

Upstate New York  
**Dialogue One**

---

a regional conference  
on human development  
in the '80s

ICA The Institute of Cultural Affairs



**ICA** THE INSTITUTE OF CULTURAL AFFAIRS  
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DIALOGUE ONE used methods developed by the ICA in conjunction with The Ecumenical Institute over the past 27 years. These methods are designed to motivate citizen involvement, build community consensus, and aid in planning for successful community action. The Institute facilitated over 5,000 Town Meetings in this country from 1975-1980. The meetings held in 1976 in conjunction with the Bicentennial Celebration were endorsed by The American Revolution Bicentennial Association (ARBA).

The Institute of Cultural Affairs is staffed by volunteers. Some of the staff are provided by The Order: Ecumenical whose members are from many different national and religious backgrounds. They volunteer to live a life of service based on their concern for creative renewal. The Order: Ecumenical provides the full-time, self-supporting staff for the activities of the Institute of Cultural Affairs and the Ecumenical Institute.

The Institute of Cultural Affairs is a not-for-profit organization working in over 100 locations in over 30 nations around the world. It is a research, training, and demonstration group concerned with the human factor in community development. It is a unique network of more than 5,000 volunteers who give their time and hard work to local communities. ICA is tax exempt and is registered in New York State with the office of the Secretary of State. Its community work is supported by groups and individuals from both the public and private sectors.

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## INTRODUCTION

DIALOGUE ONE for Upstate New York was a three-month research process across New York State which examined issues and searched for coordinated solutions for the '80s. DIALOGUE ONE culminated in a regional conference on human development in the '80s, sponsored by The Institute of Cultural Affairs, held May 8-16, 1981, at the International Labor Relations Conference Center, Cornell University, Ithaca, N.Y. Forty -five people, from 25 upstate communities, representing the four sectors of society--private, public, volunteer and local, including age levels from high school seniors to an octogenarian, and including a diversity of educational and occupational backgrounds, assembled for nine days to analyze data gathered over a three-month period from over 600 people. As part of the process, the results of the data analyzed were tested in conversations with over 350 additional people conducted by a team of 27 volunteers.

The research process consisted of four components: local research; the Research Symposium; the Local Community Laboratories; and the State Directions Conference.

DIALOGUE ONE began with research across the state which included in-depth interviews, reviews of previous studies, analyzing news articles and reports, and one-day local directions conferences. The purpose of the local research was to identify the issues which concern society today. Over 600 people across Upstate New York were involved.

A two-day Research Symposium, held at Cornell, May 8-9, engaged 42 participants in analyzing the data gathered during the local research. Participants outlined the future issues and stated the mandates they saw emerging for human development in New York State.

The five-day local community laboratories provided an opportunity to reevaluate the mandates and discover means for their implementation. Interviews were conducted with people in the four sectors in urban and rural settings across the state.

A two-day State Directions Conference reconvened at Cornell, May 15-16, to draft a set of strategic directions from which programs could be initiated within the next four years by interested groups within the public, private, volunteer and local sectors.

DIALOGUE ONE was created to provide a way for Upstate New York people and organizations to identify the unmet needs of those who suffer in our society. It was intended to reveal existing and potential coalitions and networks of individuals and groups who could address these needs. Some possible alliances have been identified, and in some instances, activated.

This document contains the products of the research process and is intended to provide the groundwork for the planning of participating groups. In addition, the dialogue will continue as this report is shared and compared with 88 such reports from places across the globe where a similar process has taken place.

The material in this document is the direct result of the conference. Much of it remains exactly as written during the workshop sessions; some of it was edited for corrections and refinements. It is the creation of the participants. Each person's wisdom and input was critical to the final product.

DIALOGUE ONE as a conference is completed. And yet, as the name suggests, the process of dialogue has just begun. The people who attended the conference, the individuals and the members or organizations who were interviewed, and the sites visited during the laboratory week, all will be part of a continuing dialogue on appropriate responses to human need in Upstate New York in the '80s.

" There are a lot of people in our communities who have similar problems, but they don't interface at all-- and the solutions may lie in unified effort. We're not going to get community consensus until we find ways of communication between groups. We have disjointed decisions. We don't have ways to link and mesh."

--Doug Zoller, Seneca Falls

DIALOGUE ONE

| LOCAL RESEARCH EVENTS   |       | UPSTATE RESEARCH SYMPOSIUM                   |                                       | METRO LABS  |            |            |            |            | UPSTATE DIRECTIONS CONFERENCE |                              |
|---|-------|--|---------------------------------------|---|------------|------------|------------|------------|-------------------------------|------------------------------|
| MARCH   | APRIL | Friday<br>May 8                              | Saturday<br>May 9                     | Sun.<br>.10   | Mon.<br>11 | Tues<br>12 | Wed.<br>13 | Thu.<br>14 | Friday<br>May 15              | Saturday<br>May 16           |
| LOCAL WORKSHOPS TO IDENTIFY TRENDS, STRUGGLES, AND LEVERAGE POINTS<br><br>AND<br><br>INDIVIDUAL INTERVIEWS ON THE FUTURE<br><br>AND<br><br>COLLECTION FOR REVIEW OF STUDIES, NEWS ARTICLES, AND REPORTS<br><br>FROM<br><br>UPSTATE METROS<br>BUFFALO<br>ROCHESTER<br>SYRACUSE<br>ALBANY<br>BINGHAMTON<br>POUGHKEEPSIE |       | ADDRESS<br>"Courage to create new consensus" | ADDRESS<br>" Those who serve society" | SITE VISITS<br><br>INDIVIDUAL AND GROUP INTERVIEWS<br><br>AND<br><br>DIALOGUE THROUGHOUT THE REGION |            |            |            |            | COLLEGIUM<br>Global Edge      | COLLEGIUM<br>Vocated Style   |
|   |       | REGIONAL TRENDS WORKSHOP                     | REGIONAL MANDATES WORKSHOP            |   |            |            |            |            | REPORTS ON THE LAB WEEK       | STRATEGIC INTENTS WORKSHOP   |
|   |       | COMMUNITY LEADERSHIP PANEL                   | SECTOR LEADERSHIP PANEL               |   |            |            |            |            | CONV. The Guide               | Walkabout Talkabout          |
|   |       | REGIONAL ISSUES WORKSHOP                     | REGIONAL DIRECTIONS AND IMPLICATION   |   |            |            |            |            | STRATEGIC COMPONENTS WORKSHOP | FUTURE IMPLICATIONS WORKSHOP |
|   |       | CONEY ISLAND CELEBRATION                     |                                       |   |            |            |            |            | CELEBRATION OF THE METROS     |                              |

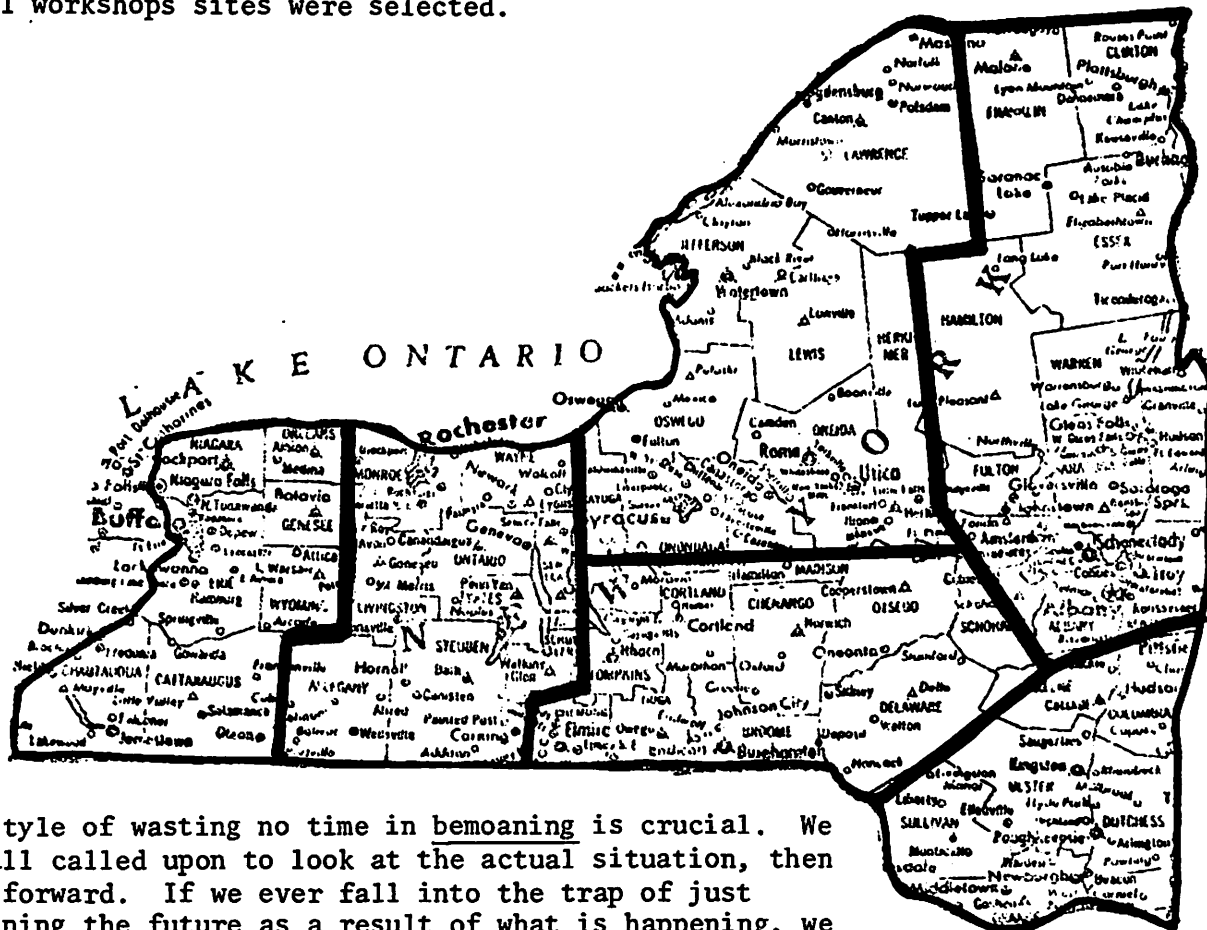
## LOCAL RESEARCH

The Local Research phase of DIALOGUE ONE was designed to ensure participation by a broad spectrum of local people. Over 600 people across New York participated in interviews, workshops, surveys and studies during March and April, 1981.

The focus of the research was trends, issues and leverage points for human development in the state. Both individual interviews and group workshops gave participants a chance to step back and take a new look at the economic, cultural and social situation. The format for both the interviews and the workshops was constructed to allow dialogue with both the past and the future.

Data generated in the local research process was compiled in one-day Directions Conferences in Buffalo, Albany and Rochester, and was sent to the Regional Symposium to be used in workshops.

The geography covered by Dialogue One is illustrated below. Research excluded the New York City metropolitan area which had been covered in a similar effort in March of 1981. Volunteer research teams operated out of six metropolitan centers: Buffalo, Rochester, Syracuse, Albany, Binghamton and Poughkeepsie. Urban, suburban and rural workshops sites were selected.



" The style of wasting no time in bemoaning is crucial. We are all called upon to look at the actual situation, then move forward. If we ever fall into the trap of just bemoaning the future as a result of what is happening, we are not going to get anywhere--it's going to be a self-destruct thing."

--Ellen Howie, Altamont

## THE STATE RESEARCH SYMPOSIUM

On May 8-9, 1981, forty-two people gathered at Cornell University, Ithaca, N.Y., to participate in the State Research Symposium. During this weekend of analysis, participants engaged in dialogues with a guest speaker, seven panelists from across the region, and each other. They also had at their disposal the data from over 600 interviews with people from the public, private, voluntary and local sectors and from all areas of upstate New York. These interviews had been conducted in February, March and April, 1981. The participants met in plenary sessions, small group sessions and workshops. They identified 14 trends facing human development in the upstate New York region, 8 underlying issues that need to be addressed and 11 future directions or mandates for human development in the '80s.

The Symposium used a variety of methods to enable participants to make realistic judgments about the future of the region. The key note address by Ralph Black on Friday morning outlined the arenas of concern that he felt needed to be addressed. It was followed by a conversation on the speech. Panelists at lunch on Friday spoke of concerns facing suburban, urban, innercity and rural residents. At lunch on Saturday, panelists cited examples of public, private and voluntary agencies responding to local concerns.

In the Friday morning workshop, regional trends were developed by constructing a timeline of the 20th century. Participants named major events of the last 80 years and events they anticipated in the next 80 years. The data on the timeline, as well as trends identified in the pre-symposium research was used to identify regional trends. The trends and examples are listed on pages 6-7-8.

In the second workshop, trends from the morning workshop were consolidated and read aloud. Then participants were asked to brainstorm the issues these trends revealed. In addition, issues identified in the pre-symposium research were added to the brainstorm. The issues were plotted on a social process model to reveal clusters of related issues which are shown on page 10. Frequency of mention is shown on page 9. On pages 11-12 are representative examples of data in each cluster. Participants selected which of the 8 issues they wanted to discuss in greater depth in the third workshop. These issue workshop teams explored the data and wrote short sentences to describe each issue ( see page 13). The workshop teams then wrote a brief descriptive paragraph on the issue and gave examples of each issue. These paragraphs begin on page 15.

On Saturday the participants met in a large group to determine the mandates, or future directions of the region. The workshop used the issues identified the day before and developed a list of mandates. The list of mandates was made into a chart by the editorial team. the chart was used by the participants during the Community Labs Week. The Chart was again modified by the State Directions Conference in order to hold the wisdom of people interviewed during the Labs Week. The chart and the paragraphs are the final revised version and may be found on pages 25 to 30.

