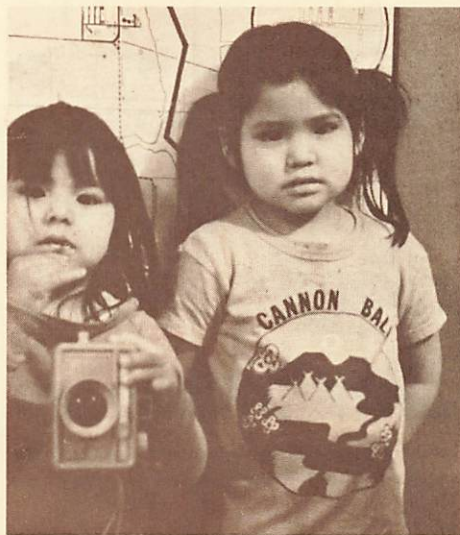


JUNE 1-22, 1980

Cannon Ball, North Dakota

TRAINING

for effective action



THE SCHOOL FORMAT

The school will be divided into three one-week sessions. The first week, June 1-8, is focused on how a community builds a solid economic base for itself. The second week, June 8-16, is concerned with the delivery of social services to the community. The third week, June 16-22, deals with building community identity and corporateness.

HUMAN DEVELOPMENT TRAINING SCHOOL CURRICULUM DESIGN								
ECONOMIC			SOCIAL			CULTURAL		
ECONOMIC CYCLE	IMAGINAL LEADERSHIP LAB	R E F L E C T I O N	SOCIAL CYCLE	COMMUNITY FORUM LAB	R E F L E C T I O N	CULTURAL CYCLE	PROFOUND HUMANNESS LAB	G R A D U A T I O N

THE CURRICULUM DESIGN

The three major cycles of study focus on comprehensive Human Development in the **economic, social and cultural** arenas.

Each cycle includes specific program arenas which deal with the theoretical framework and the practical methods for catalyzing rapid development in a community.

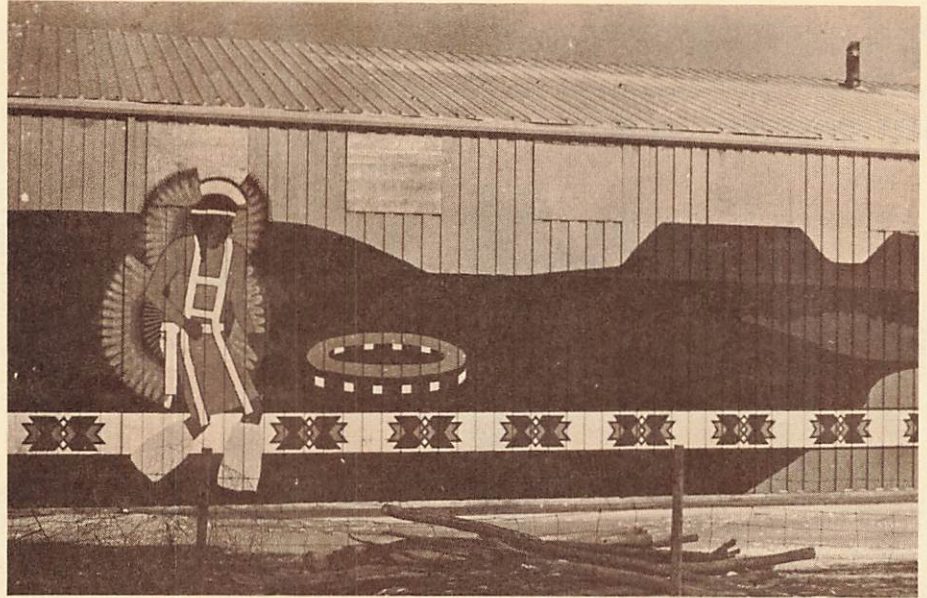
THE FACULTY OF THE HDTS

The faculty of the HDTS have all worked extensively in human development projects across the world and bring both methodological and practical insight to the training school. Student and faculty work closely together in classroom and community, providing an essential collegiality in the life of the school.

TRAINING

practical methodology for comprehensive community leadership development

THE HUMAN DEVELOPMENT TRAINING SCHOOL is an intensive residential program, focused on developing effective leadership skills and methods in the midst of an active demonstration community.

