

23009

HDTS: 5TH CITY

MORNING COLLEGIUM

8-WEEK COLLEGIUM OVERVIEW

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

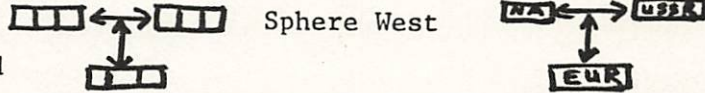
DAY WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1	Orientation	Orientation	Orientation	Nation & World: West	Nation & World: East	Nation & World: South
WEEK 2	CS-1 Scientific Revolution	CS-1 Urban Revolution	CS-1 Secular Revolution	Social Process: Economic	Social Process: Political	Social Process: Cultural
WEEK 3	Profound Humaness Conversation	Profund Humaness Conversation	Community Forum Lab	Heritage Excursion	Heritage Excursion	Heritage Excursion
Week 4	UR Images: Black	UR Images White	UR Images: Red	UR Images: Yellow	UR Images Brown	UR Images Tan
Week 5	Maharashtra Replication: 25,000	Maharashtra Replication: 2,500	Maharashtra Replication: 250	Imaginal Leadership Lab	Imaginal Leadership Lab	Maneuver Lab
Week 6	Urban Excursion	Urban Excursion	Urban Excursion	Project Framing	Project Funding	Project Phasing
Week 7	Auxiliary Style: Corporate Action	Auxiliary Style: Global Responsibility	Auxiliary Style: Local Responsibility	Auxiliary Style: Movemental Style	Auxiliary Style: Replication Style	Auxiliary Style: Consensus Building
Week 8	Auxiliary Corporateness	Auxiliary Corporateness	Intentional Family	HDTS Council	HDTS Council	HDTS Council

**Rational Objective:** Picture of West's Past, Present, and Future Role in Global Development.

**Existential Aim:** Experience the burden and possibility of being Western men.

**Introduction:** Sing Patriotic Song from each Continent Picture of Dynamics of your World.

Picture of Dynamics of your World



**I** Grids of the Continents

1. What pictures come to your mind when you see N.A., Eur., USSR.
2. What hist. events do you recall from those Nations?
3. What contributions to civilization has each Nation made?

	History	Problems	Gifts	Contradiction	Vision
Europe,					
USSR					
NA					

**II**

1. What are the major struggles of each nation today?
2. What are the basic directions that each nation seems to be taking?
3. In light of the world's need what future direction is needed in the West?
4. What is the future contribution of the West to global society?

**III**

1. Where did your images of the West Shift?
2. Where did you find gaps in your knowledge?
3. What surprised you?

**Conclusion:** Continue to brood on your picture of the World and its shape for the future.

HDTS: 5TH CITY

MORNING COLLEGIUM

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

NATION & WORLD: EAST

DECEMBER, 1978

Rational Objective: Picture of the East, Past, Present, and Future Role in Global Development.

Existential Aim: Experience the mystery of Sphere East as Gift.

Introduction:

Grid of Continents



Relation of East in dynamic of Globe.

I

1. What come to mind?
2. What historical events?
3. What contribution?

Lecture 4 x 4

II

1. What major struggles?
2. What basic directions?
3. What future direction needed?
4. What future contribution?

III

1. Where image shift
2. Where gaps?
3. What surprised you?

Conclusion:

The East is moving.

**Rational Objective:** Picture of South Past, Present, and Future role with particular emphasis on the key role of the South.

**Existential Aim:** Experience the bubbling of creative power in the turmoil of Sphere South.

**Introduction:** Grid of Continents already on board



Relation of South in dynamics of the Globe.

1. What comes to mind when you think of L.A., Black Africa, N.A.M.E.
2. What historical events do you associate with these countries.
3. What contributions to the world?

I Lecture 4 x 4

1. What are the major struggles of each Nation?
2. What are the basic directions being taken in each nation?
3. What future direction is needed?
4. What is the future contribution to global society?

II

1. Where did your images shift?
2. Where did your find gaps?
3. WHAT surprised you?

III

**Conclusion:** In the emerging role of the South, continue to think about what this will mean to the future.

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MORNING COLLEGIUM  
SCIENTIFIC REVOLUTION

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

Existential Aim:

Introduction: Talk about and spin on the 3 major revolutions of our time - scientific, secular, urban.

I  
(15 mins)

Begin with a brief conversation that will allow consciousness about the scientific breakthroughs of modern civilization. Include inventions as well as technological advances.

1. What are some scientific breakthroughs in our time?
2. What are some inventions in modern history?
3. Where has scientific discovery caused controversy in our time?

II  
(25 mins)

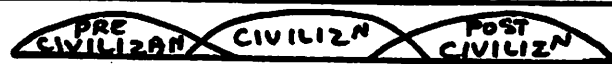
Refer to the xeroxed 4x4s and sheets. Take time to weave a rational statement of the major shifts of common sense in the revolutions.

III  
(5 mins)

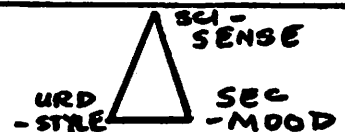
Use an article or reading from a magazine or book that weaves all 3 movements together powerfully. Artform very briefly at the end.

Suggest the most recent Time Magazine for source.

LECTURETTE & KEY IMAGE



Man is called today to be the image maker of our times.



**SCIENTIFIC REVOLUTION**

Common Sense

Past Sensibility		ARENAS OF SHIFT	Future Sensibility	
Old View of Man	Newtonian World		Einsteinian World	New View of Man
Divided Self	Dualistic Universe	Cosmology	Unified Universe	Unitary Self
Individual Self	Substantial Universe	Composition	Relational Universe	Relational Self
Unchanging Man	Static Universe	Quality of Change	Dynamic Universe	Flexible Man
Victime of the Past	Mechanical Causation	Control of Change	Statistical Prediction	Creator of the Future

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MORNING COLLEGIUM  
CSI - URBAN REVOLUTION

ECONOMIC: CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: Rat'l statement of shift from rural to urban style of life.

Existential Aim: Experience the urban as gift of our times.

Introduction: Review scientific, secular, urban tri-angle.

Focus on Urban.

I

1. What are some great cities of the world that come to your mind?
2. What cities have you visited?
3. What influence have cities had on our lives?
4. How has life for us changed in the shift from rural to urban style?

II

Refer to xeroxed 4 x 4 and pull together rational statement on shift in common style.

III

National Geographic Article on Chicago Art Form.

Conclusion:

THE CULTURAL REVOLUTION

COMMON STYLE

RURAL	ARENA OF SHIFT	URBAN
Parochial Mindset	Change In Interior Space	Global Mindset
Continuous Rythm	Change In Interior Time	Simultaneous Rhythm
Intimate Mutuality	Change In Responsible Relationships	Structured Responsibility
Roots in the Past	Destinal Roots	Roots in the Future

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MORNING COLLEGIUM  
THE SECULAR REVOLUTION

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

Existential Aim:

Introduction: Same as previous focussing on the secular/mood part of triangle

I  
(15 mins)

Have a couple of people spin on stories, events, traditions that gave them certitude, assurance & security.

Have a couple of people, probably Fifth citizens, spin on how their securities, stories & understandings, were radically called into question.

1. What is it that you are sure of nowadays?
2. What do people in these days base their security on?
3. What events have made us insecure or unsure?
4. What do you tell yourself that allows you to live with all the uncertainties of this time?

II  
(25 mins)

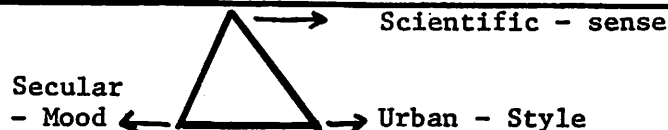
As in previous collegiums, refer to the xeroxed 4 x 4s & sheets pulling together a simple rational statement on the shift in common mood.

III  
(5 mins)

Readings from Tagore or Gandhi - Locate reading  
(also Boulding, Servan-Schwieber, Sartre, etc)

Art Form Conversation

KEY IMAGE



THE CULTURAL REVOLUTION  
COMMON MOOD

OLD MOOD	ARENA OF SHIFT	NEW MOOD
Edge of Life	Ultimate Encounter	Center of Life
Eternal Patterns	Depth Response	Temporal Models
Natural Powers	Spirit Struggle	Historical Decisions
Certainty in Authority	Human Certitude	Certainty in Authenticity

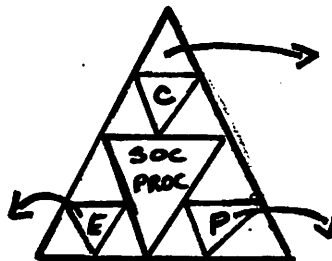
Rational Objective:

Existential Aim:

Introduction: In any society there are three dynamics that go on - economic, political, cultural.

I  
(10 mins)

Simplicity is the key here: Brief run through of whole thing.



That which gives meaning to sustaining & ordering.

How I sustain myself

How I order & make decisions

Give an example of each major dynamic to ground understanding.

II  
(25 mins)

Here focus on the economic triangle. Run through the dynamics of resources, production and distribution. Use Fifth City and have people brainstorm out its resources, what it produces, what it distributes.

After getting out a list then spin on the economic as the tyrant and its imbalance. Then spin on the imbalances within that triangle itself.

III  
(10 mins)

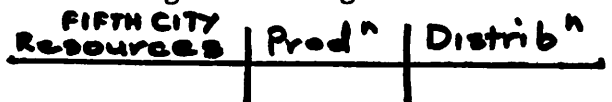
Hold an artform conversation on the brainstorm data gathered.

Note the data. Spin on the trends it indicates.

Have conversation on what needs to happen to correct these imbalances for the future.

LECTURETTE & KEY IMAGE

Social process triangle is a screen. All the goods belong to all the people - emerging ideology.



HDTS: 5TH CITY

MORNING COLLEGIUM  
SOCIAL PROCESS TRIANGLE: POLITICAL

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

Existential Aim:

Introduction: Refresh on the three dynamics that go on in any society Zero in on the political.

I  
(10  
mins)

Spin on the dynamics of justice, order, welfare -  
Hold conversation on various political groups such as the panchayat, the elders, the courts, the police, etc. Have people talk about the roles and function of each.

II  
(25  
mins)

Refer to the 4 x 4 on the political process noting the imbalances, and the trends. Move then to justice, order, welfare and then note their imbalances and trends.

Get out a brainstorm of these three categories using Fifth City, Illinois, or U.S.

Note the gaps and where the imbalances are in the data.

III  
(10  
mins)

Hold an Art Form conversation on the data noting the trends and how they can be solved for the future.

LECTURETTE & KEY IMAGE:



FIFTH CITY		
JUSTICE	ORDER	WELFARE
---	---	
---	---	

All the decisions belong to all the people - emerging ideology

HDTS: 5TH CITY

MORNING COLLEGIUM

ECONOMIC CYCLE

SOCIAL PROCESS TRIANGLE: CULTURAL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

LECTURETTE  
& KEY IMAGE



Fifth City, Illinois, U.S.A.

Wisdom	Symbol	Style

Emerging Ideology  
" all gifts  
" all wisdom etc.

**Introduction:**

Same as previous collegiums

Mov't  
I  
10  
mins.

Briefly sketch where we are in the social process triangles rehearsing the dynamics of ordering, sustaining, meaning. Center in on the critical.

Hold conversation on various groups that show up in the cultural triangle. Ground triangles with examples, e.g. flag of U.S., the racial situation, Church buildings. Create questions that clarify the function and role of each.

Mov't  
II  
25  
mins.

Refer to the 4 x 4 on the cultural process noting the imbalances and the trends. On the cultural triangle note carefully that this is the collapsed pole of the social process.

Get out a brainstorm of the categories of wisdom, style, symbol using Fifty City or Illinois or U.S.

Note gaps and where the imbalances are in the data.

Mov't  
III

Hold artform conversation on the brainstorm data noting trends and the implications of the data for the future.

**Conclusion:**

SOCIAL PROCESS TRIANGLES



SOCIAL IMBALANCES

INTER-RELATED

Society is a balance of forces  
Nothing is in isolation  
No specialist approach  
Triangles express dynamic

ECONOMIC



Eco. as over-extended tyrant  
Production emphasized  
Resources subservient to production  
Distribution collapsed

ECONOMIC

Sustaining dynamic  
Appropriating resources  
Production as using resources  
Distribution: allocating goods/sv.

POLITICAL



Pol. restricted to eco. ally  
Order for sake of economic  
Justice a tool of eco estblshmt  
Welfare reduced to dole

POLITICAL

Ordering dynamic  
Order: assuring social stability  
Justice: equitable control  
Welfare: directing benefits

CULTURAL



Cultural collapsed  
Tech. edu. dominates wisdom  
Style dominated by consumer value  
Symbol collapsed to economic

CULTURAL

Significating dynamic  
Wisdom  
Style  
Symbol

KEY TO REBALANCE

Recreate economic base  
Restore political integrity  
Empower culture  
Symbolic the key

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

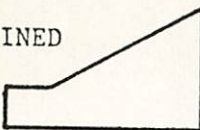
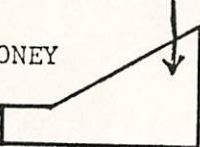
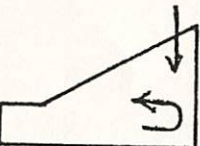
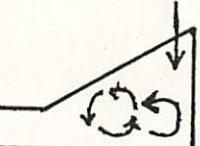
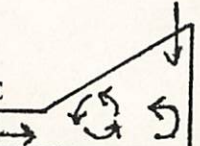
DECEMBER 1978

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

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

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

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

Principle \ Program	INDUSTRY	COMMERCE	AGRICULTURE
1. SELF-CONTAINED ECONOMIC ENTITY 	USE LOCAL RESOURCES - Wood - Carpenters - Machine Operators	MARKET LOCAL PRODUCE - Food products - Local mfr'd items -	FOOD SELF-SUFFICIENCY - Gardens - Demo plots - Nutrition
2. BRING IN MONEY 	NEXT STEP PROCESSING - All indy is NSP - Wood into furniture - Wood into crating	SERVE NEARBY MARKETS - Neighboring communities - -	CASH CROPS - Sell outside - Fruits, vegetables -
3. RETAIN THE MONEY 	LABOR INTENSIVE - All steps done locally - Minimize capital - Do own maintenance	REPLACE OUTSIDE PURCHASES - Food - Sundries - Gas & oil	SELL CASH CROPS LOCALLY - Limit outside expense - Inkind roto-tiller - Volunteer labor
4. CIRCULATE THE MONEY 	BUY & SELL LOCALLY - Buy raw mat'l locally - All local workers - Sell product locally	CASH & INVENTORY TURNOVER - Basic hi-volume items - Move it at a profit - Replensih locally	CROP TURNOVER - Land use plan - Sell locally - Buy inputs locally
5. RELATE TO THE OUTSIDE ECONOMY 	SUPPLY SURROUNDING MARKETS - Market city - More than one customer - Danger of internat'l	LOCAL BALANCE OF TRADE - Exports up - Imports down - Deficit becomes Surplus	COOPERATIVE THRUST - Farmers Market Days - Supply urban co-op -
ENEMY: Health Example is "Debilitation"	UNDER-EMPLOYMENT	SCARCITY	SUBSISTENCE TRADITION
APPROACH: Preventive Health Care	NEXT STEP PROCESSING	CASH CONSERVATION	CORPORATE STRUCTURES
SELLING IMAGE: Home Health Caretakers	FULL TIME JOBS	SERVICES SUPPLIED LOCALLY	CASH CROPS AFTER FOOD SELF-S

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Introduction: 5 Economic Principles

I  DIVERSIFIED CROPS	Crop Selection	Resource Control	Community Ventures	Demonstration Gardens
II  ANIMAL OPERATIONS	Farm Animals	Animal Care	Product Development	Support Systems
III  INTENSIFIED PRODUCTION	Artificial Systems	Land Use	Equipment Utilization	Skill Development
IV  AGRO-PRODUCT DEVELOPMENT	Diversified Enterprises	Secured Markets	Production Systems	Financial Management

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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TACTICAL REVIEW

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

II

PROJECT REPORTS

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

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

III

OPTIONAL TOUR

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

CONCLUSION:

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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PREPARATION:

1. Group spend a few minutes discussing the kind of technical information is needed in the program arenas of the agriculture module.
2. Corporately build a screen of questions to use on the trip. Samples:
  - What are the keys to the success of the operation?
  - What are the obstacles the community (or company) had to deal with or the present blocks it is facing in the operation?
  - How does the local community relate to the operation?
  - How could you get started with an operation like this?
  - How is it financed?

VISIT:

1. As a total group visit Northside Community urban agriculture project, arranged by Un. Il. Co. Extension Office (Greg Stack).  
(Divide up and go to all or part of following:)
2. Greenhouse horticultural operation: George Ball, Inc., West Chicago. A medium sized vocational training school in greenhouse management.
3. Livestock Feeding operation: Allied Mills Research Farm, Libertyville.
4. Commercial bean sprouting operation: Korean company, Broadway & Bryn Mahr.
5. Additional possibilities in Chicago area: spice growing operation, fish cropping, hydroponics, seed company

REFLECTION:

1. What things impressed you on this visit?
2. Where did you get new insights into agriculture?
3. What could be applied in a local community such as yours?
4. What did you learn about cooperative efforts in agriculture?
5. What does it mean for a local community to be responsible for agriculture?
6. What is the human aspect of agriculture operations?
7. What do you still need to find out to get on top of agriculture?

(Films can be acquired from the state vocational education system in case of inclement weather.)

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

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

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

Introduction: Sociological humanness of cooperative agriculture.

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

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

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

INTRODUCTION: Introduction of panelists.

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

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

VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To create a small garden campaign manual.

Existential Aim: Excited over capacity to tackle agriculture in a simple first step.

INTRODUCTION: Agriculture is the way one exercises dominion over the earth in the rural. Housing and property ownership is the way one exercises dominion over the earth in the urban. When the city becomes a wasteland and the rural overpowered by the agri-corps. restoration of human dominion can begin with a back-yard garden. Anyone can do it.

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GROUP BRAINSTORM

1. Reflection on the issues that give rise to need for small gardens (nutrition supplement, supplementary income, recovery of vacant space, etc)
2. Brainstorm the elements of a small garden campaign (urban or rural). Include land use, finance, equipment pooling, seeds, layout, planting, cultivation, soil management, fertilizers or organic applications, rotation of crops, etc.
3. Gestalt elements into manual components and divide group into corresponding number of sub-groups.

II

COMPONENT CREATION

Work in sub-groups by component parts to work on each section of the manual. Include structuring the section, writing paragraphs and drawing diagrams. Consult with 5th Citizens and other U.S. 12 representatives. Use gov't and university extension resources.

III

PLENARY

Meet back together as a total group to report on components, make final refinements and assign production of manual.

CONCLUSION:

PRACTICAL WORKSHOP

<p>INTRO.</p>	<p>Meet by Task Forces to consider a spring agricultural campaign for a particular community: TF 1 - Richgrove TF 2 - 5th City TF 3 - Cannon Ball</p> <p>We want to look at what it would take to implement the tactics in a community's document in a 3 month time period.</p>																																				
<p>2:00</p> <p>Mov. 1</p>	<ol style="list-style-type: none"> <li>1. Read the agriculture tactics. What does this community want to do ? What potential do you see in these?</li> <li>2. What values would you be holding in doing these tactics ?</li> <li>3. What issues does this community face in doing agriculture ? (e.g. space, water, equipment, finance)</li> <li>4. What difficulties will have to be overcome ?</li> <li>5. As you reflect on this situation where would you focus for a 3 month agricultural campaign ? Name the campaign.</li> </ol>																																				
<p>2:45</p> <p>Mov. 2</p>	<ol style="list-style-type: none"> <li>1. Brainstorm all the elements that would have to go into pulling off this campaign.</li> <li>2. Gestalt into components (or arenas of activity) &amp; divide the group to handle each component.</li> <li>3. Small group brainstorms &amp; gesticulates the activities required to enact its component &amp; fills out the following chart:</li> </ol> <table border="1" data-bbox="406 1291 1169 1543"> <thead> <tr> <th colspan="6">COMPONENT</th> </tr> <tr> <th>Activity</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>What</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Where</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>When</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>4. Lay out the activities on a 13 week timeline.</li> </ol>	COMPONENT						Activity	1	2	3	4	5	What						Who						Where						When					
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<p>3:30</p> <p>Mov. 3</p>	<ol style="list-style-type: none"> <li>1. Gather as a whole group &amp; briefly report on components.</li> <li>2. Corporately put activities on the timeline, evaluating the relationships of events to achieving the goal of the campaign.</li> <li>3. Reflect on the campaign countdown. What will happen if we do these things ? What is the feel ? Where will the momentum be ? What left out ?</li> <li>4. Make adjustments &amp; assign someone to report.</li> </ol>																																				
<p>4:00</p>	<p>Plenary: 1. The 3 task forces meet and report. Reflect: 2. Which seemed the most realistic: Intriguing ? Effective ? What add or shift ? What discover about building a community plan.</p>																																				

VII. ACTION

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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**PREPARATION**  
1. Group brainstorm elements of an agriculture repository.  
2. Gestalt list into repository arenas and divide group into corresponding number of units plus one additional unit to work on repository location, design, organization and reference system.  
3. Before breaking up into working units, get out as many sources of materials/information as possible. Units take note where their arena is mentioned. Sources include: ICA Nexus, University Il. Extension Office, Chicago Parks Dept., C.A.P., U.S.D.A., Public Library (Michigan Ave. across from Wriggly Bldg. in old brick building behind Equitable Life), seed companies for catalogues, Appropriate Tech. Resource Center, 6100 S. Blackston, Illogro (Organic gardening), Franklin Grove, subscriptions.

II  
**FIELD EXERCISE**  
1. Each repository arena group acquire material or telephone for information or write for resources. Also consult with other participants knowledgeable in field of gardening.  
2. Extra group works on repository design and sets up functional system and reference catalogue.  
3. Turn all material and information into repository.  
(Optional: another group could get applicants from 5th City for spring home gardens- this requested by collegium)

**REFLECTION**  
1. What were the highlights of this day for your group? For you?  
2. What were your discoveries?  
3. How can this repository be used?

CONCLUSION: Celebrate the victory of the repository.

II. FIELD SEMINAR  
 REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

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

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

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

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**TACTICAL REVIEW**

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

II

**TOUR**

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

III

**REFLECTIONS:**

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

DESCRIPTION OF POTENTIAL IVY CITY INDUSTRIES (SAMPLE)

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

OTHER UNEXPLORED OPTIONS: (1) packaging; (2) textiles; (3) contracts secured through economic development agencies: C.U.P., GWBC, MAGGIE, ETC.