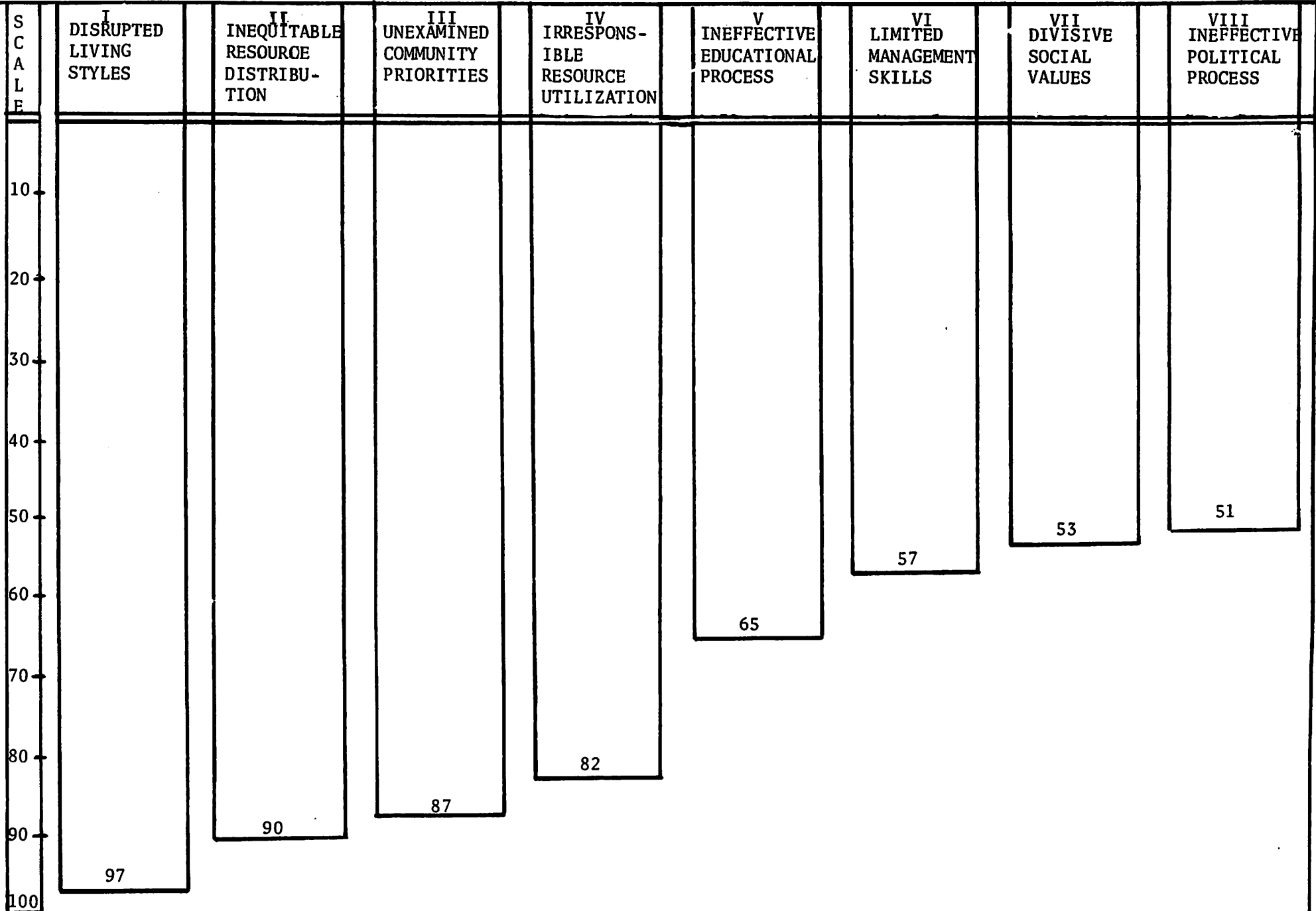
The chart can be read by saying: The Dialogue One for Upstate New York Conference identified three major mandates for human development. One of these is "toward individual significance." This includes Ethics of Change and Educational Foundations. Ethics of Change includes dealing with change, giving work meaning and stating human values.

|                                |   |
|--------------------------------|---|
| CHANGING PATTERNS IN EDUCATION | <ol style="list-style-type: none"> <li>1. Expansion of life-long learning opportunities.</li> <li>2. Increasing adult continuing education students.</li> <li>3. Declining school enrolment.</li> <li>4. Less reward for work.</li> <li>5. Loss of local control of schools.</li> <li>6. Emphasis on vocational education.</li> <li>7. Computers as learning instruments.</li> <li>8. Nursery and daycare opportunities.</li> </ol> |
| FACING ENERGY LIMITS           | <ol style="list-style-type: none"> <li>1. Increasing cost of fossil fuels.</li> <li>2. Limited supply of conventional energy.</li> <li>3. Recycling centers.</li> <li>4. Increased use of solar energy.</li> <li>5. Renewable energy developments.</li> <li>6. People facing energy reality.</li> <li>7. Migration from New York to the sun belt.</li> <li>8. Emphasis on survival.</li> </ol>                                      |
| SOCIAL STRATIFICATION          | <ol style="list-style-type: none"> <li>1. Coordination of public services to the aging</li> <li>2. Rebirth of bigotry, separatism and race hatred.</li> <li>3. Widening gap between rich and poor.</li> <li>4. Poor living conditions remain poor.</li> <li>5. Population shifts.</li> <li>6. Conservative morality.</li> <li>7. Less emphasis on civil rights.</li> <li>8. Emphasis on "my" survival.</li> </ol>                   |
| SHIFTING ECONOMIC BASE         | <ol style="list-style-type: none"> <li>1. More openness to manual skills - labor jobs.</li> <li>2. World impact of economic problems.</li> <li>3. Third world agricultural needs.</li> <li>4. Less government subsidy.</li> <li>5. Fewer but larger farms.</li> <li>6. More people working at home.</li> <li>7. Horatio Alger Myth dying.</li> <li>8. Small business decline.</li> </ol>  |
| REURBANIZATION                 | <ol style="list-style-type: none"> <li>1. Revitalization of cities.</li> <li>2. Small cities growing.</li> <li>3. Cheaper housing.</li> <li>4. Rebuilding of neighborhoods.</li> <li>5. Moving back to cities</li> <li>6. Cost of suburban living.</li> <li>7. More control by local people.</li> <li>8. Outside interests own businesses.</li> </ol>   |

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| <p>FASTER<br/>TECHNOLOGICAL<br/>ACCESS</p>               | <ol style="list-style-type: none"> <li>1. Space consciousness due to the shuttle.</li> <li>2. Rise of high-technology industries.</li> <li>3. Computer revolution.</li> <li>4. Information storage/access.</li> <li>5. Telecommunications</li> <li>6. "Information society".</li> <li>7. Electronic gadgets/games.</li> <li>8. Microelectronics</li> </ol>   |
| <p>CHANGING<br/>PATTERNS<br/>IN HEALTH<br/>CARE</p>      | <ol style="list-style-type: none"> <li>1. Rising cost of health care.</li> <li>2. Deinstitutionalization of health care.</li> <li>3. Home health care services.</li> <li>4. Technological advances in medicines.</li> <li>5. Government funding cut.</li> <li>6. Inadequate handicap care.</li> <li>7. Diverse attacks on health issues.</li> <li>8. People-oriented health care.</li> </ol>   |
| <p>REDEFINING<br/>NATIONAL<br/>POLITICAL<br/>PROCESS</p> | <ol style="list-style-type: none"> <li>1. Demands for conservative government spending.</li> <li>2. Desire to be more involved in decisions affecting life.</li> <li>3. Nation moving towards isolation.</li> <li>4. Less voting affecting quality of leadership.</li> <li>5. Questioning of national/state roles.</li> <li>6. Electoral procedure changes.</li> <li>7. Conservatism in thought and action.</li> <li>8. Regionalism.</li> </ol>                        |
| <p>DIVERSIFIED<br/>RELIGIOUS<br/>LIFE</p>                | <ol style="list-style-type: none"> <li>1. Prayer groups praying for others.</li> <li>2. Greater emphasis on spiritual values.</li> <li>3. Religion being watered down.</li> <li>4. Roles for lay personel.</li> <li>5. Image of the church as basis for value structure.</li> <li>6. Guidance and personal commitment.</li> <li>7. Growth of cults.</li> <li>8. Churches merging.</li> </ol>   |
| <p>INCREASE IN<br/>SOCIAL<br/>CONCIENCE</p>              | <ol style="list-style-type: none"> <li>1. High crime rate.</li> <li>2. Rising government service costs.</li> <li>3. Involvement in economic and social problems affecting lives.</li> <li>4. People willing to volunteer through human service agencies.</li> <li>5. Youth organizations doing social development.</li> <li>6. Corporations role in community.</li> <li>7. Shift from personal to social emphasis.</li> <li>8. Greater need for volunteers.</li> </ol> |

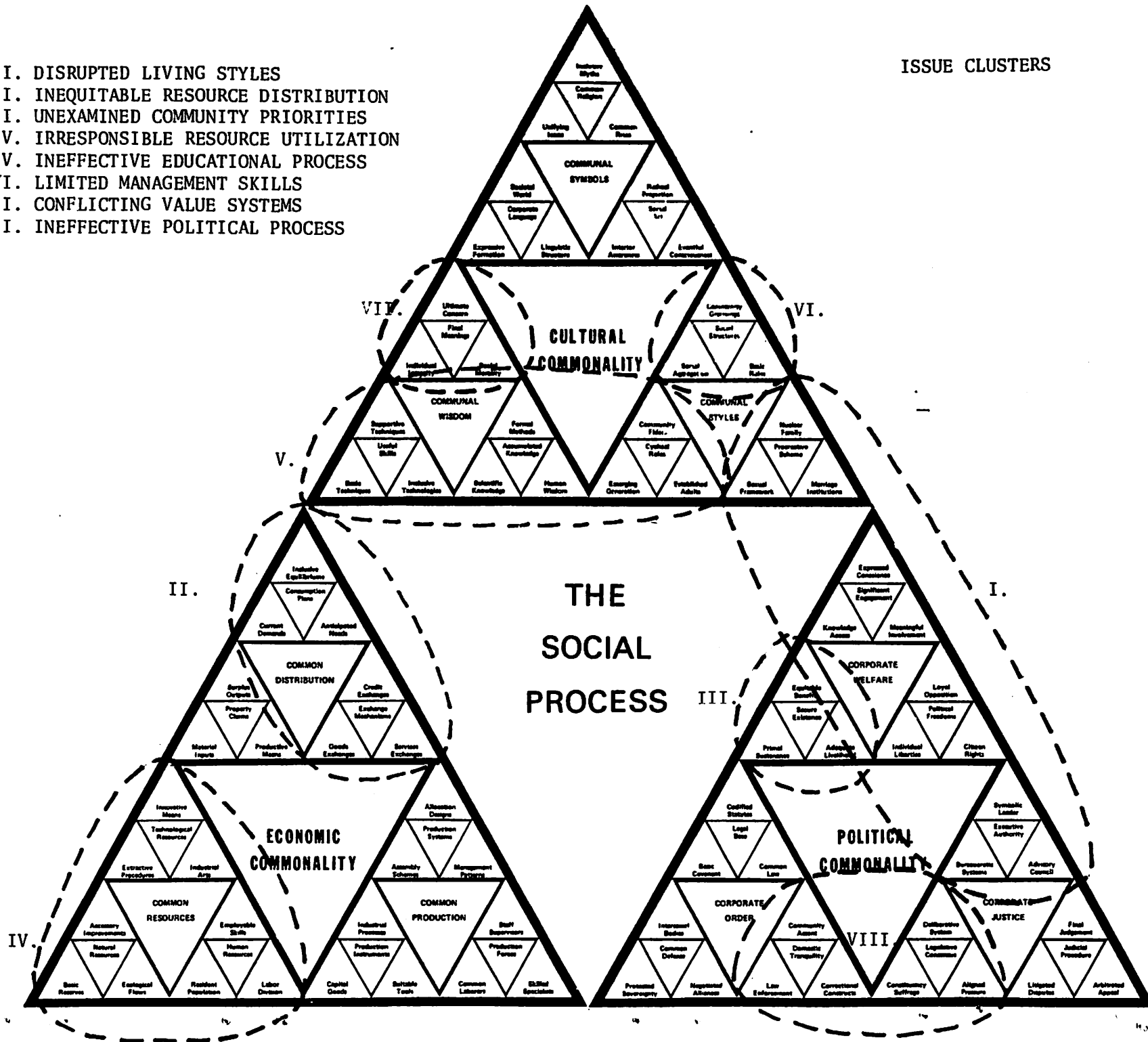
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|--|---|
| <p>CHANGE IN<br/>FAMILY<br/>STRUCTURES</p> | <ol style="list-style-type: none"><li>1. Personal loneliness and isolation</li><li>2. More broken families.</li><li>3. Alternate life styles.</li><li>4. Drugs break down family communication.</li><li>5. Shift in work style/patterns.</li><li>6. Reassertion of traditional family.</li><li>7. Dependence on local leisure time activity.</li><li>8. Emphasis on simpler life.</li></ol> |
| <p>INFLATION</p>                           | <ol style="list-style-type: none"><li>1. Cuts in resources.</li><li>2. Tax impact changes</li><li>3. Economic distress</li><li>4. Effect on past lifestyles.</li><li>5. Decreasing employment opportunity.</li><li>6. Increased expenses.</li><li>7. Poor getting poorer.</li><li>8. Desire to curb the spiraling cost of living.</li></ol>   |
| <p>CONCERN<br/>FOR THE<br/>ARTS</p>        | <ol style="list-style-type: none"><li>1. Arts and cultural explosion.</li><li>2. Cultural explosion in the cities.</li><li>3. Quality of life concern.</li><li>4. More personal openness.</li><li>5. Grassroots festivals.</li><li>6. More respect for liberal arts education.</li><li>7. Individual expression emphasis.</li><li>8. Return to handicrafts.</li></ol>                       |

