

Div. III Summer 69

PERMEATION DIVISION
SUMMER QUARTER 1969

ALL SECTIONS
E.I. CHICAGO

GOALS FOR SUMMER QUARTER

- I. Write a manual for permeation tools used thus far.
- II. Build a comprehensive model for permeation in business, industrial, and civil structures.
- III. Build a coordinated model for the development of all future permeation courses.
- IV. Build a model for strategic placement of troops.

ACCOMPLISHMENTS

- I. Pulled together a comprehensive list of all the permeation tools used thus far in the various guilds.
- II. Wrote a document based on a completed comprehensive civil structures model.
- III. Gained more clarity on the functional breakdown of civil structures, and had practical methodological experience with effective corporate development of a permeation course construct.
- IV. All guilds have a strategic placement model for the Fall, two of which come out of a comprehensive model for strategic permeation.

CONTRADICTIONS

- I. Time spent as a total division inadequate for symbolic identification with permeation Division.
- II. The nature of each guild's work was too independent to be seen as part of one corporate thrust.
- III. No coordinated strategic placement model for the Division, and no model for enabling people to get jobs.
- IV. No long-range comprehensive goals for strategic permeation of the Chicago region and placement of all troops.

CHURCH & WORLD GUILD

- I. Goal: To create a practice model for strategic job placement.
Accomplishment: Constructed job placement model and document including practice of strategic job acquisition, on-the-job establishment and maintenance and a listing of present job priorities.
- II. Goal: To create a secular structure construct.
Accomplishment: Constructed a civil functions model, pushing the Economic, Political, and cultural dynamics to the third level with 27 functions, each of which was concretized with a minimum listing of 5 specific civil structures.
- III. Goal: To create a problemat of secular structures.
Accomplishment: By structured conversation, accumulated data through job placement and pushed our insights relative to the problems which exist in civil structures.
- IV. Goal: To evaluate the construct of the permeation division.
Accomplishment: No accomplishment.