III. TECHNICAL ENCOUNTER

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

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

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

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

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PREPARATION:

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

II

VISIT:

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

III

REFLECTION:

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

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

VI. PRACTICAL WORKSHOP  
REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

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

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

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

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INDUSTRY BRAINSTORM

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

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

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INDUSTRY SELECTION

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

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

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

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

INDUSTRY ANALYSIS

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

(Continued other side)

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

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

THE LOCAL INDUSTRIAL DEVELOPMENT PROCESS

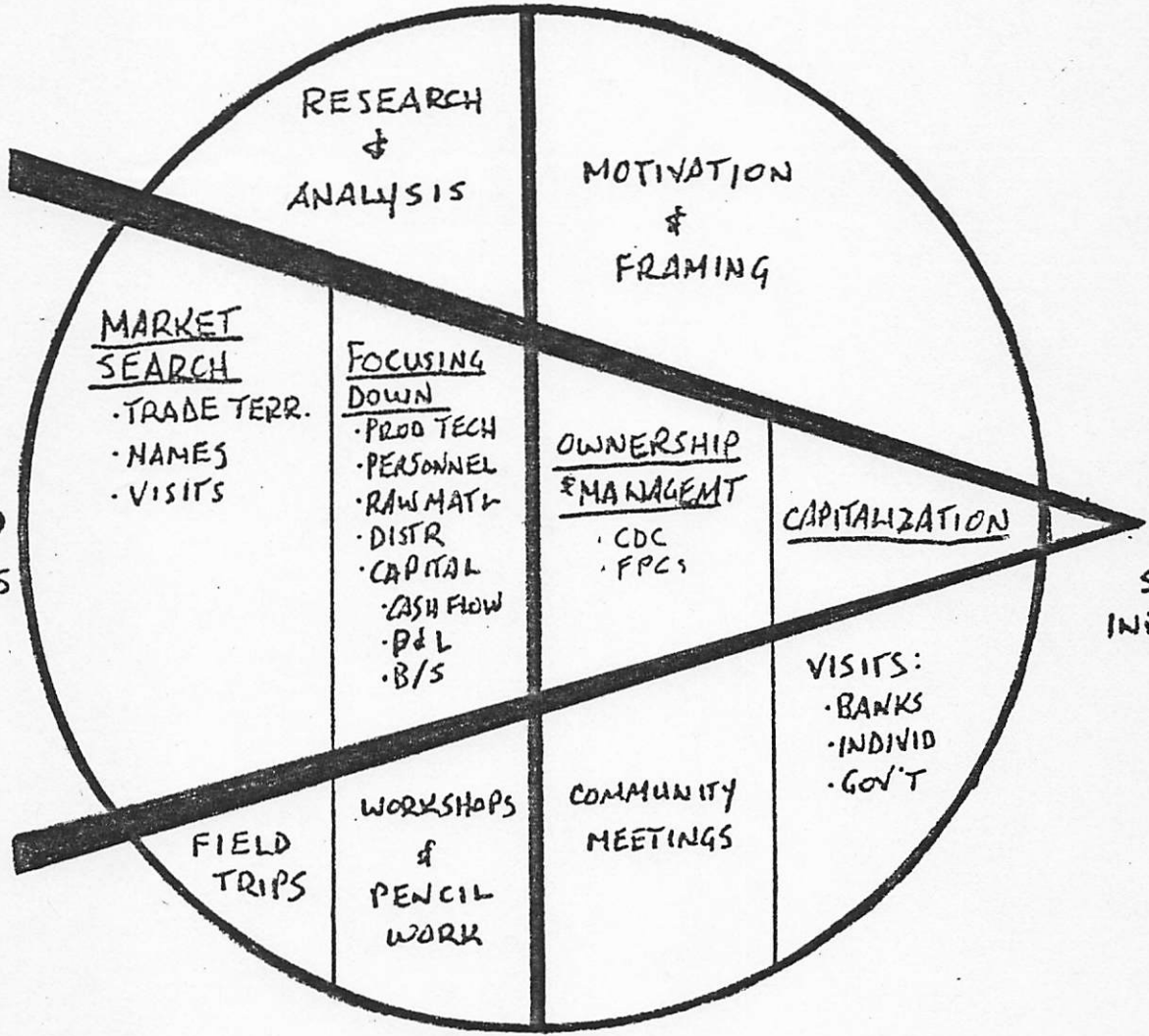
ICA: CHICAGO

# DYNAMICS

PROCESSURES

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# ACTIVITIES

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

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

**Introduction:** Economic Dynamics

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Introduction: Economic Dynamics

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

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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TACTICAL REVIEW

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

TOUR

II

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

REFLECTIONS

III

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

II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

COMMERCE TACTICS:	COMMERCE PROGRAMS				
6 Finance Clinic 7 Volunteer Service 8 Credit Union 9 Credit Bureau 10 Local Investment 11 Banking Pool 12 Loan Fund 13 Credit Letters 14 Credit Lines 15 Development Capital 16 Services Pool 17 Professional Advice 18 Planning Consultations 23 Local Managers 34 Commercial School 49 Business Trips 73 Business Advisors 74 Chicago Guardians 80 Businessmen's Directory 86 Consumer Newsletter 99 Business Symbol 123 Business Center 124 Landholding Agency 132 Family Restaurant 135 Drug Store 141 Sales Promotion 142 Local Advertising 143 Marketing System 144 Delivery Service	I	Sales Team	Market Research	Consolidated Purchasing	Product Shipping
		MARKETING SERVICES			
	II		Local Business Expansion (Exist.)	Retail Business (new)	Service Operations (new)
		LOCAL MERCHANDISING			
	III	Community Legal Form	Savings & Loan System	Book-Keeping Operation	Financial Development
		FISCAL SERVICES			
	IV	Manager's Collegium	Management Training	Personnel Development	Equipment Maintenance
		MANAGEMENT SYSTEMS			

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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PREPARATION

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

RETAIL OPERATION

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

MERCHANDISING OPERATION

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

PRICING OPERATION

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

II

VISIT

Divide into three task forces:

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

III

SCREEN TESTING/REFLECTION

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

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

5th City commerce emphasès:

**RETAIL OPERATIONS**

Restaurant  
Service Station  
Grocery store

**MERCHANDISING OPERATIONS**

Restaurant  
Auto repair  
Laundromat/cleaners

**PRICING OPERATIONS**

Restaurant  
Home repairs  
Hardware store

CHICAGO

OCTOBER, 1978

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

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

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

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

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

INTRODUCTION: Introduction of panelists.

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

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

VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

INTRODUCTION: Remind people of the power that a retail store has in enabling the morale of a local community, eg., store in Inyan, attempts in Pisinemo, etc.

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PREPARATION

1. Context group on workshop function and design and pass out materials.
2. Assign the task forces to three types of local communities: rural, urban and exurban.
3. Give time frame and specify work areas.

II

COMPONENT DESIGN

1. Artform the retail store checklist on p. 6 of the manual; also read the introduction on pgs. 7, 8. Discuss what the retail operation would look like for the assigned location.
2. Brainstrom tactics necessary to accomplish a 3 month actuation and gestalt into at least 10 major tactical arenas.
3. Divide into tactical arenas, fill out implementation form and place on timeline with 3x5 colored cards.
4. Regather and build common timeline
5. Select reporter and name keys to victory.

III

PLENARY REPORTS

1. Gather as a whole group and report each timeline.
2. Reflect on commonness and differences.
3. Reflect on learnings; what have we said is key to retail operation launch
4. Turn in plans for publication.

CONCLUSION:

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

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

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

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1. Discuss the purpose and functions of a merchants' association. Be sure to explore the merchants' responsibility for the total community and the possible cooperative efforts, such as sharing accounting and auditing services, on their part.
  2. Elicit from the group some of the key struggles facing small business in small communities.
  3. Brainstorm actions which would begin to deal with these issues.
  4. Gestalt into arenas.

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1. Divide into 2 groups.
  2. Group 1 will design a merchants' association. Ask questions about its purpose, functions, organization, and membership. Explore how the following concerns will be handled: business promotion, relations to public services like utilities and street maintenance, loan funds, the look of the commercial area, town design, and management training. Write a paragraph which would include what the association would look like, how it would be initiated, when, where, and by whom. Group 2 will create a year's timeline of activities in which a merchants' association would be involved.

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1. Regather as total group and build a common timeline. Be sure to consider events already scheduled in local community that would give the association an advantage or would block further activities in those time slots.
  2. Read the paragraph from Group 1 describing a merchants' association. Ask further questions: How would you recruit for a merchants' association?  
What blocks do you anticipate?  
What "special" tactics would be needed for winning trust?  
Revise the paragraph as needed.

Conclusion: Reflect on the workshop process and learnings.

VI. PRACTICAL WORKSHOP # 2

GLOBAL RESEARCH CENTRUM: CHICAGO

JANUARY, 1978

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

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

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

M	I	<ol style="list-style-type: none"> <li>1. Artform retail store checklist, page 6. (Use categories "Feasibility and Design, Set-up and Initiation.")</li> <li>2. Discuss what the retail store would look like for the assigned location, the H.D.T.S.</li> <li>3. Divide into 4 groups. Assign participants to these work arenas: Merchandising, Operations, Finances, Personnel</li> </ol>
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E	II	<ol style="list-style-type: none"> <li>1. In sub-groups brainstorm actions within given work arena needed to set up the store for the H.D.T.S.</li> <li>2. Gestalt actions and arrange in phases.</li> <li>3. Decide all practical matters in relations to your arena: when, where, who</li> <li>4. Create a timeline for immediate implementation.</li> </ol>
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N	II	<ol style="list-style-type: none"> <li>1. Regather as total group and report briefly.</li> <li>2. Create a common timeline. Check the H.D.T.S. calendar (events already scheduled within the "community" which would block store hours of operation and the regular daily activities which create an advantage for the store.)</li> <li>3. Assign personnel to complete plans and initiate the store. A survey of community needs and wants may need to be designed by this group.</li> </ol>
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Conclusion: Reflect on the workshop process and learnings.

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

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

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

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

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II

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

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

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

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III

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

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

VII. ACTION

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To do a market re-  
search survey in 5th City and initiate  
steps in a 6 month 5th City Superfoods mar-  
keting campaign.

Existential Aim: To experience the con-  
tradiction in the local market through  
direct contact with local people, and see  
the possibility of turning the market to  
the advantage of 5th City business.

INTRODUCTION: The 5th City shopping center suffers from a lack of local community support. This is a marketing issue of how to get large volumes of residents to develop a pattern of support for the stores. We will do a door-to-door survey today to discern the contradictions and ways to shift community patronage.

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PREPARATION

1. The story of the 5th City shopping plaza, including past promotional schemes, pricing history and present customer profile.
2. Workshop what a resident questionnaire would look like. What would it need to contain?
3. Create questionnaire form, arrange other practices for 40 block survey.

II

FIELD EXERCISE

Do market survey in 5th City, then return to tabulate data into charts that can be used in the Reflection movement.

III

REFLECTION

1. Gather as a whole group and reflect on the survey experience.
2. Discuss how a promotional campaign could be designed to meet customer needs and to solicit their patronage.
3. Outline the steps required for the campaign and recommendations to the Businessmen's Association on the elements and timeline for the campaign.

CONCLUSION:

HDTS: 5th City

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB  
 PROFOUND HUMANNESS COURSE: METHODS LAB

Global Research Centrum: Chicago

December, 1978

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

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

PROFOUND HUMANNES

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

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

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

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

PROFOUND HUMANNESs COURSE

Meal Conversation #1 - Breakfast

INTRODUC-TION	<ol style="list-style-type: none"> <li>Welcome to Lab</li> <li>Songs</li> <li>Accountability/Absolution</li> <li>Rituals/Let Us Feast</li> </ol>		R.O. Course Orientation Consciousness -Raising Conversation			
			E.A. Excitement about new adventure into depth awareness of selfhood and service.			
COURSE ORIENTA-TION	WHERE WE ARE	1. Cycle Done	2. To Go	First Lab	Different Time	
	HUMAN AWAKENMENT LAB	Before Excursion	Profound Course/Practum	TM Practum	Profound Humanness Course	
	COURSE OUTLINE	Primal Experience	Profound Consciousness	Practical Exist.	Human Vocation	
	COURSE STYLE	Look at deep Foundatins	Collegial Wrestling	New Life Perspective	Our Times	
Quotation	<ol style="list-style-type: none"> <li>Transist to conversation with a line</li> <li>Read Quote "Suddenly beneath the ordinariness of our most familiar experiences, we realize with horror that what is emerging in us is the great cosmos"</li> <li>Have several Individuals read it aloud.</li> <li>Ask "What is another way to say that?"</li> </ol>					
CONVER-SATION	<ol style="list-style-type: none"> <li>What words or phrases struck you as you listened to this?</li> <li>SUBSTITUTIONS: A. Get out a list of events for "the ordinariness of our most familiar experiences".                      B. What are some other words for "the great cosmos"?.                      C. Reread the quote making substitutions.</li> <li>What happened to you as you listened to that?</li> <li>How will you be different?</li> </ol>					
CONCLUSION	<ol style="list-style-type: none"> <li>Concluding remark.</li> <li>Announcements</li> <li>The Send Out</li> <li>Closing Ritual.</li> </ol>					

HDTS: 5th City

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB

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

December, 1978

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



PROFOUND HUMANNES

## GANDHI'S JOURNEY

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

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

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

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

Meal Conversation #2 Lunch

Meal Intro.	<ol style="list-style-type: none"><li>1. Songs</li><li>2. Acct/Absol</li><li>3. Meal Celebration - Contingency - Eat To Live</li><li>4. Ritual/Let Us Feast</li></ol>	R.O. See the reality of expenditure and demand as keys to release of motivity E.A. Struggle with depth care of others.
Quota-tion	<ol style="list-style-type: none"><li>1. Read Quote: "Man reveals himself in all his strength only when his utmost capacity is demanded"</li><li>2. Read it again.</li><li>3. Have several individuals read it.</li><li>4. Ask "What is another way to say that?" Get out several answers</li></ol>	
Conversa-tion	<ol style="list-style-type: none"><li>1. What images or life scenes do you associate with this statement? What kind of situations is this quote talking about?</li><li>2. What is the response indicated by the quote?</li><li>3. What blocks people from making such a total response?</li><li>4. What is needed to unblock people today?</li></ol> <p><i>NEED TO WORK WITH THIS</i> <i>2. P. 15</i> <i>3. ON</i> <i>4. MOST</i> <i>2. CAPACITY</i> <i>WIS ADVISE THAT</i> <i>THE P. 15</i> <i>THINGS</i></p>	
Conclu-sion	Community development has precisely to do with such unblocking of people.	
Meal Conclu-sion	<ol style="list-style-type: none"><li>1. Announcements</li><li>2. Send out</li><li>3. Ritual</li><li>4. Right !</li></ol>	

HDTS: 5th City

HUMAN AWAKENMENT LAB

Economic Cycle

Global Research Centrum: Chicago

PROFOUND HUMANNESS COURSE:

LECTURE #2, Profound Consciousness

December, 1978

EXISTENTIAL DYNAMICS		INTEGRITY	CARE <i>(OTHER DYNAMICS)</i>	EFFULGENCE			
Struggle with Signific. of Own Life		I Made It! <i>CONSCIOUSNESS OF UNDENIABLE FREEDOM</i>	The miracle of my being	Show Up Caring	allow consc'ness of care to be based	Awareness	Life is full your harvest
Struggle with Own Authority		Live out of Undeniable Experience <i>VS OTHERS VALUES + EXPECTATIONS</i>	<i>KNOW THE LIMITATIONS</i> <i>KNOW BOTH PAIN &amp; JOY</i> <i>KNOW THE PROCESS</i> <i>KNOW THE OTHER</i>	Decision to be Exposed in Action		Action	wondrous deeds done thru me Expenditure is Fulfillment
Struggle with Responsibility		Being One's Own Person <i>VS CIRCUMSTANCES</i>	Own conscience cant be bought your own calling	Relatedness	Care for creation for history	Meaning	Creativity is decision in ambiguity
Struggle with Meaning		Appropriate own Caring <i>Being + HISTORY</i>	Pain Freedom	Disciplined Style	care released thru structures Plan	Happiness	Being your own being

Rational Objective:

Existential Aim:

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

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TIRED... (have someone read just the first stanza)  
 What images strike you in Stanza I? What other literature describes this same thing? What situations cause these feelings to happen? When have you seen people in this state of mind? How do you respond when you feel like this? He says you shouldn't give in. What is an example of giving in? Not caring? What activities do you associate with giving in? What would it mean for you not to give in? (The French have a word, "quisay", exhausted; lit. "to draw water out of a well.")

LONELY... (have someone read just the second stanza)  
 What image does H. use to describe loneliness? Focus on the image "path". What is he referring to? When have you seen people on this path? What are the accompanying emotions, feelings, situations of this path? What is a time when you have been on this path? Describe what it is like. What does he say about your path? (by implication - not giving in, solitary, tired) How does it differ from the other? How do you stay on this path? What things do you do to keep on this path? Why is this path important? How is it related to integrity?

BEYOND ME... (have someone read just the third stanza)  
 How is this one different? What should you do? Not do? Who do you know who acts this way? Why shouldn't you complain? Who in history has been chosen? How did they know they were chosen? What were their qualities? When have you been aware that you had been chosen? What was it like? Why are some chosen and some not? What does "the way chose you" mean? What is other literature, poetry, phrases that describe that? What is the obligation of being chosen? What does it mean to be thankful for it? What would it mean for you to be thankful for this?

Summarize insights and underline importance of standing present to the journey.

II

ART FORM (have construction paper, magazines, razors, glue)  
 We want to relate Care, Integrity and Fulness to our own lives by building an art form that reminds us of these dimentions of hum.

1. List 5 images that allow you to stand before your care.
2. List 10 sayings/poetry that remind you of profound integrity.
3. List 3 personal symbols that help you stand present to the fulness of life.
4. Choose one from each listing to be represented by an art form.

REFLECTION

III Have students put up art forms and do group reflection on them.

CONCL.

Have students complete the statement: Humanness is...

PROFOUND HUMANNESS

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

"Tired and Lonely"

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

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

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

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

HDTS: 5th City

*REWORK*

HUMAN AWAKENMENT LAB  
PROFOUND HUMANNES COURSE:

Economic Cycle

Global Research Centrum: Chicago

LECTURE #3, Practical Existence

December, 1978

TO BE ALIVE TODAY

ACTION

TOTALITY

CORPORATENESS

12  
Touchstones  
of Human-  
ness

Unrelenting  
Demands

History  
Sees  
the  
Globe

One  
Life  
to All

Word,  
Experience  
of All  
Persons

Unmitigated  
Expenditure

Illustrat'  
of my  
Cousin

Honor  
All Life  
Around

Watershed  
of 2  
Ages

Burn  
Like  
a Wick

Within  
my Head  
the Globe

Undelimi-  
ted  
Together-  
ness

Struggle  
to  
Discern

Precise  
Intention-  
al Action

Whatever  
I Do, I Do  
the Globe

Renewal  
of  
the Villag

SEMINAR #3

R.O.: To ground Action, Totality and Corporateness in our lives as day to day decisions.

E.A.: To enable a struggle of focusing one's life standing in the tensions of Action, Totality & Corporateness

INTRO.

Briefly reflect on lecture.  
Read poem by Lao Tsu. Number the lines.

MOV. I

1. Put up chart. Walk through.

KEY TO STRENGTH													
EVERYONE							WISE ONE						PARA- DOX
Water shows weakness = strength				Everyone knows, nobody demonstrates			King is one who bears nation's shame						
1	2	3	4	5	6	7	8	9	10	11	12	13	

2. What is the quality of water ?
3. What are other illustrations of weakness prevailing over strength ?
4. If everyone knows this why don't they demonstrate it ?
5. Why does the wise man say that a king must be one who bears shame ?
6. Where have you seen this ?
7. What is the paradox ?

MOV II

- Pass out paper to everyone.
1. Make a list of 10 relationships that are important to you. Share a few.
  2. Make a list of 10 powerful concerns you have. Share a few.
  3. Look at your two lists carefully, then write a phrase that articulates your life thrust. What is the major direction of your life for the next 4 or 5 years ?
  4. Prioritize your list of relationships and concerns in relation to your life thrust.

MOVIII

- Reflect together on the exercise.
1. What did you learn about your thrust ?
  2. To be that thrust, what will you have to give more attention to ? What will you have to slight or even give up ?
  3. What did this exercise reveal about your life ?
  4. What was most difficult or painful ? Why ?

CONCL.

What did you learn about humanness ? Action? Totality? Corporateness ?

PROFOUND HUMANNESS

LAO TSU

"NOTHING IS WEAKER THAN WATER"

Nothing is weaker than water,  
But when it attacks something hard  
Or resistant, then nothing withstands it,  
And nothing will alter its way.

Everyone knows this, that weakness prevails  
Over strength and that gentleness conquers  
The adamant hindrance of men, but that  
Nobody demonstrates how it is so.

Because of this the Wise Man says  
That only one who bears the nation's shame  
Is fit to be its hallowed lord;  
That only one who takes upon himself  
The evils of the world may be its king.

This is paradox.

PROFOUND HUMANNESs COURSE

Meal Conversation #4 - Breakfast

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

HDTS: 5th City

Economic Cycle

Global Research Centrum: Chicago

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

December, 1978

THE TWELVE TOUCHSTONES  
LIGHT UP ONE ANOTHER

DECLARATION

CREATIVITY

PRESENCE

Primal  
Experience

Internal

Event

Mystery

Consciousness

Basic  
Dynamic

Continual  
Exposure

Visible  
Sign

Constant  
Interpretat'n  
Public  
Accountability

Basic  
Dynamic

Universal  
Relativity

Historical  
Engagement

Decisional  
Impact

Sociological  
Creativity

Basic  
Dynamic

Inescapable  
Selfhood

Enigmatic  
Archetype

Internalized  
Affirmation

Transparent  
Signification

Profound  
Conc'ness

Personal

Integrity

Care

Effulgence

You Have  
Been  
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Chance  
to Be

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mation of  
Local  
Community  
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Existence

Social

Action

Totality

Corporateness

Given  
Chance  
to Build  
the Earth

The  
Decision  
to Win

The Call

Human  
Vocation

External

Declaration

Creativity

Presence

Given  
power  
to Shape  
the Future

Pioneer'g  
B $\frac{1}{2}$  All

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Symbol

HDTIS: 5TH CITY

HUMAN AWAKENMENT LAB  
PROFOUND HUMANNESS COURSE: SEMINAR #4, Tagore  
(REVISED Jan., 1979)

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

Existential Aim:

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

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TAGORE:

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

II

FUTURE EXERCISE:

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

III

WITNESS:

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

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

PROFOUND HUMANNESsQUOTES FROM TAGORE

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

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

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

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

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

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

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

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

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

HDTS: 5TH CITY

PROFOUND HUMANNESSE COURSE

SEMINAR #4, Tagore  
FUTURE EXERCISE WORKSHEET

GRC: CHICAGO

JANUARY 1979

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

Meal Conversation #5 -

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

HDTS: 5TH CITY

ECONOMIC CYCLE

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: METHODS LAB

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

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

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

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

HDTS: 5TH CITY

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: SET-UP

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

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

HDTS: 5TH CITY

ECONOMIC CYCLE

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

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Meal  
Opening

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

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TM  
Context

(See lecture #1)

Task  
Force  
Plan

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

Team  
Work

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

Common  
Closing

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

HUMAN AWAKENMENT LAB  
TOWN MEETING PRACTICUM: WORKSHOP #2

GLOBAL RESEARCH CENTRUM: CHICAGO




DECEMBER 1978

Welcome

- 1. Good Morning!
- 2. Introductions
- 3. Review day
- 4. New world

Divide into groups- Past, Present, Future

Challenge




- 1. B/S
- 2. 
- 3. 
- 4. 

