

A Training School for Social Engineering

A College of Functional Eptitude

A Laboratory in
Historical Vocation

FOR

DEVELOPING
NATIONS

ACADEMIC
COMMUNITY

SPIRIT
MOVEMENT

WORKPLACE
PERSONNEL

RESURGENT
CITIZENS

UNIVERSITY 13 IS

A NEW FORM OF
LIBERAL ARTS
CURRICULUM

A COMPEND OF THE
DEPTH WISDOM OF
THE TWENTIETH CENTURY

AN ORDER
APPRENTICESHIP
PROGRAM

A TRAINING SCHOOL
IN PROBLEM SOLVING
METHODS

A LOCAL MAN'S
UNIVERSITY

an alternative to
long-term content
oriented education

an enriched
educational program

a program developed
from nontraditional
training programs
in community
reformulation

a school of
practical corporate
methodology

a creative
reorganization
of knowledge

an indirect
demonstration of
higher education for
effective
citizenship

a screen for
determining the
usefulness and
relevance of all
educational content

an incarnation
of civilizational
care

a synthesis of
innovative practical
methods of thought,
action and motivity

a vehicle for
recreating human
community

1. University 13 is a new form of liberal arts curriculum which enables the capture and creation of images through a brief and concentrated program. As an alternative to long-term, content-oriented education, it provides the context for further education through offering a broad perspective from which to specialize. Such an indirect demonstration of higher education for effective citizenship releases practical engagement in the development of all social structures by applying ideas and models to life.
2. University 13 is a compend of the depth wisdom of the 20th Century which organizes knowing through a gestalting of 20th Century images. As an enriched educational program, it relates disciplines to their ground through disseminating rather than generating knowledge. Such a screen for determining the usefulness and relevance of all educational content raises consciousness and sustains symbology by providing the frame for relating one discipline to another.
3. University 13 is an order apprenticeship program which "unfits men for things as they are" in an intensive 13-week residential program. As a program developed from non-traditional training programs in community reformulation, it responds to a wave in history by recapitulating mythological and symbolic systems. Such an incarnation of civilizational care increases operational effectiveness through amalgamating the intellectual and social methods with field work.
4. University 13 is a training school in problem solving methods which grounds a "Yes" to the 20th Century within a practicum of motivational methods. As a school of practical corporate methodology, it gives permission for full engagement by looking at a set of issues through several different means. Such a synthesis of innovative practical methods of thought, action, and motivity demonstrates that education is a life-long, full-time job through interfacing phenomena to allow appropriate action.
5. University 13 is local man's university which breaks the victim image through a curriculum of fundamental humanness. As a creative re-organization of knowledge, it produces local leadership by combining imaginal designs and practical methods. Such a vehicle for recreating human community demonstrates corporateness as a way of life by sharing creative methods.

5 January 1976

THE CONSTITUENCY OF UNIVERSITY 13

University 13 Post

SPIRIT MOVEMENT	DEVELOPING NATIONS	RESURGENT LOCAL CITIZENS	WORKPLACE PERSONNEL	ACADEMIC COMMUNITY
METRO CADRE	FIFTH WORLD	PRIMAL COMMUNITY POPULATION	BLUE-COLLAR WORKERS AND APPRENTICES	POST-SECONDARY STUDENTS
ORDER INTERNS		TOWN MEETING PARTICIPANTS		UNIVERSITY STUDENTS
ORDER ECUMENICAL	DEVELOPING NATIONS	GUILDSMEN (INCLUDING SOCIAL DEMONSTRATION LEADERSHIP)	CORPORATION WHITE-COLLAR PERSONNEL	TEACHER TRAINEES

UNIVERSITY 13
CONTRADICTIONS ANALYSIS

PROGRAM ACCREDITATION	PROGRAM CURRICULUM	PROGRAM PARTICIPANTS	PROGRAM MYTHOLOGY	PROGRAM PRACTICES
CHICAGO INSTITUTIONS HAVE SAID NO ACCREDITATION POSSIBLE BEFORE SEPTEMBER	UNDEFINED SECULAR SYMBOLOGY	ACCREDITATION SPONSORSHIP CIRCULARITY	DANGER OF BEING 'SIDE-TAKED' INTO OTHER ADULT EDUCATOR PARADIGMS	UNALLOCATED PROGRAM SPACE
VICC FACULTY TENSION (ESP. BETWEEN DEPTS)	THEORY-PRACTICE UNRESOLUTION IN CURRICULUM	ABSENCE OF HISTORICAL RIDER	LONG-RANGE FOGGY VISION	KEEPER SPACE CAN'T ACCOMMODATE BOTH ACADEMY AND U-13
CIRCLE CAMPUS MYSTIFICATION (IS CIRCLE THE KEY?)	OVERLAP/SPACE CURRICULUM	AMBIGUITY IN WHOSE TO FOCUS RECRUITMENT	IMAGINALLY THE MOVEMENT HAS THING ON ITS MIND - 5000 TMS	FACILITY UNCERTAINTY
JUST AFTER ACADEMIC RESPECTABILITY	UNCOMPLETED CONSTRUCTS	13 WEEKS ON TRAINING IS A LOT TO ASK FROM FOUR 130SS	UNCLEAR PRODUCE POINT PAIDITY	UNALLOCATED TEACHING STAFFS
UNKNOWN CIRCUITRY	GAPS IN CURRICULUM DESIGN	UNCLEAR CORPORATION ENTITIES	ORDON AMBIGUANCE	CAMPED WORKING SPACE
13-WEEK RESIDENTIAL INCREDULITY	EXTRA FORMAL CURRICULUM IS INCOMPLETE	UNWORKABLE CONSTITUENCIES MIX	NEXUS IGNORANCE - WHAT, WHY, FOR WHOM	U 13 + ACADEMY UNIMAGINABLE
CONSORTIUM IMPASSE	LESSON PLAN FUZZINESS (WHEN DO THEY? WHAT IS A LESSON PLAN?)	ADAPTATIONS MOVE SLOWLY	AND FALSE ALARM WITH MESSAGES AHEAD	FUNDING LEAD TIME
INSTITUTIONAL DECISION TIME	COPYRIGHTS HAVE NOT BEEN HONORED	DON'T HAVE STORIES FOR DIFFERENT AUDIENCES	LIBERAL - ACADEMIC NEGATION - OUR OWN MINDSET	FUNDING PROPOSALS TAKE LONGER THAN 13 WEEKS TO PROCESS
COMPLEXITY OF UNIVERSITY POLITICS	TEACHING A DENIGRATION MODULE TAKES A LOT OF TIME AND PEOPLE	DON'T HAVE SOPHISTICATED PROMOTIONAL MATERIALS	NEXUS DOGMATISM NARROWS APPROACHES AVAILABLE	
STORY DOESN'T COMPEL UNIVERSITY TO MAKE CHANGES NECESSARY TO EARN CREDIT	HALF TITLED PAPERS	UNWRITTEN, FIT MATERIAL	UNINTHORIZED LAST 18 MONTHS	
ACADEMIC RETRENCHMENT MOOD	NO PRINTING MODEL	UNDETERMINED DATES		
ACCREDITATION UNCLEARITY	IN FINDING MATERIALS AHEAD OF TIME	NO SCHOLARSHIP FUNDS		
UNSPECIFIED ACCREDITOR PARTICIPATION	MATERIALS PRODUCTION TIME			
LITTLE VISIBLE DEMONSTRATION OF OUR TRAINING COMPETENCE	UNTESTED MODULES			
OUR BEST NEGOTIATORS LACK FORMAL CREDENTIALS				
NON-CREDIBLE FACULTY				

PRACTICAL PROPOSALS

I PROGRAM DESIGN ARENA	II PROGRAM STAFFING ARENA	III PROGRAM RECRUITMENT ARENA	IV PROGRAM AUTHORIZATION ARENA	V PROGRAM FUNDING ARENA	VI PROGRAM STORY ARENA	VII PROGRAM ADMINISTRATION ARENA
1	4	5	9	14	18	19
CURRICULUM CONSTRUCTS PROGRAM	FACULTY RECRUITMENT PROGRAM	PROMOTIONAL MATERIALS PROGRAM	ACADEMIC IMPACT PROGRAM	CORP SUPPORT PROGRAM	DATA SERVICE PROGRAM	PUBLIC IMAGE PROGRAM
		6	10 DEMONSTRATION MODULE PROGRAM	15		20
NETWORK ENLISTMENT PROGRAM		11 UNIVERSITY VISITATION PROGRAM	MAJOR PROPOSAL PROGRAM	CAMPUS SELECTION PROGRAM		
7		12 INCLUSIVE FRAMING PROGRAM	PARTICIPANT SCHOLARSHIP PROGRAM	21		
2		CORPORATION DEMONSTRATION PROGRAM	12	16		
LEGAL AUTHORIZATION PROGRAM		8 SPRING (QTR IV) ACTIVATION PROGRAM	13	17		INITIAL SCHEDULING PROGRAM
3			GLOBAL STORY PROGRAM	IN-KIND PROCUREMENT PROGRAM		
MATERIALS PRODUCTION PROGRAM						

MEDIA

BACK UP

CONTINENTAL & Directory

DESIGN	PROMOTION	RECOGNITION	RECRUITMENT	FUNDING	ADMINISTRATION	TEACHERS
writing the CURRICULUM CONSTRUCTS	creating the PUBLICITY MEDIA	obtaining the ACADEMIC ACCREDITATION		eliciting MAJOR FUNDING	setting up OFFICE OPERATIONS	making the ACADEMIC STAFF SELECTION
overall - model	sponsor brochure	national universities	country selection	target donors.	site preparation	order assignments
lesson plans		college association		program budget		guardian invitations
trial modules	constituency materials	chicago consortium	guardian entrees	circuit meshing	recruitment correspondence	intercontinental liaison.
extra formal curriculum		non-academic recognition		cooperation proposals		guest observers
DEMONSTRATION MODULE		PURSuing the INDIVIDUAL ENDORSEMENT		obtaining IN-KIND DONATION		PROGRAM TRAINING
quarter schedule	international newsletter	academic overtures	data collection	Program food	U-13 office	post contexting
staff training		publishers agreements		technical services		in-program pedagogy
module staging	order media	business approaches	circuit teams	plant furnishing	legal coverage.	intensive preparation
course evaluation		civic approbation		printed materials		assigned homestudy