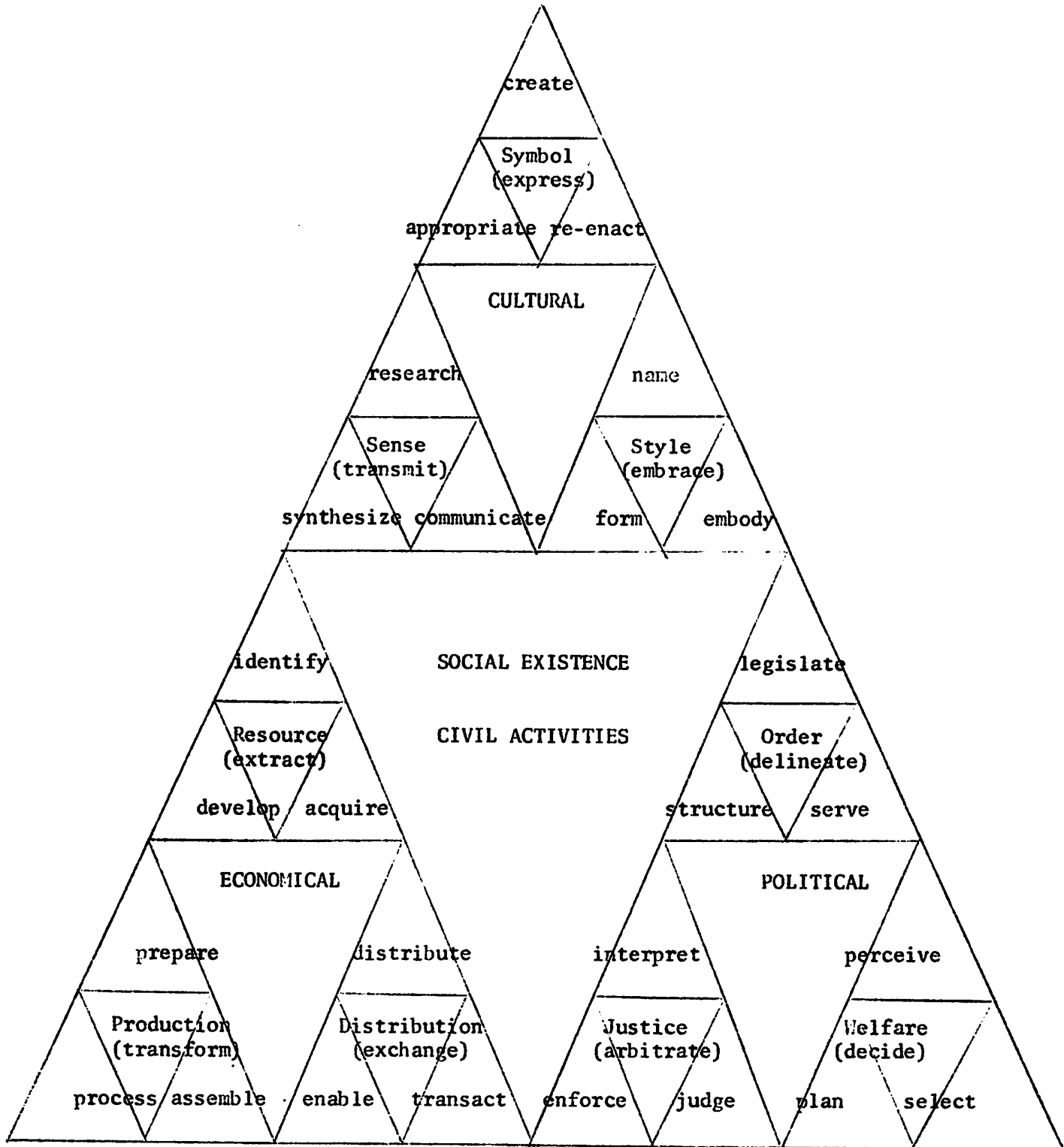
Other Accomplishments

- I. Established tentative guild operational construct and internal dynamic and held to timeline.
- II. Guild members are working in secular structures and exploring in the area of what it means to be a revolutionary in the secular structures.

Contradictions

- I. Unclear vision of what we are about has resulted in slow progress toward goals and has limited concretization of how permeation guilds are tied to the Local Church.
- II. Self-conscious permeation at work has not been enabled due to lack of sustaining structures, rites, and symbols related to on-the-job situations.
- III. The job placement model is still too abstract for immediate use.
- IV. Guild construct and sustaining structures are in their infancy and are in need of evaluation.

Sphere	C I V I L								
Category	ECONOMICAL			CULTURAL			POLITICAL		
Focus	goods			gifts			responsibility		
Man's Rel'n	physical existence			primordial existence			social existence		
Mode	space/time/energy			ethnic			ethic		
Residue	functional objects			humanness			history		
Dimension	PRODUCTION	RESOURCE	DISTRIBUTION	SENSE	SYMBOL	STYLE	JUSTICE	ORDER	WELFARE
Man's Role	manipulate materials transform	confront phys exist extract	possess goods exchange	manipulate mindset transmit	confront prim exist express	possess gifts embrace	manipulate soc struct arbitrate	confront soc exist delineate	possess responsib. decide
Functions	PREPARE PROCESS ASSEMBLE	IDENTIFY DEVELOP ACQUIRE	DISTRIBUTE ENABLE TRANSACT	RESEARCH SYNTHESIZE COMMUNICATE	CREATE APPROPRIATE RE-ENACT	NAME FORM EMBODY	INTERPRET ENFORCE JUDGE	LEGISLATE STRUCTURE SERVE	DELINEATE PLAN SELECT



GOALS FOR SUMMER QUARTER

- I. To Complete the Higher Education Course construct.
- II. To intensify Academy recruitment to include all university contacts.
- III. To complete the basic groundwork for the establishment of the Signal Project
- IV. To use the wisdom of the past to create the internal life of the Guild present and future.

ACCOMPLISHMENTS

- I. Basic structure for Higher Education Course construct complete.
- II. Comprehensive national mailing list of all university contacts made from past Guild files and Summer 69 Academy participants.
- III. Basic goals and research done for the establishment of the Signal Project.
- IV. Guild Archives and construct for operating Guild manual completed.