DIALOGUE ONE



- I. DISRUPTED LIVING STYLES
- II. INEQUITABLE RESOURCE DISTRIBUTION
- III. UNEXAMINED COMMUNITY PRIORITIES
- IV. IRRESPONSIBLE RESOURCE UTILIZATION
- V. INEFFECTIVE EDUCATIONAL PROCESS
- VI. LIMITED MANAGEMENT SKILLS
- VII. CONFLICTING VALUE SYSTEMS
- VIII. INEFFECTIVE POLITICAL PROCESS

page 10



|   |   |
|---|---|
| <p>DISRUPTED<br/>LIVING<br/>STYLES</p>            | <ol style="list-style-type: none"> <li>1. Child care when both parents work.</li> <li>2. Birth control methods.</li> <li>3. Economics determine people's lives.</li> <li>4. Womens' equity issues.</li> <li>5. Divorce rate still rising.</li> <li>6. Family cohesiveness and identity.</li> <li>7. Rural isolation.</li> <li>8. Senior citizen needs</li> <li>9. Top-down vs bottom-up decision making.</li> <li>10. Lack of avenues of input to affect human needs issues.</li> </ol>   |
| <p>INEQUITABLE<br/>RESOURCE<br/>DISTRIBUTION</p>  | <ol style="list-style-type: none"> <li>1. How to make a "buck" and keep it long enough to spend.</li> <li>2. Unemployment and under employment stratified.</li> <li>3. Disparity between rich/poor, rural/urban, white/non-white.</li> <li>4. No endowment funds for public colleges.</li> <li>5. Shrinking conventional sources of human service funding.</li> <li>6. Need to revise welfare system.</li> <li>7. Services centered in the urban.</li> <li>8. Tight credit availability.</li> <li>9. Transportation, public or private ownership?</li> <li>10. Communities battle over available public funds.</li> </ol> |
| <p>UNEXAMINED<br/>COMMUNITY<br/>PRIORITIES</p>    | <ol style="list-style-type: none"> <li>1. People still living in inhuman conditions.</li> <li>2. Urban rehabilitation without gentrification.</li> <li>3. Elitist government approach to planning excludes citizens.</li> <li>4. How much responsibility does the government have?</li> <li>5. Organization and retrieval of information.</li> <li>6. Meeting point for alienated groups.</li> <li>7. Coordinating services for elders and poor.</li> <li>8. Human services delivery to rural areas.</li> <li>9. Social and physical insecurity.</li> <li>10. Health care too expensive.</li> </ol>                       |
| <p>IRRESPONSIBLE<br/>RESOURCE<br/>UTILIZATION</p> | <ol style="list-style-type: none"> <li>1. Technology vs. environmental effects.</li> <li>2. Need emphasis on industrial research and development.</li> <li>3. Food produced in California transported to New York.</li> <li>4. Thermal pollution in Niagra.</li> <li>5. Town water system polluted by industries.</li> <li>6. Life styles built on fossil fuel usage.</li> <li>7. Channeling investment funding into alternate energy projects.</li> <li>8. How much energy do we really need?</li> <li>9. Acid rain.</li> <li>10. Solid waste disposal.</li> </ol>   |

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|--|--|
| <p>INEFFECTIVE<br/>EDUCATIONAL<br/>PROCESSES</p> | <ol style="list-style-type: none"> <li>1. Few good students can afford to go to college.</li> <li>2. Cultural deprivation because of lack of international communication.</li> <li>3. Job skill lack leads to demographic imbalance in community.</li> <li>4. Realistic assessment of educational accountability.</li> <li>5. Need for process training.</li> <li>6. Teacher - administrator burn out.</li> <li>7. How to make computer space available to all people.</li> <li>8. Little community consensus on goals of education.</li> <li>9. Basic literacy for everyone.</li> <li>10. Education of human service personnel.</li> </ol>                |
| <p>LIMITED<br/>MANAGEMENT<br/>SKILLS</p>         | <ol style="list-style-type: none"> <li>1. Understanding unique needs of community groups ie. elders, youth.</li> <li>2. Local neighborhood citizens feel they have no voice in priorities.</li> <li>3. People follow charisma, not skills.</li> <li>4. No managerial framework to deal equitably with community requests.</li> <li>5. Taken responsibility from the local and put it nowhere.</li> <li>6. Support system for human services.</li> <li>7. Things have to be really bad before people cooperate.</li> <li>8. Poor participation relative to total membership.</li> <li>9. Turf jealousy.</li> <li>10. How newcomers get accepted.</li> </ol> |
| <p>DIVISIVE<br/>SOCIAL<br/>VALUES</p>            | <ol style="list-style-type: none"> <li>1. Teen struggle for attention.</li> <li>2. Struggle for privacy.</li> <li>3. Maintaining individuality and identity.</li> <li>4. What will be an effective retirement system?</li> <li>5. Plasticized generation.</li> <li>6. Pride in work place and country.</li> <li>7. Major ideological conflicts.</li> <li>8. Me, me, meism.</li> <li>9. Ambiguity between right and wrong.</li> <li>10. What is quality of life?</li> </ol>   |
| <p>INEFFECTIVE<br/>POLITICAL<br/>PROCESS</p>     | <ol style="list-style-type: none"> <li>1. Legislative distribution systems favor suburbs.</li> <li>2. Continual conflict over community development priorities.</li> <li>3. Power politics vs grass roots political decisions.</li> <li>4. Local tax burden.</li> <li>5. Funding public education.</li> <li>6. City problems moving upstate.</li> <li>7. Turf jealousy between groups.</li> <li>8. Needed solutions to crime and violence.</li> <li>9. Dealing with violence and crime.</li> <li>10. Power shifts in communities.</li> </ol>   |

## ISSUES STATEMENTS

### I. DISRUPTED LIVING STYLES

In the midst of social pressures and changing support structures, the emergence of a variety of living styles has caused disruption within the more traditional forms.

### II. INEQUITABLE RESOURCE DISTRIBUTION

Individualistic attitudes toward use of resources and exchange schemes suited to an earlier era block creative responses to local and world-wide crises set within a complex interdependent society.

### III. UNEXAMINED COMMUNITY PRIORITIES

Our society is operating with unexamined and ill-defined priorities concerning the needs of its citizens.

### IV. IRRESPONSIBLE RESOURCE UTILIZATION

Neglect and abuse of the planet's physical resources threaten the well-being of the environment.

### V. INEFFECTIVE EDUCATIONAL PROCESSES

Prevailing educational processes, formal and informal alike, do not equip persons of all ages and groupings to respond effectively to changing societal conditions.

### VI. LIMITED MANAGEMENT SKILLS

In many communities the structures through which services are rendered are functioning ineffectively due to the limited management skills of chosen community leadership.

### VII. DIVISIVE SOCIAL VALUES

The rapid changes in all structures have called into question many traditional values.

### VIII. INEFFECTIVE POLITICAL PROCESS

The experience of community residents living in an unsafe environment and the low priority given to human services point to a process of political decision-making unresponsive to local needs and citizen concerns.

"The underlying fear of change causes people to be comfortable with uncomfortable situations, rather than confront what is coming"

Rick Gillert, Duchess County Planning  
Department

## ISSUES PARAGRAPHS

### I. DISRUPTED LIVING STYLES

In the midst of social pressures and changing support structures, the emergence of a variety of living styles has caused disruption within the more traditional forms.

The emergence of childrens' rights, womens' rights and sexual preference groups is calling into question old family patterns. Conflicting role expectations for both men and women result as more women go to work, children are encouraged to be independent, and single parenting becomes a real option. Frustration about how to be a family often results in child abuse and battered spouses. Agencies originally designed to cope with social problems find themselves providing services that only touch the problems and don't resolve them.

- . Child abuse.
- . Battered spouses.
- . Low voter turn out
- . Moral majority.

### II. INEQUITABLE RESOURCE DISTRIBUTION

Individualistic attitudes toward use of resources and exchange schemes suited to an earlier era block creative responses to local and world-wide crises set within a complex interdependent society.

In an age of sophisticated technology people go hungry, live in poor housing, lack heat in the middle of winter, and have polluted drinking water, especially in urban centers and the third world. Other people have grown accustomed to a good standard of living and are struggling to maintain that standard despite others' needs and higher costs. The standards set by educational systems reflect the wealth of the community and the educational level of the people. This creates a pattern of career and income stratification. Nationwide as well as local business interests choose to develop areas where the standard of living is high or decide to tear down low income areas to do economic development.

- . Third world people are starving.
- . Poor education is provided for the hill country poor (Appalachia)
- . Graduates getting 85% of full professional salary on the first job.
- . The inflation rate is making it difficult for people to fulfill their basic needs - food, clothing, shelter.

### III. UNEXAMINED COMMUNITY PRIORITIES

Our society is operating with unexamined and ill-defined priorities concerning the needs of its citizens

Challenges to the tax base raise questions about how much public funding will

"I can deal with confrontation, but I would rather work together with people."

--Mayor James Griffin, Buffalo

## ISSUES PARAGRAPHS

### III. UNEXAMINED COMMUNITY PRIORITIES (cont)

be available for services. Citizens want to participate in decision-making about government priorities, and feel that they are not now being heard. Community people feel powerless in the midst of the complexity of problems and processes. Duplication of efforts does not necessarily produce equitably distributed services.

- . New York State impasse blocks local and county service decisions.
- . Federal budget cuts eliminate Legal Services Program.
- . Major federal spending cuts throw services on to the state and local.
- . Senate cuts retiree aid.

### IV. IRRESPONSIBLE RESOURCE UTILIZATION

Neglect and abuse of the planet's physical resources threaten the well-being of the environment.

Citizens do not want to give up the life style to which they have become accustomed. Awareness of the implications of excessive use of environmental resources has not had a sufficient impact to produce a state-wide change in non-renewable energy consumption or environmental pollution.

- . Stripmining of coal.
- . Continuing to use fossil fuels for generating electricity.
- . Tension between waste disposal and pure waters.
- . Hazardous waste disposal near residential areas ( Love Canal )

### V. INEFFECTIVE EDUCATIONAL PROCESSES

Prevailing educational processes, formal and informal alike, do not equip persons of all ages and groupings to respond effectively to changing societal conditions.

Established educational systems discourage interpersonal communication by structuring learning situations on the basis of individual competition and student-teacher monologues. Established social prejudices limit interpersonal communication to certain classes or races resulting in cultural deprivation. Primary students are being given skills suitable for employment in the '70s that will not be needed in the late '80s. Although educational patterns are shifting, they lag far behind the changes called for in the '80s.

- . Education pits us against one another rather than fostering cooperation.
- . A hotel manager says most job applicants have unacceptable skills and attitudes.
- . Displaced homemakers are unprepared to hold down jobs.
- . Industrial work patterns are idealized and taught to mid and lower class.

"Our kids aren't really bad kids. But if he doesn't learn to read and write in the elementary grades, rather than be embarrassed in front of his friends and admit that he can't read, he'll start acting up and create a distraction in class. And he may wind up a juvenile delinquent."

--Mary Agnes Covich, Syracuse

## ISSUES PARAGRAPHS

### VI. LIMITED MANAGEMENT SKILLS

In many communities the structures through which services are rendered are functioning ineffectively due to the limited management skills of chosen community leadership.

Lack of cooperation between community groups blocks effective action and on many issues, factions develop which actively fight each other. A multitude of little issues overwhelms the leadership and consequently, big issues do not get dealt with. Family problems intrude into community life. Hostility toward those experimenting with new life styles creates pressure on leadership to remove the source of the tension. Energy costs skyrocket, making responsible financial management particularly difficult.

- . Fear and resistance to change require skillful handling of most issues.
- . Public hearings do not usually bring forth community input.
- . Small town officials and organization leaders are usually chosen on a personal basis rather than because of special training or expertise.

### VII. DIVISIVE SOCIAL VALUES

The rapid changes in all structures of society have called into question many traditional values.

In their search for security many people have adopted rigid positions regarding the values which most intimately affect their lives. The search of spiritual undergirding is strongly influenced by an emphasis on the individual and makes the value of cooperative action a low priority. People struggle to gain a sense of personal worth and fear dehumanizing tendencies in society. In this new and pluralistic society, there is no agreement as to the role of institutions in instilling values. These struggles are reflected in local, national and global conflicts.

- . Food did not get to Iranians in need due to political conflict.
- . Pro-life and pro-choice groups cannot work together although they are speaking for the same constituency.
- . There is no clear definition of "quality of life."
- . Death has been redefined by the medical profession.

### VIII. INEFFECTIVE POLITICAL PROCESS

The experience of community residents living in an unsafe environment and the low priority given to human services point to a process of political decision-making unresponsive to local concerns and citizen concerns.

Grassroots people are becoming increasingly aware that local, state and national political decisions are made in response to the biggest power base rather than in response to grassroots needs. Government agencies and protective services also respond more readily to top-down political influence than to local community input. Crime and violence are common in neighborhoods where residents and business people choose not to participate in a vital community life. Community planning is often left up to a professional staff with little input from community residents. Citizens are displeased when community development money is used according to the desires of politicians rather than according to community decision.