JAN 5, 1975

U-13

TACTIC SYSTEM

U-13 Post

OPERATIONAL

DIVISION

AUTHORIZATIONAL

DIVISION

INSTRUCTIONAL

DIVISION

RECRUITMENT
DIVISION

ADMINISTRATION

RECOGNITION

DESIGN

TEACHERS

FUNDS

PROMOTION

ACADEMIC
ACCREDITATION

CURRICULUM
CONSTRUCTS

ACADEMIC
STAFF SELECTION

MAJOR
FUNDING

BUSINESS

CIRCUITS

OVERALL

ORDER

TARGETS

SITE

ASSOCIATION

LESSON
PLANS

GUARDIAN

BUDGET

SPONSORS
PROCEDURE

CONTRACT

MODULES

STUDENTS

NON NORTH
AMERICAN

CIRCUITS

MAIL

NON-
TRANSCRIPT

EXTRA
FORMAL

OUTSIDE

PROPOSALS

INSTITUENCY
FLYERS

INDIVIDUAL
ENDORSEMENT

DEMONSTRATION
MODULE

FACULTY
TRAINING

IN-KIND
DONATION

OFFICE

ACADEMIC

SCHEDULE

ONE DAY

FOOD

INTERNATIONAL
NEWSLETTER
COMMUNITY

PUBLISHED

RECRUIT

IN PRO
DESIGN

SERVICES

LEGAL

BUSINESS

PERAGOGY

INTENSIVE
PREPARATION

FURNISHING

INTERCHANGE
ORDER

CIVIC

EVALUATION

NON NORTH
AMERICAN

HOME
STUDY

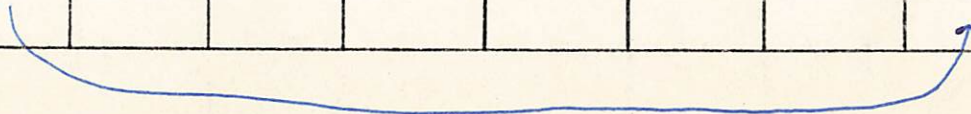
MATERIAL

Program	1	2	3	4	5	6	7	8	9	10
I INCLUSIVE CIRCUITRY PROGRAM	Sift Entree Data	Schedule Circuit Targets	Build Program Budget	Phone for Appoint- ments	Write Constit- uency Stories	Assemble Circuit Kits	Make Travel Arrange- ments	Travel the Circuits	Debrief Visits System- atically	Implement Registra- tion Procedures
II DEMONSTRATION MODULES PROGRAM	Cement YMCA Relations	Schedule Module Demon- strations	Recruit Chicago Partici- pants	Make Consort- ium Contacts	Build Teaching Manuals	Train Demon- stration Staff	Teach Demon- stration Modules	Evaluate Demon- stration Modules	Schedule Refine- ment PSUs	Train Spring Staff
III OPERATIONS FACILITATION PROGRAM	Establish Facility Consensus	Produce PR Mater- ials	Design Office Oper- ations	Submit Quarter Expend- itures	Obtain Academic Endorse- ment	Schedule Inkind Prior- ities	Engage Order Input	Type Course Papers	Develop Legal Safe- guards	Prepare Spring Site

MARCH 8

15

	1	2	3	4	5	6	7	8	9	10	11	12	13
I	Design Inclusive Circuits	Schedule Module Demonstration	Make Consortium Contacts	Recruit Chicago Participants	Complete Initial Circuits	Debrief All Visits	Design Office Operations	Teach Demonstration Modules	Implement Registration Procedures		Develop Legal Safeguards	Obtain Academic Accreditation	Train Spring Staff
II	Stabilize YMCA Relations	Produce Circuit Materials	Build Teaching Manuals	Train Demonstration Staff	Submit Quarter Expenditures	Engage Order Input	Schedule Inkind Priorities	Evaluate Demonstration Modules	Complete Construct Refinement		Type Course Papers	Complete Teachers Manual	Prepare Spring Site



University 13

THE WEEK II DESIGN

Quarter III 1975-1976

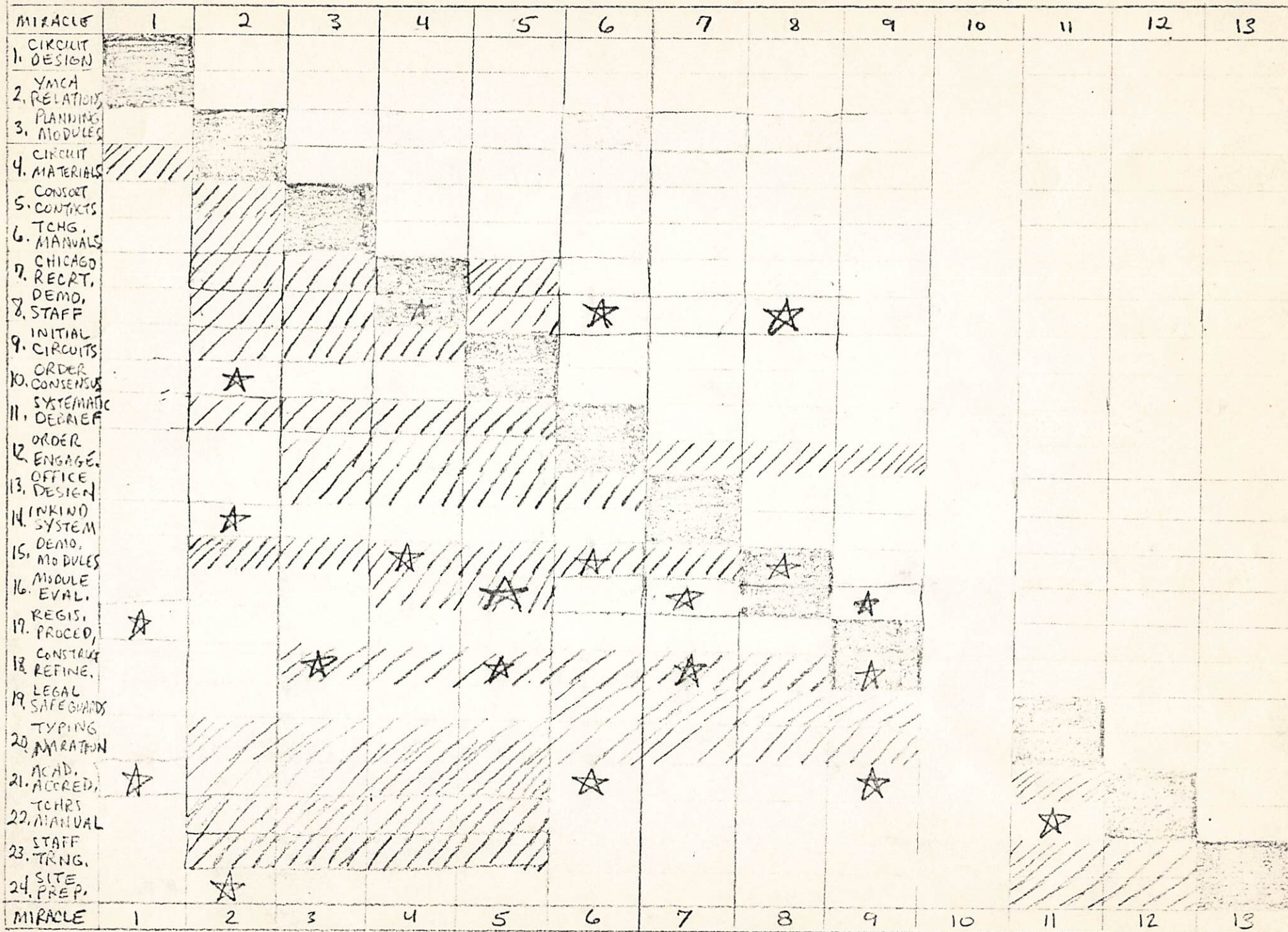
PRODUCING CIRCUIT MATERIALS		FINALIZING CURRICULUM DESIGNS							LAUNCHING PILOT PROGRAM			
1	2	3	4	5	6	7	8	9	10	11	12	13
PSU	TF	PSU	MOD	PSU	MOD	PSU	MOD	PSU	TF			
Presenta- tion Book	Program Brochure	Human Sustenance	Human Sustenance	Human Significance	Human Governance	Philosophy and Reflecting	Human Signifi- cance	Art and Perception	Teaching Manual			
		Human Governance		History and Civilization		Psychology and Selfhood		Instructional Planning				
		Science and Mathematics		Effective Articulation		Social Change		Social Planning	Curriculum Materials			
		Intellectual Analysis	Local Community	Human Family	Human Freedom							
		Education and the Future	The Economic Process	Vocation Planning	The Political Process	Odyssey of Conscious	The Cultural Process	Evaluative Symposium	Faculty Training			
		Great- Book Symposium		Issues Forum		Team Project		Interior Dialogue				
		Team Luncheon		College Dinner		Cultural Celebration		University Breakfast	Facility Preparation			
		(Imaginal Education)	(Global Nationhood) (CS-I)	(World Religions)	(Leadership Training) (LENS)							

UNIVERSITY 13

Q III IMPLEMENTARIES TIMELINE

Jan. 6, 1996

1/I	2/I	3/I	4/I	5/I	6/I	7/I	8/I	9/I	10/I	11/I	12/I	13/I
DESIGN INCLUSIVE CIRCUITS	SCHEDULE MODULE DEMO.	MAKE CONSORTIUM CONTACTS	RECRUIT CHICAGO PARTIC.	COMPLETE INITIAL CIRCUITS	DEBRIEF VISITS SYSTEMATICALLY	DESIGN OFFICE OPERATIONS	FINISH DEMO, MODULES	COMPLETE REGIS. PROCEDURES	NORTH AMER. PRIORS	DEVELOP LEGAL SAFEGUARDS	OBTAIN ACAA. ACCRED.	TRAIN SPRING STAFF
	CREATE TEACHING SCHEDULE SELECT, SCHEDULE DEMO. MODS.	TELL Q III, IV STORY TO CONSORTIUM PULL TOGETHER CONSORTIUM CONTACT DATA			WEEKLY POST REPORTS REFLECTIONS	PREPARE CIRCUIT FOLLOW UP FORMS MAINTAIN MAGAZINE POST SPACE MAINTAIN FILES ANSWER MAIL PROMPTLY	ENLIST CONSORT. PARTIC. HOLD MODULES SET UP DEMO. SITE CREATE WEEKLY TIME DESIGN	CONFIRM PARTICS. CREATE REGIS. PROCEDURES		RESEARCH COPYRIGHT LAW DEVELOP LEGAL PROCEDURES W/ LAWYER CONTACT PUBLISHERS RE: COPYRIGHTS	MAIL MOD. PREP. TO GUARDIANS PHONE GUARDIANS FOR ENDORSE. ESTABLISH ICA BOARD OF CONSULTANTS	DESIGN SPRING STAFF TRAINING SELECT, TRAIN STAFF
CEMENT Y-COLL. RELATIONS	PRODUCE PR & CIRCUIT MATERIALS	BUILD TEACHING MANUALS	TRAIN DEMO. STAFF	SUBMIT Q III EXPENDITURES	ENGAGE ORDER INPUT	SCHEDULE INKIND PRIORITIES	EVALUATE DEMO. MODULES	COMPLETE CONSORT. REFINEMENT	NORTH AMER. PRIORS	TYPE COURSE PAPERS	COMPLETE TEACHERS MANUAL	PREPARE SPRING SITE
CREATE STORY STYLE GUIDELINES FINALIZE A.E.C. PLAN	CREATE PHONE DEBRIEFING MODEL DATA HOLDING FORMATS, PROCEDURES PRODUCE ROAD MANUALS PRINT Q IV BROCHURE PRINT CONSTITUENCY FLYERS ARTICULATE ROLE IN THIRD WORLD	CREATE LESSON PLAN TASK FORCES DETERMINE NECESS. LEVEL OF TEACHING PLANS RESOLVE FIFTH SESSION ISSUE	CONTACT POTENTIAL SP. STAFF	CONSENSUS ON FACILITY SCHEDULE MAKE, PRESENT BUDGET	IMPLEMENT HOUSE RECRUIT. PUSH USE COLLEG. AND REQUEST SHEETS FOR NON-N.A. WEEKLY UPDATE ON MIRACLES	CREATE MIRACLE EACH WEEK EXPLORE FAST PASS. FOR BROCHURE PLAN WITH INKIND POST LIST NEEDS	DEVISE PROCEDURES, INSTRUMENTS DEBRIEF EACH MODULE	DESIGN INFORMAL CURR. PSU WRITE REFIN. PSU PROCEDURES SCHEDULE PSUs MAKE TASK FORCE ASSIGNMENTS			CONTACT ACCREDITORS FOR PARTIC.	DECOR SITE
1/II	2/II	3/II	4/II	5/II	6/II	7/II	8/II	9/II	10/II	11/II	12/II	13/II