CONTRADICTIONS

- I. Unable to articulate our time as one thrust.
- II. No adequate symbol to hold our task before us.
- III. Contacts not held accountable to total guild for their work.
- IV. No large body to bounce our work on the course structure off of.

ADDITIONAL ACCOMPLISHMENTS

- I. Workshopped with university faculty and students from Summer academies.
- II. Cleaned, decorated, and moved into new Guild office in belfry of Chapel.

HIGHER EDUCATION PERMEATION COURSE CONSTRUCT										
HIGHER EDUCATION PERMEATION COURSE CONSTRUCT	FORCES		STRUCTURAL REVOLUTIONARY	<p>▷ x 1</p> <p>TASKS</p> <p>QUALITIES</p> <p>CORPORATE</p>	CEREBELLATION	<p>TROOPS</p> <p>FORM</p> <p>TASK</p> <p>VISION</p>	UNIV. FERMENTATION	<p>ADMINISTRATION</p> <p>FACULTY</p> <p>STUDENTS</p> <p>METHODS</p>	GLOBAL MOV'T	<p>COMMON THRUST</p> <p>CADRE NET</p> <p>ACTION GUILD</p> <p>CONSULTATIONS</p>
	IMPORT		REV + EDUC.	<p>REVOLUTIONARY CONTEXT</p> <p>ROLE OF UNIV.</p> <p>IMAG. EDUC.</p> <p>HOW YOU EDUCATE</p>	NSV	<p>GLOBALITY IS</p> <p>S/C ABOUT GLOBALITY</p> <p>STRUCTURE GLOBALITY</p> <p>VISION OF NEW LEFT</p>	NRM	<p>NEW CONSCIOUSNESS</p> <p>QUEST FOR AUTHENTICITY</p> <p>RELATIONSHIP SELF-TO-MYS.</p> <p>RESPONSE TO DEMAND</p>	NEW MAN	<p>INTERIOR BEING OF REVOLUTIONARY</p> <p>EXTERIOR STYLE OF REVOLUTIONARY</p> <p>TOOLS FOR MISSION</p> <p>FREEDOM LECTURETTE</p>
	METHODS		CHANGING IMAGES	<p>DYN. OF SOCIAL CHANGE</p> <p>METHOD</p> <p>FULL-TIME JOB</p> <p>VISION</p>	CONTEXTUAL ETHICS	<p>HISTORICAL CONTEXT</p> <p>UNIV - PART. DYNAMIC</p> <p>WORLD GRID</p> <p>MORAL MAN</p>	MODEL BLDG. METHOD	<p>FUNCTION</p> <p>PROCESS</p> <p>IMPLICIT CRITERION</p> <p>PROCEDURAL STEPS</p>	SOCIAL CHANGE	<p>STRUCTURAL REVOLUTIONARY</p> <p>ROLE OF UNIV. IN SOC. CHANGE</p> <p>STALIN MODEL</p> <p>PRACTICES</p>
	MODEL		HISTORICAL	<p>CONTEXT</p> <p>CLASSICAL</p> <p>AMERICAN</p> <p>MODERN</p>	DYNAMIC	<p>IMAGINAL → JOURNEY IN S/C</p> <p>EDUC. AND SOC. CHANGE</p> <p>FUNCTIONAL</p> <p>CONSCIOUSNESS</p>	GROUND	<p>INPUT</p> <p>RELATIONAL</p> <p>RESEARCH</p> <p>OUTPUT</p>	VISION	<p>IMAGE</p> <p>CURRICULUM</p> <p>METHOD</p> <p>ORGANIZATION</p>
	CRISIS		NEW WORLD	<p>UPHEAVAL</p> <p>SCIENTIFIC</p> <p>URBAN</p> <p>SECULAR</p>	UNIV. IN CRISIS	<p>EXTERNAL IMPINGEMENT</p> <p>INTERNAL INTENT</p> <p>METHOD</p> <p>STRUCTURE/POLITY</p>	IMAGINAL EDUC.	<p>THE WAY MAN OPERATES</p> <p>EDUC. = SK BRAINWASH</p> <p>DEPTH DECISION</p> <p>RESULTS</p>	RADICAL HUMANESS	<p>INTERNAL DYNAMICS</p> <p>FREEDOM/DETACHMENT</p> <p>TOTAL COMMITMENT</p> <p>STYLE</p>