## ISSUES PARAGRAPHS

- . Waste in funds and overlapping of welfare services
- . Eight different agencies dealing with an abused child in one city
- . Agencies reluctant to share information
- . Money for the military vs. human services

"There are so few entrepreneurs today, because we have insulated people from problems, and therefore from the experiences which teach them how to stick it out for the seven years it usually takes to get a business on its feet."

--Bob Burke, V.P. Marine Midland Bank Colonie

HOW RESEARCH PARTICIPANTS TALKED ABOUT THE ISSUES IN NEW YORK STATE

"Human service agencies , under financial constraints, decide what to eliminate and stress individually and then enter into competition with each other for the support systems' nod." --school superintendent

"I am the end of the line in an 85-year old business. Small business exploits the owner's time, energy and resources. Our young people are too smart to get into this position." --specialty shop owner

"People are being prepared for jobs which will go out of existence in the next few years."-- educator

"The increasing cost of basic needs, fuel, energy, taxes, hurts retail businesses because there is a lack of disposable income." --retail store manager

"People turn off global values, unless they are related to Sunday morning or payday." --community planner

"We try to mesh economic development and job training programs--but it is hard, because people have different objectives." --community development head

"Kids start acting up in school so they don't have to admit they can't read." --PTO president

"I have seen only two robins this spring. Elimination spraying kills more than the bugs. We need to prioritize values." --service agency worker

"The increased commitment to individualism leads to a lack of consensus and that means that unified, purposeful action is very difficult, if not impossible." --educator

"Schools have not done a "great" job recently of teaching human values." ---school superintendent

"Teenagers have trouble getting their points of view across to others. There is a struggle to get attention; a struggle with people's families; a struggle to get Black Unity."  
--Black Unity Urban League Youth Council workshop, Syracuse

DR. REGINA LANIGAN, MICRO-BIOLOGIST INVOLVED IN COMMUNITY SERVICE WORK,  
BUFFALO

"Buffalo has been one of the hardest hit Metropolitan areas in a general economic decline of the Industrial Northeast. Plant closings and the resulting unemployment have devastated the local economy and held progress in check. All of the positive effort applied to this problem has only resulted in slowing the rate of decline...

A NEW LOOK FOR THE BROADWAY BELTLINE NEIGHBORHOOD

"In a serious effort to strengthen the stability of neighborhoods and to improve city housing stock, the city of Buffalo planned.. for.. financial assistance at the neighborhood level, to homeowners improving their properties and making required repairs...

"The Broadway Beltline Community, a far eastside neighborhood of Polish heritage, recognized a gem and reached out for participation. This community has a significant population of senior Americans on fixed income levels, some of whom are still residing in the family homestead built near the turn of the century. The neighborhood has 32 short streets with more than 75 blocks of structures... Although the area unemployment rate is about 25%, the cultural philosophy dominating the neighborhood extends a cohesive stabilizing force building community. With a large percentage of residents on fixed or low-moderate income levels, property owners and renters are progressively unable to keep up costly housing repairs on the 1,541 structures in the Broadway Beltline Neighborhood.

"Friendly Campus with Community Services, Inc., the community-based not-for-profit corporation, accepted the challenge of concentrated code enforcement, a systematic door-to-door approach to upgrading housing structures. Since initiating its component services in September, 1978, Friendly Campus has initiated financial assistance to a minimum of 518 homeowners through its Loans, Subsidies, and Free Paint Programs. A total of 88 houses have been improved through the Subsidy/Intra Subsidy Component, using a total of \$367,028 of Community Block Grant funds (CDBG), for an average of \$4,266 per structure. The 312 Loan Component has revitalized 8 structures using \$109,700. These financial assistance programs have leveraged private dollars well in excess of the total public dollars spent through all of the housing components. A total of 422 homes have been painted using \$84,719 of CDBG funds, at an average of \$200/home through the Exterior Paint Component.

"In addition, a minimum of 381 senior residents and handicapped persons have been helped through the Safety and Emergency Services Component. These services include installation of 142 smoke detectors, 162 single cylinder and 228 double cylinder deadbolt locks, and 64 other types of security installations. There have been greater than 45 major cleanups, 106 doors and windows repaired, and the elimination of at least 73 other hazardous conditions. Current records have been kept on the chronology of each structure, and at least 934 exterior home improvements have been captured on film 'before' and 'after'...

## A COOPERATIVE METHOD OF NATURAL BIRTH CONTROL

"The Linacre, a quarterly medical journal, devoted its entire November 1978 issue to reporting a New York Symposium on Natural Family Planning. Persons in Metro Buffalo read the articles with interest. Questions and a six-month search followed. Where can I learn this cooperative method of natural birth control?... The effort did turn up a book that devoted 100% of its pages to reporting an International Symposium in Japan in 1978...

"A meeting was called -- one meeting -- a few friends -- about one hour. When the going is rough those friends recall that 'one hour', and laugh. That evening the Natural Family Planning Association of Western New York became a reality, and committed itself to bringing knowledge of the Sympto-Thermal Method to people who care about life and natural means, throughout the eight counties of Western New York. The fact that there was neither budget nor teaching team did not deter them in setting goals...

"Since October 1979... NFPA has scheduled and completed greater than 56 Informational Meetings, 15 Conferences, 7 Pre-Cana Classes, 10 high school classes in Fertility Awareness, and monthly classes at St. Francis Hospital in Olean. NFPA has participated in several radio and TV public service programs, and has held a minimum of 22 Special Educational Sessions for professional persons. Fredonia has asked for an NFP Clinic. NFPA has scheduled by counties 12 activities in Niagara County, 7 in Orleans, 1 in Wyoming, 1 in Genesee, 20 in Cattaragus, 12 in Chautauqua, and 61 in Erie."

### JERRY ANTHONY, FORMER TOWN SUPERVISOR, STOCKPORT

"Stockport is a small community of about 2800 people. It was in the fall of 1977 when we first became associated with the ICA... What came out of this Town Meeting was not only the idea of local participation, but of planting some seeds, 'What can you do for yourself?'

"Stockport is a community that is regionally related to New England. It is an outgrowth of the colonial type of development that we have as part of our history. Great men like Robert Livingston, who was one of the drafters of the American Declaration of Independence. His vision was that we should use what resources we have. He also was one of the developers of the first steamboat.. He did use water power in Columbia County -- he had a power mill and a grist mill on his estate. When he introduced it, it was easy to set up a power mill -- you didn't have to deal with the county government, state government, federal government!

"The people at the Town Meeting came up with the idea, 'Let's use what we do have-- let's use our water power!' It hadn't been used for 60 or 80 years-- we had mills that were dilapidated...

"I was the Town Supervisor, and I appointed the Hydro-Power Task Force, to see what we could do about developing our own resources of energy... water power.

"One of our inspirations was Mary Heather, a retired schoolteacher from Stockbridge, Massachusetts.... She was quoted in Reader's Digest

as saying, 'My kid brother -- 75 years old -- is helping me get this water project going!'... They got a hydro-plant going that is generating enough electricity for one small community.

"As we worked on this, I would meet with state and federal officials. I'd go to Washington and lobby for energy type of legislation. I met with thousands of people, and we lobbied... We finally did get a federal law which says in effect that as of 1978 utilities have to accept alternate energy sources, as long as it is compatible to their grid system...

"We kept proceedings as we worked on this... How do we go?... As a strategist, as a leader, you define problems: You need resources; you need money; you need management. Where do you get them? I went to the state and federal governments; there weren't grants available. I talked to the furniture-manufacturing company in town-- they had two hydro-power sites-- but unfortunately their management wasn't interested. So where should we go now?....

"We got the idea of conducting seminars on hydro-power... Niagara Mohawk sent representatives... engineers came, and many people, and media representatives... At one of these seminars, there was an entrepreneur, from Long Island... He had the idea of developing a site.. that would generate enough power to provide electricity to 200 homes.

"But money was needed also. We have limited funds in our county... I tried to put together a financial package, but had so many other things to do as supervisor I couldn't quite arrange it...

"Our entrepreneur had contacts in Germany and England. Sometimes we in our own country can't see what we have in our own backyard-- but the Germans came in, and they saw what we had.

"They bought the site... and from that point on-- they dedicated the plant about a year ago-- and now it's ready to operate. And as of the 4th of July of this year, we... are declaring our independence from OPEC."

DAVICE CHIMENE, ADMINISTRATOR, CONFERENCES AND INSTITUTES, UNIVERSITY COLLEGE,  
SYRACUSE UNIVERSITY

"In my group in Syracuse, two of the most active participants are eighty-eight. So please let me start out by saying, 'Don't even mentally draw a parameter around the elderly!' Age really has almost no relationship to the ability in an adult to function mentally...

"The Institute of Retired Professionals in Syracuse has turned into a bi-monthly lecture series.. There is a board of directors, and they choose appropriate topics... Topics range from History of the Fine Arts... to a fascinating series on politics. We had the Near East, the Far East, the United States, Europe, Africa, South America, with different lecturers for each of these. We're going to have a political scientist from Maxwell School come in the 3rd Thursday of this month, to talk about why the November elections turned out the way they did and what implications this has for the political scene. You can see that these are not people sitting around talking about their rheumatism and learning how to weave baskets!...

"There are older adults who do not want to be labelled 'senior'-- they associate that with old, infirm, inactive, disengaged-- That's not their bag, thank you... There is a sense of a problem within their own minds, as to whether we do value the kind of input they have. So that communication with them has to be more than 'Come to our meeting.' It has to include the message that 'We want you and we need you and you're still valuable.' The slogan which I invented for our IRP and which seems to be reasonably successful is that 'You may have retired, but your mind has not!' I think that's what we try to stress."

MARY LOGAN, DIRECTOR, CHURCH AND COMMUNITY PROGRAM, CANTON

"There are six congregations in Canton that decided they wanted to be involved in the community. They wanted to have a person available to people, to families, to children in need, children who needed advocates. You might be interested to know what the congregations are-- they represent a variety of theological emphases and doctrinal differences. They are Roman Catholic, Episcopal, Unitarian, Presbyterian, Seventh Day Adventist, and United Methodist. They decided that they didn't need to agree, except to agree that there are a lot of people in need that the churches needed to minister to.

"The job is so interesting that even if I were really very modestly paid, I would still like to try to do it, because I don't know where the job ends and my volunteerism begins.

"I have also been involved in Waddington, which is my home. We have just finished a seminar on alternative forms of energy.. Some innovative farmers are experimenting with using the body heat of cows to heat their homes...

"We are a very large rural county, and a very poor county, one of the poorest counties east of the Mississippi River... Child abuse and incest are rampant. We have established a Parents Anonymous program to help

support these families... We organized a legislative forum; we are working to make our legislators aware of human needs as well as military needs...

"We're trying to make the best possible use of human resources, and the dwindling financial resources. I guess we've been charged with the responsibility to do more with less... In the job that I have, we don't have much money, but we have a lot of freedom. The freedom comes to be innovative, and to recognize the need, and to try to find the community people who can get together and do something about it.

"We've been able to establish an excellent daycare center, with volunteers who gave their every ounce of strength... an adolescent pregnancy program... a program for youthful first offenders who can work in the community rather than serve their sentence in jail and get a criminal record... I guess we just believe that people can make a difference."

| TOWARD INDIVIDUAL SIGNIFICANCE |                                    | TOWARD SOCIAL RESPONSIBILITY     | TOWARD COMMUNITY REVITALIZATION         |                              |
|--------------------------------|------------------------------------|----------------------------------|---|------------------------------|
| PEOPLE                         |                                    | AS CITIZENS                      | IN COMMUNITIES                          |                              |
| ETHICS OF CHANGE               | EDUCATIONAL FOUNDATIONS            | TRAIN<br>COMMUNITY<br>LEADERSHIP | GLOBALLY APPROPRIATE ACTIONS            | REORGANIZED SYSTEMS          |
| DEAL WITH CHANGE               | TEACH BASIC SKILLS                 |                                  | PRESERVE BALANCED ENVIRONMENT           | DETERMINE SERVICE PRIORITIES |
| GIVE WORK MEANING              | USE<br>LIFE - AFFIRMING<br>METHODS |                                  | IMPLEMENT COMPREHENSIVE ENERGY STRATEGY | REAPPORTION TAX BASE         |
| STATE HUMAN VALUES             |                                    |                                  | GENERATE STRONG BUSINESS ENVIRONMENT    |                              |

## MANDATES FOR HUMAN DEVELOPMENT IN THE '80s

Human Development in the '80s requires: .

creating the ethics of change through

1. Dealing With Change . . . that citizens find positive ways to deal with change.
2. Giving Work Meaning . . . that society give all individuals the opportunity to see meaning in their work.
3. Stating Human Values . . . the affirmation of values fundamental to today's pluralistic society.

laying the educational foundations through

4. Teaching Basic Skills . . . the effective teaching of basic skills.
5. Using Life-Affirming Methods . . . the utilization of life-affirming methods which deal with family and personal relationships.

moving towards social responsibility through

6. Training Community Leadership . . . that citizens develop broad-based and well-trained leadership.

deciding on globally appropriate actions through

7. Preserving a Balanced Environment . . . that citizens act to recover and preserve a balanced environment.
8. Implementing a Comprehensive Energy Strategy . . . the implementation of a comprehensive energy strategy.

establishing reorganized systems through

9. Determining Service Priorities . . . the determining of human service priorities by community-wide consensus.
10. Reapportioning the Tax Base . . . moving toward a manageable and equitable tax system.
11. Generating a Strong Business Environment . . . that citizens generate a strong business environment in their communities.