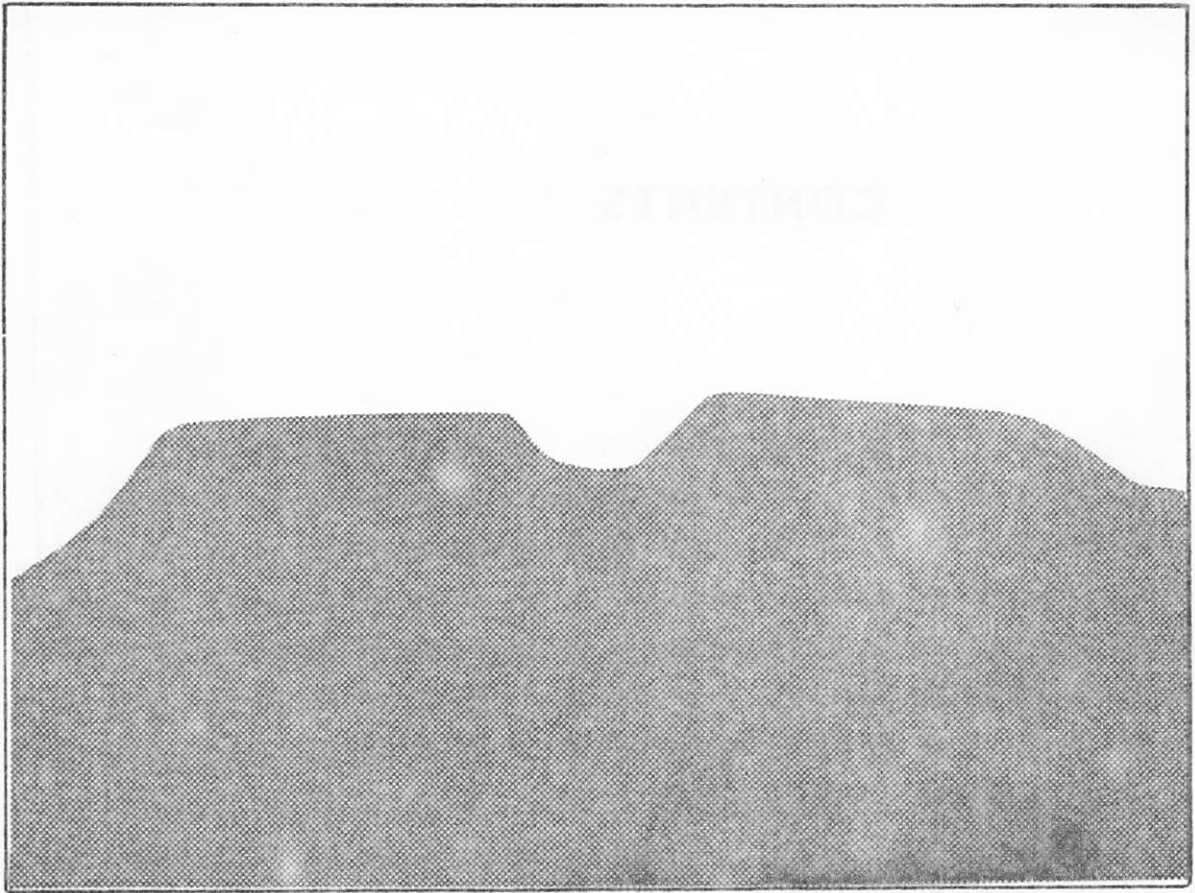


The Indian Dancer is a symbol of the Cannon Ball residents' celebration of both the past and the future. The mural was created by a local artist and painted by the community on the side of the new industry building.

Once considered a hopeless situation, Cannon Ball, North Dakota, has made major changes in the past three years since becoming a demonstration community. This Native American community on the Standing Rock Sioux Reservation has developed strong, local leaders who conduct a full range of social, economic and environmental programs.

Cannon Ball has led the way for 149 demonstration communities in 29 nations across the globe. Representatives from the world-wide network of projects will participate in this grassroots Human Development Training School.

The Institute of Cultural Affairs has developed its framework for training out of 15 years experience in field projects, and is conducting this North American program to train people who are and will be working in a variety of rural and ethnic communities across the USA and Canada.



REPORT OF THE

CANNON BALL

HUMAN DEVELOPMENT TRAINING SCHOOL

CANNON BALL, NORTH DAKOTA
JUNE 1-22, 1980

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SCHOOL OVERVIEW

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

The Cannon Ball Human Development Training School had three primary aims: 1) to provide depth leadership training for the Cannon Ball Community as it moves into a new phase of being a demonstration community; 2) to make the methods of human development available to Native American communities on the Standing Rock Reservation, using Cannon Ball as a demonstration; and 3) to further develop the training school curriculum, particularly for use in Native American communities. It is believed that all of these objectives were accomplished. Twenty-six people from Cannon Ball received substantial training, five as full time participants. Seven participants came from other communities on Standing Rock Reservation, and the curriculum was refined in several ways.

PARTICIPANT PROFILE

A total of eighty students and faculty participated in this school. They represented a wide variety of backgrounds and experience in local community work. Fifty-six percent of the group were women and forty-four percent men. All age groups were represented with five less than twenty years old, thirty-eight between twenty and thirty, twenty-nine between thirty and fifty, and eight were over fifty. Thirty-nine participants were Native American, thirty-two white, and the remaining nine represented a variety of cultural backgrounds. Most participants and faculty were from the United States, but other countries were represented including three from the Phillipines, two from Australia, and one each from Lalaysia, Jamaica and Korea. There were thirty five from North Dakota, eight from South Dakota, six from Utah, four from Arizona, four from Illinois, three from Montana, two from Wisconsin, two from Minnesota, and one each from New Mexico, Washington, Kansas, Maine, and North Carolina. Most of the students came to the school to learn human development methods for use in the community where they were presently living.

PARTICIPANTS

"I learned how to care, to get involved with my community, to do something to better the life of Cannonball people, to turn ideas into reality. - Claude Brave Bull

"...I began to believe that global development put in the context of local community development can, in fact, become reality." - Michael Haasl

"I feel that cultural development is in every way as important as economic development, if not more so. Presently I can see no more effective methods of improvement.
- Luther Grinnell

"The school reinforced my belief that all types of people have common ground and common needs and community is the realization of this." - David Weightman

"The methods workshops were valuable for me in that they taught organizational methods which can be applied to any situation. - Tanager Kastner

"This has taught me not only the effective use of problem solving and planning skills but has given me new insights into the actual meaning and power of cultural events and symbols." - Paul Noah



Ben Aguirang
Sudtonggan, Phillipines



Chester Antone
Pisinemo, AZ



Elsa Batuca
Minneapolis, MN



Delphine Biggs
Murrin Bridge, Aust.



Claude Brave Bull
Cannon Ball, ND



Gary Buckley
Wakpala, SD



January M. Chaix
Montezuma Creek, UT



Alva Cottonwood
Cannon Ball, ND



Jerome Eddie
Montezuma Creek, UT



Evangeline Fasthorse
Cannon Ball, ND



Lillian Fasthorse
Cannon Ball, ND



George Fool Bear
Cannon Ball, ND



Mary Rose Fool Bear
Cannon Ball, ND



Charlene Forbes
Pisinemo, AZ



Michael Haasl
Minneapolis, MN



Cliff Harris
Murrin Bridge, Aust.