		CRISIS	MODEL	METHOD	IMPORT	FORCES	
MEALS	Name Conv Intro	SELF-CONSCIOUSNESS	MEAL IS CULTURAL	CONTINGENCY	SECONDARY SYMBOL	HUMILITY GRATITUDE COMPASSION	
		INTRODUCTORY	EDUCATED MAN	HIGHER EDUC.	MOVIE	SPIRIT ISSUES	
WORKSHOPS	Name Conv Intro	OWN UNIVERSITY	WORLD PROBLEMATIC UNIVERSITY GRID	UNIV. PROB. UNIV. MODEL	MANIFESTO	BATTLEPLAN	
		QUESTIONS	<ol style="list-style-type: none"> 1. Task of Univ as seen by 1) ADMIN, 2) FAC, 3) STUDENTS, 4) COMMUNITY. 2. ONE IMAGE OF UNIV. FROM EACH PERSPECTIVE. 3. 4 IMPINGEMENT OF WORLD ON YOUR UNIVERSITY. 4. 4 WAYS YOUR UNIV. IS RESPONDING TO THOSE IMPINGEMENTS 	<ol style="list-style-type: none"> 1. GRID UNIVERSITY 2. INDIVIDUALLY LIST 10 ECO, POL, CULT PROB'S OF THE WORLD. 3. BREAK INTO GROUPS EACH GROUP LIST 25 ECO, 25 POL, 25 CULT PROBLEMS - GESTALT DOWN TO 5 PROBLEM IN EACH AREA. 	<ol style="list-style-type: none"> 1. EACH PERSON LIST 25 UNIV. PROB'S 2. BREAK INTO GROUPS BY SIZE OF CAMPUS - LIST 50 PROB'S, GESTALT TO 4 3. FLIP PROB'S TO 4 GOALS 4. LIST FORCES ON CAMPUS 5. 2 STRATEGIES PER GOAL 6. 2 TACTICS PER STRATEGY 	<ol style="list-style-type: none"> 1. ALL CREATE SYMBOL FOR RENEWED UNIV. 2. CONV. ON WHAT A MANIFESTO DOES/IS. 3. BREAK INTO 4 GROUPS + WRITE <ol style="list-style-type: none"> A. STATEMENT OF TIMES (USING WORLD PROBLEMATIC) B. AREA OF CONCERN (UNIV. PROBLEMATIC) C. SOLUTION/STANCE + CALL TO ARMS D. DISCIPLINE/RULES (MYTH-RITE-SYMBOL) 	<ol style="list-style-type: none"> 1. BRK INTO GROUPS BY ACTUAL SCHOOLS. 2. 25 PROB'S - GESTALT TO 5. 3. REPHRASE PROB'S AS GOALS. 4. LIST FORCES. 5. 2 STRATEGIES/GOAL 6. 2 TACTICS/STRAT. 7. 1-YR TIMELINE BY QUARTERS 8. QTR T/L BY WKS.
		PLAN	<ol style="list-style-type: none"> 1. IMAGES QUICKLY 2. TASKS QUICKLY 3. IMPINGEMENTS SLOWER W/SOME REFLECTION 4. RESPONSES 5. ASK/REFLECT: WHAT IS CRISIS OF UNIV? 	<ol style="list-style-type: none"> 1. EACH GROUP PUT UP PROBLEMATIC (ART FORM WKSHOP) 2. GESTALT INTO ONE PROBLEMATIC. 3. ART FORM GRIDS (DO THIS FIRST) 	<ol style="list-style-type: none"> 1. EACH GRP PUT UP GOALS - COMPARE 2. PUSH FOR PROBLEM BEHIND PROBLEM 3. EACH GROUP PUT UP GOALS, STRATEGIES, TACTICS 4. ART FORM ALL PUSH ONE. 	<ol style="list-style-type: none"> 1. ART FORM SEVERAL SYMBOLS + GIVE ALL TO GROUP D 2. CONV. ON MANIFESTO. 3. BRK INTO GROUPS. 4. PUT ON DITTOES. 5. COLATE + ART FORM. 	<ol style="list-style-type: none"> 1. GIVE ASSIGNMENT 2. BREAK INTO GROUPS 3. COME BACK - PUT UP 3 OR 4 + PUSH