IMPLEMENTING: MIRACLE #1 - DESIGN THE INCLUSIVE CIRCUITS PLAN

JANUARY 6, 1975

	BUILDING THE CIRCUIT DESIGN WEDNESDAY 7	SECURING THE INITIATING APPOINTMENTS THURSDAY 8	FRIDAY 9	CREATING THE MARKETING MATERIALS SATURDAY 10	SUNDAY 11
M	CHOOSING THE TARGETING SECTOR	IMPLEMENTING THE TELEPHONE BLITZ			PREPARING THE PRESENTATION PACKETS
A	ACTIVATING THE GUARDIAN NET			PRODUCING THE IMPLEMENTATION TOOLS	COMMISSIONING THE CIRCUIT TEAMS
N	FINALIZING THE CIRCUIT SCHEDULE	ECCLESIA OR A	PREPARING THE BASIC COMPONENTS		HOUSE CHURCH

- Encounter practical images of the 20th century's
historical development

fundamental wisdom

future directions

- Develop practical skills in applying methods of
effective study

problem analysis

group leadership

- Discover practical possibilities for participation in
higher education

job development

community engagement

You are invited to participate
in a venture in practical adult higher education

THE INITIATION OF
UNIVERSITY 13

A Thirteen-week In-Residence
Introduction to the Theoretical Models and
Practical Methods of the
Post-Modern World

Opening Convocation, April 4, 1976

Closing Convocation, July 3, 1976

For Further Information Contact
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312/769-5635

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UNIVERSITY 13 is a program developed by The Institute of Cultural Affairs, a research, training and demonstration group concerned with the human factor in world development. The ICA is a not-for-profit corporation with tax exempt status registered in the State of Illinois.

THE TASK OF THE UNIVERSITY IS
TO WELD TOGETHER IMAGINATION AND EXPERIENCE
Alfred North Whitehead

UNIVERSITY 13
THE DESIGN OF THE WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00	UNIVERSITY BREAKFAST						
12:00	BASIC CURRICULUM	DOCUMENTATION AND PREPARATION	BASIC CURRICULUM	PRACTICAL DEMONSTRATION	INDIVIDUAL EXPLORATION	INDIVIDUAL EXPLORATION	INDIVIDUAL EXPLORATION
	TEAM LUNCHEON		TEAM LUNCHEON				
6:00	BASIC CURRICULUM	INDIVIDUAL EXPLORATION	BASIC CURRICULUM	CULTURAL CELEBRATION	UNIVERSITY DINNER	INDIVIDUAL PREPARATION	INDIVIDUAL PREPARATION
	INFORMAL INTERLUDE		INFORMAL INTERLUDE				
	COLLEGE MEETING	INDIVIDUAL PREPARATION	COLLEGE MEETING	INDIVIDUAL PREPARATION	INDIVIDUAL PREPARATION	INDIVIDUAL PREPARATION	INDIVIDUAL PREPARATION
12:00	INDIVIDUAL PREPARATION		INDIVIDUAL PREPARATION				

UNIVERSITY 13
THE BASIC CURRICULUM
of 26 three-day modules in 13 weeks

1st week	THE CONTEXTUAL ORIENTATION	<p>In the first two weeks participants are broadly oriented to the concepts, methods and philosophy that undergird UNIVERSITY 13. Four modules focus attention on education methods, twentieth century millieu, modern experiencing of responsibility and social methods.</p>
2nd week		

THE INTELLECTUAL DISCIPLINES				THE PRACTICAL METHODS			
		Mon	Tue	Wed	Thu	Fri	Sat
3rd week	<p>At the beginning of each week for the next nine weeks participants encounter a different academic discipline by systematically studying and discussing brief essays in relation to their own knowledge and experience.</p>				<p>At the end of each week for these nine weeks participants learn to apply a variety of study, planning and group leadership methods to key issues facing the community of nations, local neighborhoods and families.</p>		
4th week							
5th week							
6th week							
7th week							
8th week							
9th week							
10th week							
11th week							

12th week	THE FUTURE PROJECTION	<p>In the final two weeks participants reflect on the broad future implications of their educational experience. Four modules focus attention on types of educational experiences needed, individual vocational planning, personal relationship to the human journey and evaluation of UNIVERSITY 13 itself.</p>
13th week		

**UNIVERSITY 13
THE BASIC CURRICULUM**

1	THE CONTEXTUAL	The Foundations of Imaginal Education	The Cultural Revolution of the Twentieth Century
2	ORIENTATION	Human Freedom and Responsibility	Living Effectively in the New Society

THE INTELLECTUAL DISCIPLINES			THE PRACTICAL METHODS	
3rd week	THE COSMOS OF THE POST-MODERN WORLD	Three modules portray the scientific, historical and philosophical context for mankind today.	L1	L1: Three laboratory modules demonstrate and provide practice in using intellectual methods of analysis, articulation and instructional planning. W: Three workshop modules produce models for emerging forms of international relations, local neighborhoods and the nuclear family. L2: Three laboratory modules describe theoretics and provide practice in using methods of leadership training and social planning and change.
4th week			W	
5th week			L1	
6th week	THE SOCIALITY OF THE GLOBAL CITIZEN	Three modules interrelate the economic, the political and cultural processes that link each individual with his neighbor.	L1	
7th week			W	
8th week			L1	
9th week	THE DIMENSIONS OF THE INTERIOR CONSCIOUSNESS	Three modules dramatize the power of psychological, artistic and religious symbols that illuminate consciousness.	L2	
10th week			W	
11th week			L2	

12	THE FUTURE	Education and the Future of Man	Vocational Planning in the Post-Modern World
13	PROJECTION	The Odyssey of Human Consciousness	The Reflective and Evaluative Symposium

UNIVERSITY 13
THE BASIC CURRICULUM

1	THE CONTEXTUAL ORIENTATION	The Foundations of Imaginal Education	The Cultural Revolution of the Twentieth Century
2		Human Freedom and Responsibility	Living Effectively in the New Society
		THE INTELLECTUAL DISCIPLINES	THE PRACTICAL METHODS
3	THE COSMOS OF THE POST-MODERN WORLD	The Model of Science and Mathematics	L1 Laboratory 1A: The Methods of Intellectual Analysis
4		History and the Great Civilization of Man	W Workshop One: The Emerging Forms of Global Nationhood
5		Philosophy and the Reflective Process	L1 Laboratory 1B: The Methods of Effective Articulation
6	THE SOCIALITY OF THE GLOBAL CITIZEN	Human Sustenance: The Economic Process	L1 Laboratory 1C: The Method of Instructional Planning
7		Human Governance: The Political Process	W Workshop Two: The Emerging Forms of Local Community
8		Human Significance: The Cultural Process	L2 Laboratory 2A: The Theoretics of Social Change
9	THE DIMENSIONS OF THE INTERIOR CONSCIOUSNESS	Psychology and the Dynamics of Selfhood	L2 Laboratory 2B: The Methods of Social Planning
10		Art and the Transformations of Perception	W Workshop Three: The Emerging Forms of The Human Family
11		World Religions and the images of Humanness	L2 Laboratory 2C: The Methods of Leadership Training
12	THE FUTURE PROJECTION	Education and the Future of Man	Vocational Planning in the Post-Modern World
13		The Odyssey of of Human Consciousness	The Reflective and Evaluative Symposium

THE WEEKLY TIME DESIGN

		MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	
<p style="text-align: center;">SLEEP</p> <p style="text-align: center;">METHODS</p> <p style="text-align: center;">PEDIAGOGY PRACTICE</p> <p style="text-align: center;">SPIRIT</p> <p style="text-align: center;">SLEEP</p>	0100								
	0200								
	0300								
	0400								
	0500	WORSHIP				WORSHIP			
	0600	METHODS				LECTURES			
	0700			WORSHIP				WORSHIP	
				BREAKFAST SCRIPTURE AND NEWS			BREAKFAST COLLEGIUM		
		OBEDIENCES		OBEDIENCES					
	0800	COURSE-A		WEEKLY HAPPEN- ING	COURSE-B		METHODS LAB. SESSION I	WEEKLY REVIEW & CHURCH VISIT	
	0900	SESSION I	SESSION III		SESSION I	SESSION III			
	1000	BREAK			BREAK				
	1100	LUNCH TUTORIAL			LUNCH TUTORIAL		LUNCH	LUNCH	
	1200	REST		REST		METHODS LAB. SESSION II	INDIV- IDUAL MISSIONAL		
	1300	COURSE-A		INDIV- IDUAL MISSIONAL	COURSE-B		EXPLORATION		
	1400	SESSION II	SESSION IV		SESSION II	SESSION IV			
	1500	REFRESHMENT		REFRESHMENT		DINNER		HOUSE	
	1600	ECCLESIOLA		EXPLORA- TION	ECCLESIOLA		CHURCH		
	1700						WEEKS OVERVIEW		
	1800								
	1900								
	2000								
	2100								
	2200								
2300									
2400									