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Interlude

- 1. Report  
    Story, Song, Symbol
- 2. Entertainment
- 3. Song
- 4. New Human

Proposals

- 1. B/S
- 2. 
- 3. 
- 4. 

Plenary

- 1. Singing
- 2. Reporting
- 3. Reflection
- 4. Send-out

Reset space

HDTS: 5TH CITY

HUMAN AWAKENMENT LAB

ECONOMIC CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

TOWN MEETING PRACTICUM: IMPACT TUTORIAL

DECEMBER 1978

HUMAN AWAKENMENT

GCF METHODS

METHODOLOGICAL DYNAMICS

LEADERSHIP ROLES

Challenged Reductionism

Actual Situation  
Honors Whole Community  
Imaginal Education

Effective Planning

Life Method.  
Vision  
Challenges  
Proposals

Initial  
Initial Brainstorm

Honor all Wisdom  
Write it Down

Circuit Riders

Set up  
Funding  
Authorization

Opened Possibilitis

Unshackles Victimization  
New Images

Corprtness. Creation

Consensus  
Teams  
Fellowhood  
Task-Related

Modes of Gestalt

Initial Groupings  
Cross Gestalting  
Creative Gap

Orchestratn Function

Altered Stance

Global View  
Transformed Local  
Transformed Local

Released Motivity

Rm Decor/ Arrgmt  
Singing  
Symbols  
Intensified Time, Space=  
Being

Data Refinement

Prioritizatn  
Distillation

Local Empowerment

Acknowledged Leaders  
Authority Figures  
Potential Leaders  
TWC

Radical Engagement

Allows one to do  
What he's always  
Wanted to do

Objectified Passion










Written Articulatn

Corporate Writing  
Sentences  
Paragraphs

On-going Training

Every Opportunity  
Shadow Principle

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

<p>Opening</p> <p>10 min.</p>	<ol style="list-style-type: none"> <li>1. Song</li> <li>2. Reflection</li> <li>3. Methods B.S.</li> <li>4. Lay out flow</li> </ol>						
<p>M O V E M E N T S</p>	<table border="1"> <tr> <td data-bbox="300 598 462 966"> <p>Brain-Storming</p> <p>Team 60</p> </td> <td data-bbox="462 598 1534 966"> <ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol> </td> </tr> <tr> <td data-bbox="300 966 462 1333"> <p>Gest- alting</p> <p>Team 60</p> </td> <td data-bbox="462 966 1534 1333"> <ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol> </td> </tr> <tr> <td data-bbox="300 1333 462 1711"> <p>Format</p> <p>Task Force 30</p> </td> <td data-bbox="462 1333 1534 1711"> <ol style="list-style-type: none"> <li>1. 4 steps <math>\frac{2}{3}</math>   </li> <li>2. Reflect on how they relate</li> <li>3. Role of spins</li> <li>4. Role of interlude, plenary</li> </ol> </td> </tr> </table>	<p>Brain-Storming</p> <p>Team 60</p>	<ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol>	<p>Gest- alting</p> <p>Team 60</p>	<ol style="list-style-type: none"> <li>1. Team context</li> <li>2. Preparation</li> <li>3. Demonstration</li> <li>4. Reflection</li> </ol>	<p>Format</p> <p>Task Force 30</p>	<ol style="list-style-type: none"> <li>1. 4 steps <math>\frac{2}{3}</math>   </li> <li>2. Reflect on how they relate</li> <li>3. Role of spins</li> <li>4. Role of interlude, plenary</li> </ol>
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<p>Plenary</p> <p>20 min.</p>	<ol style="list-style-type: none"> <li>1. What learned?</li> <li>2. Where are questions?</li> <li>3. New tools presentation</li> <li>4. What is impact? Where use tools?</li> </ol>						

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

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

INTRODUCTION: Meal Opening:

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

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EVENT REFLECTION:

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

II

GROUP REFLECTION:

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

III

STRATEGIC REFLECTION:

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

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

CONCLUSION: Meal close:

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

HDTS: 5TH CITY

HERITAGE EXCURSION

HERITAGE OVERVIEW

GLOBAL RESEARCH CENTRUM: CHICAGO

JANUARY, 1979

DAY ONE: THURSDAY

DAY TWO: FRIDAY

DAY THREE: SATURDAY

LECTURE: Global History of Mankind

CONTEXT: Heritage "Treasure Hunt"

MUSEUM VISIT:

The Journey of Man

Field Museum of Natural History, Chicago

4 p.m. Return Travel

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

NEIGHBORHOODS VISIT:

The Encounter with the Ethnic Neighborhoods of Chicago:

- Black
- Mexican
- Swedish
- Chinese
- Polish
- Ukranian
- Greek

ETHNIC MEAL in the Neighborhood

RESEARCH BRIEF:

Ethnic Research write-up.

EVENING PREPARATION:

- for Smorgasbord.
- for ethnic gift-giving.
- for ethnic events.

7 p.m.

GRAND FEAST OF NATIONALITIES

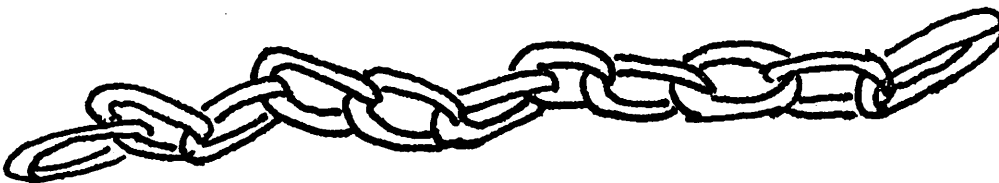
## BLACK HERITAGE

There have always been great men and most of them have received credit for what they did but not the Black's. Yes, some of them did but not all. They left their hometowns to do their preaching over this world and some came to be free men so they really did not care whether or not they were given credit for what they did. But now they have ancestors who do care and want to know.

The Black man has given many things to this nation and we were sent out to find some of them and put them on paper so that you could see some of them for yourself. Most of the Blacks in Chicago came from the south, Canada, Jamacia and the West Indies. As early as 1760 Nathaniel Paul started a church here: Paul was from the south, DuSable built the first trading post. Other gifts of Blacks to Chicago include Malcom X College, Daniel Hale University, Jet and Ebony magazine published by Johnson, and the headquarters of the Nation of Islam—they have a great mosque and restaurant on the southside of Chicago.

Our biggest struggle was and is still, in some places, "Discrimination." Other struggles are employment, schooling, inferior attitude and business extention. These might seem very short but they were and still are our greatest hardship.

But, the future is looking brighter for us because we now have our freedom in every way you can name. But there are still somethings that we are hoping for and they are better business, more training, schools like HDTS, to see our people in better housing and to live to see our Hopes and Dreams come true.



## The Mexican Heritage

The people of Chicago whose roots stretch back to Mexico live within the area of central Chicago limited by North Avenue, Damen or Pulaskie to the West and 43rd to the South. During the past century they migrated to Chicago as the labor to build the railroads; they came to establish homes and businesses after the Spanish-American War and the Mexican Revolution and the Depression and again after World War II. In the South part of Chicago they bought Homes and established businesses, replacing the Bohemian Community that had been there. In the North, they rented among people of many cultures and established a more dispersed and transient base upon which other Latin peoples have built in more recent years.

Both the history and the vision of the Mexican people are held in the murals that speak from the walls of buildings in every block. The strong identity of the community is held in the decisional use of the Spanish language in speech and in signs, and by the constant presence of Mexican music. Family solidarity speaks out thru family operated businesses that proudly display family portraits and names. The celebrative stance of this people is also a gift to the whole city.

The issues being faced by the mexican community include: job descrimination, identity confusion, and political under-representation. While the Black community has made significant gains in the job market, the mexican community experiences itself excluded from many areas of employment by both blacks and whites. The older community has strong roots in the past thru the Mexican Revolution, and most of the community identifies itself with the Human Rights Struggle of the present, yet there is a confusion of identity among the Mexican youth as they encounter the other Latino youth, Cuban and Porto Rican who do not have the strong symbol of the Revolution, both past and present, who are searching for their community identity and direction. As the community is spread out over a large area of Chicago, it is hard to represent politically. This difficulty is increased by the community's election of Cuban officials to represent the whole Latino Community, and its disappointment in discovering that these officials have only represented themselves. Thus the Mexican Community has entered into the race for housing and other City Services somewhat behind other groups.

From its established social and symbolic base, the Mexican community is setting the pace for the whole Hispanic people in social and economic development within the community through the use of community workshops, apprentice training programs, and local business expansion. In the midst of the identity confusion, there is a strong core of symbol expression that will lend the strength of the Mexican Community to the other Latino peoples.

### ORIGIN AND DEVELOPMENT

The Chinese came in the late 1880's and early 1890's under a new U.S. immigration act allowing only unskilled Orientals into the nation. Their pioneer predecessor was T.C. Moy, who fled San Francisco persecution in 1870 to form one of the strong family associations which still runs Chinatown today. In Chicago the original Chinese community started shops, laundries and restaurants on Clark St. at Van Buren. Ruled over by the rough Hip Lung and Charlie Lee, the community was famous for Chinese tobacco and lichee nuts and repleat with hop joints where addicts went to smoke opium. In those days there were lurid stories of beautiful women in the coils of Chinese who were leading them into sweet and fantastic dreams and sensual slavery through the magic pipe. By 1893 they used the restaurant as a springboard to other sections of Chicago, beginning the first dispersal. A 1905 boycott of Chinese goods plus high anti-Chinese sentiment sent rent rocketing, caused a regrouping of the Chinese community and, by 1912, forced the Chinese south to Wentworth and 22nd St. Mainly of Roman Catholic religious extraction, the Protestant churches also operated missions in the community, leading to the uniting of Congregational and Baptist denominations in the Chinese Christian Union Church in 1915. Hard hit by the depression in the '30's, Chinatown suffered the loss of nearly a thousand residents during that decade. The population, just under 2000 at the time of the move from Clark St., would eventually reach over 15000 in Chicago, largely from post war immigration from Hong Kong, China and Taiwan. The time of the second dispersion has seen younger Chinese professionals and successful merchants moving toward the suburbs, while Chinese youth remaining in Chinatown are increasingly integrated into the public life of Chicago today. Leading families continue their dynastic and conservative rule of Chinese society in Chicago with a fierce Taiwanese loyalty and anti-leftist stance. Extremely bright and gifted Chinese youth appear to be the hope of America's Chinese heritage, provided they are able to recover the ancient wisdom for application within their increasingly Americanized context.

### GIFTS TO THE CITY

Their fanatic loyalty to the family has given Chicago a model of respect and, out of concern for saving family face, a demonstration of local justice in the institution of the neighborhood court for the trial of petty crime. A tradition of full employment and industriousness has meant the conversion of menial tasks into significant business ventures, especially cooking, which nightly draws crowds of Chigagoans to their excellent restaurants for egg foo yung, chop suey and chowmein. Masters of karate and gung fu, their schools offer many people the resources of these great art forms in self-defense.

### KEY ISSUES AND CONCERNS

As the young professionals have moved into the suburbs a growing split has occurred between the conservative old guard that controls Chinatown and the newer immigrant populations held in the more menial positions below minimum wages and blocked from upward mobility through the power of the majong gambling operations and their lack of English speaking ability. The appearance of the N.Y. based "Ghost Shadows" protection racket gang has lately increased the vulnerability of the community. The Chinese community also experiences a traditional lack of services from City Hall due to a persistant lack of clout in the city of clout. Elders, once the symbol of Chinese respect, experience the increasing loss of their role as the wisdom-bearers of their people, as ancient trade secrets are lost or more inextricably hidden under the onslaught of increased Oriental competition.

### FUTURE TRENDS

Major trends include accelerating Americanization, hearlding the breakdown of the traditional cultural values and the merchant associations, increased immigration of Chinese from Cambodia, Vietnam and Taiwan, bringing an explosive situation to Chicago; and the increased plight of the elders, rendering them more voiceless and isolated.

## SWEDISH HERITAGE

**ORIGENS:** It is reported that the first Vikings arrived in North America as early as 1012 A.D. which is over three centuries before Columbus arrived. A runestone confirming this, was discovered in Heavener, Oklahoma; however, there is considerable controversy as to its authenticity. Swedish immigrants arrived in Delaware in 1639 to establish a colony.

Swedish immigration to Chicago was heaviest from 1846 to 1880. Freedom, economic opportunity, and a famine were among the reasons that brought them to America. Their first struggle was finding employment which was especially difficult for those who didn't speak English. They also waged a hard fight to exist in a labor market that often had a surplus of workers. Swedes were active in labor organizations that sought to safeguard the interests of members by peaceful means.

**GIFTS:** Among the many gifts that Swedish people have introduced to the United States is their great engineering and architectural abilities. John Seabourge revolutionized naval warfare by designing and promoting the USS Monitor, one of the first ironclad ships in the world. The Swedes introduced their experience in naval technology to the U.S. from their long association with the sea. The log cabin also originated from Swedish design. John Erickson contributed many great inventions. They were steam locomotion, solar research (which is the basis for research today), and many others.

Many great actors and actresses have impacted the culture of this country. Among them are Kristina Nilsson, Karen Branzell, Birgh Nilsson, Jussi Broking, and Gloria Swanson. Carl Sandburg's poetry has also made a significant contribution. Many large and small industries have been developed by the Swedes including Erik Weekman: Greyhound Bus; Johnson: Texas Instrument; John Walgreen: Walgreen's Drugs.

**ISSUES/CONCERNS:** The concern of the Swedish people is the collapsing of the Swedish neighborhood of Andersonville around North Clark Street and 55th in Chicago. More and more Swedes are moving out and other ethnics are moving into the area. The question comes, "How do we maintain our identity as a people in the midst of the scattering?" For example 20 years ago there were 20 Swedish clubs of 100 people. Now there are 4 clubs of 25 to 30 members each. One significant effort that has been quite successful is the annual Andersonville parade each June. One of the best Swedish restaurants hires the winner of the Miss Andersonville competition. Another successful effort is being made by the Swedish Trade Commission. They do research in marketing and assist Swedish business and companies who are searching for new markets for Swedish products.

**SENCE OF THE FUTURE:** One trend that we can see is the vision of going with other Scandinavian people to create their own towns around Chicago and across the U.S. Another trend is the growth of Swedish plants and markets here in North America.

## THE POLISH AMERICANS

The Polish are a people with a strong history of independence, in spite of their toleration for continual conquest by the great powers surrounding them.

In 966, the first king, Mieszko, accepted Christianity and set the pattern for Poland as a Western nation, participating fully in the Western--medieval and Renaissance culture. The Empire of Poland was 380,000 miles square at its peak; its golden age was in the 16th Century-- noteworthy to us for the scholar Copernicus, with his revolutionary idea that the earth revolved around the sun. By the 18th Century, the Empire had begun to break off into partitions; first the Turks, then Austro-Hungarian Empire, the Russians and the Germans sectioned it. By 1775 Poland no longer had its own king. After World War I, Poland again became an independent political entity. This proud nation came to demonstrate itself at New York's 1939 World's Fair. By the time the fair was dismantled, the Germans had overrun Poland and its independence was over. Now in 1979, any pictures or mention of the fierce Marshall Pilsudski, who headed the free state of 1919 (together with the pianist Paderewski) are forbidden in Communist Poland.

The first Poles arrived as artisans to the Jamestown Colony in America in 1608. Told they were second-class citizens, they won the right to vote by what may have been the first American labor strike. In the 1830's intellectuals and political rebels began immigrating to the U.S. for refuge. In 1854, 100 Polish families arrived to work in Texas in a settlement that still exists, Panna Maria. From 1870 to 1930 thousands of Polish workers arrived for the plentiful jobs in Pittsburgh, Detroit and Chicago. They were known to be hard workers and their numbers are a great contribution to the American industrial development.

Poles, in their own search for independence, have always been fore--runners in liberty, granting Jews full rights in the 18th Century (Chassidem developed in Poland), taking in many nationalities and religions and encouraging other languages. General Kosciuszko, whose contribution was one of the most important factors in America's winning of the Revolutionary War, left his American fortune to Jefferson for the purpose of buying slaves and giving them their freedom.

The Polish people in Chicago hold to their cultural traditions. Every two years, there is a grand convention here of Polish Highlanders in costume, playing Highland music. The Highlanders are an independent mountain people who are contributing as much as  $\frac{1}{4}$  of the neighborhood populations of Chicago as new immigrants. Polish arts of paper cutting and egg painting and woodworking are cherished. The American Poles are especially proud of Pope John Paul, II, and show pictures of him in every window. The neighborhood contains beautiful churches and enticing sausage stores and bakeries. Poles in Chicago live in blocks of well built two-story flats that their fathers built. This is a people proud of their past and secure in their knowledge that they are an important part of Chicago's history.

## The Ukranian Excursion

Ukranians as we know them come from an Asiatic country known as the Western Ukrain. It is bordered on the west by Poland and Romania and the U.S.S.R. on the east a country to which it now belongs. They are the second largest group of Slavic people in the world. Basically there were two major waves of Ukranian immigrants to the United States, the first in the late 1800's and the second after World War II. The latter opted to forge a new life in North America rather than live under Russian domination under whose rule they would not be able to practise their own religion to which they were greatly devoted. They were known mostly as a working class people, farmers and laborers.

The Catholic church is the center of focus in the Ukranian peoples lives. They follow the Julian calendar, celebrating Christmas on the 7th of January each year. 99% of the Ukranian people in the U.S. are Catholic. In 1913 Saint Nicholas Cathedral was founded in Chicago on Oakly avenue and Chicago, becoming a strong community symbol and giving the people a motive to stay. There are 40,000 Ukrainians in Chicago, who thru the church, have maintained a global network of communication with their country and the other various colonies founded in Canada, Poland, Romania etc..

Life in Chicago and the U.S. was extremely difficult for the earlier Ukrainians due to lack of finance and the language barrier. They have overcome these earlier difficulties to a great degree however and today there are many Ukranian doctors, lawyers, teachers and all other places in society due to the hard work and determination of the earlier immigrants. They pride themselves in their culture of which music and poetry play a large part. Finding themselves as a persecuted people the Ukrainians feel a deep sense of urgency to hold on to their past traditions. However, because of outsiders and societies temptation for materialistic things the feeling for tradition is becoming lost to the emerging generation of the people.

Because of their past history as a proud and determined people, gives us cause to believe that their tradition will never die. Their youth of today are a great hope for tomorrow.

## The Greek Excursion

The first European civilizations saw their infancy around the Greek sea. Thanks to this sea, which bounds the Greek peninsula on three sides, the Greeks made very early contact with the peoples of Asia, Africa and the rest of Europe.

Greece has a population of about nine million, with variety the dominant feature of the geographical environment. There are tall mountains and endless broken coastline which lend beauty to the Greek landscape, unique in the Mediterranean.

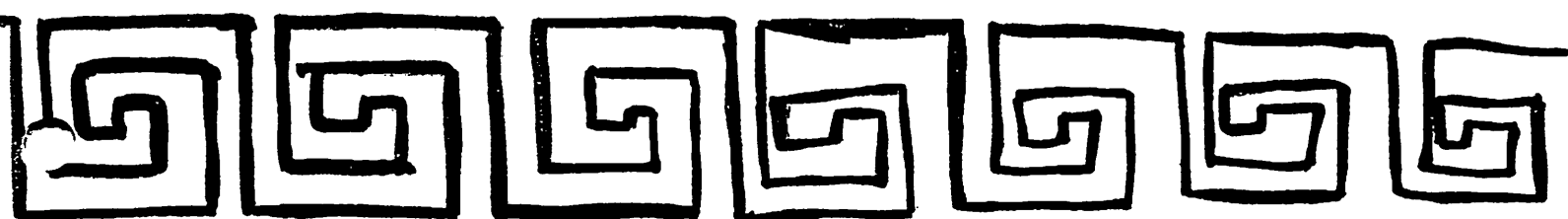
Winters are mild and the sub-tropical summers are cooled by a system of breezes known as "meltemia". The outstanding feature of the Greek climate lies in the long hours of sunshine--about three thousand a year.

Between 1870 and 1910 three-quarters of the male population ages 18 to 35 had left for the United States (and to a lesser extent to Russia, Turkey and central Africa). What was it that induced such an exodus from a land of sunshine and rich culture? An initial impetus came in the 1870's with the disastrous decline in the price of currants--Greece's major export. Increasing unemployment coupled with the prevalent notion of America as the "land of opportunity" made the option of emigration more and more popular. By WWI approximately 500,000 Greeks had arrived in the United States (95% of them male).

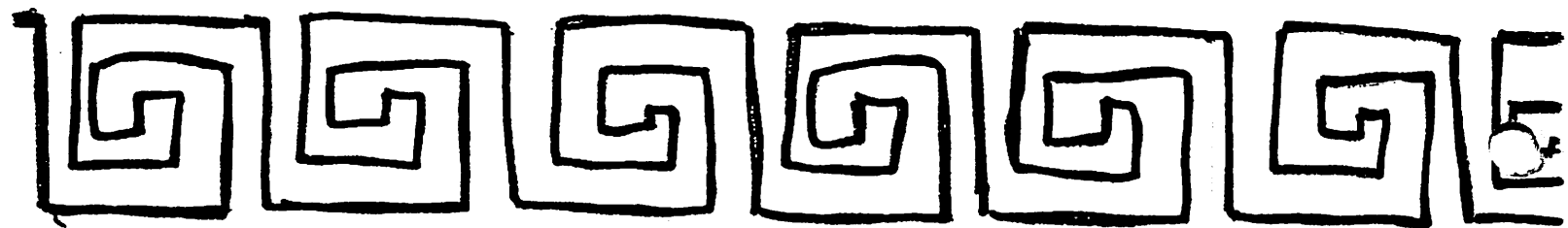
Most Greek immigrants became involved in the building of canals, railroads and highways or took to the street occupations of shining shoes, selling papers and cheasnuts. The Sponge fishermen of the Greek islands introduced that industry to this country, beginning with a company in Tarpon Spring, Florida in 1906.

Greece has since contributed many diverse gifts to America in the talents of actors Telly Savalas and George Chakiris, opera star Maria Callas, director/producer Elia Kazan, inventor of the Pap smear cancer test Dr. Papanicalaou, and of course former Vice-president Spiro Agnew.

Love of their native music, dance and drink seems to provide a basis for the continuity of their cultural heritage in this country. Family ties are strong and offer a framework for many business dealings. In our particular encounter, we didn't find the Greeks living up to their reputation for friendliness, though the food (spinach pies,



lamb and salad with black olives and feta cheese) and the music were great. We were sorry not to have seen the belly-dancer who was promised, but the ambiance of red and black decor with draped statues and crystal chandeliers along with a few shots of metaxa put us in a properly Greek frame of mind, as well as learning the Greek version of olé, which is OHPA!