GOALS FOR SUMMER QUARTER

1. Develop structures to enable guild members in missional graduate study.
2. Create a symbolic life to nurture guild members in the midst of diversified assignments.
3. Establish structures to enable the public school teachers in the Order to find fall jobs.
4. Provide a workable resource of Imaginal Education tools developed at this point.

ACCOMPLISHMENTS

1. Structures were established that enabled the task of study.
2. A list of values and priorities to be held in securing job placement was made.
3. A model for short courses to be used in permeation of the local school was developed.
4. A chart listing all the public school teachers and their position in regards to certification, job application, and employment was made and posted in order to keep on top of this changing situation.

CONTRADICTIONS

1. Lack of data on the assignment procedures of the Chicago Public Schools.
2. Inadequate interior nurture structures.
3. The non-corporate nature of our main task of study.
4. A model for holding priorities for study responsibility/other Order responsibilities not developed.

ADDITIONAL ACCOMPLISHMENTS

1. A meeting was held to which all public school teachers in the Order and Academy were invited at which we began the groundwork for fall job placement.
2. The writing of one PhD dissertation and one Master's thesis nearing completion; course work almost completed and comprehensive exams taken for MAT degree in Chemistry; and two courses for MAT in Education completed and work underway on third course and thesis proposal.

NAME	CERTIFICATION	APPLICATION	CONFIRMATION
J -John Oyler	German		
Carolyn Phansteil	M.A. (English) Illinois		Proviso West H.S.
Carol Bond	Eng. & Hist. New Jersey, Chi.	Chicago	
Marilyn Oyler	Math Chicago		Marshall H.S.
Kay Lush	Guidance Chicago FTB		Marshall H.S.
Judy MacDonald	Eng. Chicago, temp.	Chicago	
Marge Tomlinson	Chicago FTB Illinois	Morton East	
Nick Derrough	Jr.H. Chicago FTB	Chicago	
Ann Harrison	Illinois Chicago	Chicago U. of I.	
Betty Ann Duke	Eng. Chicago FTB	Chicago	
Elsa Nelson	Chicago FTB		Manley Upper Gr.
Mike Hoff	Chicago FTB		Manley Upper Grade Center
Jim Weigle	Chicago		Ericson
Linda Cook	Chicago FTB		Sumner Elem.
Judy Seale	Chicago		Lucy Flower Girls Vocational
Pat Jones	Amer. Montessori Chicago FTB	Sumner Elem, Chicago	
Mike Maddock	Biology		Biology Univ. of Ill.
Barry Clemson			Univ. of Ill. Ed. Assistance
Marilyn Crocker	Eng. & Hist.		Amundson Jr. College
Desmond Avery			
Lynn Bell	Chicago FTB	Chicago	Librarian Ericson Elem.
Stan Bohner	Chicago FTB		Marshall H.S.
Susan Weber	Chicago Chem.	Chicago	
Kay Lynn Howard			

	WEEK 1	2	3	4	5	6	7	8	9	10
HENRY SEALE	Approval of chapters written to date				Conference with advisor Tentative approval on rest.		Turn in another chapter			Ph D Thesis ENGLISH
JUDY FISHEL						Approval on Outline				MA Thesis Counseling
SUSAN WEBER					Comprehensive Exam					MAI Degree Chemistry
PAT JONES						2 courses completed				3 rd course completed MAI Thesis PROPOSAL completed