Tanager Kastner
Farmington, ME



Jean LaSarre
Montezuma Creek, UT



Paul Noah
Chicago, IL



Arlene Nock
Los Alamos, NM



Ginnie Nock
Salt Lake City, UT



Barbara Ramon
Florence, AZ



Marie Sharp
Cusick, WA



Brooksie Stevens
Montezuma Creek, UT



Harry Swift Horse
Cannon Ball, ND



George Thunderhawk
Cannon Ball, ND



Barbara Ure
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Sharon Wainshelbaum
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David Weightman
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Melvin White Eagle
Cannon Ball, ND



Mattie Black Cloud
Cannon Ball, ND



Tom Black Hoop
Cannon Ball, ND



Mason Fool Bear
Cannon Ball, ND



Clayton Dogskin
Cannon Ball, ND



Perry Iron Road
Cannon Ball, ND



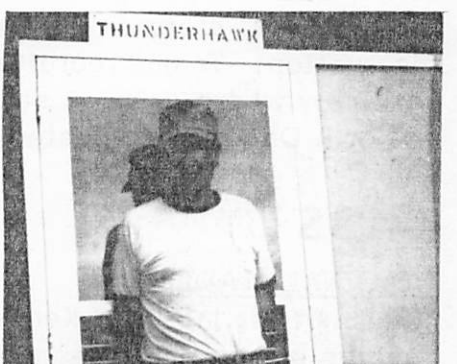
Tim Iron Road
Cannon Ball, ND



Lois Little Bird
Cannon Ball, ND



Thelma Shell Track
Cannon Ball, ND



Wallace Thunderhawk
Cannon Ball, ND



Francis Tikanye
Cannon Ball, ND



Lena Wise Spirit
Cannon Ball, ND



A. Yellow Earrings
Bullhead, SD

CURRICULUM

The Human Development Training School is designed around six major sections, cycles and labs. The cycles cover the basic principles, concepts and practical methods of local development. The three labs focus on practical skills. Also included are other kinds of sessions and events designed to allow reflection on being a leader today and to develop a sense of collegiality among the students.

CYCLES

ECONOMIC DEVELOPMENT

The work of the cycle focused around creating a plan for expanding the three basic economic programs in Cannon Ball: the industry, the shopping center and the truck farm. Teams of participants visited stores and businesses, worked with consultants from Super Value and Standing Rock Enterprises, and developed cashflow projections and profit and loss statements for each of Cannon Ball's economic projects. The students learned the basics of local economic development and discovered that they could do it themselves.

SOCIAL DEVELOPMENT

In this cycle the participants plunged into the complexities of sustaining effective social programs in a community. They worked in the areas of youth, day care and community maintenance. Visiting current programs, investigating available resources in Yates and making practical suggestions for future action was part of the curriculum.

CULTURAL DEVELOPMENT

For the past four years Cannon Ball has seen itself as a demonstration project on behalf of surrounding districts. In the Cultural Cycle the students worked in teams to take the first steps in extending Cannon Ball's learnings to the other districts on the reservation. Teams recruited one hundred people from across the reservation to an assembly where common steps of community development were discussed. The Government of North Dakota was hosted along with North Dakota Indian Affairs Commission.

LABS

IMAGINAL LEADERSHIP

This first lab used Kenneth Boulding's basic insight that "images govern behavior" to develop practical skills in identifying and creating new, healthy images for local communities. These skills were applied in analysis workshops and workdays in the towns of Bullhead, Wakpala, Little Eagle and Cannon Ball.

COMMUNITY FORUM

Following a demonstration of the basic community forum workshop process, participants got "inside" the process and learned how to lead a forum themselves. Then on Tuesday the students set up and conducted town meetings in the afore mentioned towns of Bullhead, Wakpala, Little Eagle and Cannon Ball.

PROFOUND HUMANNESS

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

HUMAN DEVELOPMENT TRAINING SCHOOL DESIGN

Cannon Ball HDTS

June 1980

ECONOMIC DEVELOPMENT			SOCIAL DEVELOPMENT			CULTURAL DEVELOPMENT		
Week One			Week Two			Week Three		
Twentieth Century Revolution			Ur Images			Trends		
Economic	Urban Excursion	Imaginal Leadership Lab	Community Forum Lab	Social	Cannon Ball Celebra- tion	Cultural	Art Excursion	Profound Humanness Lab
Leadership Methods		Celebra- tion		Workshop Methods		Motivational Methods		Celebra- tion
Cycle				Cycle		Cycle		
Round Table			Town Meeting	Round Table	Feast	Round Table		
		R e f l e c t i o n F e a s t					G r a d u a t i o n	

MORNING DISCUSSIONS

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

NOON LEADERSHIP TRAINING

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

ROUNDTABLE

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

EXCURSIONS

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

CELEBRATIONS

The school celebrated the completion of the labs and cycles with skits, a movie, dancing, good food and drink.

WOW

The school enabled the CannonBall celebration, hosting a meal, arranging a parade and games for children.



Cletus Eagle
Bullhead, SD



Luther Grinnell
Mandaree, ND



Cindy Jatul
Madison, WI



Joseph Nagy
Kinney, MN



Norene Two Shields
Cannon Ball, ND



Georgina Two Shields
Cannon Ball, ND

PARTICIPANTS NOT PICTURED:

Thelma Neuwirth
Chicago, IL

Mary Jo Salinas
Wakpala, SD

Eva Lorentine
Pisinemo, AZ

Renee Bachler
Selen, ND

Lorraine Three Legs
Wakpala, SD

Glen Standing Bear
Cannon Ball, ND

Barbara Cannady
Pierre, SD

Jolean Brown Otter
Bullhead, SD

Marvin Starr
Cannon Ball, ND

April Moen
Bismarck, ND

Rosemari Crow Ghost
Bullhead, SD

Marvine Starr
Cannon Ball, ND



Vivian K. Hallow
Cannon Ball, ND

"We had experience in using methods that serve to consolidate the individual goals and proposals of a group into a useful corporate model for future actions."
- Arlene Nock

"The H.D.T.S. motivates you by using the gifts of different cultures." - Ben I

"I learned to listen to everyone and be able to motivate people, and to develop of consensus, and focus on the long range." - Mary Rose Fool Bear

"The work each task force accomplished in such short time periods, amazed me"
- Ginnie Nock