THE FORMATION OF COMMUNITY AS A REFLECTION OF HUMAN CONSCIOUSNESS

GLOBAL RESEARCH CENTRUM

DECEMBER 1978

	Thursday	Friday	Saturday	Sunday
M O R N I N G	<p>Context for the Journey</p> <p>A. Screen Creation B. Journey Objectives C. Journal Format</p>	<p>4 a.m. - Leave by bus for Mill Shoals</p> <p>Champaign-Egg McMuffin Brunch</p> <p>10 a.m. - Arrive Mill Shoals; Settle in.</p>	<p>7:30 a.m. Breakfast Context for Mini Consult (PSU on subject decided by Auxiliary and Community)</p> <p>9:00 PSU</p>	<p>2:00 a.m. Arrive in Chicago</p> <p>10:00 a.m. Brunch and Reflection</p> <p>1.E,P,C, struggles (Ancient- Pioneer-Modern)</p> <p>2.Human Consciousness reflected by communities</p> <p>3. Contrst concepts</p>
A F T E R N O O N	<p>Chicago</p> <p>1. Historical Museum Indians thru great migrations to present city exhibit</p>	<p>11:30 Noon Lunch and Welcome - Short Talk by Auxiliary ① about background or New Harmony</p> <p>Tour of Mill Shoals ②</p> <p>1:00 p.m. Visit New Harmony</p> <p>6 p.m. Prepare for Dinner</p>	<p>12:30 Buffet Lunch and Context for Work Day</p> <p>1-4p.m. Work Project</p> <p>5p.m. Dinner - Pot Luck Hosted by Community</p>	<p>Time/Space/Relations</p> <p>DISCONTINUITY</p>
E V E N I N G	<p>7-9 p.m. Late Dinner - Celebration (Early Bed)</p>	<p>7-9 Dinner with Auxiliary and Community Leadership</p> <p>Talk about</p> <p>1. Mill Shoals Heritage 2. Community Vision 3. Project Plans 4. Where project is and next day plans</p>	<p>7p.m. Bus back to Chicago</p>	<p>DISCONTINUITY</p>

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

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

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

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Introduction:

I COMMUNITY DESIGN	COMMUNITY PLAN	ZONE DEMONSTRATION	ENVIRONMENT CONTROL	BEAUTIFICATION PLAN
II DOMESTIC HOUSING	DEMONSTRATION DESIGN	HOUSING DEVELOPMENT	CONSTRUCTION PROCESS	PROPERTY MANAGEMENT
III COMMUNITY FACILITIES	COMMUNITY CENTER	INDUSTRIAL BUILDINGS	COMMERCIAL MALL	CULTURAL NODES
IV ESSENTIAL SERVICES	COMMUNICATION SYSTEMS	PUBLIC SAFETY	MUNICIPAL SERVICES	PHYSICAL MAINTENANCE

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHI.

REVISED December 6, 1978

OCTOBER 1978

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

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

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

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TACTICAL CONTEXT

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

II

TOUR

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

III

REFLECTION

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

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

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

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

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

LIVING ENVIRONMENT TACTICS:

- 3 Building Materials
- 4 Repair Equipment
- 6 Finance Clinic
- 15 Development Capital
- 19 Construction Teams
- 20 Task Forces
- 23 Local Managers
- 35 Housing Apprenticeship
- 68 Transport Backup
- 69 Minibus Service
- 70 Cooperative Security
- 76 Architect Enlistment
- 89 Recreation Center
- 102 Iron Man Plaza
- 108 Community Clean-ups
- 109 Business Redecoration
- 110 Lot Clean-up
- 111 Recycling Projects
- 112 Trash Cans
- 113 City Sanitation
- 114 Community Art
- 115 Greenery Campaign
- 117 Work Projects
- 118 Property Analysis
- 119 40 Block Plan
- 120 Planning Commission
- 121 Residential Rehabilitation
- 122 Recreation Sites
- 123 Business Center
- 124 Landholding Agency
- 125 Inspection Service
- 126 Repair Consultants
- 127 Repair Demonstration
- 128 Referral Service
- 129 Periodic Reports
- 130 Preventive Repairs
- 131 Automotive Center
- 136 Assembly Plant
- 139 Factory Facility
- 140 Construction Company

LIVING ENVIRONMENT PROGRAMS

I	Community Plan	Zone Demonstration	Environment Control	Beautification Plan
COMMUNITY DESIGN				
II	Demonstration Design	Housing Development	Construction Process	Property Management
DOMESTIC HOUSING				
III	Community Center	Industrial Buildings	Commercial Mall	Cultural Nodes
COMMUNITY FACILITIES				
IV	Communication Systems	Public Safety	Municipal Services	Physical Maintenance
ESSENTIAL SERVICES				

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

HDTS: 5TH CITY

LIVING ENVIRONMENT MODULE

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHI. VISIT: SOUTHSIDE REHAB BLOCK

OCTOBER 1978

Rational Objective:

Students visit a street that has been successfully redone.

Existential Aim:

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

INTRODUCTION:

CONTEXT

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

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SITE VISIT

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

II

ART FORM CONVERSATION (After return to school)

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

III

CONCLUSION:

IV. IMPLEMENTATION LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

REVISED December 6, 1978

OCTOBER, 1978

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

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

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

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

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

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

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

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**I PREPARATION**  
 Moderator leads an invitatory conversation with the participants:  
 - How many people come from a community of under 1500 people? Over 100,000? In between?  
 - What landmark do you remember most in the community you lived in as a youth? What was the beauty spot? Most impressive building?  
 - What do you remember about the mailman, milkman, policeman?  
 - Was your house a single-family dwelling? Apartment building? Duplex?  
 - What is your picture of what a human living environment should look like?  
 - What is your most pressing concern in regard to your present living environment?

**SUGGESTED PANELISTS:**  
 HUD Regional Dir. (Woody Kee)  
 Architect (Sheldon Hill)  
 Real Estate Agent (Wold or Travis)  
 Technical Assistance Off. Contractor (Victor Axlerod)  
 Lawyer (Tom Volini)  
 Dept. Human Services West Side Dev. Corp. (Ed Allen)  
 Developer (G.H.Wang)  
 5th Citizen (Carrie Neff, Bill Glover)

**II PANEL**  
 Moderator calls upon the panelists to say a word about what they do, their chief concern about local living environment and what resources they can make available to a local community like 5th City. About 7 minutes each.

**GROUP-PANEL DIALOGUE**  
 1. Moderator calls upon participants to ask questions of the panelists.  
 2. Moderator invites panelists to ask a question of the group.  
 3. Moderator sums up the panel discussion and calls for closing insights from the group on this event.

III

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

SESSION VI: PRACTICAL WORKSHOP

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

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

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

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PREPARATION

1. Examine the work from the morning field seminar, checking the grouping of the sub-tactics under their tactical component arenas and adding any necessary sub-tactics.
2. Make sure everyone is assigned to a component arena. Copy the sub-tactics from the board on to your component arena column (see worksheet).
3. Explain the objective of the workshop to create a comprehensive environmental development plan for a designated portion of 5th City, color-coded on a wall map. Supporting maneuver paragraphs and a preliminary financial resource study will also be produced.

II

COMPONENT DESIGNS

1. Divide into the four component arenas to create the 3-part product in each arena for a particular section of 5th City.
2. Before sub-dividing into the three parts, examine the current 5th City project plans in your component arena for the designated portion of the community, and further group the sub-tactics in your component column.
3. Go back and visit the designated area of 5th City if necessary.
4. Divide into the three units per component arena and follow instructions on the worksheet (attached).

III

REPORTS AND REFLECTION

1. Color-coded map- ask group what strikes them about the map. Have someone walk us down the street and describe the results of the transformation. Where does group have questions, concerns? What will impact visitors the most? What is the most dramatic sign of change?
2. Maneuvers- have each component arena read their best maneuver paragraph and invite group comments on it. What is going to be the most difficult hurdle to overcome? Where does the maneuver need sharpening?
3. Financial study- have some elements of the financial study read. What is going to be the easiest one to attain? Hardest? What is it going to take to get that financing?
4. General- What did we do today? What's the victory in 5th City today?

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

EXAMPLES OF TRANSFORMATION TACTICS

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

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

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

PROCEDURES:

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

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

S:

LIVING ENVIRONMENT MODULE  
 IMPLEMENTARY WORKSHOP (CONT'D.)

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

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

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

FINANCIAL RESOURCE STUDY				
Needs	Amount	Sources	Contacts	Next Steps

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

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

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

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Introduction:

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

II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

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

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

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1. Review the 5th city programs which directly address identity systems (essentially Programs 6 & 13) Use chart 5a from the document
2. Which arenas of identity systems seem to be omitted? Explain this is because the document was written for 1976 - much of the social was done in previous 13 years.
3. Introduce dramatic presentations from 5th city which illuminate the above point: Pass around articles of the Voice; have preschoolers in uniform sing songs, do rituals; have elders tell the community history etc.

II

4. What have you noticed in your weeks so far in this community that represents past tactics done within the arenas of story/symbol/riutals? Make long list on board.
5. Look at subtactics charts (plates 4a - 4d) Divide into 5 groups. Take 10 min. to list subs on your assigned page which are out to implement identity systems in any way. Read backup tactics paragraphs if necessary for clarity. Get this list out on the board corporately as an extension of the list made in step 4.
6. Review level of implementation of each item on the list rel to categories Done/Begun/Un-done

III

7. Reflect on 5th city implementation - what's been the hardest to do here, why?
8. Reflect on keystones - what is the most important tactics for each of the 4 programmatic chart arenas (story, symbol, ritual, celebration.)
9. How would doing any of these tactics change your community?

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

II. FIELD SEMINAR  
TACTICAL PLOT

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

IDENTITY TACTICS:		IDENTITY PROGRAMS				
61 Neighborhood Identity 79 Weekly Newspaper 90 Mobile Theaters 93 Dance Series 95 Art Festivals 96 Talent Events 97 Arts Competition 99 Business Symbol 100 Community Grid 101 Welcome Signs 102 Iron Man Plaza 103 Fifth City Park 104 Hosting Center 105 Cook Book 106 CTA Posters 107 Media Bureau 114 Community Art	I  COMMUNITY SELF-STORY	Heritage Empowerment	Envisioned Future	Local Significance	Global Relatedness	
	II  SYMBOL SYSTEM	Unifying Symbols	Imaginal Designs	Authenticating Signs	Social Art	
	III  CORPORATE RITUALS	Spiritizing Songs	Common Rites	Community Slogans	Ceremonial Rehearsals	
	IV  COMMUNITY CELEBRATIONS	Cultural Events	State Holidays	Passage Rites	Achievement Festivities	



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

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

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

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

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Rational Objective: To grasp the injection of the symbolic into community activities which catalyze a common identity.

Existential Aim: To experience the possibility of shaping the unique story of a community within an intentional framework of corporate engagement.

INTRODUCTION: Songs. (People should be contacted ahead of time to bring displays. Panel consists of participants from 5th City & other projects who have engaged in community newspapers, mural creation, demonstration signs, grid design. Each panelist should have visual display.

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Moderator introduces each panelist who gives a 5 min. report(using his/her display.

Speakers should focus on:

- 1 the scheme they participated in
2. How they would relate it to the keys
3. Visual demonstration passed around
4. Impact of scheme on community
5. How the scheme shaped community identity

II

Moderator receives questions from the group

III

Reflection:

1. What surprised you?
2. How were the reports similar?
3. How different in approach to Community Identity
4. Key components mentioned?
5. Where seen this?
6. One pearl of wisdom you'd shar with us on Community Identity from this sessions work.

CONCLUSION:

VI. IMPLEMENTARY WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

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

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

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1. As a plenary, brainstorm images out of the history of 5th city.
2. The present
3. The future
4. What are the symbols, songs, stories that 5th city uses to hold this wisdom presently?
5. Review the 6 t/f's according to some key examples to be seen in 5th city
 

Song	Symbol
Decor	Sign
Story	Celebration (plenary)

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| <p><u>Song</u></p> <ol style="list-style-type: none"> <li>1. Select tune</li> <li>2. Prepare refrain images</li> <li>3. Divide into groups for verses</li> <li>4. Come tog. clean &amp; refine</li> <li>5. Orchestrate singing</li> <li>6. Production</li> </ol> <p><u>Decor</u></p> <ol style="list-style-type: none"> <li>1. Collect mater'ls from 5th city project.</li> <li>2. discuss aim/purpose</li> </ol> | <p>3. Design 6 posters for each of 6 prog. area</p> <p><u>Story</u></p> <ol style="list-style-type: none"> <li>1. Take the plenary conversation</li> <li>2. Write 3 Par. on the history</li> <li>3. Read aloud</li> <li>4. Polish &amp; produce for plen.</li> </ol> | <p><u>Symbol</u></p> <ol style="list-style-type: none"> <li>1. What are the themes?</li> <li>2. What single image?</li> <li>3. Design a 20x40' mural</li> <li>4. Create 4x8 scale model</li> </ol> <p><u>Sign</u></p> <ol style="list-style-type: none"> <li>1. B/s design for comnty center sign</li> <li>2. Draw up 4 suggestions</li> <li>3. Write up materials/cost for each</li> </ol> <p><u>Plenary Celebration</u></p> <ol style="list-style-type: none"> <li>1. Lay out t/l</li> <li>2. Decide on flow</li> <li>3. Assign roles</li> <li>4. Prep. set up procedures</li> <li>5. Contact other groups to prepare</li> </ol> |
|---|--|--|

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Plenary

- 30 min. preparation & set-up
1. Songs & opening rituals
  2. Reports from groups
  3. Art form their experiences
  4. Special guest speaker
  5. Have toasts

1. corporate work
2. practical issues
3. significance of art forms for community development
4. future directions

II

CONCLUSION:

Symbols are the key and Identity Systems provide the backdrop

VI. IMPLEMENTARY WORKSHOP  
SUPPLEMENTARY PROCEDURES: COMMUNITY NEWSPAPER

GLOBAL RESEARCH CENTRUM: CHICAGO

February, 1979

OCTOBER, 1978

- CONTENT:** What aspects of community life need to be portrayed in a newsletter?  
What is the underlying theme of a newsletter designed to build community identity?  
Lay out 12 months of newsletters by selecting arenas of community life and manifestations of underlying theme.  
Take into consideration seasonal activities and community traditions.
- COST AND SELF-SUPPORT:** What are the costs involved in doing a newspaper?  
Research paper, printing, plates, photos, mailing cost.  
What will support a newspaper and how would you do it? For instance, ads: how many at what rate? Contributions? Subscriptions? How much? Other methods.
- DISTRIBUTION:** What is the most effective way to reach most of the people?  
Design a distribution model, researching and solving the issues involved.

Report to plenary at 5:00 p.m.

VI. IMPLEMENTARY WORKSHOP  
SUPPLEMENTARY PROCEDURES: BROCHURE  
February, 1979

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER, 1978

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

Bring to plenary at 5:00 p.m.

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

I. SELECT THE IMAGE

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

II. DRAW THE GRID

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

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

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

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

III. PLAN THE MURAL CREATION DAY

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

IV. PAINT THE MURAL

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

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

HDTs: 5TH CITY

GLOBAL RESEARCH CENTRUM: CHICAGO

I. CONTEXTUAL LECTURE

CORPORATE PATTERNSMODULE

DECEMBER, 1978

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

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

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

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Introduction:

I VILLAGE CONSENSUS	Town Assembly	Community Secretariat	Monitoring Commissions	Local Units
II TOTAL ENGAGEMENT	Neighborhood Care	Taskforce Operation	Full Employment	Workday Miracles
III COMMUNITY COMMONS	Common Space	Common Time	Common Services	Common Funds
IV LEADERSHIP DEVELOPMENT	Core Formation	Community Management	External Relations	Methods Training

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

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

Existential Aim:

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

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

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

II

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

III

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

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

II. FIELD SEMINAR  
TACTICS STUDY

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

CORPORATE PATTERNS PROGRAMS						
<p><b>CORPORATE PATTERNS TACTICS:</b></p> <p>12 Loan Fund 16 Services Pool 20 Task Forces 22 Skills Cooperatives 23 Local Managers 25 Skills Bank 59 Community Profile 60 Geographic Subdivision 61 Neighborhood Identity 62 Leadership Cores 63 Interchange Networks 64 Clearing House 65 Agency Meeting 66 Child Care 67 Development Training 68 Transport Back-up 69 Minibus Service 70 Cooperative Security 71 Referral Service 72 Supportive Events 85 Annual Reports 98 Forum Series 120 Planning Commission</p>						
	I	Town Assembly	Community Secretariat	Monitoring Commissions	Local Units	
	VILLAGE CONSENSUS					
	II	Neighborhood Care	Taskforce Operation	Full Employment	Workday Miracles	
	TOTAL ENGAGEMENT					
	III	Common Space	Common Time	Common Services	Common Funds	
	COMMUNITY COMMONS					
	IV	Core Formation	Community Management	External Relations	Methods Training	
	LEADERSHIP DEVELOPMNT					

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

To discern issues and possibilities within a specific geographic area.

Existential Aim:

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

INTRODUCTION:

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

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**CONTEXT**  
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 Divide into 5 groups, assign one group to each stake. Each group is to visit in one stake, in at least one home and one business or institution, to walk around the stake and note its boundaries, arteries, nodes, landmarks, pathways. The group should come back with a suggestion for an appropriate activity in that stake. Participants are sent out as students of the community and guests of Fifth City; should introduce themselves as people interested in human development, and be willing to share their experiences if asked. Each group will be given a list of people who have agreed to being visited, a map, and any other directions needed.

**STAKE VISITS**  
 II  
 Appropriate questions for the visits would include:  
 Who lives in this stake/block--elders, young couples, singles?  
 What have been some events in this neighborhood? How did they happen?  
 What talents are represented here?  
 What are the pressing needs?  
 What would you like to see happen; changes you dream about?  
 On your way back, talk about an appropriate activity for that stake.

**REPORTING**  
 III  
 Each group reports briefly on the nature of the stake they visited, the current issues, and what they discerned as an appropriate action.  
 If any of the actions would be appropriate for a work day, appoint a group to think through further what would be involved in doing that.

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

IV. IMPLEMENTATION LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

**Rational Objective:** To delineate means by which corporate patterns are enriched in a community. **Existential Aim:** To release the group to decide about the real possibilities of working with C.P.'s

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

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

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective:

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

Existential Aim:

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

INTRODUCTION:

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

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I

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

II

Direct questions like:

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

III

Questions from the group.

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

CONCLUSION:



G U I L D S	ECONOMIC			CULTURAL			SOCIAL			
	INDUSTRY CENTER	NEIGHBOR- HOOD ENVIR- ONMENT CORPS	SALES PROMOTION	5th CITY SURVEY	ENVIRONMENTAL CONSTRUCTION		5th CITY VOICE	COMMUNITY HEALTH	5th CITY PRE-SCHOOL	5th CITY ELDERS
					COMMUNITY CENTER	MANAGEMENT REPAIRS				
T A S K	1. Obtain materials 2. Repair roof 3. Restore building to function.	1. Set up Company 2. Snow Removal Blitz 3. Promotion Blitz	1. Promotion Brochures 2. Sales Company Plan 3. Initial Testing	1. Survey Design 2. Forms & materials 3. Survey logistics	1. Community Cen. Repairs 2. Health Center Renovation	1. Management Co. Housing Repairs	1. Distribution System 2. Advertising Network 3. Production System	1. Inventory Supplies 2. Organize Records 3. Proposal Writing	1. Teacher Assistance 2. Decor & Materials 3. Recruitment	1. Rehab Grant 2. Elders Corps 3. Com. Cen. Program
L O C	Industry Center	Industry Center	Economic Meeting Room	Environment Meeting Room	Community Center	Community Center	South Hall	Community Center	Building C	Community Center
A S S I G N M E N T S	*Ed M. *Russell W. Steve C. Andrew C. Sophie S.	*George B. *Verdell T. Margaret E. Ruben E. Luther H. David H. Alfred M.	*Lois M. *Cynthia V. Philippe K. Joe T.B. Hazel W.	*Sarah A. *James H. Paul C. David E. Ellen R. Willie S.	*Edward G. *Theo M. Rochmat D. Bob H. Sharon R. Ron S.	*Jose G. *John R. Cliff A. Mr. Glover Brian J.	*Kathy B. *Susan J. Audrey A. Austin B. Marjorie S. Mattie S.	*Jelawai A. *Lela M. Kathy L. Jailu V. Ruth W.	*Robert D. *Deborah O. Anthony A. Ruth C. Lois L.B. Naomi L.	*Allan L. *Bob Vance Dorothy D. Mary Jane E. Amal M. Malana P.

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

HDTS: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Conversation #1, Introductions Conversation

Global Research Centrum: Chicago

December, 1978

Opening	<ol style="list-style-type: none"><li>1. song</li><li>2. Socrates - Questions create leadership</li><li>3. accountability/ absolution</li><li>4. ritual/song</li></ol>	
	I	<ol style="list-style-type: none"><li>1. name and a book</li><li>2. movie</li></ol>
	II	<ol style="list-style-type: none"><li>1. where have you seen signs of an alteration in interior life?</li></ol>
	III	<ol style="list-style-type: none"><li>1. where have you seen signs of a shift in your own life?</li></ol>
Closing		

RATIONAL OBJECTIVE:  
CLARITY ON ROLES OF IMAGES & HOW THEY CAN BE CHANGED

EXISTENTIAL AIM: EXPERIENCE BEING ABLE TO PRESENT IMAGES  
AND ENABLE OTHERS TO CREATE NEW IMAGES.

PHILOSOPHY		EVENTFULNESS				PRESENTATION	
		IMPACTFUL		REFLECTIVE			
TIMES AND IMAGINAL LEADERSHIP		EVENTS AND IMAGINAL EXPLOSION		METHODS AND IMAGINAL REFLECTION		STYLE AND IMAGINAL PEDAGOGY	
MEAL INTRODUCTIONS CONVERSATION		MEAL HAPPY BIRTHDAY		MEAL METHODS, AND IMAGINAL REFLECTION		MEAL SPIRIT PROBLEMS	
TALK THE TIMES & IMAGINAL LEADERSHIP		TALK EVENTS ORCHESTRATION		TALK IMAGINAL METHODS		TALK LEADERSHIP STYLE	
SEMINAR MODEL FOR IMAGINAL LDSHIP		SEMINAR ORCHESTRATION OF EVENTS		SEMINAR CONV/SPIN/W.S. BUILDING		SEMINAR METHODS PRESENTATION	
P	Preliminary images	P	Auxiliary & Events	P	Methods context	P	Presentation context
	1. B/s Blocking images		1 Elements B/s		1 Topics/Assignments		1 Presentation
	2 Teams, Tools, Events		2 Event Design		2 Individual Lesson Plan		2 Critique
	3 Timelines		3 Detail Refinement		3 Meet see who's ready		3 Intensification
P	Reflection	P	Reflection/Sharing	P	Task Force Report	P	Future

HDTS: 5TH CITY

LOCAL ENGAGEMENT LAB  
OVERVIEW

CULTURAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

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

READING: THE IMAGE  
Kenneth E. Boulding

GLOBAL RESEARCH CENTRUM: CHICAGO

1979

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

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

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

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

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

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

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

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

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

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

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

HDTs: 5th City

Cycle

Global Research Centrum: Chicago

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

December, 1978

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

HDTS: 5th City

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

Cycle

Global Research Centrum: Chicago

December, 1978

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

FIFTH CITY

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

1979

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

HDTS: 5th City

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Cycle

Global Research Centrum: Chicago

Lecture #2, Orchestration of Eventfulness

December, 1978

EVENT DESIGN PARTS		PRINCIPLES OF ORCHESTRATION		DESIGN PROCESS		EXECUTION PLANS	
Role of Structure		Relevant Content		Delineatg the Arena		Traps in Design	
Design Elements		Logical Order		Focusing the Aims		Role of Detail	
Building Blocks		Dramatic Buildup		Laying Out the Events		Appropriate Staff	
Event Glue		Appropriate Medium		Fleshing out the the Drama		Adequate Support	

EVENT CREATION WORKSHOP PROCEDURES

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

Prepare to report to your whole strike force.