Summer Quarter 1969

GOALS FOR SUMMER QUARTER

The Penetration/Formulation division understands itself to be about the task of developing and enabling the movement at every level thru:

1. Comprehensive planning
2. Community continental & global enablement
3. Comprehensive penetration of socio/religious structures
4. Spirit nature in task of formulation

ACCOMPLISHMENTS

- I. Beginning work on comprehensive timelines and models for the coming year and the next 3 years of the 4 year timeline.
- II. Work in all sectors on the necessary records and filing of records needed to enable effective penetration.
- III. International trips for the fall were set up, the Singapore Academy enabled, and Developing relations with social and religious structures of the nation.
- IV. The practical questions of what it means to nurture colleagues whether they be around the world or residents of St. City were raised and the wisdom of the college experiment was applied in building models.

CONTRADICTIONS

- I. A lack of staff in all areas.
- II. A lack of corporate timodesigns that would enable each sector to understand the quarter as a full 15 week quarter and to see its relationship to the past and present.
- III. The lack of structures to enable and train leadership in each sectors area of concern.
- IV. The lack of a model for relations to the establishment in each area of concern.

Penetration Division

Intercontinental Sector

Summer Quarter, 1969

Ecumenical Institute; Chicago

GOALS FOR SUMMER QUARTER

- I. To develop a ten year plan for global penetration and formulation.
- II. To establish effective global communication with colleagues.
- III. To develop the current year's trip enablement model.
- IV. To develop a model for order and movement education.

ACCOMPLISHMENTS

- I. Developed a one year time line by quarters and brainstormed on a long-range model.
- II. Gained clarity on effective global communication model through individual letters, follow-through/ work on mailing list and consulting with propagation on international publications.
- III. Prepared trips for the fall to Europe, Africa, Central America, India and Samoa by correspondence, materials mailing and team preparation while enabling present work in Canada and Singapore.
- IV. Created models for education through the Singapore Academy celebration, office decor, the education of guests and through division workshops.

CONTRADICTIONS

- I. No long term strategies and tactics for developing and nurturing indigenous leaders, especially in non-English speaking cultures.
- II. No effective communications network that allows for quick transmission of pertinent data throughout the globe.
- III. No model for local enablement of course set-up and materials reproduction.
- IV. No model for continuous education of the order and movement on relevant facts of intercontinental task.

FURTHER ACCOMPLISHMENTS

- I. Created model for inexpensive shipping of materials
- II. Created the construct for an inter-continental manual.

INTERNATIONAL ITINERARY TIMELINE - FALL '69

	EAST			WEST		SOUTH		
	Australia	India	Malaysia	Samoa	Canada	Europe	Africa	Central A
S E P T			Singapore			Leicester	Abidjan	
			Singapore			Bremen	Abidjan	
						Frankfort		
		Calcutta				Muelheim	Sierra Leone	
O C T	Sydney	Bombay			Vancouver	Munich	Liberia	Guatemala
	Grafton	Colombo			Winnipeg	Berlin	Ghana	Costa Rica
	Brisbane	Madras			Saskatoon	Hannover	Nigeria	Caracas
	Melbourne	Bangalore			Thunder Bay	Freiburg	Cameroon	Jamaica
N O V	Morwell	Hyderabad			Regina	Sheffield	Nairobi	
	Adelaide	New Delhi			Vancouver	Rochdale	Mombasa	
	Caduna	Beirut			Toronto	Fristol	Mwanza	
	Derby				London	London	Kampala	
	Perth				Halifax	Glasgow	Bukoba	
D E C	Kalgoorlie					Edinburgh	Nairobi	
	Hobart					Dunblane	Limuru	
	Broken Hill					"Oxford"	Nairobi	