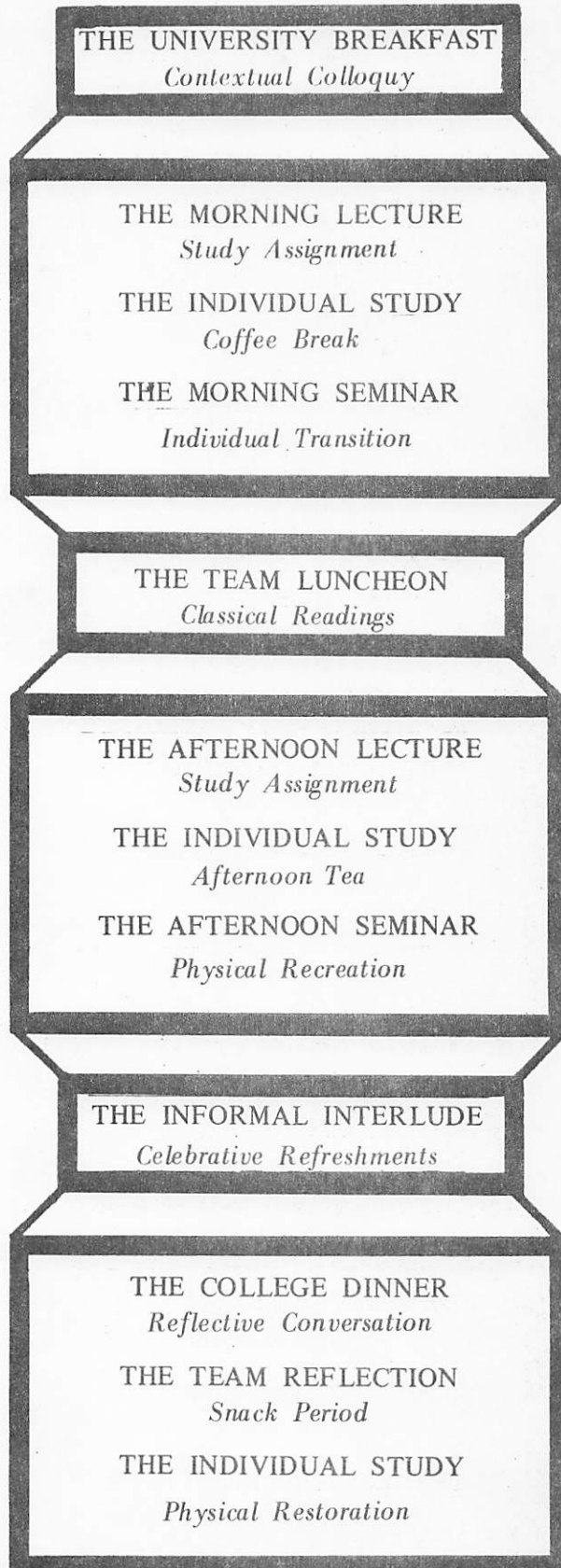
12/29/74

UNIVERSITY 13 THE WEEKLY TIME DESIGN

	MON	TUES	WEDS	THURS	FRI	SAT	SUN
A.M.							
4	TIME OF RESTORATION						
5							
6							
7	UNIVERSITY BREAKFAST MORNING DISCOURSE SERIES				GUEST COLLEGIUM		
8	INDIVIDUAL ENGAGEMENT ROLES					BUFFET	BUFFET
9	THE FIRST COURSE: THE THEORETICAL EDGE	THE REFLECTIVE RESPONSE: DOCUMENTING THE UNDERSTANDING	THE SECOND COURSE: THE PRACTICAL SKILLS		THE WORLD DAY THE WORK DAY	TIME OF DISCONTIN- UITY	
10							
11							
12	THE TEAM LUNCHEON						BUFFET
P.M.							
1	THE INTERVAL						
2							
3	THE FIRST COURSE: THE THEORETICAL EDGE	TIME OF DISCONTIN- UITY	THE SECOND COURSE: THE PRACTICAL SKILLS		TIME OF DISCON- TINUITY	TIME OF DISCON- TINUITY	
4							
5							
6	THE INTERLUDE						
7	THE CULTURAL EVENT	THE COLLEGE DINNER			THE PLENARY FEAST	THE GREAT CELEB- RATION	
8							
9	THE TIME OF STUDY AND INFORMAL COLLEGIALITY					TIME OF DISCON- TINUITY	THE COLLEGE COUNCIL
10							
11	TIME OF RESTORATION						
12							
A.M.							
1							TIME OF DISCON- TINUITY
2							TIME OF RESTORA- TION

UNIVERSITY 13
The Design of the Day

THE MORNING	6:00 a.m.
THE AFTERNOON	12 Noon
THE EVENING	6:00 p.m. 6:00 a.m.



THE COLLEGE MEETING

MONDAY

TUESDAY

THURSDAY

FRIDAY

7:00

THE COLLEGE DINNER

conversation

accountability

COLLEGE
CELEBRATION

8:00

THE
GREAT-BOOK
SYMPOSIUM

reading *discussion*

THE
ISSUES
FORUM

questions *exchange*

THE
INTERIOR
DIALOGUE

insights *exercises*

THE
TEAM
PROJECT

research *writing*

TEAM
REFLECTION

9:30

THE STUDY SESSION

tutoring

preparation

INDIVIDUAL
APPLICATION

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UNIVERSITY 13

An Innovative Approach to Higher Education

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UNIVERSITY 13

An Innovative Approach to Higher Education

TABLE OF CONTENTS

OVERVIEW AND DESCRIPTION	2
EDUCATIONAL PROGRAMS	3
OBJECTIVES OF UNIVERSITY 13	4
1. Encounter Intellectual Disciplines	
2. Develop Practical Methods	
3. Experience Personal Motivation	
COMMUNITY OF LEARNING	6
BASIC EDUCATIONAL APPROACH	7
IMPLEMENTING UNIVERSITY 13	8

This statement briefly describes UNIVERSITY 13, a thirteen-week program in higher education developed by The Institute of Cultural Affairs. The Overview and Programs sections show how UNIVERSITY 13 is a response to critical human needs discerned through the Institute's work in community development. Following sections describe the ways in which UNIVERSITY 13 is designed to help participants achieve intellectual and methodological prowess that is applicable to further education and social engagement, and the rationale for the unique residential format. A sketch is provided of the basic approach to education emphasized throughout the entire program. Finally, the statement outlines steps for developing a proposal to experiment with UNIVERSITY 13 as part of the academic program at a post-secondary institution serving metropolitan Chicago.

UNIVERSITY 13

An Innovative Approach to Higher Education

UNIVERSITY 13 is a new program of brief but intensive liberal education for adults. Its thirteen-week curriculum is an introduction to the intellectual disciplines and the practical methods essential for twentieth-century living. It is designed to prepare serious adults with or without other experience in higher education for effective engagement in society as well as for a life-long educational journey. The innovative residential format and methods of instruction make it possible for persons of different ages and diverse occupational and cultural backgrounds to obtain a working grasp of the areas of contemporary knowledge and to discover their own ways to participate significantly in building the future.

Who will be most interested in participating in UNIVERSITY 13?

Those seeking vocational clarification.
Those not ready to retire from living.
Those wanting to improve life in their community.
Those needing orientation to academic life in
higher education.

UNIVERSITY 13 provides a university-level introduction to liberal arts and sciences for adults who have developed the prerequisite skills for higher education, but do not see how it is possible for them to participate in its present forms. It is a rigorous examination of selected major contributions and future directions in the academic disciplines, with an emphasis on how the wisdom of the disciplines can be used in meeting the challenges of increasing social change. For those struggling with vocational questions, UNIVERSITY 13 is a setting in which they can evaluate and define their particular needs for higher education. Those already vocationally engaged will encounter an expanded world view which allows the import of their everyday activities to be sensed afresh. The retired elder citizen is given the opportunity to recover and apply his rich experience in his community. For those seeking ways to respond effectively to social problems, UNIVERSITY 13 provides methods for rebuilding local community in conjunction with constructive and futuristic trends. For international students perplexed by American academic life, it makes available tools for focusing their unique cultural heritage upon building the emerging forms of the post-industrial world. UNIVERSITY 13 is a new design for allowing adults to integrate knowledge about their world and its needs and their own potential for responding to those needs through higher education and within society.

EDUCATIONAL PROGRAMS
The Institute of Cultural Affairs

UNIVERSITY 13 has been developed by the Institute of Cultural Affairs, a research, training and demonstration group concerned with the human factor in world development. The Institute is a not-for-profit, tax-exempt corporation chartered by the state of Illinois. Though headquartered in Chicago, the Institute has over one hundred offices in major urban centers around the world. Fifty-two of these offices are in North American cities, including area offices in New York City, Houston, San Francisco and Chicago.

At the request of communities around the world and with financial support from HEW and foundations such as Ford and Rockefeller, the Institute has initiated and staffed a variety of educational and training programs that meet critical human needs in community development. The models and methods used by the Institute have been tested and refined in widely differing community settings. Among these programs has been a series of two and three-day seminars that deal with aspects of the massive changes occasioned by the twentieth century. The Institute has been concerned with these to overcome people's sense of helplessness in the face of change and to engage them in disciplined study designed to expose creative and practical possibilities inherent within that change. Living Effectively in the New Society (LENS), a forty-four hour think tank that forges new models for responsible corporate enterprise, has been offered to executives of national and multi-national corporations in over a dozen nations during the past three years. Extended adult education programs have been developed for residents of numerous local communities. These range from one on Chicago's West Side in cooperation with the Central YMCA College to one in Western Australia sponsored by the Australian government. The Institute, which has won high praise for its experimental programs in pre-school education in Chicago, has seen these programs adopted in locations as diverse as London and Hong Kong.

In 1968, the Institute began an eight-week residential Academy that includes university-level training in advanced educational and social methods. This program, designed primarily for churchmen of all denominations, combines intellectual, motivational and community leadership methods. It has been held regularly three times a year since 1968 and has been a forerunner and testing ground for much of the UNIVERSITY 13 design. University credit has been extended graduates of this Academy at their request by over forty colleges and universities in North America.

All of the Institute's educational programs emphasize the mastery of methods adaptable to a wide variety of situations. These methods counteract self-images of impotence by restoring significance to ordinary tasks, releasing creativity in model-building and bringing practicality

to the implementation of plans. Whether working with college-educated adults or with pre-school children, the Institute has been concerned with educational designs which demonstrate ways to use already-existing knowledge more fully and expand a person's understanding and self-confidence by adding to his repertoires of images and methods.

OBJECTIVES OF UNIVERSITY 13

Participants in UNIVERSITY 13 will:

1. Encounter nine intellectual disciplines in such a way that the scope of each discipline's development, contributions, and potential significance is grasped.
2. Become skilled in applying a variety of methods for study, social analysis and planning and responsible leadership to everyday activities at work, at home and in the community.
3. Experience wide-ranging actual possibilities for significant participation in the rich diversity of this age.

This experience has convinced the Institute of Cultural Affairs that there is need for a brief but intensive introduction to higher education for the growing number of persons who do not see themselves "going to college" for two or four years. Such people nonetheless experience the lack of an operational understanding of key intellectual concepts and methods which have created and are shaping twentieth-century consciousness. Some people have dropped out of traditional institutions of higher education in despair or anger; others are in the process of working out their decision to begin or to continue such a program; still others have never seriously entertained the idea of beginning such studies. In general, they have had little or no experience in integrating the major disciplines or seeing the practical power such integration has for coping creatively with the current upheavals within society. Nor do they possess methods for discerning the kinds of societal engagement that are most critical for the future or for determining those that are realistic possibilities for themselves. It is anticipated that a significant proportion of UNIVERSITY 13 graduates will begin or continue a university program of study with more practical methods and a greater sense of purpose.

1. Encounter Intellectual Disciplines

UNIVERSITY 13 may be seen therefore to have three overarching objectives. The first is to provide students with ways to comprehend relatively quickly the scope of an intellectual discipline and models by means of which to grasp its internal dynamics and external relationships.

The curricular modules in this arena explore the basic tensions within a field such as that between the economic, the political and the cultural dimensions of society; sketch out a discipline's development and significant contributions to civilization through history and within different cultures; and inquire into the broad future implications of its present directions. A series of nine modules, each two and one-half days in length, focuses on the intellectual disciplines. Each module consists of four one-hour lectures; six periods for individual study and analysis of several essays drawn from major works in the field; and four seminar sessions, each three hours in length, during which the assigned readings and the participants' analyses of them are subjected to intensive examination. The fifth session opens with a time for participants to raise questions about the discipline with individual faculty members and closes with an assigned writing project which requires the participant to demonstrate his grasp of the field. The overall emphasis in the study of the intellectual disciplines is upon searching out the relatedness of particular fields of knowledge to one another and the underlying human issues which have existential significance for every person.

2. Develop Practical Methods

A second objective of UNIVERSITY 13 is the developing of participant understanding and competence in the use of a battery of intellectual, sociological and leadership methods.