HDT5:5th City

Cycle

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

Global Research Centrum: Chicago

December, 1978

Pre

Aux &  
Events

1. song
2. lay out 5 steps of orchestration
3. brief conversation, illustrate these steps
4. lay out morning flow

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Brainstm  
Elements

T/F

1. context 4 arenas
2. brainstorm elements
3. anything left out?
4. assign to 4 teams

Event  
Design

(team)

1. as team, decide intent of event
2. select key elements
3. order elements into 5 steps
4. state intent of 5 steps

Detail  
Refinemt

(team)

1. list detail for each step
2. organize into rational procedures
3. talk thru whole event and refine
4. prepare report

Refl'n  
Sharing

1. group reports
2. reflection
3. announcement
4. sendout

HDTs: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

Conversation #3, Methods & Imaginal Education

Global Research Centrum: Chicago

December, 1978

Opening

1. Song
2. Thelma Snowden - unknown teacher - masses, (Ali, I'm the greatest)
3. accountability/ absolution
4. ritual/ let us feast

Brief Guernica ARTform

- 1.
- 2.
- 3.

I

Artform Conversation Reflection

1. which questions you rembered?
- 2.
- 3.

II

III

Use of Artform Conversation Method

Closing

HDTS: 5th City

LOCAL ENGAGEMENT LAB

Cycle

Global Research Centrum: Chicago

IMAGINAL LEADERSHIP COURSE:  
Lecture #3, Imaginal Methods

December, 1978

REVIEW OF IMAGES		WORKSHOP METHOD		LECTURE METHOD		CONVERSATION METHOD	
Man Lives out of Images		Gets out Everyone's Wisdom		Broad Brush not Details		Purpose: Expanding Consciousness	
Images Determine Man's Behavior		Enables Model to Emerge		Structural Framework		Corporate Method	
Images Can Be Changed		Way That Local Man Creates History		Drama		Persons Tell Life Experience	leader not tchg anything
New Images Change History		Steps of Workshop	Context Brainstorm Gestalt Reflection/ Consensus	Missional Style		Particular Questions Ordered Fashion	Objective Reflective Interpretive Decisional

HDTS: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:

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

Global Research Centrum: Chicago

December 1978

Methods  
Context

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

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I.

Topics

Assignts

(team)

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

II.

Individ.  
Lesson  
Plan

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

III.

Meet,  
See  
Who's  
Ready

(team)

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

Post

T/F  
Report

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

HDTS: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Conversation #4, Spirit Problems

Global Research Centrum: Chicago

December, 1978

Opening

1. song
2. unknown student
3. accountability/absolution
4. ritual/let us feast

I.

1. What are day by day issues being wrestled with in our day ? - in local community
2. Is that all?

(6 weeks any educator)

II.

1. What are deep human issues?

III.

Closing

HDTS: 5th City  
Global Research Centrum: Chicago

Cycle  
December, 1978

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

HDTs: 5th City

Cycle

LOCAL ENGAGEMENT LAB  
IMAGINAL LEADERSHIP COURSE:  
Workshop #4, Presentation

Global Research Centrum: Chicago

December, 1978

Pre  
Present  
Context

1. a chance to present
2. emphasize serious listening
3. corporate learning
4. corporate honoring

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Presentations

T/F

Team A

Team B

Team C

Team D

conversation

spin

workshop

Bank

Women's Ind.

Demo Farm

Pre/School

II.

Critique

T/F

R E F L E C T I O N

1. surprised?
2. excited?
3. most powerful images?
4. where work needed - faculty?

III.

Intensification

T/F

1. conversation clues and questions
2. spin " "
3. workshop " "
4. demonstration explanation

Future

1. this was a great session ---
2. this is a key to catalysis
3. value of common preparation
4. role of individual gifts

## IMAGINAL EDUCATION TOOLS CHART

RELATIONAL TOOLS		PSYCHOLOGICAL TOOLS		IMAGINAL TOOLS	
Drama	professional performance	Poetry	word game	Prose	great book
	puppets		chant		mechanical
	teacher role play		rhymes		chalk talk
	children role play		children's poetry		comic
	situational free play		great poem		fable
Instruments	rhythm band	Dance	observation	Song	foreign
	sounds		sports		nursery
	foreign music		games		folk
	classical		folk dance		popular
	modern music		interpretive		curriculum articulation
Architecture	manipulative toys	Sculpture	classic	Pictorial	great art
	blocks		folk		drawing
	cardboard		natural		painting
	metal structure		synthetic		flat collage
	structure		metal		raised collage

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

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

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

Global Development Centrum		THE NINE GLOBAL MANEUVERS		1977-1978	
WINNING ALL THEATERS OF THE CAMPAIGN					
MASTERING THE TERRAIN	HOISTING THE SIGNALS	CONQUERING THE BATTLEFIELD		RECRUITING THE ARMY	EFFECTING BATTERY SUPPORT
<b>CIRCUITS OF DR. LAO MANEUVER</b> 1. Global circuits schedule 2. Broadened support base 3. Everyman developer co-ord. 4. Local events constructs	<b>THE 232 SUPPORT MANEUVER</b> 1. Indian company adoptions 2. World Bank loan 3. Church village adoption 4. Public international agencies	<b>THE MULTI-NATIONAL CONQUEST MANEUVER</b> 1. 200 corporation turnkey 2. Local national wedding 3. The big one 4. Proposals and events	<b>TAKING THE COUNTIES MANEUVER</b> 1. Local corporation loans 2. Co-ordinated field maneuvers 3. The flank attacks 4. The frontal assault	<b>SYSTEMS COBRA STRIKE MANEUVER</b> 1. Band interchange schedule 2. Global master index 3. Reports and meetings 4. Troop assignment rationales	
		<b>SELF-SUPPORT ASSISTANCE MANEUVER</b> 1. Service volunteer data 2. National service corps 3. Farmers and pharmaceuticals 4. The private wealth			<b>THE MAGNIFICENT SEVEN MANEUVER</b> 1. Targeting new sources 2. Key women's groups 3. Patron site encounters 4. Order youth engagement
	<b>26 CAPITAL KEYSTONES MANEUVER</b> 1. Securing the advantage 2. International agencies focus 3. Local government support 4. Common proposal images	<b>THE EVANGELICAL ENGAGEMENT MANEUVER</b> 1. Global mission boards 2. National mission councils 3. Engaging religious groups 4. Calling local congregations			

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

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

**BATTLEFIELD MANEUVER-BUILDING**

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

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



CAMPAIGN MANEUVER—BUILDING

July, 1978

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

DO THE MANEUVERS



THE WISDOM OF MANEUVERS AS LIFE METHOD

July, 1978

**IMPOSED FINALITY**

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

**INSTANT COMPOSITION**

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

**EMPIRICAL BASIS**

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



**MAINTAINING MOMENTUM**

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

**SELF-CONTAINED**

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

**HUMAN RISK**

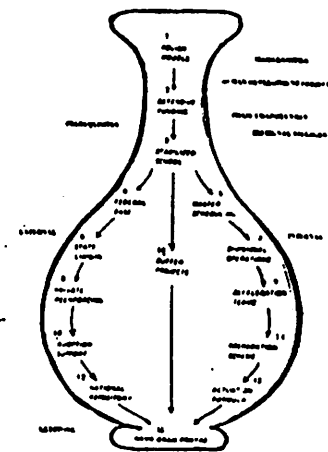
To be a self is to execute maneuvers. Selfhood and maneuvering are corresponding aspects of the reality of the risk of humanness.

**CREATES ADVANTAGE**

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

**SYMBOLIC FORMATION**

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



**IMPOSSIBLE TASK**

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

**CORPORATE DEED**

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

**RE-MANEUVERING**

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

**INTERNAL DECISION**

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

HDTS: 5TH CITY

ENGAGEMENT LAB

MANEUVER WORKSHEET

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY 1979

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

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

THE SPIN

EVERYMAN A MANEUVERER:

Getting a job  
Housewife shopping  
Student passing course  
running for office

GENERALSHIP AS INTENTIONAL MANEUVERING:

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

KEY MANEUVERING WISDOM:

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

Some illustrative poetry from Sun Tzu:

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

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

Naming the Victory (I) What were some of the victories you named? What did your victor's circle look like? What do you have your life on the line for?)

DISCERNING The Situation (II) What were some of your advantages you named? What were the vulnerabilities you exposed? Remember that maneuvering depends on moving from the empirical data you have. What is in the situation that could stall or destroy you?

The Do's (III, IV, V) How many of you got a list of do's? Who had the longest list?! What process did you use to turn these lists into manageable arenas of action? What happened to your intuition as you worked? What are some sets of maneuver arenas you came up with? What are your maneuver charts beginning to look like? Poetic titles?!!

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

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

HDTS: 5TH CITY

CULTURAL CYCLE

LOCAL ENGAGEMENT LAB  
ARTFUL MANEUVERING PRACTICUM

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

RAT. OBJ.: Understand how maneuvers are created and how they evect corporate effectivity.

EXIST. AIM: Sense of what it means to participate in an effective corporate planning session.

BASIC DYNAMICS	ASSEMBLY LEADERSHIP PREPARATEION		METHODS PRACTICE				MANEUVER TUTORIAL
			METHODS DEMONSTRATION				
NEAL TIME	ACTUATION/ASSEMBLY CONTEXT		BUFFET BREAKFAST				MANEUVER LOGISTICS TALK
PRESENTATION	ACTUATION CONTEXT	Doing Document	P	Demonstration Assembly		MANEUVER LOGISTICS	Strat. Maneuvering
		Transforming Commuty		Project			Basic Considerations
		Training Leadership		Phas- Eval. T/L Maneu. ing Plan <sup>8</sup>	Intuitive Values		
		Forging Structures		1	Reports Evaluation		Profound Intent
LEADERSHIP	ASSEMBLY PREPARATION T/F		P	2	Strategy Vision	GUILD PLANNING TUTORIAL	
	P			3	Construct Guiding	P	Victory
	1			P	Plenary/Reflection	1	Actual Situation
	2	Review and Evaluation		1		2	Maneuver Arenas
	3	Practical Preparation		2		3	Product
P	Celebration/Report	P		P	Reports/Reflection		

LOCAL ENGAGEMENT LAB

MANEUVERING PRACTICUM: LECTURE #1: ELEMENTS OF PROJECT ACTUATION

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

DOING DOCUMENT		TRANSFORMING COMMUNITY		TRAINING LEADERSHIP		FORGING STRUCTURES	
-TACTICS							
COMMUNITY CONSENSUS	Result of community planning	VISIBLE CHANGE	Space	REGULAR MEETINGS	Leadership roles	STAKES/ GUILDS	
	Program chart		Community		Symbolic life		
	Public decor				Auxiliary planning		
TACTICS ARE THE KEY	Thinking tactically	ENLIVEN PARTICIPATION		TRAINING EVENTS	Formal events	ASSEMBLY	
	Specific actions						
	Focus for expenditure						
	"Do" tactics						
CONTINUAL MANEUVER	Tactical modifications	EVENTS FOR TOTAL COMMUNITY		EXTERNAL VISIT	Town Meeting orchestrator	DAILY MANAGEMENT	
	Consensus building				Councils		
					Community consultations		
LOCAL PLANNING		COMMUNITY SYMBOLS		PUBLIC PRESENCE	Host visitors	LEGAL ENTITY	
					Development		
					Media		

LOCAL ENGAGEMENT LAB  
 MANEUVERING PRACTICUM: SESSION #1: ASSEMBLY PREP

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

<p>Meal Conversa- tion</p>	<ol style="list-style-type: none"> <li>1. Songs</li> <li>2. Opening</li> <li>3. Conversation: "Missional Effectivity"</li> <li>4. Closing</li> </ol>
<p>M O V E M E N T S</p>	<p>Elements of Project Actua- tion</p> <p>See lecture #1.</p>
	<p>Review and Evalua- tion</p> <p>Guilds</p> <ol style="list-style-type: none"> <li>1. Review completed tactics.</li> <li>2. Discuss how contradiction has shifted.</li> <li>3. List future tasks.</li> <li>4. Write report.</li> </ol>
	<p>Practics Prep</p> <p>Guilds</p> <ol style="list-style-type: none"> <li>1. List tasks.</li> <li>2. Make assignments.</li> <li>3. Gather materials.</li> <li>4. Do it.</li> </ol>
<p>Close Celebrate Report School</p>	<ol style="list-style-type: none"> <li>1. Singing</li> <li>2. Brief reports on evening</li> <li>3. Announcements</li> <li>4. Send out</li> </ol>

HDTS:5TH CITY

CULTURAL CYCLE

LOCAL ENGAGEMENT LAB

MANEUVERING PRACTICUM: LECTURE #2: METHODS OF IMPLEMENTATIONAL PLANNING

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

PROJECT PHASING		PROJECT EVALUATION		PROJECT TIMELINE		MANEUVER PLANNING	
-JOURNEY		-BLOCKS					
INITIAL STAGES	15 years ago	REVIEW ACCOMPLISHMENTS		ON-GOING EVENTS		SITUATION	Victories
	Principles						Advantages/ Vulnerabilities
	Social model						
	Social programs						
ESTABLISH PROGRAMS	Housing	REHEARSE VISION		SEASONAL EVENTS		ACTION	Do's
	Shopping center						Intuitive gestalt
	Safe streets						Corporate chart
							Poetry
5TH CITY HDP	Block clubs	LIST BLOCKS		EVENT SPACING		CORPORATE TALK-THRU	Troops
	Industry						Timing
	Community auxiliary						Tools
	HDTS						Intent
THIS IS A GREAT MOMENT	Shopping center	RESTATE CONTRADICTION		YEARLY RHYTHM		PARAGRAPH WRITING	
	Elders						
	Community center						
	Mini-zone						

LOCAL ENGAGEMENT LAB  
 MANEUVERING PRACTICUM: SESSION #2: DEMONSTRATION ASSEMBLY

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

<p>OPENING</p>	<ol style="list-style-type: none"> <li>1. Song</li> <li>2. Picture of morning</li> <li>3. "Mayor's" speech</li> <li>4. 5th City in relation to maneuvers (see lecture #2)</li> </ol>						
<p>M O V E M E N T S</p>	<table border="1"> <tr> <td data-bbox="297 598 462 962"> <p>Reports Ev Evalua- tion</p> </td> <td data-bbox="462 598 1531 962"> <ol style="list-style-type: none"> <li>1. Guild reports</li> <li>2. Reception of reports</li> <li>3. Reflection</li> <li>4. What name last quarter</li> </ol> </td> </tr> <tr> <td data-bbox="297 962 462 1330"> <p>Strategy Vision</p> </td> <td data-bbox="462 962 1531 1330"> <ol style="list-style-type: none"> <li>1. Future indicatives</li> <li>2. Present situation</li> <li>3. Major accomplishments</li> <li>4. Strategic keys</li> </ol> </td> </tr> <tr> <td data-bbox="297 1330 462 1706"> <p>Consensus Consensus Building</p> </td> <td data-bbox="462 1330 1531 1706"> <ol style="list-style-type: none"> <li>1. Key campaigns</li> <li>2. Chart</li> <li>3. Campaign phasing</li> <li>4. Timeline</li> </ol> </td> </tr> </table>	<p>Reports Ev Evalua- tion</p>	<ol style="list-style-type: none"> <li>1. Guild reports</li> <li>2. Reception of reports</li> <li>3. Reflection</li> <li>4. What name last quarter</li> </ol>	<p>Strategy Vision</p>	<ol style="list-style-type: none"> <li>1. Future indicatives</li> <li>2. Present situation</li> <li>3. Major accomplishments</li> <li>4. Strategic keys</li> </ol>	<p>Consensus Consensus Building</p>	<ol style="list-style-type: none"> <li>1. Key campaigns</li> <li>2. Chart</li> <li>3. Campaign phasing</li> <li>4. Timeline</li> </ol>
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<p>Closing Plenary</p>	<ol style="list-style-type: none"> <li>1. Morning reflection</li> <li>2. Announcement</li> <li>3. Song</li> <li>4. Send out to lunch</li> </ol>						

HDTS:5TH CITY

CULTURAL CYCLE

LOCAL ENGAGEMENT LAB

MANEUVERING PRACTICUM: LECTURE #3: PRACTICS OF LOCAL MANEUVERING

GLOBAL RESEARCH CENTRUM:CHICAGO

DECEMBER, 1978

STRATEGIC MANEUVERING		BASIC CONSIDERATIONS		INTUITIVE VALUES		PROFOUND INTENT	
HISTORICAL TRENDS		TIMING	Avoids opportunism	POSITION OF ADVANTAGE		CREATIVE TENSION	
			Not routine				
			Creates momentum				
			Sudden victory				
GLOBAL MANEUVERS		TOOLS	Methods			DOING NECESSARY	
THEATRE MANEUVERS		FORCES	Training	RAPID MOVEMENT		DOING WHOLE JOB FROM YOUR LOCATION	
			Numbers				
			Assignments				
BATTLEFRONT MANEUVERS		ENEMY		SIMULTANEOUS ACTIONS		MAINTAIN UNIFIED FOCUS	

Rational Objective:

What does it mean to "DO" health?

Existential Aim:

Future of good health lies in hands of local man

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

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Introduction:

I  ENVIRONMENT SERVICES	Sanitation Systems	Consumption Patterns	Adequate Housing	Supportive Patterns
II  PREVENTIVE SYSTEMS	Service Access	Advocate Network	Community Education	Surveillance Systems
III  BASIC TREATMENT	Emergency Services	Illness Detection	Regular Services	Professional Interface
IV  INTRA-PROJECT IMPACT	Vitality Channels	Environmental Morale	Program Flank Protection	Authorization Surety

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

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

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

INTRODUCTION:

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

II

Walkabout in Fifth City visiting:

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

III

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

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

II. FIELD SEMINAR  
TACTICS STUDY

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

Rational Objective:

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

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

INTRODUCTION:

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

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

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

II

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

III

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

CONCLUSION:

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

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

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

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

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

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

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

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

II

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

III

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

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

SESSION VI: PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

October, 1978

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

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

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

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

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

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

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

Rational Objective:

Existential Aim:

INTRODUCTION:

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

I. CONTEXTUAL LECTURE

Introduction:

I  EARLY LEARNING	Community Preschool	Demonstration Curriculum	Community Relations	Support Systems
II  FORMAL SCHOOLING	Elementary Education	Secondary Access	Vocational Schools	Advanced Studies
III  EXTRA-FORMAL TRAINING	Community Curriculum	Job-related Training	After School Enrichment	Special Care
IV  ADULT EDUCATION	Basic Literacy	Functional Skills	Vocational Skills	Leadership Training

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

Rational Objective: To familiarize group with comprehensive structures required in local community for functional education to be done.

Existential Aim: To explode the comprehensive arenas of education possible in the local community.

INTRODUCTION: Song. Reflection on the contextual lecture: (1) What do you remember from the lecture? (2) What activities have you done in your community that have enabled the education of your community?

TACTICAL REVIEW

Pass out the sub-tactics plotting sheet and briefly acquaint class with the current tactical thrust of 5th City in the arenas of Extra-formal education and adult education.

Review once again the purpose and method of tactical thinking and tactical operation in a project.

Have group retain plotting sheet for keeping notes on the tactics revealed in the following panel.

EDUCATION PANEL (5th Citizens)

The work in 5th City education over the years is represented by a comprehensive panel of 5th Citizens who tell the story of each arena and what it entails, followed by questions:

- Preschool (Ruth Carter)
- Jets (Tom Lyles, Sara Allen)
- Youth In Action (Carole Guise, Manual Mosely)
- On-the-Job-Training (Vaulton Jones)
- Commercial School (Lily Fox)
- Elder Rehabilitation (Mildred Robinson)
- Community Education (Lela Mosely)
- GED Training (Carrie Willis)
- & Alternative Education
- Advanced Education (Lela, Ruth Carrie)

FUTURE DIRECTIONS

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

CONCLUSION: Brief reflection on what we have learned about education tactics and their effect in the local community.

II. FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER 1978

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

SESSION III: TECHNICAL ENCOUNTER

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

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

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**VISITATION CONTEXT AND SCREENS**

1. Much of education today is geared for the elite to serve the elite (in higher education). There is a need for skills training and appropriate basic education. A need also for a new kind of higher education academy that combines classical wisdom with practical thrust. This visit is out to discern where edge educational constructs are emerging as a response to these needs. The group will divide and visit a variety of operations, then return for reporting.
2. Get out list of questions to use in probing the value and composition of educational experiments in the city.

**THE VISITS**

- Formal Education (alternative high school): Chicago Industrial Skills Center, Franklin Park, a CEDA funded program of the Chicago Board of Education that combines High school and electronic training at Motorola company.
- Early Education: a comprehensive demonstration by the 5th City Preschool.
- Trade School: Westinghouse Corp. or Dunbar High School for comp. skills training. Also Training, Inc. a possibility.
- Operation PUSH for Excellence: Jesse Jackson's public school auxiliary relating local community to public education.
- Uni. of Chicago, Education Dept.: for futuric models in education.

**REFLECTION/PLENARY**

1. Groups report on their visits, giving highlight and key learning.
2. Discuss: the striking impressions of the visits and the insights revealed regarding the future of education and the possibilities for linking universal wisdom to the local community.
3. Talk about the application of these learnings to your own local community.

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

Rational Objective:

Existential Aim:

Introduction:

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

SESSION V: RESOURCE PANEL

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

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

INTRODUCTION: Introduction of panelists.

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

CONCLUSION: Moderator thanks panelists and invites further informal discussion.

VI. PRACTICAL WORKSHOP

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

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

Existential Aim: Experience themselves as educational design artists.