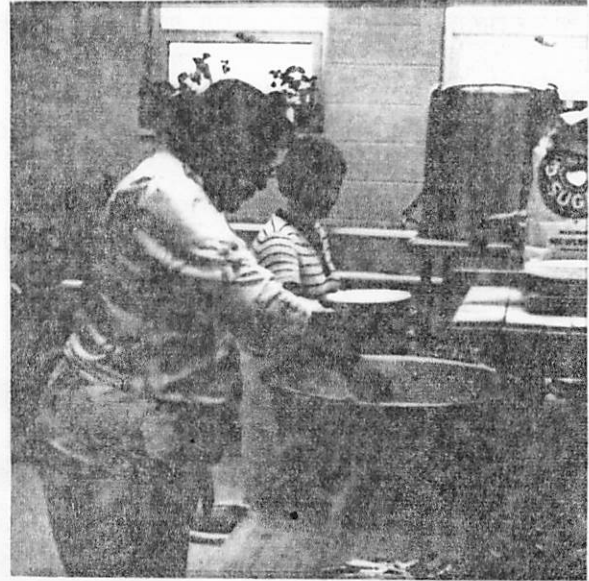
PARTICIPANT BREAKTHOUGHTS

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

- Leading the Town Meeting in 4 districts
- The Noon Leadership Skills sessions.
- Leading the workshop in the Cultural cycle, and specially during the Assembly and the core meeting.
- Seeing how to identify the market potential for the grocery store in Cannon Ball
- Discovering that leadership is a role anyone can decide to play.
- Willingness to participate in giving address in morning Drama of Humanness.
- Well done jobs in terms of the half day enablement structure.

Other breakthrough were in the arena of gaining new insights or understanding about the world as well as the Native Americans and their rich cultural heritage.

- The world culture talks and discussions.
- The Profound Humanness Lab.
- Working as teams and discovering the power of corporate effort.
- Honoring the greatness of Indians as dancing together "to the center".



Kitchen and enablement tasks were done by team rotation.

CANNON BALL'S ROLE

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



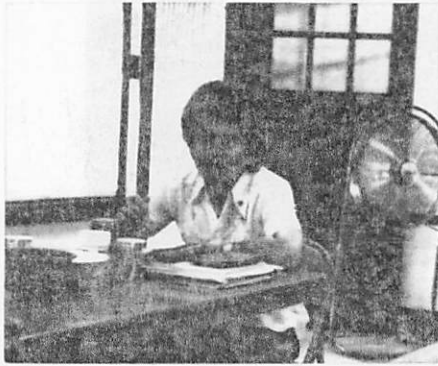
At the Assembly, Lucas Whitelighting, the Chairman of Cannon Ball District, speaks of the historical journey of Cannon Ball into the promised land.

FACULTY

"Actually going out into Cannonball and the other communities around it called upon the creativity and inventiveness of all the students and staff because we were dealing with real community responses and struggles." - Charlene Forbes

"I found myself dealing with actual issues during the social cycle and discovered... that we had to rely heavily on local residents' input." - Addie Batica

"This has been the 'lab' in which we experimented with a variety of world cultures, taught methods of working together, and touched the basic humanness that builds the future." - William Salmon



Adelberte Batica
Minneapolis, MN



Jane Booher
Chicago, IL



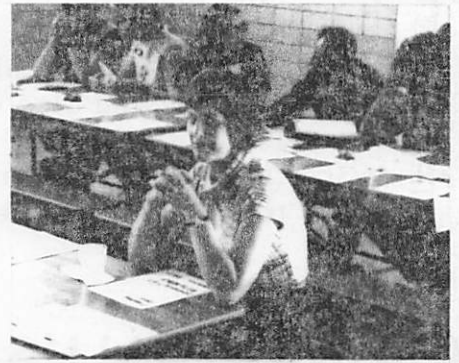
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Cannon Ball, ND



Titus Jayasekera
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Elvagene Philbrook
Billings, MT



Charlene Powell
Gibson, NC



W.E. Salmon
Macksville, KN



Ed Shinn
Richgrove, CA



Joe Two Bear
Cannon Ball, ND

SUPPORT STAFF

"Local development, which many people consider virtually impossible, was made to look very possible, if not easy, by the hopefulness and determination of the local people as well as the availability of resource people to us in the school."

- James Weigel

"The school trains people to be effective leaders in the communities's economic, social and cultural development." - Titus Jayasekara



Pat DeSpain
Cannon Ball, ND



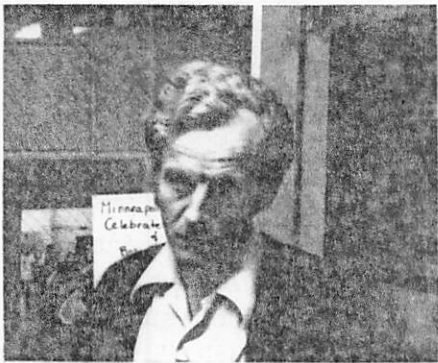
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Alice Harriott
Pisinemo, AZ



James F. Wiegel
San Francisco, CA



Nancy Trask
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Susan Lyman
Billings, MT

SCHOOL HIGHLIGHTS

OVERALL HIGHLIGHTS OF THE SCHOOL INCLUDED:

- The Cannon Ball project slide show and the film about Human Development Projects
- Working with all the descendents of the great chiefs of the Sioux nation.
- Being captivated by Tom Black Hoop's story about the journey of the Sioux tribe.
- All the student's participation in Powwow dancing with Cannon Ball residents as a journey to the center.
- Town Meeting in four districts in the Sioux reservation, led by the students.
- Indian traditional feast with the Governor of N.D. at the community center.
- Watching the Rodeo contest and bar-B-Q afterward.
- Global participants from Philippines, Korea, Jamaica, Malaysia, Australia and Hawaii.
- Marketing analysis by door to door survey of Cannon Ball residents.
- Sheer appearance of the six Urs in the lectures.
- Visiting Super Valu warehouse about store extension program.
- Assembly with enthusiastic participants from four districts where the extension program plan is going on as well as with the Governor of N. D.
- Trip to museum in Bismarck and the village of Slaint Tribe in Mandan.
- Grand tour of the Cannon Ball Human Development Project.



Rodeo Contestants show all the students their skill and bravery.