A series of nine workshops and laboratory modules emphasizes the mastery of procedures for analyzing complex situations, building rational and imaginative models, and designing and implementing relevant and practical plans of actions. Three modules in this series are concerned with intellectual methods and focus on developing the participant's ability to scan and discern rapidly the key points of an intellectual text; to organize these in such a way that broader interrelationships are revealed; and to determine the significance of the material by relating it to the participant's personal experience. A second set of three modules examines the emerging forms of nations in an interdependent world, of human community within an urban complex, and of individual selfhood within the shifting patterns of the family. A third set of three modules deals with the understanding and application of methods for effecting responsible societal change, for encouraging individual and group creativity and for inventing appropriate styles of leadership for various situations. The overall emphasis on methods in UNIVERSITY 13 goes beyond the mastery of basic skills and is designed to make it possible for participants, in the midst of present-day complexity and the barrage of information, to define and achieve their own objectives.

3. Experience Personal Motivation

A third objective of UNIVERSITY 13, within and beneath the mastery of these more formal competencies, is that of bringing fresh courage into the lives of its participants.

Lack of motivation is found in youth overwhelmed by the immensity of global needs, in adults whose clarity on the problems of society exceeds their skills for dealing with them, and in older citizens whose customary ways of relating to the flow of real life are no longer adequate. Remotivation for such people comes with the discovery of authentic roles and concrete tasks to be performed within society. It comes with the shock of recognizing their own actual leadership capabilities. It comes with the discovery of personal freedom within overwhelming responsibility. It comes with the reassurance, through the experiences of group planning and disciplined follow-through, that significant results are possible.

COMMUNITY OF LEARNING

To accomplish these objectives, UNIVERSITY 13 is constructed to develop and sustain a deep collegiality among its students and between students and faculty.

Meals are eaten together in different groupings with formats which allow them to be occasions for serious conversation. Responsibility for leading meal activities is shared by students and faculty. The common struggle to understand one another's attempts to integrate and appropriate basic components of knowledge helps each participant to broaden, deepen and sharpen his own understanding. Daily use of the intellectual and community methods in cooperation with others of different ages and backgrounds demonstrates to participants practical ways in which they can work with others to accomplish major tasks effectively and meaningfully. An extensive cultural life, including serious encounters with non-Western as well as Western art, generates individual and group creativity and a deepened sense of community.

UNIVERSITY 13 intends to be a serious experiment in the recreation of a community of learning within the university. It is therefore deemed essential that all students and faculty reside in the program facility for the full thirteen weeks. Faculty and students are organized into residential colleges of twenty to thirty persons, which are in turn divided into teams of five or six. The community gathers as colleges in the early evening and as teams during the latter part of each evening. Team members provide tutorial assistance for one another as needed and work together in providing services such as maintenance of the facility and meal preparation for the entire community. The team is the basic unit of UNIVERSITY 13 life and the point at which the special needs of each person are cared for. Each team member understands himself to be totally responsible for his own work in the university and also for providing the assistance necessary for every member of his team to achieve the objectives of the program.

It is intended that the faculty likewise embody the collegial style, continually reexamining its own understanding of the disciplines, and applying in its own work the methods that comprise the UNIVERSITY 13 curriculum. Through regular faculty meetings, an operating consensus

is maintained regarding overall aims, teaching methods, and stylistic guidelines. Each faculty member is responsible for maintaining the integrity of the teaching in the arenas of his special competency and for becoming increasingly knowledgeable in the other areas of the curriculum. His own inquiry and learning are guided by the same procedures being taught the students, thereby serving as models for them. Teaching schedules for faculty will vary according to their degree of experience with the program, but all members share equally in the daily staff briefings and the regular evaluations of each part of the curriculum.

BASIC EDUCATIONAL APPROACH

Each part of the day offers the participant occasions for expanding and deepening his understanding.

The daily, weekly and program rhythms are carefully designed to help both faculty and students remain fully involved throughout the intensive program. The breakfast colloquy sets a context for serious and relevant thinking for the day for every member of the community, but in a relaxed meal setting. The two basic curriculum sessions on weekdays are separated by a team luncheon in which informal conversation provides a respite from direct grappling with foundational concepts and methods. The evening college meeting is a celebrative time, "a freshening up" after a day of rigorous intellectual activity, yet also an opportunity for pushing insights deeper. Nine of the thirteen weeks begin with the encountering of an intellectual discipline, followed by a methods workshop or laboratory. The weekend is a shift from a learning mode to a teaching mode, as students work with different aspects of helping others learn. Discontinuous but relevant activities are scheduled throughout the week which provide a "change of pace" without losing sight of program objectives. The thirteen-week period begins with an orientation and concludes with an extended evaluation and projection, thereby marking the completion of this curriculum and the commencement of new directions.

Finally, UNIVERSITY 13 is a serious experiment in what it means to be an educated person. Each day, for example, the community gathers to review the major news events of the past day and to project their significance for the future of the globe. Alongside this increased awareness of the contemporary situation, the community also hears and reflects upon readings from major world mythologies. This brings participants to understand something of the inner experiences of other human beings. Such an educational program carries within it the implicit invitation to think through and create the human style appropriate to this complex set of relationships. UNIVERSITY 13 is an exploration into predicting these new forms of life-style and leadership called for by the emerging patterns of human civilization. It is a venture toward higher education for global citizenship.

IMPLEMENTING UNIVERSITY 13

A Plan for Cooperatively Writing a Proposal for Action

The Institute of Cultural Affairs proposes a one-year experiment, during which UNIVERSITY 13 would be designated an accredited program of a postsecondary institution serving metropolitan Chicago.

The Institute would assume responsibility for scheduling the program during at least two of the ensuing four quarters, for the designation and remuneration of qualified faculty and for coordination of student enrollment. It would further assume responsibility for producing the curricular materials, for providing and maintaining the program facilities, including all housing and food services and the necessary supporting staff.

The participating institution would provide UNIVERSITY 13 students and faculty access to its library resources and special cultural activities, oversee the issuance of credits and the maintenance of student records and transcripts, and provide consultative assistance to the UNIVERSITY 13 staff in such areas as student aid and scholarship programs. The participating institution and the Institute would share in student tuition on an agreed-upon basis. The Institute intends that this program not entail unreimbursed expenses for the participating institution and that all costs be covered by student fees, public scholarship resources and additional program funding developed by the Institute.

It would be desirable to design a number of occasions on which non-Institute faculty might be invited on an individual basis to be guest lecturers within the program, dinner speakers at UNIVERSITY 13 college gatherings and participants in special events. As part of the Evaluative Symposium during the final week of the program, conversations are scheduled between faculty and students which will gauge both the individual participant's achievement within the program and the success of the program itself. The Institute would anticipate the participation of designated representatives of the faculty and administration from the participating institution in these sessions. Finally, subsequent to each offering of the program, the Institute would assume the responsibility for providing the appropriate officers of the participating institution a written report and evaluation of the program, which in turn would constitute the basis for a joint review of its operation and any recommendations for its revision. At the end of the year's experiment, a re-examination of the overall program and the accreditation relationship would be held to determine its continuation on a regular basis or its termination.

The Institute therefore proposes the following as the immediate next steps:

1. An initial review of this Prospectus and the more detailed program materials by the appropriate members of the faculty and administration of interested institutions;
2. A letter to the Institute of Cultural Affairs indicating interest in the preparation of a full proposal for such a program to be drawn up by specified representatives of the interested institution and the Institute; and
3. A more detailed response to this Prospectus, defining the questions or issues to be resolved by the formal proposal and any suggested modifications to the components of the program as outlined above.

The Institute believes the need for UNIVERSITY 13 to be apparent and serious. Universities and society-at-large need and stand to benefit from a program which equips adults to make and to sustain responsible decisions regarding their participation in higher education and in society.

A Short Description of the Curricular Components

THE CONTEXTUAL ORIENTATION

The Foundations of Imaginal Education: Introduction to an emerging theory of instruction based upon information processing. Discusses the theory in relation to the cultural environment, outlines principles of curriculum development, reviews methods for communicating messages which create an occasion for responsible decision, and analyzes the need for educational methodology to enhance individual freedom within a context of service to mankind. Imaginal methods are used to study background articles by McLuhan, Deutsch, Boulding and Bruner. In the final session participants will apply what they have learned to recreating their learning environment so that it reinforces their decision to be members of a community of learning for thirteen weeks.

The Cultural Revolution of the Twentieth Century: An exploration of the scientific, urban and secular revolutions that have marked the twentieth century experience. Provides participants with a framework within which to view and interpret contemporary disruptive events and trends. Recent alterations in common understanding, life style and mood are analyzed for indications of the nature and the significance of the underlying change which has occurred. The accompanying upheaval in ethics is examined and the new forms of contextual ethics are discussed and critiqued. In the final session, a multi-faceted tour of the Chicago Loop provides participants with methods of reflecting more deeply on their experience of the city as a manifestation of the cultural revolution.

Human Freedom and Responsibility: Exposes the current struggle with responsibility expressed in selected prose, poetry and film. Elicits fundamental questions about the human condition being raised in the current milieu, enabling participants to interpret experiences relevant to such questions in the light of major motifs of freedom. Provides a screen by which participants can meaningfully enter into dialogue with the content of liberal arts and sciences.

Living Effectively in the New Society: Demonstrates effective methodologies of group leadership, corporate planning and depth motivation. In the context of the profound sociological changes of this century, participants have the opportunity to analyze social trends, to discern social issues arising from those trends and to create practical means of dealing effectively with those issues. Encourages participants to use both the analytical and the creative dimension of consciousness and fosters creative development of group leadership. The results of the group's analysis are published in a brief document at the end of the module.

THE INTELLECTUAL DISCIPLINES

The Models of Science and Mathematics: A compact overview of three major fields of natural science and of mathematics which illuminates a number of images, hypotheses and analytical processes that have become a part of our standard operating procedure. In the first four sessions, physics, biology, astronomy and mathematics are examined in terms of their scope and history, their unifying concepts, and their contributions to the present and the future. A fifth session combines an exposure to chemistry and applied science and mathematics through an industrial tour. Through the writings of Albert Einstein, G. G. Simpson, A. C. B. Lovell, W. W. Sawyer and others, participants are brought to a new understanding of the magnitude, diversity and complex functioning of the universe.

History and the Great Civilizations of Man: An exploration in combining the traditional chronological subject matter of history with the basic historiographical approaches employed in the discipline. Provides the participant with the basic tools and schemata of historical thinking and encourages him to reflect critically on the rigorously empirical yet fundamentally intuitive art bridging the social sciences and the humanities. A major intent of the module is to catalyze an awareness of history as a way of locating oneself in the stream of events and to invite thoughtful and effective participation in the creating of history through coping with contemporary issues.

Philosophy and the Reflective Process: Acquaints participants with the history and current perspectives of the major philosophical traditions through representative spokesmen. Focuses particularly on the speculative, analytical and existential dynamics of the reflective process, noting the signal breakthroughs in thought and speculating on future directions of philosophical activity. Positions and issues are examined for practical implications for the critical decisions facing mankind.

Human Sustenance: The Economic Process: An introduction to current economic concepts and theoretical models and the comparative functioning of basic economic systems. Outlines the present scope and principles of the discipline, reviews the major turning-points in the history of economic thought, analyzes the major systems of political-economic ordering and examines issues facing the discipline today. Seminars examine a specific issue (inflation), a major figure in the development of economic thought (Marx), the recent trends in traditional, market and command economic systems, and some of the ventures in rethinking past economic premises to meet the complex realities of the present situation. The final session focuses attention on a particular problem area and requires participants to think through their own values and objectives in order to propose strategies for dealing with it.