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

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EDUCATION TARGET ARENAS

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

II

EDUCATION PROGRAM PACKAGING

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

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

III

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

PLENARY

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

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

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

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

INTRODUCTION:

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

I. CONTEXTUAL LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

Introduction:

<p>I FAMILY DEVELOPMENT</p>	Project Engagement	Economic Foundation	Environmental Care	Social Relations
<p>II ADULT ADVANCEMENT</p>	Functional Training	Job Training	Women's Groupings	Men's Groupings
<p>III YOUTH ENGAGEMENT</p>	Work Force	Leadership Training	Recreational Programs	Collegial Structures
<p>IV ELDERS ENGAGEMENT</p>	Heritage Recovery	Symbolic Leadership	Physical Care	Guild Involvement

SESSION II: FIELD SEMINAR

GLOBAL RESEARCH CENTRUM: CHI. REVISED December 6, 1978

OCTOBER 1978

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

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

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

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**TACTICAL REVIEW**

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

II

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

III

**FUTURE DIRECTIONS**

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

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

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

SESSION III: TECHNICAL ENCOUNTER

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

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

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

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

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

IV. IMPLEMENTATION LECTURE

GLOBAL RESEARCH CENTRUM: CHICAGO

REVISED December 6, 1978

OCTOBER, 1978

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

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

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



SESSION VI: PRACTICAL WORKSHOP

REVISED December 6, 1978

GLOBAL RESEARCH CENTRUM: CHICAGO

OCTOBER 1978

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

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

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

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PREPARATION

Divide group up into four arenas of work that include family development, adult advancement, youth task force and elder engagement. Decide beforehand the relevant programs in each arena that need to be focused on, such as health advocacy, safe streets, elder heritage, etc. Be sure appropriate 5th City leadership is apportioned among the groupings. Explain the product as four sets of maneuver paragraphs with 3 month time lines for implementation.

MANEUVER BUILDING

1. Imagine that it is three months from now and we are gathered to celebrate the successes we have achieved in our particular arena of community welfare; what is it we have done that we are celebrating?
2. State the victory we will have achieved in our arena.
3. Describe our advantages (how we have been set up to win) and our vulnerability (how we are on shaky ground).
4. List all the do's to achieve the victory (each person write down 15-20 things to do, star best 5, brainstorm do's on board until list of 50-100).
5. As you look at list of do's on the board group together ones that could be combined and done at once. In this way get 5-14 arenas. List the maneuver components under their respective arenas.
6. Talk through each arena until the breakthrough action is discerned that transforms the list of do's into a strike.
7. Divide into sub-groups to write each set of maneuvers. The first sentence states why the maneuver; second states the victory and advantages; remaining sentences are an orchestration of the do's to include the what, when, who, where and how.
8. Each sub-group place its set of maneuvers on a 3 month time line.

REPORTS AND REFLECTION

1. Regather as a plenary and share the maneuver paragraphs by having the key maneuvers read and the timelines combined on the board.
2. Corporately reflect on the work of the day:
  - Where are you excited, intrigued over these maneuvers?
  - What modifications are necessary on the time line to make them work?
  - What will happen to the community groupings in 5th City as a result?

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

HDTs: 5TH CITY

GLOBAL SERVANT FORCE LAB  
OVERVIEW  
(Revised)

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

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

HDTs: 5TH CITY

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

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

OPENING

1. Song
2. Accountability/Absolution
3. Ritual

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IMPRESSIONISTIC:

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

II

REFLECTIVE:

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

III

INTERPRETIVE:

Where do you struggle with being a global citizen?

CLOSING

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

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

OPENING

1. Song
2. Accountability/Absolution
3. Ritual

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IMPRESSIONISTIC:

1. What do you remember about the town you grew up in? What were marks that made your community unique?
2. Tell some stories that reveal the nature of your community to us.
3. What pictures in your mind, images, did your community beam at you, form your identity?
4. What symbols pointed to the significance of that town?

II

REFLECTIVE:

1. What makes a community a human place to live?
2. How did the images and symbols of your community play that role?

III

INTERPRETIVE:

1. What has happened to community today?
2. What are some of the trends toward the future of local community? How will human community be different tomorrow?
3. What is the task of community today?

CLOSING

I usually think of a local community as a place to live, but it also has a task.

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

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

INTRODUCTION: Reflection on lecture.

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INTELLECTUAL LIFE:

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

II

SYMBOLIC LIFE:

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

III

PLANNING STRUCTURES:

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

CONCLUSION:

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

OPENING

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

1

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

2

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

3

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

CLOSING

Collegiality is the cornerstone of effective actuation in community development.

Rat, Obj.:

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

Exist. Aim:

To experience corporate structure as possible and enabling.

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

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

I

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

II

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

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

III

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

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

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

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

INTENTIONAL FAMILY

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

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

OPENING

The tv series "Roots" gave us a way to look at the family again.

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IMPRESSIONISTIC:

1. What pictures come to mind when I mention "family"?
2. What are some highlights of your family life?

II

REFLECTIVE:

1. What are some of the struggles in your family? Where have you experienced your family struggling through an issue?
2. People talk about the family being in trouble these days. What is being pointed to? (42% of children live in a single-parent home in the U.S.)

III

INTERPRETIVE:

1. What new directions are being called for with the family today?
2. What are the qualities of the family required for it to carry on its heritage?

CLOSING

This issue calls for continued brooding.

HDTs: 5TH CITY

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

SOCIAL CYCLE

GLOBAL RESEARCH CENTRUM: CHICAGO

FEBRUARY, 1979

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

GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: PREAMBLE

GLOBAL RESEARCH CENTRUM: CHICAGO

DECEMBER, 1978

CONTEXT

1. What image comes to mind when word mission or vocation is used?
2. What is your vocation/mission?
3. If you were to say in two or three sentences what your life is about, what would you say?

I

Missional Objective

1. List 5 images of your family's mission. (Context single family unit.)
2. List deeds (one for each image) that image requires.
3. Choose one set that best holds the one thrust of your family.
4. Write a short statement describing the mission of your family, incorporating the image and deed.

II

Timeline Construct

1. Lay out a line with a beginning date (birth) and an ending date (death-you decide). Mark the present year.
2. Fill in important events up to the present. Name segments.
3. Fill in future (using 10 year blocks). For each future segment, put in an image/phrase of what the family is about during that period.
4. List concrete deeds, important events, turning points, etc.

5. Select three timelines from the group and artform.
6. What does a timeline imply?  
 What difference does it make in the family?

REFLECTION

1. What particular step struck you?
2. Where were you most addressed?
3. Where were you most puzzled?
4. What was altered for you during this session?

GLOBAL SERVANT FORCE LAB  
MISSIONAL FAMILY COURSE: CONVERSATION #2  
MALE/FEMALE

OPENING

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

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IMPRESSIONISTIC:

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

II

REFLECTIVE:

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

III

INTERPRETIVE:

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

CLOSING

LECTURE # 2

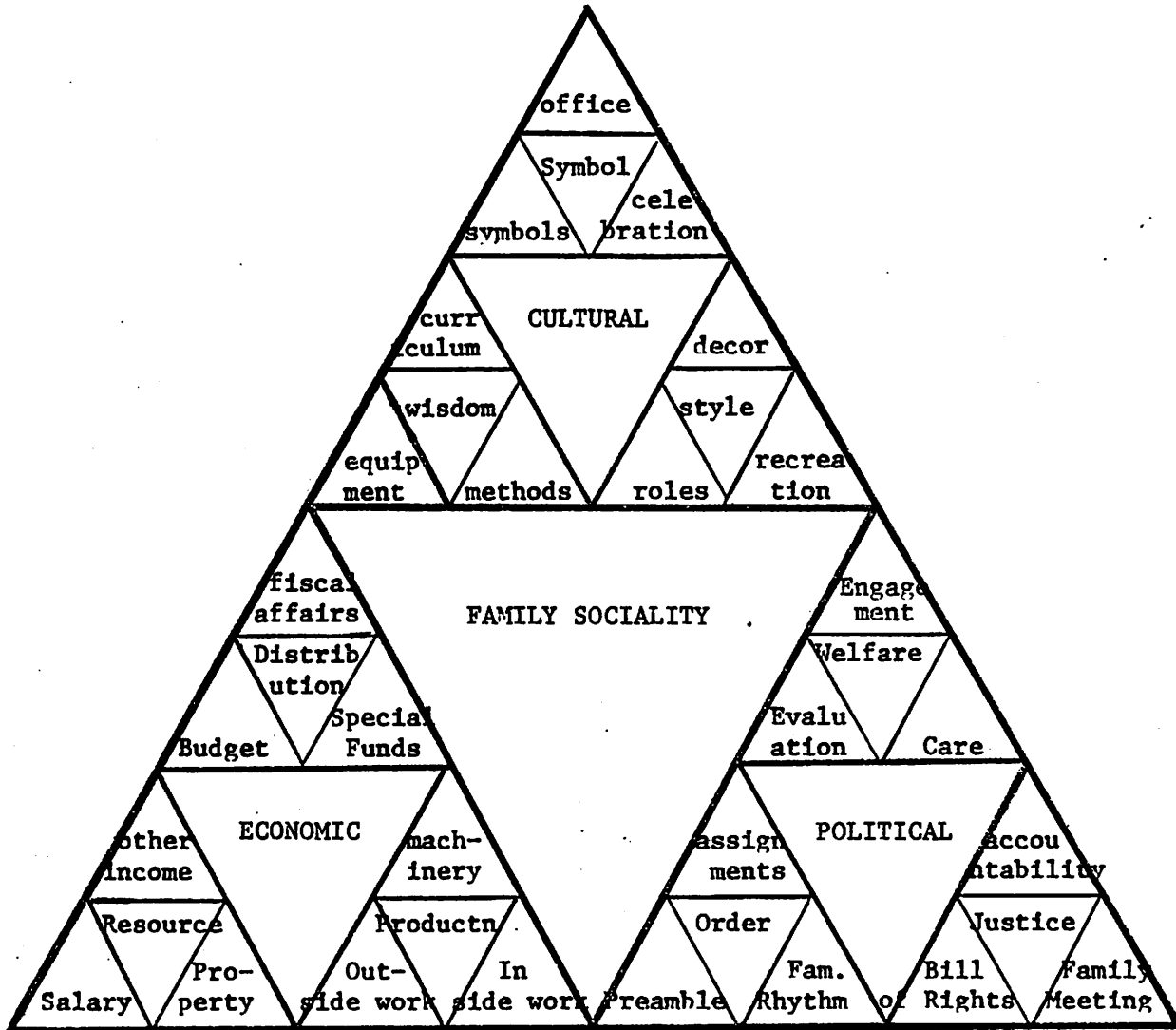
HDT5  
CITY 5

INTENTIONAL FAMILY

THE SOCIAL PROCESS AND FAMILY STRUCTURES

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

FAMILY STRUCTURES



GLOBAL SERVANT FORCE LAB  
 MISSIONAL FAMILY COURSE: STRUCTURES

CONTEXT

- P - Decisions
- E - Budget
- C - Study

I

Decision

1. How are decisions made in your family? List the steps your family takes to reach a decision (share them).
2. List three important decisions you need to make in the next month.
3. What are some things you must consider to make these decisions (share with group).
4. What have we been saying about family decision making, consensus?

II

Budget

- Pass out and explain budget form.
1. Individually (or as family) fill out % of income spent in each category.
  2. Leader put a blank form on board. Fill in with one person's %'s. What does this tell us about how this family allocates its resources? If you had to cut in half, where would you cut?
  3. Look at several others. What difference do you see?
  4. How do you decide where to spend money? How does this reflect your family's missional objectives?

III

Study

1. In light of missional statement and T/L, what does your family need to know?
2. What are some means by which this can happen (books, formal ed, travel, news conversations)?
3. Sketch out a general curriculum for the next year. A more detailed one for this quarter.
4. How might you incorporate study into family meetings? Family activities?

REFLECTION

1. What struck you about this session?
2. What new insights came to you?
3. Every family has meetings (supper/cocktail time, etc.). How might you intentionalize this time in relation to your family's missional decision?

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

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

SYMBOLS/STYLE AND THE FAMILY

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

<p>CONTEXT</p>	<p>P - Time (T/L Workshop 1st session)                  E - Treasure (Budget Workshop 2nd session)                  C - Talent (Task/Roles, Style, Symbol now)</p>
	<p>I</p> <p>Task/ Roles</p> <ol style="list-style-type: none"> <li>1. Brainstorm family tasks.</li> <li>2. How do you decide who does them? How do you ensure they get done?</li> <li>3. What are some of the necessary roles in any family? (fixer, cook, clown, etc.)</li> <li>4. What are we saying about the use of human resources?</li> </ol>
	<p>II</p> <p>Style</p> <ol style="list-style-type: none"> <li>1. Think of famous person/character in book or movie. How would you describe that person's style?</li> <li>2. What are some elements of style?</li> <li>3. What are the gifts of your style, your family's style? What would you like to add?</li> <li>4. How might that sort of style be manifest? What would people see?</li> </ol>
	<p>III</p> <p>Symbols</p> <ol style="list-style-type: none"> <li>1. Write a paragraph about your family's past, present and future as it relates to its mission in history. Based on this, select a family motto that will serve for 100 years.</li> <li>2. Create a family ritual.</li> <li>3. Design a family symbol.</li> <li>4. Share and reflect (artform).</li> </ol>
<p>Reflection</p>	<ol style="list-style-type: none"> <li>1. What struck you?</li> <li>2. What insights came to you? _____</li> <li>3. What is the function of symbols?</li> <li>4. What have we been saying about sustenance?</li> </ol>

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LUNCH LEADERSHIP CURRICULUM

December, 1978

5TH CITY

# LUNCH LEADERSHIP CURRICULUM

LUNCH LEADERSHIP CURRICULUM

HDTs #1 CHICAGO  
JANUARY, 1978

CYCLE I

ART FORM METHOD: Session 1: Methods Introduction

ART FORM METHOD: Session 2: Conversation Leadership

WORKSHOP METHOD: Session 1: Workshop Dynamics

WORKSHOP METHOD: Session 2: Workshop Leadership

LECTURE-BUILDING METHOD: Session 1: Lecture Preparation

LECTURE-BUILDING METHOD: Session 2: Lecture Presentation

CYCLE II

CHALLENGES WORKSHOP LEADERSHIP: Session 1: Challenges Procedures

CHALLENGES WORKSHOP LEADERSHIP: Session 2: Challenges Leadership

PROPOSALS WORKSHOP LEADERSHIP: Session 1: Proposals Leadership

PROPOSALS WORKSHOP LEADERSHIP: Session 2: Proposals Leadership (2nd round)

INTRODUCTORY SPIN LEADERSHIP: Session 1: The New World

INTRODUCTORY SPIN LEADERSHIP: Session 2: The New Human

CYCLE III

PUBLIC STRUCTURES CULTIVATION: Session 1: Government Calling

PUBLIC STRUCTURES CULTIVATION: Session 2: Government Calling (Role-play)

Private STRUCTURES CULTIVATION: Session 1: In-Kind Calling

PRIVATE STRUCTURES CULTIVATION: Session 2: In-Kind calling Role-Play.

CONSULT LEADERSHIP METHOD: Session 1: Consult Practics Leadership

CONSULT LEADERSHIP METHOD: Session 2: Consult Team Leadership.

LUNCH LEADERSHIP CURRICULUM  
THE READINGS

January, 1978

CYCLE I

The Servant as Leader

Who Is the Servant-Leader ?

Withdrawal - Finding One's Optimum

Conceptualizing - The Prime Leadership Talent

How does One Know the Servant ?

Who is the enemy ?

Cycle II

"Our future happiness or misery as a people, depends entirely on ourselves."  
 (Jonathan Elmer, 1776)

"Wherever public spirit prevails, liberty is secure."  
 (Noah Webster 1764)

"The fate of liberty and democracy are finally entrusted to the hands of the  
 American people." (George Washington.)

"Those in this world who have the courage to try & solve new problems of life are  
 the ones who raise society to greatness." (Tagore)

"Mass discipline is an essential condition for a people who aspire to be a great  
 nation." Mahatma Gandhi.

"Man reveals himself in all his strength only when his utmost capacity is  
 demanded." (Tagore)

Cycle III

"Togetherness action brings about people power. I think that's good. You can't do  
 it with one or two people. You look for a big group to follow, but most people sit  
 back wondering how it will turn out. When things turn out all right, most people  
 are ready for the bandwagon. But it took a few at first to make it a success. Never-  
 the-less, with unity things can get done."...

"...I would like to invite the surrounding towns and cities to join in with Pace.  
 Let's develop this area, starting here with Pace and rolling across the state of  
 Mississippi and throughout the southern portion of the United States. I think we  
 can do it...." (Mayor of Pace)

"...Strategy is a finally crafted design for winning which envisions the new society,  
 analyzes the manifest sociological trends, conditions, and relationships, discerns  
 the inherent contradictions, and projects a sequential pattern of major and minor  
 actions, the cumulative impact of which will alter or transform the economic, politi-  
 cal and cultural structures of society toward the anticipated future..."

LUNCH LEADERSHIP CURRICULUM  
THE READINGS

January, 1978

Cycle III continued.

"... I have to be what I want my community to be. If I want it to be comprehensive, I must be. If I want it to be caring I must be. If I want it to exemplify dignity among men, then I must exemplify this. If I want it to demonstrate the best of humanness then I must myself portray the best..."

"... once upon a time, I believed that it was going to take some magnanimous charitable gesture on the part of the 15% to let the 85% get their rights. No more do I believe that. I believe that there are those among the outcasts of the earth, those who do not have a chance to create their own destinies, the 85% themselves, they will find ways in which all the 85% will participate in history..."

"The world is moving so fast these days that the man who says it can't be done is generally interrupted by someone doing it."

"It is necessary in strategy to be able to look at both sides without moving the eyeballs. Use this gaze in everyday life and do not vary it whatever happens."

## PRELUDE

10 min.

The Singing

The Accountability/Absolution

The Ritual

The Invitation: "Let us eat this meal on behalf of....."

## MOV'T I

10 min.

The Reading (From "Servant Leadership")

3 Questions: 1. Objective

2. Reflective

3. Interpretive

## MOV'T II

15 min.

We want to look at one of our key methods. It is a method we have just used.. The art form conversation is a corporate method for allowing people to grasp what they have experienced & for allowing new decisions to be made. It is a journey in expanding people's consciousness, but not by having someone tell them anything new. All the conversation leader does is ask questions, but he asks particular kinds of questions in a particular order so as to make a group think more and more deeply about the subject & finally decide for himself what is important about his own experience. Let's look at how this is done.

There are 3 kinds of questions. They are Objective, Reflective & Interpretive. Objective questions recall for a group what was really there... objects and people. What, who, where when. People don't have to think very hard, only remember what was there. Reflective questions help people to see relationships in the experience they had. Slower pace, longer answers. Use rational powers instead of just memory. Interpretive questions.. ask people what this experience means. Push them to decide about the whole happening, its importance,.. significance it has for their own lives.

## MOV'T III

35 min.

Demonstration conversation again, using some art form in the room, this time letting them in on why certain questions are used & why having them in the correct order is important.

## CONCLUSION

5 min.

We will work more in the school with this method. All of you will need to be able to make up your own conversations following this method & learn how to lead them well in order to work effectively in a project.

Assign 2 people to do art forms conversations tomorrow... one on the big 5th City grid, & the other on a bright, colorful centerpiece or wall decor.

Announcements.

Closing Ritual.

ple is emerging which holds  
 's allegiance is that which is  
 led to the leader in response  
 evident servant stature of the  
 his principle will not casually  
 tions. *Rather, they will free-*  
*re chosen as leaders because*  
*ants.* To the extent that this  
 only truly viable institutions  
 servant-led.

l ahead before these trends,  
 or society-shaping force. We  
 ging movement on the hori-

er ke? Much depends on  
 will come to grips with the  
 a human society. I say this  
 ir awesome decision for au-  
 tion, and having taken their  
 crisis, find it hard to convert  
 s of a better society. How  
 al fulfillment by making the  
 he rigorous preparation that  
 all depends on what kind of  
 respond to them.

should emerge as leaders, or  
 is not a popular one. It is  
 a less demanding point of  
 now. There are several un-  
 ives to choose. One, since so-  
 id the center of it by retreat-  
 imizes involvement with the  
 makes such withdrawal possi-  
 at since the effort to reform  
 instant perfection, the rem-  
 that fresh new perfect ones

can grow. Not much thought seems to be given to the problem of  
 where the new seed will come from or who the gardener to tend  
 them will be. The concept of the servant-leader stands in sharp  
 contrast to this kind of thinking.

Yet it is understandable that the easier alternatives would be  
 chosen, especially by young people. By extending education for so  
 many so far into the adult years, the normal participation in soci-  
 ety is effectively denied when young people are ready for it. With  
 education that is preponderantly abstract and analytical it is no  
 wonder that there is a preoccupation with criticism and that not  
 much thought is given to "What can *I* do about it?"

Criticism has its place, but as a total preoccupation it is ster-  
 ile. In a time of crisis, like the leadership crisis we are now in, if  
 too many potential builders are taken in by a complete absorption  
 with dissecting the wrong and by a zeal for instant perfection,  
 then the movement so many of us want to see will be set back.  
 The danger, perhaps, is to hear the analyst too much and the art-  
 ist too little.

Albert Camus stands apart from other great artists of his  
 time, in my view, and deserves the title of *prophet*, because of his  
 unrelenting demand that each of us confront the exacting terms of  
 our own existence, and, like Sisyphus, *accept our rock and find*  
*our happiness in dealing with it.* Camus sums up the relevance of  
 his position to our concern for the servant as leader in the last  
 paragraph of his last published lecture, entitled *Create Dan-*  
*gerously:*

One may long, as I do, for a gentler flame, a respite, a pause  
 for musing. But perhaps there is no other peace for the artist  
 than what he finds in the heat of combat. "Every wall is a  
 door," Emerson correctly said. Let us not look for the door,  
 and the way out, anywhere but in the wall against which we  
 are living. Instead, let us seek the respite where it is—in the  
 very thick of battle. For in my opinion, and this is where I  
 shall close, it *is* there. Great ideas, it has been said, come into  
 the world as gently as doves. Perhaps, then, if we listen atten-

tively, we shall hear, amid the uproar of empires and nations, a faint flutter of wings, the gentle stirring of life and hope. Some will say that this hope lies in a nation, others, in a man. I believe rather that it is awakened, revived, nourished by millions of solitary individuals whose deeds and works every day negate frontiers and the crudest implications of history. As a result, there shines forth fleetingly the ever-threatened truth that each and every man, on the foundations of his own sufferings and joys, builds for them all.

One is asked, then, to accept the human condition, its sufferings and its joys, and to work with its imperfections as the foundation upon which the individual will build wholeness through adventurous creative achievement. For the person with creative potential there is no wholeness except in using it. And, as Camus explained, the going is rough and the respite is brief. It is significant that he would title his last university lecture *Create Dangerously*. And, as I ponder the fusing of servant and leader, it seems a dangerous creation: dangerous for the natural servant to become a leader, dangerous for the leader to be servant first, and dangerous for a follower to insist on being led by a servant. There are safer and easier alternatives available to all three. But why take them?

As I respond to the challenge of dealing with this question in the ensuing discourse I am faced with two problems.

First, I did not get the notion of the servant as leader from conscious logic. Rather it came to me as an intuitive insight as I contemplated Leo. And I do not see what is relevant from my own searching and experience in terms of a logical progression from premise to conclusion. Rather I see it as fragments of data to be fed into my internal computer from which intuitive insights come. Serving and leading are still mostly intuition-based concepts in my thinking.