CONSTRUCT FOR INTERCONTINENTAL MANUAL

BRIEFING/PRE-TRIP		MISSION/STRAT. & TACTICS		MAINTENANCE/INTERNAL LIFE		DEBRIEFING/POST-TRIP	
planning	practices	pen./form.	permeation	symbolic	practices	recording	reporting
Pre-trip Timeline	Legal Preparation	Intercont. Course Constructs	20 Short Courses for Ch. & Wld.	Worship and Symbols Model	Daily/Weekly Time design	4 x 4 on UR Image	Team Life Construct
Itinerary Plan	Personal Preparation	Historic/ Futuric Construct for Area	Statistical and Inform. Chart for Area	Accountabil'y Structure	Budget and Monitary Plan	4 x 4 on Social Vehicle	Movement Analysis
Consult Plan or Former Trips	Materials Preparation	Annotated Print-cut	Church Polity Constructs	Study Model	Touring Data	Contacts & Panjayet (5 key move't leaders)	Church Grid
Study Plan	Travel Preparation	Annotated Key Contact List	Annotated Key Leadership List	Celebration Model	Order Relations	Trip Statistics	Civil Situation

INTERCONTINENTAL COURSE REPORT

Please answer the following questions succinctly with a view to preparing the team that is to follow you.

I. Regarding the Team:

- A.
 1. Outline the team's internal/symbolic life.
 2. Attach a financial report of actual trip expenses.
 3. Attach a copy of your actual itinerary and the rationale behind it.
 4. Outline the actual assignments of each team member and the assignment structure.
- B.
 1. What further specific preparation would have enabled you in the area of knowing, doing, and being.
 2. What was the nature of your team preparation, and what was most helpful to you in your preparation.
 3. What further materials would have been helpful to you, and what materials did you have in access of use.
 4. What would you recommend for teams in the future relative to preparation for this particular country or area.
- C.
 1. How would you suggest that the structures of internal/ symbolic life be drawn up for all intercontinental teams.
 2. What are the teams' recommendations regarding work and accountability structures
 3. What is necessary for objectifying the care structures within the team and between the team and base office.
 4. Evaluate the effectiveness of the team and incorporate recommendations for enabling corporateness.

II. Regarding the Movement:

- A.
 1. Attach a fresh grid of the continent and area to the region level.
 2. Attach or send in name and address lists, annotated, of all participants.
 3. Attach a copy of the complete consultation construct used.
 4. List the statistics of courses and consults and contacts by metro and type.
- B.
 1. Provide an analysis of % use of team time in course preparation, recruitment correspondence, informal encounter, cultural confrontation, etc.
 2. Analyze the responses to courses in each region.
 3. List the actual leadership in the Movement and evaluate the strength and location of cadres.
 4. Who should be pushed to teach and how should they be prepared.
- C.
 1. List the panjayat (five people in each region who would give their deaths to see the Movement come off.)
 2. Project a four year time line for the area covered.
 3. What were the signal encounters that future teams need to be aware of.

III. Regarding the Church:

- A.
 1. Analyze and chart the ecclesiastical structures indicating their relative strength, emphases, gifts, publications, etc.
 2. List theological colleges which you contacted or held courses in.
 3. List and analyze the influence of Church related structures such as SCM.
 4. What are the anti-church structures peculiar to this area.
- B.
 1. What is the most likely area for immediate permeation within the church.
 2. What people and positions are key to the next ten years in the Church.
 3. What enemies or hostile reactions should the next team anticipate.
 4. Where would a different strategy have been useful in neutralizing.
- C.
 1. Trends remaining relatively the same, what is the role of the Church in the next ten years.

IV. Regarding Civil Structures

- A.
1. What legal facts need to be known relative to visas, currency regulations customs, transport of materials across borders, shots, etc.
 2. Evaluate the ease and reliability of communication systems.
 3. List the cultural and language "watch-its".
 4. What are the main sources of education and information and what are the strengths and weaknesses of these sources.
- B.
1. Bring back to this office for the Order a recent, comprehensive book of the history of the area written by an indigenous person.
 2. Attach a social analysis of the areas or regions visited as to cultural and ethnic origins, population, occupations, and degree of world consciousness.
- C.
1. Attach a political-economic problemat.
 2. List key public figures. When relevant, note whether friendly, hostile, or neutral to us or to the Church.
 3. Who and what forms the public opinion of the populace. What would be the priority lists for permeation of the civil structures.
 4. What further data would you add to this report. A brief narrative report is in order.