The people of Cannon Ball present the gift to the governor, Arthur A. Link, at the feast after the Assembly.



T/V broadcasting from Bismarck reports Assembly as a very significant event for the Standing Rock Reservation.

ACKNOWLEDGEMENTS

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

RESOURCE PEOPLE

Jim Martens
Tim Fisher
Loren Hannan
Marion Marstad
Robert Knudsen
Wally Shot

Charles Souseth
Gladys Morgen
Pete Red Tomahawk

Evelyn Eagle

Jennifer Greycloud
Neil Tepper

Marcella Sandland
Phil Miller
Richard Hart
Perry Many Wounds
Richard Thunderbear
Charles Red Gates

Tom Iron
Charly Wisepirit
Tom Black Hoop

RESOURCE COMMUNITIES

Bull Head
Little Eagle
Wakpala
Fort Yates
Bismark
Cannon Ball

SPECIAL GUESTS

Arthur A. Link, Governor of
North Dakota
Juanita J. Helphrey, ND I.A.C.
Therman Kaldahl, ND I.A.C.
Gerald P. Balzer, ND I.A.C.
Herl Thorndahl, Bank of
North Dakota
Becky Jones, Channel 12
Liata Davis, ND I.A.C.

-Super Valu Warehouse
-Super Valu Warehouse
-Standing Rock Enterprises
-Standing Rock Enterprises
-Standing Rock Enterprises
-Standing Rock Community
College
-County Extension Agent
-Mayor of Selfridge
-Planning Commission
of Cannon Ball
-Cannon Ball Planning
Commission
-T.T.C.S.S.
-Director of Comprehen-
sive Community Services
-Fort Yates
-Green Thumb

-Man Power
-CETA
-ONAP Office of Native
American Program
-CETA

CONTRIBUTORS

Jet Sales, Earl Seller Jr.
Warehouse Market, Bismark
Dakotah Paper, Fred-Mohr, Fargo
American Lutheran Church
Super Valu, Fargo
Mr. and Mrs. Tom Lyman,
Lemmon, South Dakota
Continental Big Red Grocers,
Fargo
Tochi Foods, Fargo
Dakota Food Equipment,
Don Nelson, Fargo
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hurst, Bismark
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Nash-Finch Groceries, Mr.
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Office Machines and Furniture,
Bismark
Montana-Dakota Utilities

The Human Development Training School is Sponsored by

Cannon Ball Development Corporation

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THE INSTITUTE OF CULTURAL AFFAIRS
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JUNE 1980

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CANNON BALL HDTS
June 1980
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CANNON BALL HDTS
June 1980
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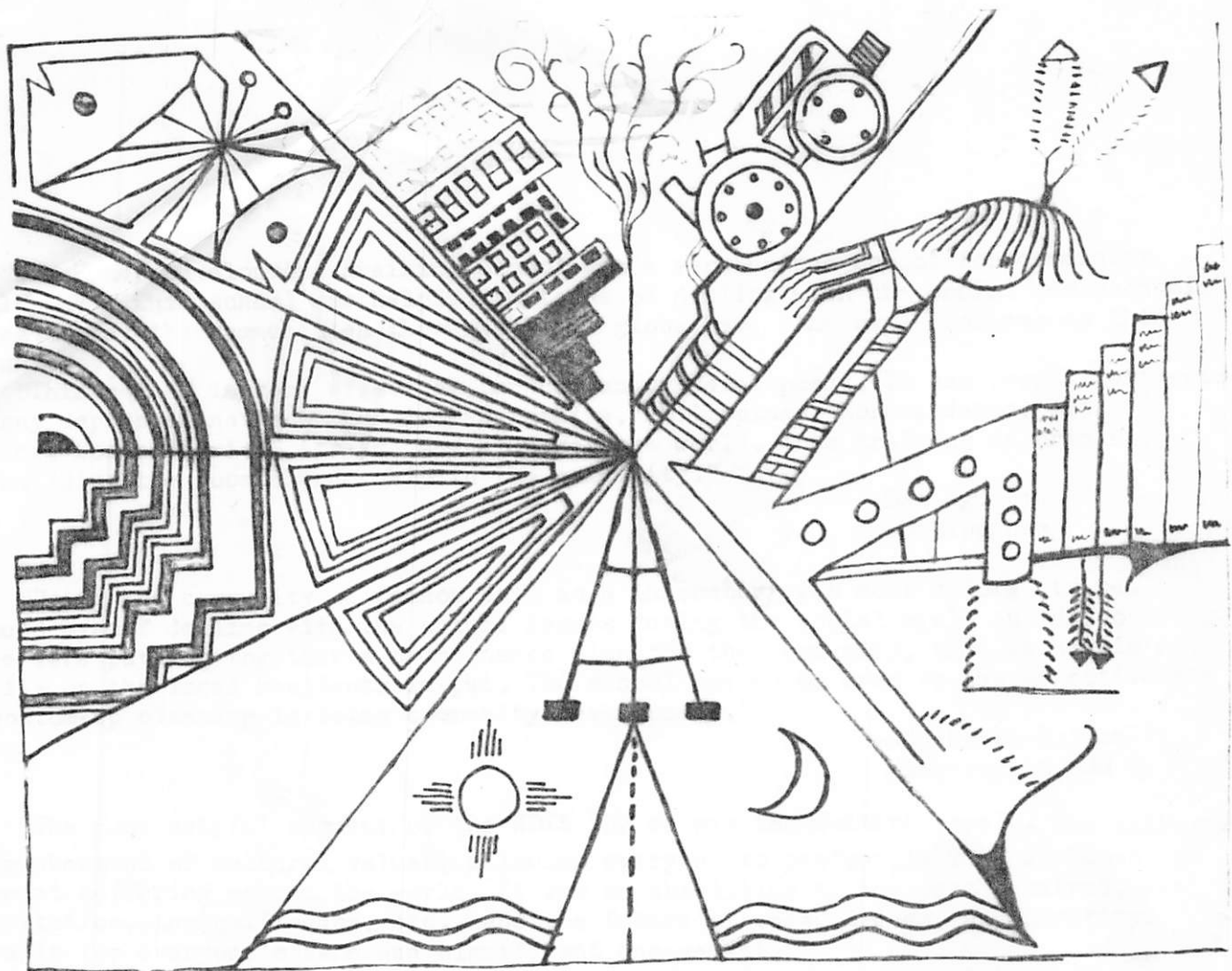
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Bullhead, S.D., USA



PARTICIPANT'S COMMENTS

CANNON BALL HDTS

JUNE 1-21, 1980

"This school has reaffirmed for me that it is the local residents of an area who are responsible and capable for the development of their own communities. We had experience in using methods that serve to consolidate the individual goals and proposals of a group into a useful corporate model for future actions."