The second problem, and related to the first, is that, just as there may be a real contradiction in the servant as leader, so my perceptual world is full of contradictions. Some examples: I be-

lieve in order, and I want creation will have strong individualism along with populism. I listen and find myself baffled and heartened each in its own way, both comfort and many more. Yet, with all of this much serenity as do my contemporaries as freely as I do but who essentials of life in neat bundles am deeply grateful to the people because some of them, out of their vices for which I am not capable.

My resolution of these two gleanings of my experience in the little essays, some developed more gestation that they be read and po context of this opening section.

### Who Is the Servant-Leader?

The servant-leader *is* servant begins with the natural feeling to *first*. Then conscious choice brings person is sharply different from ours because of the need to assuage acquire material possessions. For to serve—after leadership is established servant-first are two extreme types and blends that are part of nature.

The difference manifests itself in servant-first to make sure that others are being served. The best test, are those served grow as persons? Do they become healthier, wiser, freer, mor-

<p>PRELUDE 10 min.</p>	<p>The Singing</p> <p>The Accountability/Absolution</p> <p>The Ritual</p> <p>The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 10 min.</p>	<p>The Reading ( From "Servant Leadership"... by faculty member.</p> <p>Ask several questions, ... very quickly... Get out a good image.</p> <p>(Remember that the bulk of time is for the 2 participants to practice their art-form conversations.)</p>
<p>MOV'T II 35 min.</p>	<ol style="list-style-type: none"> <li>Participant conducts art-form conversation on the large 5th city grid.</li> <li>Next participant conducts art-form conversation on a large, bright, colorful centerpiece, or wall decor (whatever he has practiced on.)</li> </ol>
<p>MOV'T III 15 min.</p>	<p>Evaluation of Participant. (Separately) (Be gentle &amp; affirming of the person. Be objective. Focus on use of the method.)</p> <p>Spin: "Evaluation is always for the purpose of the future....."</p> <p>Questions: 1. What was helpful about the participant's style ? 2. What were the questions asked ? Which were objective? Reflective ? Interpretive ? 3. Were they in the right order ? 4. Why is a conver. like this helpful? (Allows to grasp their experience; gives poss. for new decision.)</p>
<p>CONCLUSION 5 min.</p>	<p>Closing spin: You can use the art-form method in getting a group to reflect on any experience. It can be a visit, a work session, a picture, an object, a movie, etc.</p> <p>Announcements.</p> <p>Closing Ritual.</p>

Session 2: Conversation Leadership

Sample art-form conversation questions - Global Grid.

1. What first attracted your attention in this picture ?
2. What shape did you notice first ?
3. What color did you notice first ?
4. What do you like about this picture ?
5. What colors would you add ?
6. What shapes would you move around (to another place in the picture ?)
7. What does this picture tell you about the world ?
8. What does this picture tell you about yourself ?
9. What title would you give this picture (besides "the world"?)

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gentle stirring of life and hope.  
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kened, revived, nourished by  
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indications. Some examples: I be-

lieve in order, and I want creation out of chaos. My good society  
will have strong individualism amidst community. It will have elit-  
ism along with populism. I listen to the old and to the young and  
find myself baffled and heartened by both. Reason and intuition,  
each in its own way, both comfort and dismay me. There are  
many more. Yet, with all of this, I believe that I live with as  
much serenity as do my contemporaries who venture into con-  
troversy as freely as I do but whose natural bent is to tie up the  
essentials of life in neat bundles of logic and consistency. But I  
am deeply grateful to the people who are logical and consistent  
because some of them, out of their natures, render invaluable ser-  
vices for which I am not capable.

My resolution of these two problems is to offer the relevant  
gleanings of my experience in the form of a series of unconnected  
little essays, some developed more fully than others, with the sug-  
gestion that they be read and pondered on separately within the  
context of this opening section.

### Who Is the Servant-Leader?

The servant-leader *is* servant first—as Leo was portrayed. It  
begins with the natural feeling that one wants to serve, to serve  
*first*. Then conscious choice brings one to aspire to lead. That per-  
son is sharply different from one who is *leader* first, perhaps  
because of the need to assuage an unusual power drive or to  
acquire material possessions. For such it will be a later choice to  
serve—after leadership is established. The leader-first and the  
servant-first are two extreme types. Between them there are shad-  
ings and blends that are part of the infinite variety of human na-  
ture.

The difference manifests itself in the care taken by the ser-  
vant-first to make sure that other people's highest priority needs  
are being served. The best test, and difficult to administer, is: Do  
those served grow as persons? Do they, *while being served*, be-  
come healthier, wiser, freer, more autonomous, more likely them-

selves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived?

As one sets out to serve, how can one know that this will be the result? This is part of the human dilemma; one cannot know for sure. One must, after some study and experience, hypothesize—but leave the hypothesis under a shadow of doubt. Then one acts on the hypothesis and examines the result. One continues to study and learn and periodically one re-examines the hypothesis itself. 1

Finally, one chooses again. Perhaps one chooses the same hypothesis again and again. But it is always a fresh open choice. And it is always an hypothesis under a shadow of doubt. "Faith is the choice of the nobler hypothesis." Not the *noblest*; one never knows what that is. But the *nobler*, the best one can see when the choice is made. Since the test of results of one's actions is usually long delayed, the faith that sustains the choice of the nobler hypothesis is psychological self-insight. This is the most dependable part of the true servant.

The natural servant, the person who is *servant first*, is more likely to persevere and refine a particular hypothesis on what serves another's highest priority needs than is the person who is *leader first* and who later serves out of promptings of conscience or in conformity with normative expectations.

My hope for the future rests in part on my belief that among the legions of deprived and unsophisticated people are many true servants who will lead, and that most of them can learn to discriminate among those who presume to serve them and identify the true servants whom they will follow.

### Everything Begins with the Initiative of an Individual

The forces for good and evil in the world are propelled by the thoughts, attitudes, and actions of individual beings. What happens to our values, and therefore to the quality of our civilization in the future, will be shaped by the conceptions of individuals

that are born of inspiration. Perhaps inspiration (insight) and the rest will be the essence of leadership, going out ahead from more than usual openness to it. No one can see more clearly where it is best to go. The problem: too many who presume to go, and, in defense of their inadequacy, argue that the "system" must be replaced by a day of candor.

But the leader needs more than words to say: "I will go; come with me." The leader provides the ideas and the structure along with the chance of success. A leader says "I will go with me!" while knowing that the path is uncertain. One then trusts those who go with the leader. Paul Goodman, speaking of the young man, has said, "If there is no one to follow, make it yourself."

### What Are You Trying to Do?

"What are you trying to do?" is the most difficult to answer of questions. A mark of leaders, an attribute that shows the way for others, is the ability to point the direction. As long as there is a goal, acting on inspiration, may be difficult. But the leader always knows for any who are unsure. By clear action, the leader gives certainty and purpose to the difficulty in achieving it for themselves.

The word *goal* is used for an overarching purpose, the big dream.

<p>PRELUDE 10 min.</p>	<p>The Singing The Accountability/Absolution The Ritual The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 15 min.</p>	<p>The Reading (from "Servant Leadership") 2 quick questions. Reflection on students' experience of workshop method: 1. What one thing do you remember from our previous workshops ? 2. What excites you about the workshop method ? 3. What are your questions about the method ?</p>
<p>MOV'T II 30 min.</p>	<p>Review basic components of the method. 1. Context: Focus the group on the issue or question. 2. Brainstorm: Gets out the total wisdom of group on issue. 3. Gestalt: Organizes the wisdom into usable form. 4. Consensus: Group comes to decision about meaning of data for a naming or selecting. 5. Reflection: Group decides next step and analyzes what it knows.</p>
<p>MOV'T III 15 min.</p>	<p><u>Reflection.... Drill.</u> 1. What is the role of the context ? Where does it come in the workshop ? 2. The Brainstorm. 3. The Gestalt. 4. The Consensus. 5. Reflection.</p>
<p>CONCLUSION 5 min.</p>	<p>Make assignments for tomorrow's workshop on "<u>Setting up a sewing industry</u>" Assign 2 persons. One will do steps 1 &amp; 2 (Context and Brainstorm.) The other will do the last half (gestalt the brainstorm, talk about group consensus, and do the reflection.) <u>Announcements</u> Closing Ritual</p>

A commentator once observed: "If you have something important to communicate, if you can possibly manage it—put your hand over your mouth and point." Someday we will learn what a great handicap language is.

### Withdrawal—Finding One's Optimum

People who go for leadership (whether they are servants or non-servants) may be viewed as one of two extreme types. There are those who are so constituted physically and emotionally that they like pressure—seek it out—and they perform best when they are totally intense. And there are those who do not like pressure, do not thrive under it, but who want to lead and are willing to endure the pressure in order to have the opportunity. The former welcome a happy exhaustion and the latter are constantly in defense against that state. For both the art of withdrawal is useful. To the former it is a change of pace; to the latter it is a defense against an unpleasant state. The former may be more the natural leader; the latter needs a tactic to survive. The art of withdrawal serves them both.

The ability to withdraw and reorient oneself, if only for a moment, presumes that one has learned the art of systematic neglect, to sort out the more important from the less important—and the important from the urgent—and attend to the more important, even though there may be penalties and censure for the neglect of something else. One may govern one's life by the law of the optimum (optimum being that pace and set of choices that give one the best performance over a lifespan)—bearing in mind that there are always emergencies and the optimum includes carrying an unused reserve of energy in all periods of normal demand so that one has the resilience to cope with the emergency.

Pacing oneself by appropriate withdrawal is one of the best approaches to making optimal use of one's resources. The servant-as-leader must constantly ask: How can I use myself to serve best?

<p>PRELUDE 10 min.</p>	<p>The Singing</p> <p>The Accountability/Absolution</p> <p>The Ritual</p> <p>The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 25 min.</p>	<p>The Reading (From "Servant Leadership") Several quick questions.</p> <p>Context: Our task... to practice the workshop method This workshop is about <u>Setting up a Sewing Industry</u></p> <p>First Practice-Teacher does</p> <ol style="list-style-type: none"> <li>1. Context</li> <li>2. Brainstorm</li> </ol>
<p>MOV'T II 20 min.</p>	<p>Second Practice-Teacher does</p> <ol style="list-style-type: none"> <li>3. Gestalt</li> <li>4. Consensus</li> <li>5. Reflection</li> </ol>
<p>MOV'T III 15 min.</p>	<p>Evaluate student's work. (Separately.)</p> <p>I. Style: One great thing about his/her style.</p> <p>II. Method:</p> <ol style="list-style-type: none"> <li>1. How is a context helpful</li> <li>2. What was the purpose of the brainstorm?</li> <li>3. Why is the gestalt necessary?</li> <li>4. How would this method be helpful to persons in your community?</li> </ol>
<p>CONCLUSION 5 min.</p>	<p><u>Closing spin:</u> If we were going to continue we would take this data &amp; put it on a Time line. Fairly easy because a common mind has been created in the workshop...</p> <p><u>Announcements.</u></p> <p><u>Closing Ritual</u></p>

are the wondrous ways in which leaders do their work—when they know who they are and resolve to be their own men and will accept making their way to their goal by one action at a time, with a lot of frustration along the way.

### Conceptualizing—The Prime Leadership Talent

Nikolai Frederik Severin Grundtvig, whose adult life was the first three-quarters of the nineteenth century, is known as the Father of the Danish Folk High Schools. To understand the significance of the Folk High School one needs to know a little of the unique history of Denmark. Since it is a tiny country, not many outside it know this history, and consequently Grundtvig and his seminal contribution are little known. A great church dedicated to his memory in Copenhagen attests the Danish awareness of what he did for them.

At the beginning of the nineteenth century Denmark was a feudal and absolute monarchy. It was predominantly agricultural, with a large peasant population of serfs who were attached to manors. Early in the century reforms began which gave the land to the peasants as individual holdings. Later the first steps toward representative government were taken.

A chronicler of those times reports: "The Danish peasantry at the beginning of the nineteenth century was an underclass. In sullen resignation it spent its life in dependence on estate owners and government officials. It was without culture and technical skill, and it was seldom able to rise above the level of bare existence. The agricultural reforms of that time were carried through without the support of the peasants, who did not even understand the meaning of them. . . . All the reforms were made *for the sake of the peasant*, but not *by* him. In the course of the century this underclass has been changed into a well-to-do middle class which, politically and socially, now takes the lead among the Danish people."

Freedom—to own land and to vote—was not enough to bring about these changes. A new form of education was designed

by Grundtvig explicitly to accomplish these ends. He himself was a theologian, poet, and philosopher. He himself was a scholar, he believed in a nationalistic conceptualized a school, the Folk High School, a five-year residence course for young men and women, its mythology, and poetry of the time thought him to be self to the masses rather than to the elite. He was the first to turn their backs on their natural leaders and to respond to the needs of the Folk High Schools—with their own response.

"The spirit (not knowledge) of the mother tongue." "Realism with the German and Danish spirit." "Realism with some of the maxims that guided the German people." For fifty years of his long life Grundtvig tirelessly advocated these new schools so that the peasants could raise themselves and be stimulated by the Folk High Schools. He began to attend agricultural schools, the model borrowed from England.

Two events provided the impetus for the peasant movement and brought it to the fore by the end of the century. In Prussia in 1864, which resulted in a crushing blow to the peasants, and later, there was the loss of the exportable crop, as a result of the New World.

Peasant initiative, generated by the Folk High Schools, was the result of these shocks by transferring the focus from corn to "butter and bacon," by nourishing the Danish people and many during the long years of the First World War I.

All of this, a truly remarkable

PRELUDE  
10 min.

The Singing  
The Accountabilit. /Absolution  
The Ritual  
The Invitation: "Let us eat this meal on behalf of....."

MOV'T I  
15 min.

The Reading (From "Servant Leadership") No Questions.  
Today : Lecture-Building Method. (Learn how to build a spin or a talk.)  
1. What are some of the talks or lectures that you remember ?  
2. What strikes you about the method of lecturing you have seen in the sch.  
3. What helpful methods have you seen in the lectures ?  
4. What questions have you had about doing talks like these ?

MOV'T II  
30 min.

Review basic steps of building a talk.  
1. Brainstorm: all potentially usable data on data rack.  
2. Gestalt: Pull into four basic arena groupings.  
3. Organization: re-order data into 4 sub-categories within each arena.  
4. Analysis: Discern holes in construct where further research is required.  
5. Objective: State rational objective.  
State existential aim.  
  
(You might do a demonstration of lecture-building on topics like Baking a Cake; Changing a tire; Contexting a group on cleaning latrines; etc.)

MOV'T III  
15 min.

Reflection.... Drill.  
1. What is the role of each of these in building a talk ?  
2. Drill.

CONCLUSION  
5 min.

No pedagogue assignments for tomorrow because all of us will be practicing building a lecture.  
Announcements.  
Closing Ritual.

that individuals may choose and build autonomy. In the latter, individuals are coerced into a predetermined path. Even if it is "good" for them, if they experience nothing else, ultimately their autonomy will be diminished.

Some coercive power is overt and brutal. Some is covert and subtly manipulative. The former is open and acknowledged, the latter is insidious and hard to detect. Most of us are more coerced than we know. We need to be more alert in order to know, and we also need to acknowledge that, in an imperfect world, authority backed up by power is still necessary because we just don't know a better way. We may one day find one. It is worth searching for. Part of our dilemma is that all leadership is, to some extent, manipulative. Those who follow must be strong!

The trouble with coercive power is that it only strengthens resistance. And, if successful, its controlling effect lasts only as long as the force is strong. It is not organic. Only persuasion and the consequent voluntary acceptance are organic.

Since both kinds of power have been around for a long time, an individual will be better off by at some point being close enough to raw coercion to know what it is. One must be close to both the bitterness and goodness of life to be fully human.

Servants, by definition, are fully human. Servant-leaders are functionally superior because they are closer to the ground—they hear things, see things, know things, and their intuitive insight is exceptional. Because of this they are dependable and trusted, they know the meaning of that line from Shakespeare's sonnet: "They that have power to hurt and will do none. . . ."

### How Does One Know the Servant?

For those who follow—and this is everyone, including those who lead—the really critical question is: Who is this moral individual we would see as leader? Who is the servant? How does one tell a truly giving, enriching servant from the neutral person or the one whose net influence is to take away from or diminish other people?

Rabbi Heschel had tament prophets in which false prophets. A question between the true answer was succinct and to Then he elaborated, "If slip over the head of the that he is or he isn't a dilemma and life would be

So it is with the *se way* that would tell us, they are neutral, or the challenge. Yet it is terrible oneself and about others, on others enriches, is neu

Since there is no ce the artists for illumination Hesse's idealized portrayal comes through in his lead be found in the brutal r Kesey (in *One Flew Over* —strong, able, dedicated lative, exploitative—the other people, literally des a contest with tough, gu effect of whose influence tients and the doctor in sons, stronger, healthier Murphy his life. If one MacMurphy, one will go in the role of servant as l

In Here, Not Out Ther

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Rabbi Heschel had just concluded a lecture on the Old Tes-  
 tament prophets in which he had spoken of true prophets and  
 false prophets. A questioner asked him how one tells the dif-  
 ference between the true and the false prophets. The rabbi's an-  
 swer was succinct and to the point. "There is no *way!*" he said.  
 Then he elaborated, "If there were a *way*, if one had a gauge to  
 slip over the head of the prophet and establish without question  
 that he is or he isn't a true prophet, there would be no human  
 dilemma and life would have no meaning."

So it is with the servant issue. If there were a dependable  
*way* that would tell us, "These people enrich by their presence,  
 they are neutral, or they take away," life would be without  
 challenge. Yet it is terribly important that one *know*, both about  
 oneself and about others, whether the net effect of one's influence  
 on others enriches, is neutral, or diminishes and depletes.

Since there is no certain way to know this, one must turn to  
 the artists for illumination. Such an illumination is in Hermann  
 Hesse's idealized portrayal of the servant Leo whose servanthood  
 comes through in his leadership. In stark modern terms it can also  
 be found in the brutal reality of the mental hospital where Ken  
 Kesey (in *One Flew Over the Cuckoo's Nest*) gives us Big Nurse  
 —strong, able, dedicated, dominating, authority-ridden, manipu-  
 lative, exploitative—the net effect of whose influence diminished  
 other people, literally destroyed them. In the story she is pitted in  
 a contest with tough, gutter-bred MacMurphy, a patient, the net  
 effect of whose influence is to build up people and make both pa-  
 tients and the doctor in charge of the ward grow larger as per-  
 sons, stronger, healthier—an effort that ultimately costs Mac-  
 Murphy his life. If one will study the two characters, Leo and  
 MacMurphy, one will get a measure of the range of possibilities  
 in the role of servant as leader.

### In Here, Not Out There

A king once asked Confucius' advice on what to do about  
 the large number of thieves. Confucius answered, "If you, sir,

CYCLE I

Session 2: Lecture Presentation

JANUARY, 1978

PRELUDE  
10 min.

The Singing  
The Accountability/Absolution  
The Ritual  
The Invitation: "Let us eat this meal on behalf of....."

MOV'T I  
25 min.

The Reading (From "Servant Leadership") No questions.  
Context: We will build a spin today.  
Subject: "Why we need Economic development in our town."  
Pass out forms. (Data rack with 4x4 form below)  
Individually, brainstorm data to fill in data rack.

MOV'T II  
25 min.

Gestalt. (Arrange the data into 4 major categories.)  
Organize.  
Analyze.  
2 people put up their 4x4's on the chalkboard.

MOV'T III  
10 min.

Evaluation of the 2 charts on the board.  
Reflection: What captured your attention in this exercise ?  
Where were you excited ?  
What questions do you still have ?

CONCLUSION  
5 min.

Announcements.  
Closing Ritual.

were not covetous, although you should reward them to do it, they would not steal." This advice places an enormous burden on those who are favored by the rules, and it establishes how old is the notion that the servant views any problem in the world as *in here*, inside oneself, not *out there*. And if a flaw in the world is to be remedied, to the servant the process of change starts *in here*, in the servant, not *out there*. This is a difficult concept for that busybody, modern man.

So it is with joy. Joy is inward, it is generated inside. It is not found outside and brought in. It is for those who accept the world as it is, part good, part bad, and who identify with the good by adding a little island of serenity to it.

Hermann Hesse dramatized it in the powerful leadership exerted by Leo who ostensibly served only in menial ways but who, by the quality of his inner life that was manifest in his presence, lifted men up and made the journey possible. Camus, in his final testament quoted earlier, leaves us with: "Each and every man, on the foundations of his own sufferings and joys, builds for them all."

### Who Is the Enemy?

Who is the enemy? Who is holding back more rapid movement to the better society that is reasonable and possible with available resources? Who is responsible for the mediocre performance of so many of our institutions? Who is standing in the way of a larger consensus on the definition of the better society and paths to reaching it?

Not evil people. Not stupid people. Not apathetic people. Not the "system." Not the protesters, the disrupters, the revolutionaries, the reactionaries.

Granting that fewer evil, stupid, or apathetic people or a better "system" might make the job easier, their removal would not change matters, not for long. The better society will come, if it comes, with plenty of evil, stupid, apathetic people around and

with an imperfect, ponderous, hicle for change. Liquidate the destroy the system, and in les back. It is not in the nature of up once and for all according t possible, who would want to li ity, apathy, the "system" are building forces will be conter healthy society, like the heal taken the most medicine. It health building forces are in th

The real enemy is fuzzy telligent, vital people, and the vants as leaders. Too many : There is too much intellectual ing into "research," too little undertake the hard and high tions in an imperfect world, problem" as residing *in here* a

*In short, the enemy is st potential to lead but do not le servant. They suffer. Society s ture.*

### Implications

The future society may may be worse. And no amou system or tearing it down in grow will change this. There : we now have. It is hard to kr ple to lead it well are not ther better society.

Many people finding th varied contributions make a g

LUNCH LEADERSHIP

LECTURE-BUILDING METHOD

HDTS #1 CHICAGO

CYCLE I

JANUARY, 1978

DATA-RACK


LECTURE 4x4


with an imperfect, ponderous, inertia-charged "system" as the vehicle for change. Liquidate the offending people, radically alter or destroy the system, and in less than a generation they will all be back. It is not in the nature of things that a society can be cleaned up once and for all according to an ideal plan. And even if it were possible, who would want to live in an aseptic world? Evil, stupidity, apathy, the "system" are not the enemy even though society building forces will be contending with them all the time. The healthy society, like the healthy body, is not the one that has taken the most medicine. It is the one in which the internal health building forces are in the best shape.

The real enemy is fuzzy thinking on the part of good, intelligent, vital people, and their failure to lead, and to follow servants as leaders. Too many settle for being critics and experts. There is too much intellectual wheel spinning, too much retreating into "research," too little preparation for and willingness to undertake the hard and high risk tasks of building better institutions in an imperfect world, too little disposition to see "the problem" as residing *in here* and not *out there*.