GOALS

- I 20 groups and 30 individuals representing groups contacted for fall RS-I recruitment.
- II A centralized filing system.
- III 260 persons in attendance at Council IV (10 per Region from 24 U.S. Regions; 3 from 4 of 12 Canadian and Alaskan Regions; 8 from other Continents)
- IV Fall teaching assignments completed (including Regional Faculty)

ACCOMPLISHMENTS

- I Recruitment: contacted 27 persons representing potential groups to take RSI; contacted 13 potential groups to take RSI.
- II Council IV preparation model completed and 132 recruited, representing battle-ried veterans from Local Cong. Cadres, to complete the Local Church Document.
- III Back correspondence from Winter, Spring, and Summer quarter completed.
- IV Summer teaching schedule of 15 courses and 464 course participants brought off, with 9 courses yet to be taught.

CONTRADICTIONS

- I Continental RSI and PLC brochure is not done.
- II Central filing system is not completed.
- III Prospect File is not up to date.
- IV Fall teaching assignments for Continental Faculty is still to be done, after Summer Academy evaluations are completed.

ADDITIONAL ACCOMPLISHMENTS

- I Recruitment has produced a "pilot" RSI for Navy chaplains and command officers which was set up through the person in charge of training for all Navy chaplains. It is now his hope that the Institute might conduct the opening training sessions required for all Navy chaplains which may be as extensive as a 2 week training program.
- II Recruitment has also produced an RSI for 250 High School students at the annual gathering of all Illinois Diciples of Christ High School Students.
- III Film and projection equipment check in and check out model is in operation.
- IV The annual symbolic Calendar and the Fall actual course Calendar are completed for the North American Continent.

GOALS FOR SUMMER QUARTER

- I. The first goal of the micro staff is to continue to develop leadership among the community at all levels. This is not only equipping them with those pedagogical tools necessary for their increasing responsibilities but also the deeper task of enabling priorship to become a reality within the 5th City community.
- II. The second goal of the micro staff is to carry on secondary penetration by strengthening the base of the stakes and the actualization of the 20 quad structures.
- III. The third goal of the micro staff is to continue the enablement of the Board of Managers in its development trips for funding purposes and also to initiate an extension of metro relations through regular contact with other community organizations.
- IV. The fourth goal of the micro staff is to continue the actualization process relative to the 80 agencies of the 5th City guilds.

ACCOMPLISHMENTS

- I. The management of the NYC program became the total responsibility of the Board of Managers; also 9 5th citizens attended the Teutopolis Academy
- II. Updated the stake directory including information on involvement in other 5th City programs.
- III. The establishment of funding and bookkeeping offices in the Node Extension and an increased number of meetings with public agencies and community groups that affect planning and programs for the West Side of Chicago.
- IV. The usual summer programs were conducted (Jets, YCS, Health) funding for these programs was not available this summer.

CONTRADICTIONS

- I. Insufficient number of trained, volunteer community leadership to staff the agencies to be actualized.
- II. Rigidity of the establishment structures resulting in funding lagging behind program needs.
- III. Insufficient space for crucial program expansion.
- IV. Inadequate structures for recruiting, training, and funding community leaders to work with 5th City youth programs.

SUMMER 1969

E.I.: CHICAGO

GOALS FOR SUMMER QUARTER

- I. To enable individual child through objectifying care constructs.
- II. To create a manual of operations
- III. To implement the conscious renovation and maintenance of facilities.
- IV. To create a communications network.

MAJOR ACCOMPLISHMENTS FOR SUMMER QUARTER

- I. Actualized team and unit meetings.
- II. Practics manual in process.
- III. Structured central library of books, records, and art forms.
- IV. Actualized four schools as one.

CONTRADICTIONS

- I. Training and nurture of C.E.P. workers.
- II. No practics manual in hand with new troops.
- III. Illegal facilities ---no timeline for legalizing.
- IV. Polity understanding still embryonic.