-Arlene Nock
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"My experiences at HDTS in Cannon Ball have taught me many things. One of the most prominent is that people of different backgrounds and cultures can work efficiently and quickly when broken into smaller groups. The work each task force accomplished in such short time periods amazed me. Working with people of diverse backgrounds also eradicated many of my prejudices and stereotypes, opening my eyes to the beauty of individualism."

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"The diversity of the group was a powerful stimulant to the creativity of the school. I found the group reporting sessions and the reflections we shared were the most helpful in allowing all of us to experience the impact of the whole school and see the possible future applications of this work in our communities."

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"If there are weapons of integrity anyone can be trained to use them in life: economic, political, cultural. The only requirement is the decision to take a positive relation to the issue of the world and our care. We need to discern the need and the action required and then pass on this decisionmaking process as a gift."

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Chicago, IL

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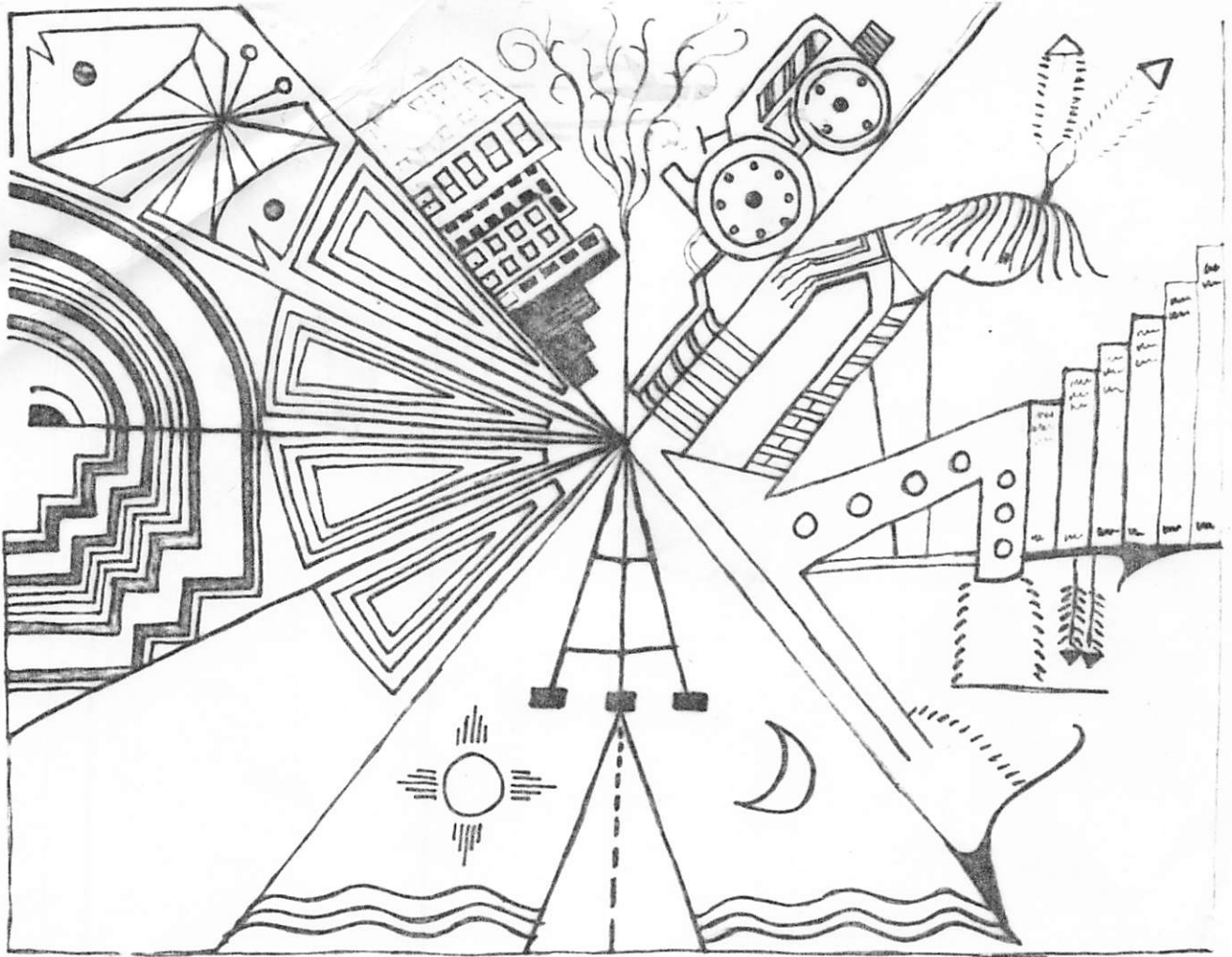
-W.E. Salmon
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-Marie Sharp
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"This school enabled me to see how my own community can take a major step forward. Because we dealt with the next practical steps in Cannon Ball and the Standing Rock Reservation, we were engaged in the most practical kind of work and learning. Richgrove needs this school in the fall."