*In short, the enemy is strong natural servants who have the potential to lead but do not lead, or who choose to follow a non-servant. They suffer. Society suffers. And so it may be in the future.*

### Implications

The future society may be just as mediocre as this one. It may be worse. And no amount of restructuring or changing the system or tearing it down in the hope that something better will grow will change this. There may be a better system than the one we now have. It is hard to know. But, whatever it is, if the people to lead it well are not there, a better system will not produce a better society.

Many people finding their wholeness through many and varied contributions make a good society. Here we are concerned

### LEADER

ould reward them to do it, places an enormous burden on and it establishes how old is y problem in the world as *in* nd if a flaw in the world is to ess of change starts *in here*, in a difficult concept for that

d, it is generated inside. It is t is for those who accept the , and who identify with the nity to it.

in the powerful leadership ex- on! menial ways but who, was manifest in his presence, possible. Camus, in his final with: "Each and every man, ings and joys, builds for them

olding back more rapid move- reasonable and possible with sible for the mediocre perfor- s? Who is standing in the way tion of the better society and

people. Not apathetic people. rs, the disrupters, the revolu-

pid, or apathetic people or a b easier, their removal would he better society will come, if , apathetic people around and

## PRELUDE

10 min.

The Singing

The Accountability/Absolution

The Ritual

The Invitation: "Let us eat this meal on behalf of....."

## MOV'T I

10 min.

The Reading: "Our future happiness or misery as a people, depends entirely on ourselves." (Jonathan Elmer, 1776)

Materials for Pedagogues: TM Workbook; 5-page TM Training

Faculty member lays out the 4 steps of the workshop.

1. Listing Local Concerns.
2. Organizing Key Concerns
3. Discerning Underlying Contradiction.
4. Writing Challenge Statements.

## MOV'T II

35 min.

Practice-teaching by one participant.

(He/she does the first 2 steps only.)

## MOV'T III

15 min.

Evaluation: 1. What was one helpful thing about the workshop leader's style ?

2. In the brainstorm (Listing local concerns) what is the most important thing to remember ?

3. How would this workshop be helpful in your community ?

## CONCLUSION

5 min.

Assign workshop leader for tomorrow and he/she will do the same two steps that the leader today did.

AnnouncementsClosing Ritual.

<p>PRELUDE 10 min.</p>	<p>The Singing</p> <p>The Accountability/Absolution</p> <p>The Ritual</p> <p>The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 10 min.</p>	<p>The Reading: "Wherever public spirit prevails, liberty is secure." (Noah Webster 1764)</p> <p>Review the 4 steps of the workshop.</p> <ol style="list-style-type: none"> <li>1. Listing Local Concerns.</li> <li>2. Organizing Key Concerns</li> <li>3. Discerning Underlying Contradiction.</li> <li>4. Writing Challenge Statements.</li> </ol>
<p>MOV'T II 35 min.</p>	<p>Practice teaching by one participant.</p> <p>He/she does the first 2 steps only.</p>
<p>MOV'T III 15 min.</p>	<p>Evaluation: 1. One thing helpful about the workshop leaders' style.</p> <p>2. Why is brainstorming necessary ?</p> <p>3. Name a person in your community that you wish could have gone through this exercise with us. Why ?</p>
<p>CONCLUSION 5 min.</p>	<p>Make assignments for Proposals Workshop. (2 people on different days will do the first 2 steps only of the workshop.)</p> <p><u>Announcements</u></p> <p><u>Closing Ritual.</u></p>

## PRELUDE

10 min.

The Singing

The Accountability/Absolution

The Ritual

The Invitation: "Let us eat this meal on behalf of....."

## MOV'T I

10 min.

The Reading: "The fate of liberty and democracy are finally entrusted to the hands of the American people." (George Washington)

Context: Lay out 4 steps of workshop

1. Listing practical response.
2. Organizing effective action.
3. Discerning Proposed Activity
4. Writing Proposal Statements.

"Only the first ~~two~~ steps will be done today."

## MOV'T II

35 min.

Participant conducts first half of the Proposals Workshop.

## MOV'T III

15 min.

Evaluation: 1. What was helpful about the workshop leader's style ?

2. Why do you push for concrete "practical action" responses

3. Why is it helpful to organize the actions? to connect the groupings of actions ?

4. Other questions ?

## CONCLUSION

5 min.

Remind person assigned about workshop tomorrow.

Announcements.

Closing Ritual.

## PRELUDE

10 min.

The Singing

The Accountability/Absolution

The Ritual

The Invitation: "Let us eat this meal on behalf of....."

## MOV'T I

10 min.

The Reading: "Those in this world who have the courage to try & solve new problems of life are the ones who raise society to greatness" (Tagore)

Context: Lay out again the 4 steps of the workshop:

1. Listing Practical Response.
2. Organizing effective action.
3. Discerning Proposed Activity
4. Writing Proposal Statements.

The first 2 steps of the workshop will be done today (as yesterday.)

## MOV'T II

35 min.

Participant conducts first half of the Proposals Workshop.

## MOV'T III

15 min.

Evaluation: 1. What was helpful about the leader's style ?  
2. Why is this work important for a town ?  
3. Any parts you're not clear about ?  
4. What happened to you in this workshop ?

## CONCLUSION

5 min.

Assign a person to do The New World spin tomorrow.

Announcements

Closing Ritual.

LUNCH LEADERSHIP

INTRODUCTORY SPIN LEADERSHIP

HDTs #1 CHICAGO

CYCLE II

Session 1: "The New World"

JANUARY, 1978

PRELUDE

10 min.

The Singing

The Accountability/Absolution

The Ritual

The Invitation: "Let us eat this meal on behalf of....."

MOV'T I

10 min.

The Reading: "Mass discipline is an essential condition for a people who aspire to be a great nation." Mahatma Gandhi.

Context: Lay out the place of this spin in the TM.

MOV'T II

35 min.

Participant gives spin on The New World.

MOV'T III

15 min.

Evaluation: 1. What one thing about the speaker's style impacted you ?

2. What image/picture do you remember from the spin ?

3. How is human community going to be different in the coming days/months because of this spin being given in many places on this continent ?

CONCLUSION

5 min.

Assign person to do "The New Human" Spin tomorrow.

Announcements

Closing Ritual.

PRELUDE 10 min.	<p>The Singing</p> <p>The Accountability/Absolution</p> <p>The Ritual</p> <p>The Invitation: "Let us eat this meal on behalf of....."</p>
MOV'T I 10 min.	<p>The Reading: "Man reveals himself in all his strength only when his utmost capacity is demanded." (Tagore)</p> <p>Context: Lay out the place of this spin in the TM, reviewing what has gone before.</p>
MOV'T II 35 min.	<p>Participant gives spin on The New Human.</p>
MOV'T III 15 min.	<p>Evaluation: One great thing about the participant's style.</p> <p>Describe the new human - with a short phrase.</p> <p>What is one sign of effective leadership ?</p> <p>What is one resolve you find yourself making about leadership ?</p>
CONCLUSION 5 min.	<p>Announcements</p> <p>Closing Ritual.</p>

TOWN MEETING SPINS

THE NEW WORLD

THE PROFOUND TIMES	THE GREAT RESURGENCE	THE NEW COMMUNITY	THE TOWN MEETING DAY
Time of Change	A New World is being Created	Is where issues are resolved	Brings the wisdom of people together.
Time of Crisis	Those Who Care are emerging	Is where history is made.	To discover the Challenges
Time of Global Relatedness	There are no easy answers or simple solutions	Requires the perseverance of local people	To create the proposals
Time of Challenge	The experts are local people	Demands a new understanding of care	To enjoy a great day as a community

THE NEW HUMAN

THE HUMAN CRISIS	THE NEW SPIRIT	THE FOUNDATIONAL REBIRTH	THE NEW CITIZEN
Are faced with challenges unknown to past generations	A new human spirit is emerging and is with us today.	Discovers there is a crucial role to play.	Must seek effective tactics
We know these challenges must be met	Spirit of care for the community	Requires a new man and a new woman.	Works together with others to get job done
Have a choice to stand and face these challenges	Spirit of acting out this care	Requires the gifts of all regardless of age sex or status	Sees his/her community as part of one world.
Or cover our eyes pretending there is no change.	Finds significance & fulfillment in responding to challenges	Challenge to join with Those Who Care	Enjoys his Engagement.

PRELUDE

10 min.

The Singing  
 The Accountability/Absolution  
 The Ritual  
 The Invitation: "Let us eat this meal on behalf of....."

MOV'T I

10 min.

The Reading: "...Togetherness action brings about people power. I think that's good. You can't do it with one or two people. You look for a big group to follow, but most people sit back wondering how it will turn out. When things turn out all right, most people are ready for the bandwagon. But it took a few at first to make it a success. Nevertheless, with unity things can get done."...

Spin: Calling on government officials. Why & how.

MOV'T II

35 min.

The task: To call on the mayor. (after taking up residence, and before consult. him  
 Objectives: Inform or update/on the project planning.  
 Give him the chance to meet project leadership.  
 Invite him to be the chief guest at the Opening Feast.

Remember: You are out to win on a call.

(As a whole group) Brainstorm & Gestalt 10 things you need to say or do on this call.

(As teams) Orchestrate these 10 things.

GOVERNMENT CALL				
PRE-call	THE CALL			POST CALL
	INTRO	MOVEMENTS	CONCL.	
		I.		
		II.		
		III.		

MOV'T III

15 min.

Gather back as whole group.  
 Teams report.  
 Ques: Is this call going to win ? What need to change ?  
 What did you learn about preparing to call on a government official?

CONCLUSION

5 min.

Announcements.  
 Closing Ritual.

PRELUDE  
10 min.

The Singing  
The Accountability/Absolution  
The Ritual  
The Invitation: "Let us eat this meal on behalf of....."

MOV'T I  
10 min.

The Reading: "...I would like to invite the surrounding towns and cities to join in with Pace. Let's develop this area, starting here with Pace and rolling across the state of Mississippi and throughout the southern portion of the United States. I think we can do it..."  
(Mayor of Pace)

We are going to do role-playing.

We will use the meeting with the mayor which we designed yesterday.

Divide into teams. (2) Prepare.

MOV'T II  
35 min.

One role-play.

The other team takes notes.

Second team role-plays.

The first team takes notes.

MOV'T III  
15 min.

Reflection:

Go through your notes. Star the things that we've done well.  
Where need to improve to make it a winning call ?

CONCLUSION  
5 min.

Announcements.  
Closing Ritual.

CYCLE III

Session 1: In-kind Development Calling JANUARY, 1978

<p>PRELUDE 10 min.</p>	<p>The Singing The Accountability/Absolution The Ritual The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 10 min.</p>	<p>The Reading: "... I have to be what I want my community to be. If I want it to be comprehensive, I must be. If I want it to be caring I must be. If I want it to exemplify dignity among men, then I must exemplify this. If I want it to demonstrate the best of humanness then I must myself portray the best.</p> <p><u>Context</u>: Distribution and services and/or material gap. Match need with resources.</p> <p><u>Set Lab problem</u>: Get preschool uniforms or material for 30 children.</p>
<p>MOV'T II 35 min.</p>	<p>Total group: Brainstorm and Gestalt: Resources/people/positions.</p> <p>Teams: Brainstorm and gestalt one of the following: Model for contacting or A Pitch model.</p> <p>(The second is probably key. This is most often where people need courage.)</p>
<p>MOV'T III 15 min.</p>	<p>Gather back as a large group. Sing a song. Hear reports from each team. Reflection: What did you learn about making a contact ? What did you learn about making a pitch ? What did you learn about method ?</p>
<p>CONCLUSION 5 min.</p>	<p>Announcements. Closing Ritual.</p>

PRELUDE  
10 min.

The Singing  
The Accountability/Absolution  
The Ritual  
The Invitation: "Let us eat this meal on behalf of....."

MOV'T I  
10 min.

The Reading: "...once upon a time, I believed that it was going to take some magnanimous charitable gesture on the part of the 15% to let the 85% get their rights. No more do I believe that. I believe that there are those among the outcasts of the earth, those who do not have a chance to create their own destinies, the 85% themselves, they will find ways in which all the 85% will participate in history....."  
(Lorne De L' Acadie)

Divide into 2 teams.  
Each team work out their own drama. Decide what you are going to request, & who in your team will play what roles.

MOV'T II  
35 min.

First team does their In-kind drama.  
Other team watches.  
Second team does its In-kind drama.  
Other team watches.

MOV'T III  
15 min.

Reflection: What one thing impacted you ?  
Was anything left out ?  
What would you have added ? Why ?  
What have you learned about making an in-kind call ?

CONCLUSION  
5 min.

Announcements.  
Closing Ritual

<p>PRELUDE 10 min.</p>	<p>The Singing</p> <p>The Accountability/Absolution</p> <p>The Ritual</p> <p>The Invitation: "Let us eat this meal on behalf of....."</p>
<p>MOV'T I 30 min.</p>	<p>The Reading: The world is moving so fast these days that the man who says it can't be done is generally interrupted by some one doing it."</p> <p>Context: Lay out preparation check-list on the board (see chart.) Together the total group fills it in.</p>
<p>MOV'T II 20 min.</p>	<p>Look at the chart you've just finished. What words strike you ? What categories surprise you ? Have you thought of anything else to add ?</p> <p>Have 2 or 3 people tell about their experience of consult set-up. The leader may also add a story of his/her own.</p> <p>What you are after is stories that deal with the overcoming of difficulties relative to consult set-up.</p>
<p>MOV'T III 15 min.</p>	<p>Have students create a list of the 10 necessary steps, practics, materials etc. to pull off a consult.</p> <p>Have several students share their list.</p> <p>Question: How would you improve their work and make it more practical ?</p>
<p>CONCLUSION 5 min.</p>	<p>Announcements.</p> <p>Closing Ritual.</p>

CONSULT LEADERSHIP METHOD  
 Session 1: Consult Practices Leadership  
PREPARATION CHECK-LIST CHART

HDTs #1 Chicaco

JANUARY, 1978

TOWN PREPARATION		PRACTICS	
BEAUTIFI- CATION		SPACE ARRANGE- MENTS	
SURVEYS AND MAPS		FOOD ARRANGE- MENTS	
CONTEXTING		CONSULTANT SERVICES	
ASSIGNMENTS		TRANSPOR- TATION	
	MATERIALS		CONSULTANTS & AUTHORIZATION
FOOD UTENSILS		OPENING INVITATIONS	
PRODUCTION MATERIALS		CONSULTANT RECRUITMENT	
SPACE MATERIALS		INAUGURAL FUNCTION	
DECOR MATERIALS		IN-KIND DEVELOPEMTN	



HDTS: 5TH CITY

HDTS COUNCIL

THE HDTS COUNCIL FORMAT

GLOBAL RESEARCH CENTRUM: CHICAGO

MARCH, 1979

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

HDTs: 5th City  
Winter, 1979

SCHOOL EVALUATION

Council

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

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

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

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

Please continue on back as needed.

SCHEDULE OF INTERVIEWS

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

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

THE FEAST OF ENDINGS

GLOBAL RESEARCH CENTRUM: CHICAGO

HDTS COUNCIL

The  
Gathering

Opening Songs  
Accountability by Task Forces  
Absolution  
Ritual  
Introduction of Guests

The  
Great  
Rehearsal

Addresses by Students: Ruben Enriquez  
Austen Brooks  
Lois Martin  
Presentation of the Documents to Fifth City

The  
Drama

The  
Signal  
Graduation

Declaration of the Completion of the School  
Calling Forth of the Graduates  
Presentation of Diplomas  
Presentation of Folders

The  
Grand  
Commis-  
sioning

The Closing Address: Lela Mosley  
The Rite of Commissioning

The  
Sending  
Forth

The Final Songs  
The Send Out of Those Who Care

## THE RITE OF COMMISSIONING

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

Let those assigned to Asherton please stand.

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

Response: Be it so.

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

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

Response: Be it so.

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

Response: Be it so.

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

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

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

That's the way it is.

Response: Be it so.

## COMMISSIONS FOR GLOBAL/LOCAL CARE

AREA  
EDMONTON

Minto

Cliff Alexander  
Rochmat Djatmiko  
Katherine Lopez

AREA  
SAN FRANCISCO

Inyan Wagakapi

Lois Little Bird  
Sue Lyman  
Sharon Rafos  
Joe Two Bear

Pisinemo

Ed Garcia  
Mary Meyers

Richgrove

Margaret Ennis  
Ruben Enriquez  
Susan Joslin  
John Rodriguez

AREA  
CHICAGO

Fifth City

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

AREA  
HOUSTON

Asherton

Roberto Diaz  
Jose Griego

Gibson

James Harris  
David Hutcheons  
Naomi Liles

AREA  
NEW YORK

Ivy City

Felipe King  
Alfred Melvin  
Russell Wesley  
Hazel Williams

New York House

Sophie Sollberger

Starks

Steve Crawford

AREA  
HABANA

Woburn Lawn

Austin Brooks  
Marjorie Shepherd  
Ron Shepherd

AREA  
BOMBAY

Maharastra Replication

Jailu Vergara

AREA  
NAIROBI

H.D.T.S.:  
Kawangware

George Black  
David Elliott  
Deborah Owens  
Ed Shinn

## LOCAL COMMUNITIES

East Lansing - Lima

Lois Martin

Evanston

Paul Calhoun

Freedom Village

Dorothy Drakes

Massachusetts

Brian Jones

Richmond - Ivy City

Anthony Allen

Winnepeg - Vogar

Willie Spence

GLOBAL CENTRUM  
CHICAGO

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

## CREATION

*Tune: Early in the Morning*

### *Refrain:*

We stand beyond our life and see,  
We stand beyond our death and really see  
What's required of men who give their death to history.  
And it is now that we must do  
What other ones must always seek to be,  
To discover what's required of us  
To set men free.

A time to set forth a new demand.  
A time to look into the past.  
For without "what has been," there is no "yet to be."  
Nothing that we do then could last.

No more must men live in poverty,  
No more in strife and disarray,  
For when all the men create all the earth,  
That shall be the new day.

In those who choose to be all there is  
Pain and misery are lost,  
Transformed because they bring forth human life,  
New life never comes but from a cross.

The global task now has claimed our lives,  
Who knows where our bodies they shall find?  
It with us anew now the mystery appears,  
The meaning of the life of all mankind.

## I KNOW WHY

*Tune: You're Just in Love*

I see wonder coming everywhere.  
This strange presence seems to fill the air.  
New communities emerge that care.  
I wonder why? I wonder why?  
Old worlds passing quickly out of sight.  
New is dawning with its shocking light.  
Old despair is finally in the past,  
Our destiny recast.  
I now know why!

The whole world is arisin'  
It is no time for cryin'  
The old way's death is but new birth.  
Beyond all expectations,  
The new aeon's awaitin'  
Awake now! See the common earth.  
Put the globe on your shoulders.  
You will find you'll be bolder  
And you'll live with the final One.  
You will see life's deep surprise  
Burst before your very eyes,  
For you'll see the Kingdom's come!

*Repeat, singing verses simultaneously.*

## MARCHING AHEAD

*Tune: Ride the Chariot*

### *Chorus:*

Marching ahead into history  
Standing tall in community,  
Out of the dark, proclaiming the light  
Living the sign for all to be.

Are you ready Ivy City? O, yes!  
Are you ready for the journey? O, yes!  
Let's march into the future - O, yes!  
We're marching all together and  
we're ready to go.

Are you ready my brothers? O, yes! . . .

Are you ready my sisters? O, yes! . . .

Are you ready, elders? O, yes! . . .

Are you ready, children? O, yes! . . .

## FIFTH CITY LOVE SONG

*Tune: And I Love You So*

And I love you so, that people ask me how,  
How I've lived till now, I tell them I don't know  
People say I've changed, that they don't understand,  
Ever since the day, the day I took your hand.

### *First refrain:*

And yes, I know how lonely life can be  
The shadows follow me and night won't set me free  
But I don't let the evening get me down  
Now that You're around me.

And you love me too; your thoughts are just for me.  
You make my heart alive, and set my spirit free  
The book of life is brief, but once a page is read  
All of love is there; this is my belief.

### *Repeat first refrain*

You are City Five, Chicago's old Westside,  
Where Iron Men first were born to build a global sign.  
Oh yes I know you've changed, and some do not believe  
This world has a new day since courage set you free.

### *Second refrain:*

And yes, we've known this world's great agony,  
The billions still denied their hopes and destiny.  
But we will go wherever they may be,  
Till all communities live free.

I've lived with you so long, no other love have I,  
Your pain is all my own, your buildings, streets and cries.  
Soon I may pass away, but love will still remain,  
The Iron Man standing tall, that all the world may gain.

### *Repeat second refrain*

**CARE IS EVERYWHERE (Edmonton song)**

*Tune: Love is Everywhere*

*Chorus:*

Care is everywhere, I see it.  
You are all that you can be,  
Come on and be it.  
Life is given, you receive it.  
Come and be engaged with me.

Open yourself to the great celebration,  
Offer your life to its joy and pain.  
Life is the fruit of your own creation,  
Everything you birth is hope regained.

Taking my life from the golden prairie,  
All of nature's gift there for you and me.  
Guardians of the land we have chosen to be,  
Sharing the fruits with humanity.

Circuit the globe like a flying stallion,  
Race with the sun to the edge of night.  
Wear your tools like a gold medallion,  
Dance in the circle of its searing light.

**THE VISION**

*Tune: Sounds of Silence*

We heard the cry from the past, we heard the cry set forth at last;  
Our ancestors plead to live our time,  
The crimson line their only awesome sign.  
Now all the earth cries out within our hearts: agony.  
Comes the dawn of silence.

Beyond the wanderings of time, beyond the race of all Mankind;  
I see living bodies torn and crushed,  
Life emerging from the arid dust.  
Now the face I see is dark beyond all hope: mystery.  
Comes the dawn of silence.

Pain and joy and hope unfold, pain and joy and hope untold;  
We cannot contain ascending life,  
Nor escape the chaos and the strife.  
Now the wonder of our God is struggle and love: eternally.  
Comes the dawn of silence.

Lightning moment blazing spark, lightning moment in our dark;  
The birth and death of every star and tree,  
The dread assault of spirit within me.  
Then God confronts me with terror and with love: ecstasy.  
Comes the dawn of silence.

Burning flame and life is born, burning flame and all is gone;  
Trembling and afraid above the abyss,  
Grasping now that only nothing exists.  
Then I plumb the abyss, my life becomes new birth, ceaselessly.  
Comes the dawn of silence.

**PISINEMO HEAR US CALLING**  
(Tune: Will the Circle be  
Unbroken- Applachian)

Pisinemo, hear us calling  
from your mountain to your plains.  
From the desert, we rise singing,  
joining hands to find our way.

**Refrain:**

Let our people join together,  
let us stand upon our land.  
In the shadow of the mountain,  
we find hope for every man.

Through this maze now we have wandered  
through countless ages past.  
And the strength that we have found there  
is the flame that now will last.

There were hardships, there were sorrows,  
there were streams of endless tears.  
But our valley now is fertile  
with a vision that is clear.

The wisdom of our elders  
shows peace to be our way.  
But we'll fight to free our spirits  
and to build a bright new day.