"The most critical task before us now, both globally and locally, at the base of all other mandates, is to build the foundation through education in human values which leads to moral commitment."

-- A. V. S. Satya, engineer, IBM

## MANDATES

### TOWARD INDIVIDUAL SIGNIFICANCE

#### 1. Deal With Change

Human development in the '80s requires that citizens find positive ways to deal with change. Our society is changing, but too rapid change leaves people confused and paralyzed. Fear of change blocks creative solutions to problems and leaves people with a sense of despair and hopelessness.

What is required is the development of life-affirming contexts and methods which allow individuals and groups to anticipate, evaluate and relate to the effects that changes in society will have on their lives.

#### 2. Give Work Meaning

Human development in the '80s requires that society give all individuals the opportunity to see meaning in their work. People are not automatically in agreement about the definition of meaningful work. Income, room for creativity, a good employee-employer relationship, training opportunities and other values have become important considerations when entering the labor market.

What is required is the rediscovery of the importance and value of work through the new eyes of individuals in a changing society. Current examples of efforts towards discovery include: quality circles which allow employees to work together to solve work-related issues, community colleges and some universities which emphasize vocational training which incorporates basic education, work attitudes and job skills, and flex time experiments which allow employees to adjust working hours with other commitments.

#### 3. State Human Values

Human development in the '80s requires the affirmation of values fundamental to today's pluralistic society. Wide diversity of opinions and positions on difficult issues leads to the feeling that groups must always agree on basic principles in order to work together in any way. This leads to fragmentation of effort or **confrontation** in the community.

What is needed is a broad-based dialogue between groups which focuses on arenas where cooperation is possible. Examples of this include: six churches in Canton with very different theological backgrounds are working together to meet human needs; a Directions Conference held in Binghamton identified common concerns appropriate for citizen action.

#### 4. Teach Basic Skills

Human development in the '80s requires the effective teaching of basic skills. Basic literacy skills are still required, but public and private educational institutions find themselves called to serve a more diverse population than they

"It seems to me that people have to change their ideology away from "Me" before the practical steps will work. People are looking for something spiritual -- they want to engage in something greater than themselves."

--David Dewey, Watertown

were traditionally prepared for. The advent of space and computer technology is shifting the needed knowledge base. Needed basic skills are frequently geared to a particular technical or industrial process.

What is required is the teaching of a broad range of basic academics, practical, technical and life skills through community and public educational institutions. Examples of this include: the Mastery program in the Johnson City schools which allows students to complete one unit before going on to the next; and BOCES in Broome County which uses a "hands on" shop approach combined with basic education and an employability program to do vocational education.

#### 5. Use Life-Affirming Methods

Human development in the '80s requires the utilization of life-affirming methods which deal with family and personal relationships. The emergence of a number of non-traditional family styles and the increasing complexity of society calls individuals and families to make self-conscious decisions regarding their style. The personal stress resulting from unsettled patterns frequently leads to violence as manifested in child abuse, rape and spouse-beating.

What is required are support structures designed to help families deal constructively with tension. Examples of this are parenting courses being offered to the parents of school children in the schools and the many forms of support groups for parents with problems relating to their children.

### TOWARD SOCIAL RESPONSIBILITY

#### 6. Train Community Leadership

Human development in the '80s requires that citizens develop broad-based and well-trained leadership. Local leadership in both elected positions and in community organizations is usually chosen on the basis of willingness to serve or on local popularity. The shrinking volunteer base and increasing complexity of decisions required of local leaders calls for training which enables more effective management of community affairs.

What is needed is better training and increased support of local leaders and involving more people in community affairs. An example of this is the involvement of community people in the planning of the Community Education Program in Syracuse.

### TOWARD COMMUNITY REVITALIZATION

#### 7. Preserve Balanced Environment

Human development in the '80s requires that citizens act to recover and preserve a balanced environment. Acid rain, pollution of water supplies, unplanned urban growth and nuclear accidents have raised serious questions about the future quality of the natural resources. A growing realization of our dependence on a fragile ecological balance in nature indicates the need for steps to be taken to protect the natural environment.

What is required is both remedial action to deal with damage already done and the development of guidelines for the future preservation of a sound environment. An example of this is the numerous re-cycling centers which are collecting a

number of materials such as paper, glass, aluminum and iron for re-processing; and the cleaning up of the Hudson River.

#### 8. Implement Comprehensive Energy Strategy

Human development in the '80s requires the implementation of a comprehensive energy strategy. The rising cost of energy has led to an awareness of the need to revise our patterns of energy use in order to free up financial resources for other priorities. A shift in fossil fuels to renewable resources such as the sun, wind and water power is also being called for.

What are needed in this decade are practical demonstrations of appropriate renewable energy use and a decision to make the conservation of energy a daily mode of operation, as natural as personal hygiene. Examples of this include: many families are converting to wood heat; the town of Stockport is aiding in the development of a small hydro-power plant to produce energy for residents.

#### 9. Determine Service Priorities

Human development in the '80s requires the determining of human service priorities by community-wide consensus. The increasing cost of services, existing duplication of programs and government efforts to cut spending call for new decisions about what and how many services will be provided by public and private agencies. Widespread inadequacies in housing and medical care and lack of jobs, especially for the poor and minorities, point to major human needs which have not been met adequately under present systems.

What is required is active and inclusive participation by people in communities in the decisions about which services are worthy of public support. Examples of this include: the Oneida County Youth Services Coalition organized to plan for needed changes; the Citizen Goals for Chemung County involving a broad-based group of citizens in deciding priorities for the future; and the Greater Rochester Citizens for Action formed to study future issues and recommend action.

#### 10. Reapportion Tax Base

Human development in the '80s requires moving toward a manageable and equitable tax system. The current multi-layer tax system leaves people struggling, in ignorance of the complex tax regulations, with an increasing burden. Farmers, elderly homeowners, and double job families are particularly hard hit and resent seeming favoritism toward other groups.

What is needed is a citizenry which is more knowledgeable about the current tax system and more actively involved in making the needed revisions. Examples of this include: many taxpayers' groups which have organized to investigate and reform the tax system; tax workshops which are being held to explain business taxes to small business operators.

"Our focus is enabling women to participate in the full community-- providing them with economic know-how and understanding and a knowledge of how the community works. For example, we see membership on our board as training for women who will one day serve on boards of other agencies, corporations, and in public office. There are 200 women who serve on the board or its related working committees.

--Kay Hagbom, director YWCA Schenectady

## 11. Generate Strong Business Environment

Human development in the '80s requires that citizens generate a strong business environment in their communities. The decay of central shopping areas and the rise of widely advertised chains and major shopping centers have undercut the position of small businesses. Rising costs of energy, taxes, and wages have driven some industry out of New York State

What is needed is the reprioritization of business and community needs to maximize cooperative support for local communities to generate and maintain their crucial economic base. Examples of this include: Rensselaer County Planning working with local communities on cooperative support for manufacturing industries; Ours Delaco in Delaware County is working to organize a private trust fund to help local businesses.

### PARTICIPANTS REFLECTION ON MANDATES FOR NEW YORK STATE FOR THE '80s

"We will have to build support structures for the work force--art, culture, hobbies, outdoor activities, recreational opportunities." -- school administrator

"We need to look at life style values and land use patterns to create aggressive energy plans that will be used, not talked about." -- county planner

"Business districts should not be parks--parks don't enhance business. Traffic needs to flow by to keep businesses alive." -store owner

"New parenting styles are emerging from new man/ woman relations, not lack of concern about parent-child relationships." --mid-age parent

"Scientists are signing petitions for a nuclear free world." -- engineer

"We want the organization of man to do more for us. The '60s was going in the right direction but we had to take 10 years to decide to pay the price of change."  
--planner

"The Church should be the eyes for the community." --engineer

"We will need to teach vocational tolerance--how to make a job tolerable when it takes less and less of your interest and resources to do the job." --educator

"Industry is doing a lot to serve youth--some youth--but it needs to serve the universe of youth." --youth employment administrator

"our region, probably more than any other, has the resources to do those mandates in the next ten years." --pastor

"American genius is cooperation." --engineer in Rochester

ROY PRIEST, DIRECTOR OF COMMUNITY RELATIONS, HUD, BUFFALO

"The proposed HUD regulations are going to mean that communities and volunteers like yourselves, in order to insure that community needs are in fact addressed, will have to develop a new set of energies and ideas and directions and power to affect the directions these programs are going to take...

"The proposed state block grant program is going to have a significant impact on small cities. You've really got to get in from the beginning on the ground floor to design the system for the distribution of these resources...

"The only way that housing has been built for low-income families over the recent five years has been because there has been what's called 'Fanny Mae' or 'Jenny Mae' financing, tied in with conventional mortgage financing. Without that type of tandem financing, you could not build low-income housing. And there is no more tandem financing available after pipeline projects have been undertaken. These are major changes communities are going to have to start getting aware of now...

"People like you are going to have a significant impact on the way communities interact with our programs... Our office administers \$150 million a year from Albany to Buffalo..."

NEIL SINCLAIR, ADVISORY ENGINEER, IBM, EAST FISHKILL

"Technology is what we're all about, creating the future..."

"The proper view of the industrial complex is to look at it from a global perspective... All that's left for us is advanced technology... You'd better keep going, because you can't go back. The minute you try to go back and make shoes, and slug it out with shoes and textiles, you're going to have to have competitive tariffs to protect you, and destroy this idea of a global marketplace.

"Remember that the Mexican people, and the Brazilians, and the Koreans, they want their chance... Then the advanced technologists can say, 'Look, it's not so bad for the Mexicans and the Brazilians to make a good wage at making these products-- because now they've got money, and now they can buy our advanced technological goods. Because how many television sets can you sell today in the United States or Europe? How many could you sell in South America, or Africa, or Asia? It's pretty obvious that the markets lie there..."

"If Germany-- Japan-- the United States-- are going to export, it's going to be in their best interests to see that the Third World is in good shape, that those systems are going, that income is being made..."

"When the government has a program to decrease unemployment, we need to have industry working right up front, very closely with the program,

to make sure that jobs are going to be there for those people when they are trained. Industry should come in and say what job skills are needed, and work cooperatively. I think it's disillusioning for a man to work for six months to get trained, and walk out of the training school and find that there are no jobs for him. Industry can work with him from the very beginning."

JOHN BRIGGS, GREATER ROCHESTER CITIZENS FOR ACTION; FACILITATOR, COMMUNITY FUTURES INSTITUTE

"It's clear to me, and I think clear to the people here, that we are in a period of fundamental change from the industrial era to the communications era. If we are very sharp, sensitive, and lucky, it will be a transformation of society... if less so, simply a difficult transition. Presently we are in an inadequate regression, attempting to use the values, forms, and behavior patterns of the 'high' industrial era-- primarily the growth patterns of the '50's and most of the '60's-- to meet new realities, rather than to respond creatively to our emerging new era... We must move to covenants based on trust rather than on contracts of separateness and mutual distrust. But we are booby-trapped by industrial era thinking..."

"What does this mean for communities? We must learn to create (or make explicit) community situationals-- identifying the ways we want to live together; our norms..; stories which enrich our life together; our covenants.. We must learn to create visions of our positive future in communities, to share and integrate our visions and then find the tools which will help us to make our positive visions, reality."

"We must find new ways of responsive planning; that is, ways to lay out general planned directions, but being able to change them frequently based on quickly changing conditions and emerging realities. We must learn new ways of leadership (like Greenleaf's Servant Leader) and to work with new forms of authority based on knowledge and experience..."

"Space colonies, or x-terran societies, will greatly inform our terran society... Space colonies may inform us regarding how fragile the earth, our island home, really is. If we have not fully learned it by then, it will clarify our mutual inter-dependence... that we must learn to walk softly on the earth, and be in partnership with it. To work our way back to the Garden, as it were..."

"Some people predicted that the last decade was to be a most crucial one, deciding a plus or minus future for humankind. My sense is that we just squeaked through the last decade, and have not resolved basic problems or issues such as energy, economic distribution, warfare, education. So, we may still have a chance to save our parent planet during the '80's, to set a new foundation for the 21st century. From now to the mid-'80's is crucial and will be very stressful."

"What are we to do? Basic work on our own consciousness.. encouraging others to explore new realities, to have new visions. To act upon our new visions using new tools."

## THE COMMUNITY LABS PROCESS

The five-day local community laboratories facilitated interchange across the state, documented local concerns and programs and tested the "future mandates" which were produced in the Research Symposium. This took the form of conversations, interviews and visits coordinated in cities and communities across upstate New York. Leadership for this event came from participants in the Symposium and other local volunteers. The labs located and identified significant social and economic programs and experiments within neighborhoods, organizations, agencies and the business and industrial community. Team activity was the highlight of this event.

"This idea of possible loss of citizen participation (in HUD-funded community development programs) makes it clear that now there has to be an increased awareness and an absolute conscious effort by the citizen now, regardless of where they are, or how they are located...They cannot depend now on someone whom they have elected or appointed... They themselves must go out singly or get together in groups and do it."

--Nan McArthur, Rochester

LOCAL RESEARCH WORKSHOPS

During February, March and April, Institute staff led a series of 26 one-to-three hour workshops with a wide variety of groups throughout the state. These workshops were designed to elicit statements about the major concerns facing the region, how they were affecting people, and where positive response to these issues is being made. The methods used in these workshops encouraged the participation of everyone present. Each event contained a workshop, and a time to reflect on the workshop and how the issues raised were related to the particular group's purpose.