Human Governance: The Political Process: The opening lecture introduces participants to the polity disciplines and the historical development of key concepts. Succeeding lectures analyze various aspects of the relationships between the function of maintaining order and legal systems, the function of providing justice and structural forms of government, and the function of protecting individual welfare and forms of corporate sovereignty. Essays by Mill, Dewey, Burke, Kirk and Marcuse have been selected to expose participants to the classical views of liberalism, conservatism and radicalism and an essay by Halpern suggests one way of creatively coping with the continual change we are experiencing. The writing lab gives participants the opportunity to synthesize their ideas on polity in a brief position paper on a current polity issue.

Human Significance: The Cultural Process: Analysis of cultural processes from the perspectives of both sociology and anthropology. The historical development of these disciplines, the distinctions between their perspectives on the social process as well as their interconnected contributions to the study of man, and their special relevance to the study of the educational, stylistic, and symbolic dimension of human sociality comprise the major foci of the module. Examines the role of symbolization in the social process and the extensive attention given the nature and function of symbols. Important points of confluence between the two disciplines that are contributing to the growing interrelation with other behavioral sciences--like the work of Duncan, Levi-Strauss, and Piaget--will be highlighted and the allied field of linguistics and cross-disciplinary approaches like systems analysis and communication theory will be touched upon.

Psychology and the Dynamics of Selfhood: Familiarizes the participant with the scope of contemporary psychology and with the schools that have shaped it. Emphasizes varying approaches to personality theory and development, neurotic and psychotic etiology, and psychiatric treatment and therapy. The current non-dogmatic character of the discipline, the roles of animal studies and cybernetics in simulation and quantification, and statistical measurement and testing are considered. Topical controversies--like the use and abuse of chemotherapy, theoretic popularization and misunderstanding, and cultural distortion in testing and norms--are treated in the lectures and seminars, along with such traditional issues as "nature versus nurture" and organic versus functional factors in psychopathology.

Art and the Transformation of Perception: A broad overview of the historical periods and forms of Western art and an introduction to some of the central questions of aesthetics. The diversity of forms, materials and styles of art is illustrated, using art slides, reproductions, recordings and readings. Beginning with unifying models and definitions of the arts in the first session, the second session explores the aesthetic experience and the responses men have made to it. The nature of creativity is examined in the third session, along with various images of the artist and his relationship to the creative process. The fourth session raises the question of the social effects of art and its role in human civilization. Readings by Langer, Copland, Edman, Krutch and others treat different artistic forms in greater detail and raise crucial aesthetic issues for arriving at an adequate understanding of art.

World Religions and the Images of Humanness: Methods for understanding and analyzing classical religious expressions within major world cultures and discerning the unique characteristics of fundamental human experience underlying these expressions. Objectives include acquiring a screen for delineating features of humanness which could be useful in interpreting motives behind cultural activities and world events, a grasp of the historical contributions of various parts of mankind to the universal human enterprise, an appreciation of world religions as expressions of life dynamics which play a critical role in the maintenance or recovery of the power and direction of a culture, and a feel for the spirit of the participant's own culture and modes of religious expression.

THE PRACTICAL METHODS

Methods of Intellectual Analysis: A laboratory in the methodologies of thinking and study, this module examines inductive and deductive forms of reasoning and proposes practical procedures for disciplined analysis of personal experience, imaginative works and intellectual texts. Contextual lectures offer basic theoretics and illustrative demonstration of the methods, while the laboratory sessions provide students the opportunity for practical applications of them. The fourth session designs the operating guidelines for individual and team study in University 13.

Emerging Forms of Global Nationhood: Immerses participants in the drama of international relations through lectures on salient historical and sociological background for ordering the complexity of world events, and workshops which elicit the participants' wisdom on international analysis and planning. Introduces the "gridding" process which uses graphic overlays on maps to create a rationale for global relationships based on a combination of geographical and sociological criteria. Grids become heuristic models for discerning the source of international tensions and developing strategies for responsible global citizenship.

Methods of Effective Articulation: Participants work with imaginably articulating relationships among concepts and ideas through model building, and then with using various modes of discourse to talk clearly and precisely about the models. Reviews the workshop methodology for a group to generate and categorize information, and the model building procedure to create imaginal form for retaining and using that information. Several types of heuristic models for analyzing space and time are described, and the use of geometric form and tensional images to reveal new relationships among concepts and ideas is explored. Two workshops give practice in designing and leading workshops as well as building models. Comparisons and contrasts of the major forms of intellectual discourse introduce principles of articulation, and the writing lab provides an opportunity to use and evaluate these forms. The field visit that closes the module is designed to have students use methods of articulation to increase the learning potential for themselves in dialogue with a technological specialist.

Methods of Instructional Planning: Provides training in the creation and presentation of effective reports and lectures, creation and teaching of seminars that reveal the significance of some article of prose, and design and implementation of integrated curricula. Preparation and demonstration of a four-hour module created within the context of a two-week curriculum utilizes all the intellectual methods in University 13. Providing opportunity for every participant to perform in a teaching role before a small group, promoting both intellectual and teaching skills, emphasizes the value of instructional capability for everyone, regardless of his chosen vocation.

Emerging Forms of Local Community: A series of workshops that bridge the national and familial dimension of culture by orienting participants to the primal function of the local community and its wider urban matrix. Analyzes the fabric, form and structures necessary for the city to exercise authentic care. Explains the unique attributes and problems and the dynamical relations of the Inurban, Suburban, and Exurban manifestations of urban society. Gridding and problem-analysis procedures are extended to the community level and worked through in greater detail by the participants. Images and possibilities for the city invite a new appropriation of urban life and point the way to effective participation in the renewal of local community. Opportunity for practical experience in community methods is provided by a field visit and analysis of selected representative neighborhoods.

Theoretics of Social Change: A laboratory in selected methods of social change, providing an analysis of representative historical and contemporary forms and offering guidelines for an effective twentieth century methodology. Reviews the methods which the participant has been utilizing in the earlier workshop and laboratory modules and locates these methods in the historical development of social thought. An attempt is made to sketch the broad range of social methods and the variety of theoretic bases for social change that have emerged in history and are current today. The concept of pilot social demonstration is introduced and analyzed as one effective method of change in contemporary society. Emphasis is given to enabling the student to be a thoughtful and perceptive observer of--and participant in--the social process. Corporate methodological expertise is developed in the laboratory sessions, and the groundwork is laid for the application of new methods of social planning and action in subsequent modules.

Methods of Social Planning: A laboratory using a number of social methods in a rational sequence to develop a plan for effective action within a local community. A nearby community is chosen as the imaginary setting for the planning laboratory and participants draw on data concerning this community gathered during their field visit in the *Emerging Forms of Local Community*. Demonstrates the practical possibilities for any group of local citizens to define their vision of the future of their community, to identify the objective contradictions blocking its realization, to create proposals for resolving these contradictions, and to develop the procedural tactics for implementing those proposals. Lectures provide an introductory overview of various approaches to social planning and the rationale for the stages and procedures employed in the laboratory sessions.

Emerging Forms of the Human Family: Engages the participant in the practical task of giving form to the family in this time of changing sexual roles, family structural experimentation, and serious re-thinking of the nuclear family's role in society. While asking the participants to take seriously the family bond, lectures examine the current sociological crisis and the emerging practical options for the family. Workshops involve the participants, as individual and married family units, in assuming responsibility for the direction of their own family life and for the future shape of the family in general.

Methods of Leadership Training: Preparation and staging of a one-day community forum, called Town Meeting, in which the University 13 community will discern challenges facing the nation and create proposals for meeting the challenges. The lectures and workshops are coordinated with staging the Town Meeting in order that participants can exercise leadership methods and then corporately reflect on the dimensions and values of enabling a group to accomplish its task. Examines several approaches to leadership, and then demonstrates how a steering committee could organize itself to stage a Town Meeting. Reviews methods of effective implementation which are then exercised by the Steering Committee in staging the Town Meeting.

THE FUTURE PROJECTION

Education and the Future of Man: This module is built on the assumption that throughout his lifetime everyone has a variety of teaching roles to play within society's broad system of education. Participants think through what it means to be educated and consider how effective universal education might be accomplished. A schema for interrelating various historical and contemporary approaches to education which is built around acquisition of new knowledge, application of useful skills, and transmission of cultural heritage, will be the backdrop of the entire module. Participants will create a statement of their vision of education and the challenges to educating mankind for creatively moving into a future filled with ambiguity, explore proposals for meeting those challenges and think through how they themselves might participate in implementing such proposals.

Vocational Planning in the Post-Modern World: A laboratory that dramatizes vocational struggles as the choosing of a life style that embodies the planned application of one's wisdom, skill and passion, such that one's sense of ultimate purpose is fulfilled. Workshops acquaint participants with a method for discerning the key contradictions to the issues he intends to address with his living, and creating both a timeline for enacting his decisions and a systematic plan for actualizing the timeline. The module closes with individual reports on current plans for vocational thrusts, group reflection on the planning methods, and a celebration.

Odyssey of Human Consciousness: A construct designed to allow the participant reflective time and tools to enable his gradual disengagement from the academic and corporate intensity of University 13 life. A more relaxed tempo is structured to encourage the participant's solitary reflection on what the thirteen-week experience has meant in his life. The mood of the Odyssey is quietly celebrative, with the faculty assisting the participants in activities and informal conversation designed to help them "pull loose ends together" and pursue some dimension of study that has excited them as individuals. Personal planning for the return to home and community is the keynote.

Reflective and Evaluative Symposium: Critical to any experiment is its careful evaluation, and this is the function of this module in the curriculum. Participant reflections on the curriculum and other dimensions of the experiment are elicited and recommendations for future innovation carefully noted by the staff. Participation by regular university faculty and officials in the corporate evaluational process is encouraged. A final celebrative meal and appropriate closing ceremony concludes the module and the program.

Harper

UNIVERSITY 13

PROSPECTUS

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SUMMER '73
RESEARCH ASSEMBLY
FOURTH WEEK
July 27, 1973
TEAM 4

122

I. THE INTENT

Man has stood on the moon and seen the earth as one global village. He is suddenly conscious of the necessity of learning to live for and with all the peoples of the earth. This example of incredible technological "know-how" was seen with wonder when contrasted with the horrendous poverty found over the world. This incongruity evokes deep questioning from all sensitive human beings every where. How is it that man can walk in space and yet does not feed the hungry? This shock and the resulting disenchantment is nowhere more evident than among the youth across the globe.

This makes understandable the fact that people everywhere have been questioning the meaning of existence and the value of the whole educational system, which is partially responsible for the gap between technology and caring for the needs of human beings. This causes the problems of education today, already complex, to become more so. As a result of the technical revolution, the emphasis in education has been in the arena of technical skills. This revolution has made available the most abundant and diverse resources in the world, and it has fostered the ability to achieve seemingly unlimited accomplishments.

One of the signs of turning toward new possibilities today is that questions are being raised concerning the nature and purpose of education. How do we educate people to live in a world of constant flux, where knowledge has mushroomed, where masses of people cry out for help, and where traditional values and methods are no longer adequate? How do we teach people to organize and interpret the immense, ever-changing accumulation of data? How do we equip masses of people so that they will have access to the social memory, current wisdom and operating patterns of society? How do we teach people adequate methods for making responsible decisions in the midst of overwhelming ambiguity?