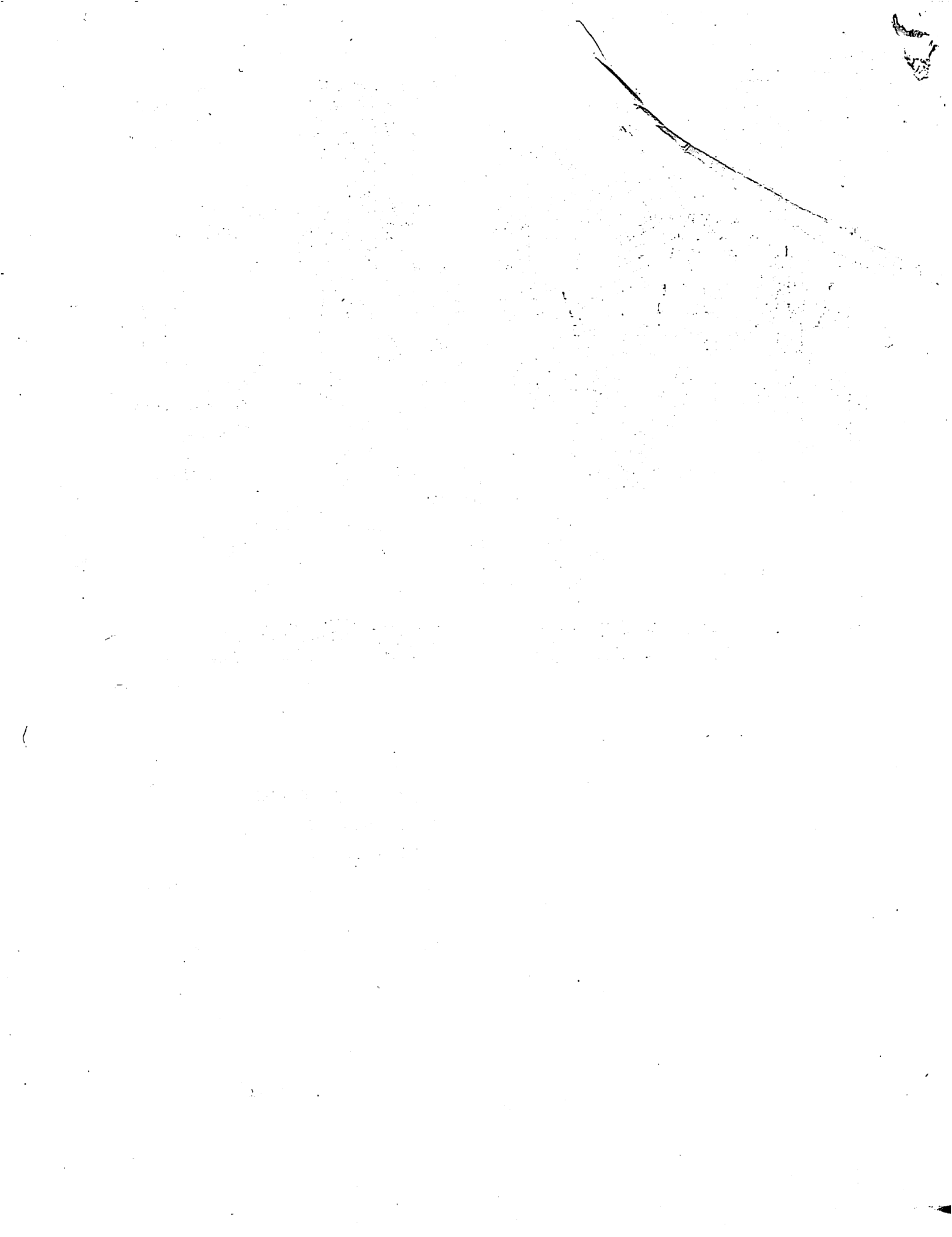
-Ed Shinn
Richgrove, CA



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"The Human Development Training School was a very unique school for community development. This school was helpful in terms of dealing with the social and economic arenas. Today the communities throughout the globe have the same problems as this community.

"This method is very effective for community development. It has been experimented in many depressed nations like in Maharashtra, Philippines, Korea, Japan, Latin America, South America, Africa, and all over the world. This training is primarily for building the local leadership in the community."

-Ben Aguirana
Philippines

"Using the community of Cannon Ball as a laboratory was most helpful to me. I found myself dealing with the actual issues during the social cycle and discovering, as we were putting together a maintenance plan for the community, that we had to rely heavily on the local residents in-put. The school opened my eyes to the effectiveness of bottom-up planning in doing community development."

-Adelberto Batica
Minneapolis, MN

"The most helpful segment of the HDTS for me was the cultural cycle. The talks were a reawakening of cultural values, allowing everyone to profoundly look at human innocent suffering around the world. It was an absolution to the past's hatred, exploitation, insignificance, etc., and the future's hopes, dreams, and identity. It calls for everyone's care and significant engagement."

-Elsa Batica
Minneapolis, MN

"In three weeks of HDTS I have really learned to be more talkative with people, expressing my ideas and giving reports in front of strangers. The school really helped me get involved by pushing me in a friendly way to help me get rid of my shy self. HDTS methods are simple and effective to motivate community people. I learned how to care, to get involved with my community, to do something to better the life of Cannon Ball, and to make ideas into reality."

-Claude Ross Brave Bull
Cannon Ball, ND

"This school showed that people of very diverse backgrounds can work together. We worked in communities on Standing Rock and now the students, people from the Reservation, and folks across the state know that economic, social, and cultural development is possible. These communities have begun a new future of self-sufficiency."

-Pat Druckenmiller
Cannon Ball, ND

"The Human Development Training School in Cannon Ball was a sign for me of how local people can learn effective economic, social, and cultural development methods and apply them in real situations which lead to substantial changes in a community's whole life together. This was demonstrated by the actual planning and implementation of major community events by the students themselves."

-Douglas Druckenmiller
Cannon Ball, ND

"The interactions among native Americans from this reservation and people from many other places pointed to the needs across this reservation. We also found that there are resources not being used fully. The experience of working with five other people to bring off a town meeting was my time of intensive learning."

-Pat DeSpain
Cannon Ball, ND

"I learned a lot from this Human Development Training School to help other people know what is going on. I learned about problem solving and teamwork."