BLACK UNITY URBAN LEAGUE  
YOUTH COUNCIL

Contact:

Charles Wynn  
Dunbar Center  
1453 S. State St.  
Syracuse, NY

DELAWARE SCHOOL COMMUNITY  
EDUCATION GROUP

Contact:

Ann Meltzer  
120 Remington Sve.  
Syracuse, NY

CALVARY UNITED METHODIST  
CHURCH SCHOOL CLASS

Contact:

Janice Ulangca  
3413 Stratford Dr.  
Vestal, NY 13850

DIVISION OF COMMUNITY & CONTINUING  
EDUCATION - STATE EDUCATION DEPARTMENT

Contact:

Bob Poczik  
Div. of Comm. & Cont. Education  
1607 Twin Towers  
Albany, NY 12234

"CARE ABOUT RESPONSIBLE  
EDUCATION" (C.A.R.E.)

Contact:

Joanne Bemar  
RD #6  
Hopewell Tn Line Rd.  
Canandaigua, NY 14424

COOPERATIVE EXTENSION  
COMMUNITY EDUCATION

Contact:

Don Tobias  
N 124 MVR Hall  
Cornell University  
Ithaca, NY 14853

CATHOLIC CHARITIES OF  
BUFFALO COUNTY STAFF

Contact:

Mike Avanzato  
525 Washington St.  
Buffalo, NY 14203

EPIC & LEAP  
LOCAL COMMUNITY EDUCATION

Contact:

Larry Fiorenza

CITY OF BUFFALO  
DEPT. OF COMMUNITY DEVELOPMENT

Contact:

Dan Kiwatkowski  
City of Buffalo  
Dept. of Comm. Devel.  
City Hall  
Buffalo, NY 14202

EAST HIGH SCHOOL  
HEALTH CLASS

Contact:

East High School  
1801 E. Main  
Rochester, NY 14605

LOCAL RESEARCH WORKSHOPS (Continued)

EAST PEMBROKE GRANGE

Contact:

Harry Kelsey  
MacCumber Rd.  
Oakfield, NY 14125

NY STATE DIVISION FOR YOUTH  
COMMUNITY INVOLVEMENT PROGRAM STAFF

Contact:

Milton Benoit  
84 Holland Ave.  
Albany, NY 12208

ECUMENICAL CHURCH GROUP

Contact:

Rev..Robert D'Errico  
Altamont Reformed Church  
Altamont, NY 12009

NORTH EAST AREA DEVELOPMENT (NEAD)  
BOARD & STAFF

Contact:

Judith Varga  
P.O. Box 90596  
70 Denver St.  
Rochester, NY 14609

GREATER ROCHESTER CITIZENS FOR  
ACTION (GRCA)

Contact:

Lowell Kruse  
55 Kitty Hawk Dr.  
Pittsford, NY 14534

ROCHESTER LOCAL CITIZENS

Contact:

Ralph Black  
870 Arnett Blvd.  
Rochester, NY 14619

HOUSING AND URBAN DEVELOPMENT

Contact:

Roy Priest  
Community Development Dept.  
107 Delaware Ave.  
Buffalo, NY 14202

RIPLEY CITIZENS WORKSHOP

Contact:

Russell & Marilyn Storrl1  
18 Ross St.  
Ripley, NY 14175

INSTITUTE OF RETIRED  
PROFESSIONALS - SYRACUSE UNIVERSITY

Contact:

Davice Chemene  
610 E. Fayette St.  
Syracuse, NY 13202

RUSSELL SAGE COLLEGE  
SOCIOLOGY CLASS

Contact:

Dr. Barbara Arnason  
Russell Sage College  
45 Ferry St.  
Troy, NY 12180

LINTON HIGH SCHOOL  
SOCIOLOGY CLASS

Contact:

Richard Terry  
Linton High School  
The Plaza  
Schenectady, NY 12308

SYRACUSE LOCAL COMMUNITY  
EDUCATION COUNCILS

Contact:

Jerry Lysik  
117 Butternut Dr.  
Dewitt, NY 13214

LOCAL RESEARCH WORKSHOPS ( Continued)

SUNSHINE SENIOR CITIZENS  
OF BETHLEHEM NEW YORK

Contact:

Robert Mayo  
RD #1, Box 291  
Ravena, NY 12143

WE CARE GROUP

Contact:

Mary Rutherford  
Brookview Dr.  
Waddington, NY 13694

UNITARIAN-UNIVERSALIST CHURCH, CANTON  
CHURCH & COMMUNITY REPRESENTATIVES

Contact:

Mary Logan  
Waddington, NY 13694

LOCAL DIRECTIONS CONFERENCES

On the two weekends preceeding the State Symposium, conferences were held in Buffalo, Albany and Rochester to synthesize the data collected in the local interviews and research workshops. The methods were experimental and differed from conference to conference. Each created products which were based upon the research data, but were not comparable. These conferences enabled participants in the statewide meetings to have thought through their local situations before addressing the issues of the state. The experimentation with the methods helped to refine procedures for the Cornell meeting.

Albany Directions Conference  
SUNY at Albany  
1400 Washington Ave.  
Albany, NY 12222  
ril 25, 1981

Buffalo Directions Conference  
First Presbyterian Church  
Symphony Circle  
Buffalo, NY

Rochester Directions Conference  
Educational Opportunities Center  
SUNY at Brockport  
120 Franklin St.  
Rochester, NY

MANDATE RESPONSE DIALOGUES

As a part of the Local Community Laboratory Week, each metro group sent out invitations to people who had been involved in the local research phase to attend a meeting at which the symposium's products would be presented and where they would have a chance to speak back to the mandates. Eight lively dialogues were held. These meetings plus the interviews and special group meetings were most helpful in the process of refining the issues and mandates statements. They were of help in revealing the need for greater clarity in the initial statements and in several instances, influenced a strong re-examination of issues during the state conference.

LOCAL COMMUNITY LABORATORY MEETINGS AND VISITS

B.O.C.E.S. - JOHNSON CITY  
ADULT LEARNING CENTER

This adult learning program teaches job skills in conjunction with basic education and employability attitudes in a lively hands-on atmosphere. More than 90% of the graduates are employed upon finishing their course.

Contact:

David Masler  
Adult Learning Center  
740 Main  
Johnson City, NY 13790

CITIZENS GOALS FOR CHEMUNG COUNTY

Discussion of the mandates in relationship to goals articulated by the citizen group this year, with special focus on expanding and training local leadership.

Contact:

Bill Cieri  
988 Crestview Dr.  
Pine City, NY 14871

ENDICOTT ROTARY CLUB

Presentation of the Symposium mandates at the regular weekly meeting with discussion and suggestions for clarity.

Contact:

Carl Terpack  
Dep 730, IBM  
1701 North St.  
Endicott, NY 13760

TABERNACLE UNITED METHODIST  
CHURCH SCHOOL CLASS

Presentation of the Symposium mandates to the church and society class with discussion. Of special interest were items related to human values and life meaning.

Contact:

Rev. William Bouton  
Tabernacle UMC  
83 Main  
Binghamton, NY 13905

RESEARCH INTERVIEWS

Organization/occupation listed for identification purposes only

ALBANY METRO

|                        |                                   |             |
|------------------------|-----------------------------------|-------------|
| Ed Agresta             | Adult Education                   | Schenectady |
| William Aylward        | High School Teacher               | Guilderland |
| Mark J. Bagdon         | NY State Energy Office            | Albany      |
| Abe Bolgatz            | Hudson Valley Community College   | Troy        |
| Bobbie Bowden          | Boys' Club                        | Schenectady |
| Richard Brainard       | Sweet Associates                  | Schenectady |
| Susan Brainard         | Volunteer                         | Schenectady |
| Robert Burke           | Marine Midland Bank               | Colonie     |
| Chris Burke            | Unity House                       | Troy        |
| Bryce Butler           | Citizen                           | Altamont    |
| Elton Butler           | Elder                             | Altamont    |
| Dean Calamaras         | Rensselaer Co. Planning Dept.     | Troy        |
| Tom Capuano            | Graduate Student                  | Altamont    |
| Charles Carl           | Businessman                       | Schenectady |
| Lisa Carter            | Unity House                       | Troy        |
| Rosemary Caruso        | Businesswoman                     | Altamont    |
| Marjorie Casswell      | Unity House                       | Troy        |
| Harold Chestnut        | Engineer, General Electric        | Schenectady |
| Marvin Clark           |                                   | Troy        |
| Sue Clark              |                                   | Troy        |
| Judy Clippinger        | State Dept. of Social Services    | Albany      |
| Peter Cooke            | Industrial Education Council      | Albany      |
| Ann Delucia            | Businesswoman                     | Altamont    |
| Gil Delucia            | Businessman                       | Altamont    |
| Robert D'Errico        | Altamont Reformed Church          | Altamont    |
| Carol Dubrin           | Journalist                        | Altamont    |
| Carol Durgin           |                                   |             |
| Tina Erickson          | Cook, Powell House                | Old Chatham |
| Kay Fuller             | Adult Education                   | Schenectady |
| Sue Gallo              | Public School Administrator       | Schenectady |
| Madeline Gemme         | Patient Care of NE NY             | Albany      |
| Eugene J. Gleason, Jr. | NY State Energy Office            | Albany      |
| Kay Hagbom             | YWCA                              | Schenectady |
| Wendell Hallenback     | Schenectady Co. Community College | Schenectady |
| Eve Herson             | Citizen                           | Latham      |
| Morris Herson          | Citizen                           | Latham      |
| Ann Howie              | College Student                   | Altamont    |
| Ruth Howie             | High School Student               | Altamont    |
| Phyllis Hoyt           | Russell Sage College              | Troy        |
| Frank Hughes           | Adirondack Steel Casting          | Watervliet  |
| Barbara Jones          | TRIP                              | Troy        |
| Emily Kent             | Artist, NY State Senate           | Albany      |
| James Kent             | NY State Thruway Authority        | Albany      |
| Carol Kilty            | Citizen                           | Schenectady |
| Stan Kilty             | CHP                               | Schenectady |
| Norman Kurland         | State Education Dept.             | Albany      |
| Robert Lamar           | First Presbyterian Church         | Albany      |
| Marcia Liebich         | Volunteer                         | Schenectady |
| Joseph Lovell          | Dorp Travel                       | Schenectady |

ALBANY METRO (Cont.)

|                   |                                 |                  |
|-------------------|---------------------------------|------------------|
| Bob McCarthy      | Boys' Club                      | Albany           |
| Robert McNiven    | Businessman                     | Clifton Park     |
| Rosemarie Melius  | Senior Citizens Center          | Schenectady      |
| Bess Mole         | Volunteer                       | Schenectady      |
| Dwight Murphy     | Music Teacher                   | Colonie          |
| Nancy Murphy      | Reading Teacher                 | Schenectady      |
| David Orr         | College Student                 | Albany           |
| Thomas Orr, Jr.   | Calvary-St. Luke's UMC          | Albany           |
| Verna Orr         | Nurse                           | Albany           |
| Karen Osborne     | State Education Dept.           | Albany           |
| Donald Pangburn   | United Urban Ministry           | Troy             |
| Laurel Pirri      | Infoline                        | Schenectady      |
| George Pratt      | Altamont Police                 | Altamont         |
| Gale Radley       | NY Division for Youth           | Albany           |
| James Reid        | Christians United in Mission    | Albany           |
| Joseph A. Reid    | Taxi Driver                     | Albany           |
| Betty Rothe       | Citizen                         | Schenectady      |
| LeGrande Serras   | Downtown Businessman            | Schenectady      |
| Walter Shiurer    | Businessman                     | Albany           |
| Nora Shrader      | Citizen                         | Schenectady      |
| William Shrader   | Truck Driver                    | Schenectady      |
| Stan Skinner      | Carver Community Center         | Schenectady      |
| Robert Swanick    | High School Principal           | Lansingburgh     |
| Joanne Tarbox     | Cooperative Extension           | Troy             |
| Faith Thomas      | Office Manager                  | Altamont         |
| Dev Tobin         | NYPIRG                          | Albany           |
| Lloyd Tredwell    | Admissions Officer              | Saratoga Springs |
| William Tymeson   | Rensselaer Co. Planning Dept.   | Troy             |
| Robert Ullery     | State Education Dept.           | Albany           |
| James Van Hoeven  | First Church (Reformed)         | Albany           |
| Merrill Whitburn  | Renss. Polytechnic Inst.        | Troy             |
| Don White         | Regional Dir., Cooperative Ext. | Albany           |
| Henry G. Williams | Lt. Governor's Aide             | Albany           |
| Tom Yandea        | Renss. Co. Dept. for Aging      | Troy             |

BINGHAMTON METRO

|                  |                               |              |
|------------------|-------------------------------|--------------|
| Nathan Bell      | City School Administrator     | Binghamton   |
| Joyce Blackstone | Broome Community College      | Binghamton   |
| Carol Claypool   | Staff, Tabernacle UMC         | Binghamton   |
| Morris Halliday  | NY State Grange               | Cortland     |
| Steve Hamilton   | Cooperative Extension         | Ithaca       |
| E. W. Hausamann  | Manager, IBM                  | Endicott     |
| Peter Hill       | Legal Aide Society            | Oneonta      |
| Garnett Kroeger  | Public School Teacher         | Norwich      |
| Elsie Lewis      | Staff, 1st Methodist Church   | Oneonta      |
| Albert Mamary    | Public School Administrator   | Johnson City |
| David Masler     | Adult Learning Center         | Johnson City |
| Judy McCartan    | Valley Development Foundation | Binghamton   |
| Joan Sprague     | Voluntary Action Center       | Vestal       |
| Paul Van Savage  | Holiday Inn-Arena             | Binghamton   |
| Bert Wilmoth     | Volunteer                     | Johnson City |
| Carl Young       | County Executive              | Binghamton   |