Methods which prioritize and structure the vast amounts of twentieth century data are largely unavailable. Methods which enable man to relate knowledge to his life are almost entirely lacking. Without effective methodologies, most curricula require of students long years of study, rote memorization and regurgitation of facts. The result is student disinterest and general disillusionment with education. When formal educational methods are inadequate, students sense their study and themselves to be unrelated to life in any viable way. A reliance on a structure dominated by technology has produced highly specialized individuals with little appreciation for or understanding of humanizing concepts. The interior effect of super-specialization has created individuals with a reduced approach to life, thus fostering a lack of meaningful concern for society.

When education is no longer relevant to the deep significance of man's life, he feels that his vocation--even his knowledge--is unrelated to his concern for himself or others. It seems as though he quits caring about what happens to himself or to the world. Deep inside he knows that he does care about what happens, but he does not believe that he can do anything about it. He sees himself as a victim who cannot effect change. His dreams cry out for a more human

world, but he does not dare risk engagement for fear of being crushed by society. He yearns for meaningful participation in his work and his community, but he is frustrated by the lack of structures through which he can exercise his care. The motivation exists. It only awaits enkindlement.

The basic educational approach in our society must be reversed, and a new construct must be provided. Our contention is that not everyone must go to college today but everyone, in our complex age, needs "a college education." All who have the natural aptitude have a right to be enabled to participate fully in the drama of history as intentional, inclusive and future-oriented persons. All, not some, who are intellectually capable, must be equipped to engage authentically in the determination of the future because their future is the future of us all. They must be privy to the social memory, to the current wisdom, and to the operating patterns of our society so that they may effectively participate, on a variety of levels, in the decision-making processes that determine their destiny. They must be given a real opportunity to share in the general models of the twentieth century.

The most incisive move in such an approach is human education which enables a man to see the possibility of living his uniqueness and gives him the tools to participate effectively in life. It is a creative process, not an accomplished event. The irrelevance of formal education to life issues has perpetrated the image that education prepares one for life, rather than demanding that he participate in life. When learning is related to life and is meaningful to man, he is sparked to participate at every moment. Education is living life at every moment, combining the wisdom of the past and the vision of the future in order that the present moment have meaning.

What has been designated a human education ("liberal arts education") is the education of one's imagination. It is the aspect of intellectual development that provides the means for forging authentic images of the self in relation to the world. Every man has a fundamental picture of himself which he tries to emulate. This picture or image of himself controls not only his thoughts but his actions as well. Also he has the capacity of deciding out of what image he will operate. It is critical, then, that the focus of education deal seriously with man's decision-making ability. For, if man sees himself as a person who can indeed effectively engage in the civilizing process and take part in creating the destiny of the human race, he will risk participating rather than sit back and let someone else do it. This method of transforming a negative self image into a positive one, Imaginal Education, motivates one to engage creatively and responsibly in society.

II. THE UNIVERSITY 13 PROJECT

For over two decades the faculty of the Institute of Cultural Affairs has been working on new forms and approaches to higher education. First, they have developed a unique curriculum that draws together in a comprehensive form the cultural wisdom of our time, aimed at enabling authentic self-understanding and creative engagement in the twentieth century. Secondly, they have devised special pedagogical techniques geared to this form of educational pursuit where broad areas are dealt with in depth over a short period of time. Thirdly, the faculty has experimented with patterns of corporate living which provides the necessary context for such concentrated learning that results in changing practical social behavior.

As a result of this research and experience, the Institute is now prepared to launch a pilot experiment that will provide the equivalent of a "liberal arts" education for anyone interested in continuing his formal education in an intensive thirteen-week residential program. The project combines an appropriation of the core academic disciplines along with training in the practices of corporate life, directed toward the development of prowess in common reflection, decision-making and social participation. Although this pilot curriculum is ideal for the high school and college dropout, it can also be used with the college student, the housewife, the laborer, or any adult interested in continuing his education. This project (outlined below) will be effective for all who have the basic educational tools of reading and writing, and the skills of abstract relationships of simple arithmetic. But even among those deficient in these skills, with remedial assistance, the program is intended to be effective.

The project is to be carried out by a faculty highly trained for this educational enterprise. The format calls for a residential situation wherein the participants will live together throughout the thirteen weeks. Three such school quarters would be held a year. The fourth, or summer quarter, would be given over to the faculty for evaluation of the past year and further study and preparation for the following year. The key structures include the special curriculum and the residential arrangement which offer several crucial extracurricular supplementary educational opportunities. The faculty of the Institute is uniquely prepared for this kind of education. They have had long experience in the methods, course structure, and group work necessary for the education of the imagination. Much of their work has been with the dropout and the poorly motivated student. The faculty-student ratio of twelve-to-one is crucial here due to the comprehensiveness of the program and the educational level of the student.

The Curriculum

The curriculum underlying the thirteen-week project includes: the intellectual, psychological, social, and imaginal aspects of authentic human development. These aspects are intimately interrelated. The first focus of the curriculum is the sharpening of comprehensive skills in reading, verbal articulation and the capacity to order abstract relationships. Closely connected with this is the nurturing of personal uniqueness, which means knowing and coming to terms with the limitations and gifts, biases and hopes, hostilities and desires of the human

③ self. The third focus is the patterning of the roles a person plays in his family, work groups, in his community and national politics, and as a global citizen. It enriches the fundamental image or picture of each man in the actual world in which he lives, enabling him to be a free, critically intelligent, creative and responsible citizen in global society.

The Rationale

The first section (weeks 2-5) covers the cultural wisdom of our times by including the disciplines of sociology and history, natural science and philosophy. These courses enable students to appropriate the post-modern theoretical models embodied in the various academic fields. Nation/World and Community/Urban Complex are courses which give participants the opportunity to deal with the local, national and global communities by identifying problems and constructing forms for the solution of the problems. The intent of this section is to expose the communal wisdom so that the participants may appropriate the skills, accumulated knowledge, and methods of their culture.

The second section (weeks 6-8) provides the laboratory situation in which the participants can actually encounter the world. This is accomplished through the study of basic images of humanness, travel to another culture, and the corporate planning, preparation, execution and reflection on this trip. Such an experience not only expands their understanding of another culture, but also confronts them with an appreciation for people and their suffering. Transporting them to another culture will deepen their grasp of humanness when it is preceded and followed by structured study, reflection and the corporate writing of a documentary.

The third section (weeks 9-13) emphasizes that the participants interpret and give form to the data they have previously accumulated. The formal courses Psychology and Art, Individual and the Family and the laboratory situations call forth from the participants the release of both individual and corporate creativity.

The Interlacing Method

The total curriculum is laced together with a sustaining and nurturing framework for staff and participants. As the participant engages in University 13, he reflects on his participation--an exercise which builds self-hood in the midst of a corporate group.

Corporate meals are essential since they provide a time for personal and corporate reflection. Conversations are conducted at each meal which encourage each participant to examine the outside world as well as his innermost being. For example, the breakfast hour news conversation demands looking beyond a superficial level. Singing and then reflecting on the content of popular songs at the lunch hour requires each individual to involve himself in the universal-personal situation the song writer chose to address. Reading excerpts from selected writings at the evening meal sets the mind to brooding over the day's events and prepares it for the remaining demands of the day.

In the break before the evening meal a time for physical exercise is set aside. After the evening meal a more relaxed time is scheduled during which

C U L T U R A L R E V O L U T I O N S E L F I M A G E	EXPOSING THE COMMUNAL WISDOM				PROVIDING LABORATORY EXPERIENCE				RESTRUCTURING THE COMMUNAL WISDOM				E V A L U A T I O N A N D C E L E B R A T I O N
	APPROPRIATING SKILLS/KNOWLEDGE/METHODS				ENCOUNTERING WORLD				RELEASING INDIVIDUAL/CORPORATE				
	SOCIOLOGY AND HISTORY				BASIC IMAGES OF HUMANNESS				ANALYSIS OF SOCIETY				
	WORLD AND COMMUNITY				OTHER CULTURAL EXPLORATION				INDIVIDUAL AND FAMILY				
	SOCIETAL METHODOLOGIES				MOTIVATIONAL METHODOLOGIES				INTELLECTUAL METHODOLOGIES				
	NATURAL SCIENCE AND PHILOSOPHY				GLOBAL CELEBRATION				PSYCHOLOGY AND ART				
1	2	3	4	5	6	7	8	9	10	11	12	13	

ABSTRACT TIME DESIGN

		EXPOSING THE COMMUNAL WISDOM				PROVIDING LABORATORY EXPERIENCE				RESTRUCTURING THE COMMUNAL WISDOM					
CORPORATE REFLECTION															
M O R N I N G	I N T R O D U C T I O N	ACADEMIC				BACKGROUND PREPARATION				ACADEMIC					
		CORPORATE REFLECTION													
		A F T E R N O O N	I N T R O D U C T I O N	ACADEMIC				PRACTICAL IMPLEMENTATION				ACADEMIC			
CORPORATE REFLECTION															
E V E N I N G	I N T R O D U C T I O N			APPLIED METHODS				DEPTH REFLECTION				APPLIED METHODS			
		INDIVIDUAL REFLECTION													
		W E E K	1	2	3	4	5	6	7	8	9	10	11	12	13

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COMPREHENSIVE CURRICULUM

WEEK		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	INTRODUCTION	THE CULTURAL REVOLUTION		WORLD DAY	IMAGINAL EDUCATION (A)		SKILLS LAB CULTURAL EVENT	
2	APPROPRIATING SKILLS KNOWLEDGE METHODS	SOCIOLOGY AND HISTORY		WORK DAY	THE NATION AND THE WORLD		SKILLS LAB CULTURAL EVENT	DINNER AND REPORTS
3		NATURAL SCIENCE AND PHILOSOPHY		WORLD DAY	THE COMMUNITY AND THE URBAN COMPLEX		SKILLS LAB CULTURAL EVENT	
4		WORLD IDEOLOGIES		WORK DAY	SOCIAL METHODS		SKILLS LAB CULTURAL EVENT	DISCONTINUITY
5		GLOBAL MYTHOLOGY		WORLD DAY	LEADERSHIP LAB		CELEBRATION	
6		GLOBAL HUMAN IMAGES		WORK DAY	TRIP PREPARATION AND DEPARTURE			
7	ENCOUNTERING WORLD	T R I P						
8	RELEASING INDIVIDUAL AND CORPORATE CREATIVITY	STRUCTURED REFLECTION AND DOCUMENT WRITING		WORLD DAY	CORPORATE CREATIVE WORK		GLOBAL CELEBRATION	DINNER AND REPORTS
9		ANALYSIS		OF	SOCIETY		SKILLS LAB CULT. EV.	
10		PSYCHOLOGY AND ART		WORK DAY	IMAGINAL EDUCATION (B)		PARTICIP. DRAMATIC PRESENT ^{ION}	DISCONTINUITY
11		WORLD HEROES		WORLD DAY	MYTHOLOGY LAB		P.S.U.	
12		THE INDIVIDUAL AND THE FAMILY		WORK DAY	INDEPENDENT STUDY PROJECT		CELEBRATION	
13	CONCLUSION	R E C A P I T U L A T I O N AND C E L E B R A T I O N						

THE DAILY/WEEKLY TIME DESIGN

HOUR	THEORETICAL COURSE		LIFE METHODS	PRACTICAL COURSE		LIFE METHODS	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3	RESTORATION						
4							
5							
6							
7	BREAKFAST -- NEWS CONVERSATION						
8	LECTURE STUDY SEMINAR	WORK DAY	OR	LECTURE		SKILLS	
9				WORKSHOP		LAB	
10				LAB		LAB	
11	LUNCH		WORLD DAY DAY	CONVERSATION			DINNER
12	LECTURE			LECTURE		PREPARATION FOR & PREPARATION IN CELEBRATION OR CULTURAL EVENTS	AND
1	STUDY			WORKSHOP			REPORTS
2	SEMINAR			LAB			D I S C O N T I N U I T Y
3	PHYSICAL RECREATION						
4	DINNER -- GUEST SPEAKER/READING EXCERPTS						
5	PHYSICAL RECREATION						
6	CORPORATE CREATIVE ACTIVITIES						
7	STUDY						
8	REFLECTION ON THE DAY						
9	RESTORATION						
10							
11	RESTORATION						
12							
1	RESTORATION						
2							

television programs and commercials are viewed and discussed critically. Corporate and personal writing of songs, poems, stories and novels take place in the evening time of creative activities. A period of supervised study follows that.