-Cletus Eagle
Bullhead, SD

"It was a great privilege to live and study for three weeks in the demonstration community of Cannon Ball. Cannon Ball is the living sign of a community on the move and providing for us a hopeful example of what communities can do to rebuild and renew themselves for the future. In the Training School, local leaders were able to explain the methods they used to establish such programs as the truck farm, the shopping plaza, and the Cannon Ball Industries. Other key resource people were invited to help in the next phase of economic and social development. In this sense, the whole school became a laboratory for future development."

-Jane Booher
Chicago, IL

"The Human Development Training School has taught me a lot of things that I didn't know before. I learned to listen to everyone and be able to motivate people and to develop skills of consensus and focus on long-range planning. I learned to get along with all sorts of people and get things done."

-Mary Rose Fool Bear
Cannon Ball, ND

"The Human Development Training School was an ingenious combination of accelerating the programs of the Cannon Ball Project and providing a practical laboratory to use the methods and skills taught in the school. The theory and method taught established the foundation. Actually going out into Cannon Ball and the other communities around it called upon the creativity and invention of all the students and staff because we were all dealing with real community responses and struggles."

-Charlene Forbes
Pisinemo, AZ

"The methodology used by HDTS in implementing cultural development in local communities is very impressive. People generally respond in these town meetings constructively. I feel that cultural development is in every way as important as economic development, if not more so. Presently I can see no more effective methods of improvement."

-Luther Grinnell
Mandaree, ND

"When the governor of North Dakota came to the community development expansion assembly and a local television station covered the event in a nightly news segment, I began to believe that global development put in the context of local community development can, in fact, become reality."

-Michael Haasl
Babbitt, MN

"The Human Development Training School was very helpful in the arenas of enabling us to see beyond our own little world, and allowing us to communicate and work through practical methods, which seems right for local community development in the 20th century."

-Alice Harriott
Pisinemo, AZ

"The methods of economic, social, and human development together form a way to create ideal community. These methods are very helpful because they allow us to explore our own depth humanness and then to participate in practical events in community development."

-Hur Myung Hee
Chicago, IL

"The positive thing about the training school was its demonstration of building self-confidence in a community through the enabling of community consensed projects to become successful. The projects at Cannon Ball, including a grocery store, truck farm, and industry are good guideposts for other communities to learn from."

-Cindy Jatul
Madison, WI

"The Human Development Training School is an excellent place to learn methods of local economic development in setting up industries, agricultural expansion, and management using locally available materials and skills. It also trains people to be effective leaders in the community. The methods which enable communities to corporately plan and implement programs is an invaluable gift of the school."

-Titus Jayasekara
Los Angeles, CA

"I learned a great deal from these two weeks. Method workshops were valuable for me in that they taught organizational methods which can be applied to any situation. I also learned more about the importance of my relationship of my part in the world as a whole. I would say it has been a positive growth experience for me."

-Tanager Kastner
Farmington, ME

"The Cannon Ball Human Development Training School was a demonstration of people in local communities working to learn ways to plan their future. The methods that allow for all people in a group to participate were used in so many forms that all persons involved practiced and perfected them."

-Susan Lyman
Billings, MT

"The struggle of our time is to renew the life of local communities. The Human Development Training School taught me that it is possible to develop and use methods to motivate, engage, and sustain people in effective care for their communities."

-Joseph Nagy
Kinney, MN

"This school is a working school in that it is not just learning something to be applied later, but is actually doing human development in this local geography. The form of human development comes from corporate planning by common people of diverse heritages and vocations, along with local and neighboring citizens. This has taught me not only the effective use of planning skills, but has given me new insights into the power of cultural events and symbols."

-Paul Noah
Chicago, IL

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-Ed Shinn
Richgrove, CA

"During the social cycle I learned that there are often arenas of deep concern to the community (such as needing youth activities) which have not been tackled because it has been a difficult task in the past and there is no community consensus to move on it. The school in conjunction with the key community people used workshop methods to name resources, design youth activities, set a new resolve to deal with youth activities in Cannon Ball."

-Nancy Trask
Cannon Ball, ND

"The methods of this school have given me a better outlook on leading workshops. It has been hard to do things among crowds but I have gotten used to it. The problem-solving, teamwork, and motivational skills have been a great help. It shows that anybody can do workshops and become leaders in the eyes of our communities. I'm glad I was a participant in this school."

-Lois Little Bird
Cannon Ball, ND

"Before I came to this school, I didn't even know what economic, social, or cultural development was. I mean, everyone hears a lot about "human development," but who really knows what that means? It's too broad. Now I realize that economic development means starting a grocery store, for example, and I even know how to do that."

-Sharon Wainshilbaum
Monticello, UT

"The school reinforced my belief that all types of people have common ground and common needs and community is the realization of this. Some of the methodology is practical but it needs more flexibility, according to where the setting is. The political situation cannot be removed from the context of the school."

-David Weightman
Madison, WI

"The Cannon Ball School was my first experience in teaching in a Native American situation. The most helpful aspect of the school for me was the participation and support of Cannon Ball residents and people from other districts on Standing Rock. Local development which many people consider virtually impossible, was made to look very possible if not easy by the hopefulness and determination of the local people as well as the availability of resource people to us in the school."

-James Wiegel
San Francisco, CA

"I learned from this Human Development Training School how to go about setting up an industry and how to go about getting funding for it. I learned to care for my community. I learned how to use team work and motivational skills in problem solving."

-George Fool Bear
Cannon Ball, ND

"I have learned about how the industry does its accounting and ordering of steel. The school has increased my learning on how Cannon Ball would be in the years to come."

-Pattie Black Cloud
Cannon Ball, ND

"I have learned how to run a town meeting and to discuss what are the needs of a better community. The school has helped me to understand problems and to work in a team."

-Vivian K. Hallow
Cannon Ball, ND

"First of all I learned quite a bit and made quite a few friends. All the arenas were helpful. The school helped me make my community better and be more friendly."

-Lena Wise Spirit
Cannon Ball, ND

"I intended to learn something of other people. The school has taught me togetherness."

-Glen Standing Bear
Cannon Ball, ND

"It has been a very good learning experience for me. Where I come from we need stores."

-Jerome Eddie
Montezuma Creek, UT