**BUFFALO METRO**

|                     |                                |               |
|---------------------|--------------------------------|---------------|
| Jack Bruckman       |                                | Buffalo       |
| Ron Cohen           | Canisius College               | Buffalo       |
| David A. Collins    | City Council                   | Buffalo       |
| John Conniff        | Catholic Charities             | Buffalo       |
| Jay Duderek         | Community Development          | Buffalo       |
| E. M. Fahey         | City Council                   | Buffalo       |
| Thomas Fronczak     | Human Resources                | Buffalo       |
| William Ganley      |                                |               |
| Otis Glover         |                                |               |
| Jim Gould           | Clergyman                      | Buffalo       |
| Richard Graeber     | Peace & Justice Commission     | Buffalo       |
| James D. Griffin    | Mayor                          | Buffalo       |
| Gill Horn           | Clergyman                      | Buffalo       |
| Robert Jacobi       |                                | Williamsville |
| Robert Litzenberger | Buffalo Energy Project         | Buffalo       |
| Charles Livermore   | Social Planning Consultant     | South Wales   |
| Geraldine Memmo     | Urban Affairs                  | Buffalo       |
| Mary Molke          | Crafts Instructor              | Williamsville |
| Susan O'Connor      | Neighborhood Revitalization    | Buffalo       |
| Marcella O'Donald   | Church Worker                  | Wilson        |
| Kevin O'Neill       | Clergyman                      | Arcade        |
| Jim Pierce          | Clergyman                      | Buffalo       |
| Nancy Pliszka       | Human Resources                | Buffalo       |
| Beatrice Proctor    |                                | Buffalo       |
| Richard Prosser     | Comm. Planning Assistance Ctr. | Buffalo       |
| Donald Trautman     | Chancellor, Diocese of Buffalo | Buffalo       |
| Neil Verschneider   | Clergyman                      | Buffalo       |

**POUGHKEEPSIE METRO**

|                          |                             |                  |
|--------------------------|-----------------------------|------------------|
| Umar M. Ahmad            | Research Engineer, IBM      | Wappingers Falls |
| Irene Akin               | Office Manager              | Stockport        |
| Ann Anderson             | Office for the Aging        | Poughkeepsie     |
| David Anthony            | High School Student         | Stockport        |
| Mrs. Jerry Anthony       | Citizen                     | Stockport        |
| Paul Badner              | Citizen                     | Ghent            |
| Young Cho                | Methodist Church            | Wappingers Falls |
| Richard Colen            | Federated Church            | Millbrook        |
| Sharon Coulter           | College Student             | Poughkeepsie     |
| Lloyd Duren              | Trinity U. Methodist Church | Poughkeepsie     |
| Marshall Efron           | Businessman                 | Poughkeepsie     |
| Phil Engel               | Elder Poet                  | Stockport        |
| Margaret Fettes          | County Board                | Millbrook        |
| Lawrence A. Frank        | Christian School Principal  | Hudson           |
| Rick Gillert             | Dutchess Co. Planning Dept. | Poughkeepsie     |
| Carl Ginder              | Social Worker               | Millbrook        |
| Tom Hasenflug            | Arlington High School       | Poughkeepsie     |
| Bill Hogan               | Cooperative Extension       | Millbrook        |
| Norma Johnson            | Planned Parenthood          | Wappingers Falls |
| Mary Keeley              | Satellite Citizens Center   | Poughkeepsie     |
| George A. McClellan, Jr. | Dutchess Community College  | Poughkeepsie     |
| Vicki McDarby            | Columbia Co. Planning Dept. | Hudson           |
| Lucille Pattison         | County Executive            | Poughkeepsie     |
| Marie Plescia            | High School Student         | Kinderhook       |

POUGHKEEPSIE METRO (Cont.)

|                    |                                  |                   |
|--------------------|----------------------------------|-------------------|
| Gabina Pratten     | High School Student              | Catskill          |
| Thomas C. Sagan    | High School Student              | Chatham           |
| A. V. S. Satya     | Engineer, IBM                    | Wappinger Falls   |
| Sally Sauer        | Volunteer                        | Poughkeepsie      |
| Tom Shay           | Elementary Teacher               | Dover Plains      |
| Barbara Sinclair   | Council for the Arts             | LaGrangeville     |
| William Sittberg   | Dutchess Co. Coun. of Ministries | Fishkill          |
| Howard Slocum      | Manager, IBM                     | Millbrook         |
| Louise Sullivan    | RSVP                             | Poughkeepsie      |
| Ken Toole          | Commissioner of Planning         | Poughkeepsie      |
| Shirley Truran     | Office Manager                   | Poughkeepsie      |
| Sudershan Vadehra  | Engineer, IBM                    | Hopewell Junction |
| Mona Vaeth         | Dutchess Outreach, Inc.          | Poughkeepsie      |
| Fr. Victor, O.S.B. | Benedictine Monk                 | LaGrangeville     |
| Steve White        | Planned Parenthood               | Poughkeepsie      |
| Peggy Zeifert      | Volunteer                        | Highland          |

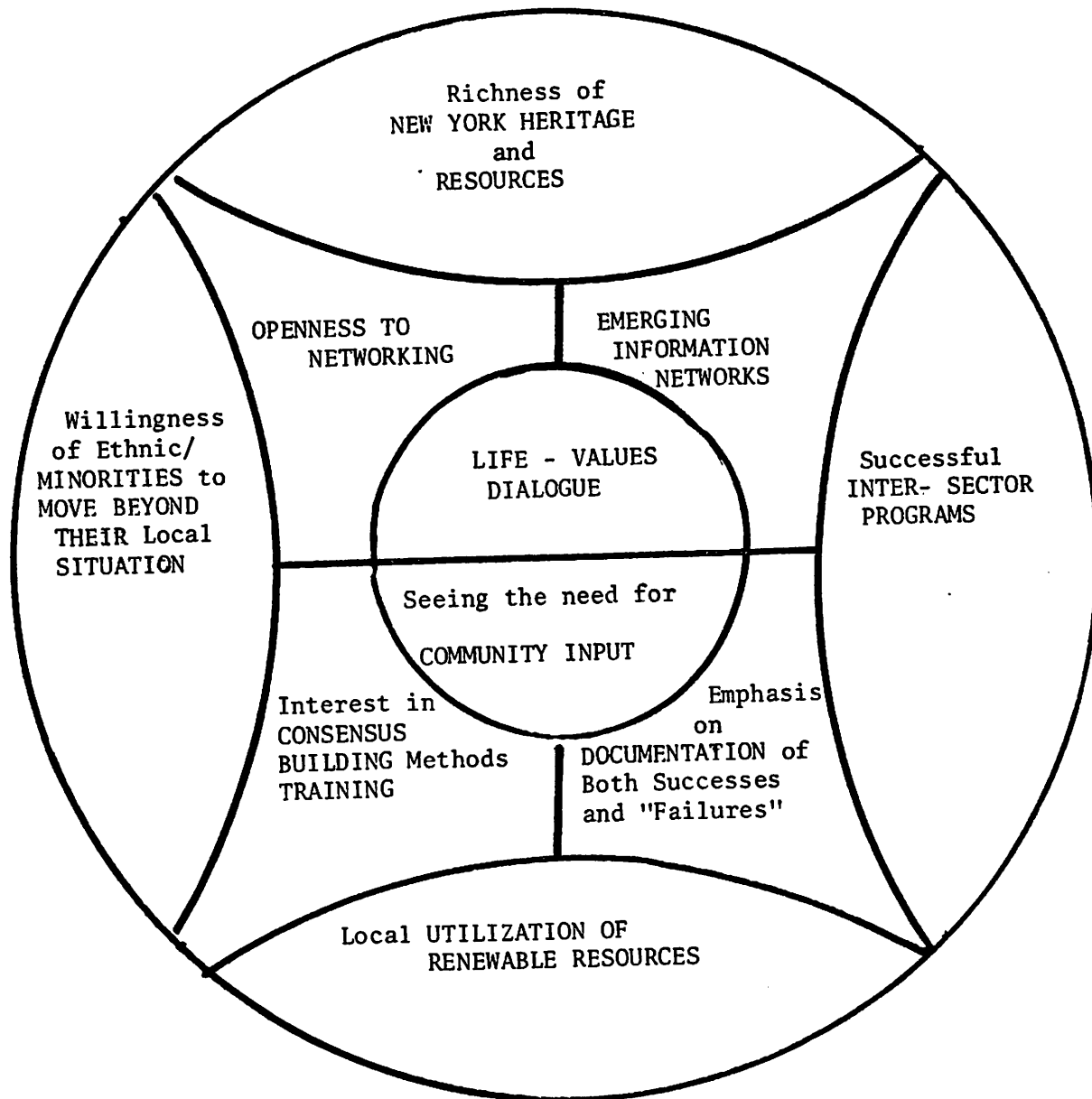
ROCHESTER METRO

|                    |                               |             |
|--------------------|-------------------------------|-------------|
| Kay Adams          | Monroe County Library         | Rochester   |
| Wanda Budd         |                               | Rochester   |
| Bev Coryell        | Citizen                       | Canandaigua |
| Edward Croft       | Rochester Jobs, Inc.          | Rochester   |
| Gene DuPrez        | Urbanarium Inc.               | Rochester   |
| Jerald M. Engel    | Eastman Kodak                 | Rochester   |
| Andrea Ester       | Citizen                       | Shortsville |
| Diane Faherty      | Citizen                       | Canandaigua |
| Robert H. Fuller   | Larsen Engineers              | Rochester   |
| Mike Harrigan      | Harrigan Brady Paper Co.      | Rochester   |
| Barbara Harris     | Sales Representative          | Rochester   |
| Ken Hilton         | Sperry High School            | Henrietta   |
| Howard Holford     |                               | Rochester   |
| Georgette Lesnak   | Special Education Teacher     | Rochester   |
| Jenny Monroe       | Rockwell Museum               | Corning     |
| Warren Neely       |                               | Newark      |
| Ann M. Rider       | Citizen                       | Shortsville |
| Kim Shipley        | Genesee Ecumenical Ministries | Rochester   |
| Peter Throumoulous | Businessman                   | Rochester   |
| Tom Walsh          | Merchant Marine               | Rochester   |
| Mary Wells         | Rochester Jobs, Inc.          | Rochester   |
| Diane Wisotzke     | East Side Community Center    | Rochester   |

SYRACUSE METRO

|                  |                             |            |
|------------------|-----------------------------|------------|
| Robert Anthony   | College Student             | Potsdam    |
| Eliot Birnbaum   | Elder                       | Syracuse   |
| Jean Birnbaum    | Elder                       | Syracuse   |
| Sue Carr         | Oneida Co. Cooperative Ext. | Utica/Rome |
| Mary Covich      | Citizen                     | Syracuse   |
| David Dewey      | Civil Engineer              | Watertown  |
| Theresa Soyle    | Elder                       | Syracuse   |
| Richard French   | Elder                       | Syracuse   |
| Sally French     | Elder                       | Syracuse   |
| John Glendenning |                             | Syracuse   |
| Joann Golden     |                             | Utica      |
| Marlene Holstein |                             | Syracuse   |
| Jerry Lysik      | Community Education         | Syracuse   |
| David Michal     | Community Development       | Syracuse   |
| Mary Montague    | Elder                       | Syracuse   |
| Sue Snook        | Chamber of Commerce         | Syracuse   |

The Local Community Laboratory field teams reported numerous advantages for human development that will provide a climate for upstate New York to deal with its mandates. These advantages fell into ten arenas which are shown on the diagram below.



These advantages suggested possible future directions which led to the chart on the next page and to the ten statements on the next page.

"The key to the cities' future is revitalizing the neighborhoods."  
--Fr. Trautman, Buffalo

CITIZEN INVOLVEMENT

CREATIVE DEMONSTRATION

FUTURE STUDY

page 44

CITIZEN  
INPUT  
-----

Leadership/  
Consensus  
Methods

CONSUMER  
NEEDS  
-----

Business-  
Community  
Bonds

FUTURE  
DIRECTIONS  
-----

Local  
Dialogue  
Mechanisms

ENVIRONMENTAL  
DECISIONS  
-----

Preservation  
and  
Improvement

COOPERATIVE  
CITIZEN ACTION  
-----

Create  
Successful  
Demonstrations

PUBLIC  
EDUCATION  
-----

Citizen  
Policy  
Boards

TAX  
SYSTEM  
-----

Grassroots  
Input  
Mechanisms

FUTURE  
ROLES  
-----

Training/  
Evaluation  
Constructs

RENEWABLE  
ENERGY  
-----

Expand  
Utilization

RE-CREATED  
COMMUNITIES  
-----

Obtaining  
Tools and  
Models

DIALOGUE ONE  
FOR UPSTATE NEW YORK  
MAY 8 - 16, 1981

This document reports the work of participants attending the DIALOGUE ONE CONFERENCE FOR UPSTATE NEW YORK held at Cornell University. The conference is an experimental format facilitated by The Institute of Cultural Affairs.

The Institute of Cultural Affairs is a research, training and demonstration group concerned with the human factor in world development. Private and voluntary in nature, the ICA has offices in 32 nations and operates as a not-for-profit organization. The Institute has 25 years of experience working with communities and has had full-time staff in Rochester, New York, since 1970.

For information, write:

The Institute of Cultural Affairs  
53 Lakeview Park  
Rochester, New York 14613

"We are in a period of fundamental change. If we are sharp, sensitive and lucky, it'll be a transformation of our era."

--John Briggs, Community Futures Institute

## THE FOUR YEAR REGIONAL INTENTS

### CITIZEN INVOLVEMENT

In the arena of Citizen Involvement, the intents of the region are:

1. to assure training in Leadership Methods of Consensus and Citizen Input. An illustration of a victory in this arena could be the utilization of these methods by two state agencies by 1985.
2. to enable citizen participation in policy and program creation for formal (public) education structures. An illustration of a victory in this arena could be comprehensive (womb-to-tomb) education plans created by local continuing and community education councils in several school districts in the state.
3. to create successful demonstrations of cooperative citizen action. An illustration of a victory in this arena could be the creation of an award for the "demonstration of cooperative community action" given to 200 communities in 1984.
4. to obtain the wisdom (tools and models) necessary to recreate the cities, to towns, and neighborhoods. An illustration of a victory in this arena could be the existence of core groups in several communities in each metropolitan district (metro) which are working together toward the development of a more human community.

### CREATIVE DEMONSTRATION

In the arena of Creative Demonstration, the intents of the region are:

1. to create a strong bond between businesses and communities in order to meet the needs of consumers and producers. An example of a victory in this arena could be the development of a "local enterprise foundation" and a "private sector consultant pool" in every metro by 1985.
2. to insure grassroots participation into the value system and the mechanics of the Tax Systems. An example of a victory in this arena could be inter-"sector" tax dialogues being held across the state which are sponsored by the various tax lobbies.
3. to preserve and improve our environment. An example of a victory in this arena could be the development of an information system which is available to any citizen or group, which can be used to make decisions (among alternatives on environmental concerns).
4. to expand the utilization of renewable energy resources. An example of a victory in this arena could be a working (operable) Public Renewable Resource Utility which serves as a demonstration to the state (in place by 1985).

### FUTURE STUDY

In the arena of Future Study, the intents of the region are:

THE FOUR REGIONAL INTENTS (Cont'd)

1. to create "Dialogue" mechanisms at the local level which will bring together the four sectors to identify issues of future directions. An example of a victory in this arena could be the creation of a statewide association of Study Circles on Citizen Values by 1985.
2. to create training constructs to enable men, women and youth to evaluate their roles in the future. An illustration of a victory in this arena might be the use of such constructs in every county within 4 years.

"Caring individuals do need care for themselves, too. Getting together on a regular basis is needed. It's very difficult to be the change agent."

--Kay Kraatz, Syracuse

## THE PLANNING ASSEMBLY

### Upstate New York Directions Conference

On May 15 and 16, 1981, 20 people gathered for the third part of the Conference, the State Directions Conference. People who had participated in the Symposium and Community Labs Week joined others to interpret the findings of the Labs Week in light of the mandates and issues, to establish strategic directions for human development, and to begin the process of planning the implementation of these strategies.

The work of the Assembly began with hearing reports from each of six teams which had coordinated the Labs Week. A workshop was then held to create and organize lists of actions required to implement recommended intents. The organization of these actions is called the Strategic Design, which is on page 48. The participants identified 11 strategic directions. Each strategic direction is a sense of where where we need to focus our work to act out of the mandates in the upstate area. The data behind this chart follows on pages 49 and 50 in outline form.

For the remainder of the Directions Conference, the participants reflected on implementing steps which would be needed to enable the strategic directions for each metropolitan area. These implementing steps are the locus of the continuing dialogue which follows the Dialogue One conference.

"We never intended to be developers,  
we never wanted to be....  
but there were no other developers who wanted to do this  
so...  
somehow,  
it evolved."

--Downtown Redeveloper, Schnectady

DIALOGUE ONE

FOR THE NEXT FOUR YEARS

| <p><u>Engaging</u></p> <p>ECONOMIC STRUCTURES</p>  | <p><u>Affirming</u></p> <p>AUTHENTIC LIVING</p>                               | <p><u>Empowering</u></p> <p>COMMUNITY PARTNERSHIPS</p>                           |
|--|---|--|
| <p>Toward Environmental Stewardship I</p> <p>page 48</p> <p>USING RESOURCES CREATIVELY</p> | <p>Toward Life Fulfillment V</p> <p>ASSESSING LIFE ROLES</p>                  | <p>Toward Consented Decisions VIII</p> <p>ENLISTING CITIZEN PARTICIPATION</p>    |
| <p>Toward Community Participation II</p> <p>EXPANDING BUSINESS INVOLVEMENT</p>             | <p>Toward Values Understanding VI</p> <p>EXPANDING VALUES DIALOGUE</p>        | <p>Toward Broadening Skills IX</p> <p>TRAINING COMMUNITY LEADERS</p>             |
| <p>Toward Citizen Input III</p> <p>EXPLORING TAX ALTERNATIVES</p>                          | <p>Toward Activity Recognition VII</p> <p>CELEBRATING EFFECTIVE COMMUNITY</p> | <p>Toward Improved Education X</p> <p>BUILDING/SCHOOL COMMUNITY PARTNERSHIPS</p> |
| <p>Toward Information Exchange IV</p> <p>DEVELOPING DATA BANKS</p>                         | <p>Toward Activity Recognition VII</p> <p>CELEBRATING EFFECTIVE COMMUNITY</p> | <p>Toward Regional Cooperation XI</p> <p>DEVELOPING SUPPORT NETWORKS</p>         |

THE STRATEGIC COMPONENTS OF THE ROCHESTER REGION  
with brainstorm of possible activities

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| <u>Engaging</u><br>ECONOMIC STRUCTURES                                     |                                | <u>Affirming</u><br>AUTHENTIC LIVING  |                              | <u>Empowering</u><br>COMMUNITY PARTNERSHIPS                                 |                      |
|--|--------------------------------|---|------------------------------|---|----------------------|
| Toward Environmental Stewardship<br><br>USING RESOURCES CREATIVELY<br>I    | Demonstration Projects         | Toward Life Fulfillment<br><br>ASSESSING LIFE ROLES<br><br>V                  | Regular Courses              | Towards Consensed Decisions<br><br>ENLISTING CITIZEN PARTICIPATION VIII     | Issue Forums         |
|  | Energy Equipment               |   | Company Support              |   | Legislative Groups   |
|  | Innovative Financing Financing |   | Intergenerational Activities |   | Government Planning  |
|  | Monitoring Procedures          |   | Network Programs             |   | 4-Sector Roundtable  |
| Toward Community Participation<br><br>EXPANDING BUSINESS INVOLVEMENT<br>II | Financial Support              | Toward Values Understanding<br><br>EXPANDING VALUES DIALOGUE<br><br>VI        | Industry Circles             | Toward Broadening Skills<br><br>TRAINING COMMUNITY LEADERS IX               | District Workshops   |
|  | Business Education             |   | Study Constructs             |   | Agency Programs      |
|  | Career Directions              |   | Citizen Circles              |   | Training Curriculum  |
|  | Project Participation          |   | Management Courses           |   | Leadership Academy   |
| Toward Citizen Input<br><br>EXPLORING TAX ALTERNATIVES<br>III              | Awareness Workshops            | Toward Activity Recognition<br><br>CELEBRATING EFFECTIVE COMMUNITY<br><br>VII | Community Pillars            | Towards Improved Education<br><br>BUILDING SCHOOL/ COMMUNITY PARTNERSHIPS Y | Learning Systems     |
|  | Forum Leadership               |   | Community Pillars            |   | Adult Education      |
|  | 4-Sector Forum                 |   | Cooperation Awards           |   | Parental Involvement |
|  | Strategic Advocacy             |   | Program Publicity            |   | Community Research   |
| Toward Information Exchange<br><br>DEVELOPING DATA BANKS<br>IV             | Activity Indexes               | CELEBRATING EFFECTIVE COMMUNITY<br><br>VII                                    | Celebrative Events           | Toward Regional Cooperation<br><br>DEVELOPING SUPPORT NETWORKS XI           | 4-sector Dialogue    |
|  | Resources Indexes              |   | Cooperation Awards           |   | Community Cores      |
|  | Public Awareness               |   | Program Publicity            |   | Regional Research    |
|  | Library Computer               |   | Celebrative Events           |   | Regional Networks    |

## STRATEGIC DESIGN DETAIL

### A Brainstorm List of Possible Actions and Programs

- I. In the arena of Engaging Economic Structures
  - A. That renewable energy resources be utilized creatively; this could involve:
    1. Conducting demonstration projects in highly visible, selected areas
    2. Designing specialized energy equipment
    3. Identifying innovative financing approaches
    4. Setting up appropriate monitoring procedures related to known high-level pollution areas
  - B. That business involvement be expanded to support local human development efforts; this could involve:
    1. Enlisting financial support for specific projects
    2. Conducting courses for citizens to inform them of the nature of business enterprise
    3. Stimulating career directions among graduating students and providing counseling when appropriate
    4. Initiating employee participation in specific community-oriented programs
  - C. That alternatives to the present tax systems be explored; this could include:
    1. Conducting workshops which would increase the public's awareness of the issues involved
    2. Training workshop leaders in consensus-building methods
    3. Organizing a four sector forum to develop necessary strategies
    4. Providing strategic advocacy to select groups
  - D. That data banks be set up to store and supply information needed for responsible decision-making; this could include:
    1. Compiling and organizing indexes of current activity in human development
    2. Compiling and organizing indexes of available human resources
    3. Raising public awareness of available resources and activities
    4. Installing computerized information retrieval system in library system
- II. In the arena of Affirming Authentic Living
  - A. That life roles be assessed in relationship to individual's vocational and leisure time activities; this would include:
    1. Promoting specific for-credit courses in an after-school setting
    2. Stimulating company support of employee aspirations
    3. Conducting inter-generational activities
    4. Supporting network-sponsored programs
  - B. That dialogues be expanded on the importance of determining the human values in life; this could include:
    1. Encouraging study circles in industrial settings
    2. Designing study formats for use by any interested groups
    3. Organizing study circles in select local settings
    4. Promoting courses in human values as part of on-going management training

STRATEGIC DESIGN DETAIL & BRAINSTORM continued

II. In the arena of Affirming Authentic Living:

- C. That effective community involvement be celebrated; this could include:
1. Involving key community leaders
  2. Announcing Community Cooperation awards
  3. Publicizing successful program efforts
  4. Conducting regular celebrative events

III. In the arena of Empowering Community Partnerships;

- A. That citizen participation be enlisted at all levels of the community planning process; this could include:
1. Conducting forums which would focus on a wide range of issues
  2. Organizing groups to advise legislators on community needs
  3. Insuring citizen input in the governmental process of planning
  4. Scheduling four-sector roundtable series
- B. That community leaders be trained in consensus-building methods; this could include:
1. Conducting workshops for school district personnel
  2. Training agency staff in effective implementation procedures
  3. Designing training curricula
  4. Scheduling a leadership academy
- C. That school/community partnerships be built as a means of improving the quality of education; this could include:
1. Designing effective learning systems
  2. Expanding adult education opportunities
  3. Encouraging parental involvement in school life
  4. Conducting relevant community research
- D. That support networks be developed to achieve regional cooperation; this could include:
1. Arranging four-sector dialogues
  2. Organizing community cores
  3. Conducting regional research
  4. Contacting regional network systems

"The underlying fear of change causes people to be comfortable with uncomfortable situations, rather than confront what is coming."

Rick Gillert, Dutchess County Planning Department

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## ACKNOWLEDGEMENTS

The Institute of Cultural Affairs and the participants of Dialogue One gratefully acknowledge the help of the following corporations, foundations, and organizations:

Bournes Office Supply  
Rochester, NY

D. Brickman, Inc.  
Menands, NY

Broome-Tioga B.O.C.E.S. Lithography Class  
Binghamton, NY

The Carrier Foundation  
Syracuse, NY

Case-Hoyt Company  
Rochester, NY

Cornell University Conference Office  
Ithaca, NY

Deckers  
Menands, NY

Dime Savings Bank  
Rochester, NY

Dunkin Donuts-East Ridge Road  
Rochester, NY

Graphics Plus  
Cortland, NY

Kaufman's Bakeries  
Buffalo & Rochester, NY

LLR Conference Center  
Ithaca, NY

John Phipps, Printer  
Binghamton, NY

Scotts Hallmark  
Colonie, NY

Seneca Paper  
Rochester, NY

SUNY-Brockport- Educational Opportunities Center  
Rochester, NY

United Fruit Company  
Albany, NY

Urbanarium, Inc.  
Rochester, NY

Willow Run Foods  
Vestal, NY

Special thanks to the Pitney-Bowes Company, Binghamton for the use of the duplicating equipment to produce the Symposium and Assembly documents.

The Dialogue One for Upstate New York is a demonstration of what can be accomplished by a team of dedicated volunteers who decide to work together on a timely need. Members of the Regional team who planned and enabled Dialogue One include:

- Ralph Black -- Rochester, NY
- Susan Brainard -- Schenectady, NY
- Ken DeWeaver -- Rochester, NY
- Edna Hall -- Syracuse, NY
- Dick Howie -- Altamont, NY
- Ellen Howie -- Altamont, NY
- Mel Knapp -- Rochester, NY
- Regina Lanigan -- Buffalo, NY
- Steve Lesnak -- Rochester, NY
- Mary Logan -- Waddington, NY
- Bob Mayo -- South Bethlehem, NY
- Bess Mole -- Schenectady, NY
- Ken Truran -- Verbank, NY
- Abe Ulangca -- Vestal, NY
- Janice Ulangca -- Vestal, NY