A structured time of reflection concludes each day. Each hour of the day is recalled and charted in a solitary journal so that separate happenings of the day can be grasped as significant events of the participant's ongoing journey.

The Formal Curriculum

The focus of the curriculum is a gestalt of global culture. The aim is to interrelate the academic disciplines and to delve into the role of Western thought and its importance in the creation of civilization in the twentieth century and in relation to the cultures of the East and the South. The studies assume an experience with the basic facts of the academic disciplines, and are concerned primarily with their contemporary relevance and interrelatedness.

The studies are approached through:

- 1) contextual lectures which place the disciplines in the context of the times.
- 2) seminars in which significant cultural thinkers of the twentieth century as well as classical writers are studied in depth.
- 3) practical workshops and laboratory sessions which enable the participants to give concrete form to the more theoretical part of the curriculum.

The formal studies are scheduled in the morning and afternoon sessions, on Monday and Tuesday and on Thursday and Friday. Below is a description of each of the courses and laboratory sessions.

The Cultural Revolution is an introductory course on the post-modern world as found in its scientific common sense, its urban style of life, and its secular mood, which requires a willingness to deal with the demands of a changing world, skill at model building, and a decision to act concretely to renew our social context. The aim is to cultivate people of wide vision trained to perform the practical tasks demanded for full humanness in our world.

Imaginal Education (A) is an analysis of the importance of mental images in the learning process and how they may be changed in the existential approach to teaching. The study method of charting--gestalt readings for intellectual clarity and depth--is presented and experimented with.

Skills Lab deals with the fundamental techniques and development of reading, writing, simple arithmetic and speaking to enable the participant to be a responsible and integral part of society.

New

Sociology and History is a study of cultural wisdom pertaining to the social dynamics in the human community. The science of sociology involving analytical models for the economic, political and cultural aspects of society, is over against history, the objective, rational and existential appropriations of humanness.

The Nation and The World is an analysis of the situation around the globe economically, politically and culturally. The problems, goals and strategies for the future world are brought together in the creation of models for a responsible citizenry.

Natural Science and Philosophy is a study of cultural wisdom regarding the comprehensive grasp of human existence. The natural sciences of biology, physics, and mathematics are placed in relation to the philosophical approaches present in analytical, existential and metabil intellectual postures.

The Community and The Urban Complex is an analysis of the structures in the inner city, suburbia and outlying communities as segments in the metropolitan world. Model building methodologies are used to grasp a vision for local economic, political and cultural reformulation.

New
World Ideologies is an analysis of the ways in which man has systematized power, goods, and thought throughout history and in the present age. Nationalism, communism, and humanism as well as some of the major religious faiths are examined through representative documents.

New
Social Methods is a course dealing with the methods by which a community formulates its vision; analyzes its situation and formulates its goals and strategies; renews itself through tactical planning; and relates to the entire social process and takes responsibility for it.

?
Global Mythology is an approach to the major myths of man throughout history examining the process of myth development and the dynamic part this process has played in anthropology.

Leadership Lab deals with methods for working within a small group to develop leadership within a community for the task of reformulation. Goals, strategies, tactics and timelines are developed for inner city, suburban, and exurban communities in light of their problems and uniqueness.

Global Human Images is an analysis of the basic human images by which people live out of their distinct cultural inheritance. The articulated visions of cultural leaders in civilization today are analyzed in order to reveal the unique gifts of Africa, the Far East, Sub-Asia, the Middle East, Latin America, and the West.

Trip Preparation uses methods for organizing the trip in light of a comprehensive context. Models for study and research, organizational ordering, and task enablement are developed in addition to symbols which hold the group to its comprehensive context.

Structured Reflection uses methods for reflecting on and evaluating a particular project such as the trip. The work of the other labs is evaluated along with the work of the entire term through workshops and conversations in a discontinuous time-schedule. In addition, the applicability of the term to each participant's continuing work is drawn together.

Corporate Creative Work focuses on the preparation of decor, program and food of all cultures for the global celebration.

Analysis of Society is an analysis of the inter-acting social processes in the economic, political and cultural dimensions, the operating dynamics and necessary imbalances that result, and an investigation of methods that can be used to correct these imbalances.

Psychology and Art is a study of cultural wisdom relative to understanding individual human beings. The science of psychoanalysis is examined in its biological, social and rational schools in tandem with the impressionism, expressionism and existentialism of the arts.

Imaginal Education (B) is an analysis of methods that allow a participant to appropriate reporting, role playing, speech organization and presentation, as well as dramaturgy, mood, pace and style. Effective presentation and believability in drama are emphasized.

New
World Heroes is an analysis of the basic human images by which people live out their distinct cultural inheritance, with special emphasis on the cultural hero, both real and literary.

New
Mythology Lab is an experience in corporate myth creation in the context of the course on Global Mythology.

P.S.U. is a problem solving unit designed for a group to solve a real problem---emerging with a practical solution. Skills in corporate reflection, analysis and writing are put to practical use.

The Individual and The Family is an analysis of domestic life, the marriage covenant, family structures and the new image of the family as moving beyond itself. Through workshops new models are created for the roles of the sexes, the budgeting of life expenditure and the symbolic relationship of the generations.

New

Independent Study Project is a laboratory situation which provides each participant with the opportunity to assume total responsibility for accomplishing a task, utilizing previously studied methods and skills.

III. ANTICIPATED RESULTS

The University 13 model anticipates the development of the global citizen who understands himself to be a concerned individual who is striving to navigate spaceship earth. He envisions the planet as a web of sociological relationships which requires that his decisions and actions take into account the brotherhood of man. He acts out of a commitment to new decisions gained through a dynamical scheme of knowledge which imaginably organizes the human treasure trove of wisdom, and that commitment enables him to act according to the demand of history. The thirteen-week experience imparts to him the necessity for corporate action so that his personal uniqueness may effectively be injected into the civilizing process.

The curriculum is specifically designed to accomplish the following objectives:

That the participant

- 1) develop the appropriate methodological skills for transforming theoretical concepts into practical implementation,
- 2) take an analytical approach to life,
- 3) understand how the storehouse of accumulated knowledge is a part of life, and
- 4) acquire self-conscious awareness that gives him permission to make ultimate decisions concerning his life expenditure.

Intellectual and Societal Methodologies

When one develops prowess in using the intellectual and societal methods, he is able to organize the chaos and construct a model for the realistic solution to problems. During the thirteen weeks, the participant learns the techniques of charting, workshopping, and problem solving. The participant is capable of defining the contradictions within a particular arena and logically construct strategies and tactics designed to eliminate them and accomplish the goal. Finally, these motivate an individual to engage in society.

Analytical Skills and Methods

In addition to the acquisition of practical methodologies, an individual completing University 13 will be equipped with analytical skills, enabling a detached (objective) yet concerned approach to the issues of any problem at hand. Emerging as a critically intelligent citizen, he will possess the ability to step back and reflect objectively on the situation confronting him. His use of the intellectual and societal methods will allow him to recognize the imbalances in the social process. It will also provide him with an objective screen for identifying a specific problem of our times, and focusing on solutions to the underlying issue or the primary cause. This same style of detachment will enable him to test the usefulness of his methods, to foresee when a whole new approach is called for, and to discern the strengths and weaknesses of his specific models. Thus the man we are describing is able to keep his external and internal realities in clear perspective.

Interrelatedness of Life and Disciplines

After completing the proposed University 13 curriculum, an individual is able to live, relating his life experiences to what he is learning. He sees with clarity that: the psychological sciences communicate individual behavior by exploring how man motivates himself, relates himself to others, and examines his decisional capacity in those relationships; the sociological sciences involve the definition and building of structural models that relate the individual to his job, family, neighborhood, city, state, nation and world; the natural sciences can be seen in the light of their unique gifts as they relate to the understanding of the mysteries of the universe and the contingencies of life; the liberal arts curriculum provides cultural operating images of society that speak directly to man's own experience.

Social Responsibility

The experience of University 13 encourages a person to move through various stages of consciousness. Three aspects of that journey are: 1) clarity about self, others and world; 2) development of intentional style and stance; and 3) propensity toward responsible action. This person is a self-disciplined, decisive individual who faces responsibility with courage and is comfortable with the complexity and ambiguity that confronts him in everyday experiences. He sees the necessity of group consensus, yet can stand alone in taking the consequences of his own decisions and actions.

IV. PRACTICAL PROPOSAL COMPONENTS

In the construction of a practical proposal for the University 13 Project, the following components should be described in further detail, keeping in mind the specific interests of the institution or business to which it is addressed:

I. Project Creation

- A. Location and residential set-up
- B. Finances
 - tuition, room, board
 - scholarship arrangements
 - budget
- C. Recruitment
 - entrance prerequisites
 - homogenetic/heterogenetic groupings
 - large scale marketing
- D. Staff
- E. Time of year

II. Project Maintenance

- A. Rules and regulations
- B. Small group dynamics
 - size and staff ratio
 - tutoring
 - team structure
- C. Enablement
 - general cleaning and maintenance
 - food
 - health
 - participant role

III. Project Follow-up

- A. Evaluation structures
- B. Authorization
 - college
 - corporation
 - community
- C. Personal follow-up
- D. Replication projects

The Global Training Institute is three weeks of training in symbols, images and methods which articulate the post-modern shift in context and consciousness which has affected all twentieth century men and women. The intensification through repetition which occurs in a three week program makes the GTI a major impact instrument, in contrast with the initial stimulus of LENS or the first glimpse of Community Forum.

The primary emphasis of the GTI is awakening authentic selfhood and raising the question of profound vocation, within a global and twentieth century context. Through the sharing of practical methods for effecting significant social change, local leadership is given the practical vision and tools for rebuilding primal community. The program carefully weaves Spirit and Social Methods together by grounding its content in the profound human deeps and identifying the Spirit issues which every man and woman today is trying to articulate.

The program addresses itself to the questions, "What ~~is~~ the basic symbols and structure of the emerging intra-global movement?" and, "How will any meaningful thrust in primal community be sustained?" As the Spirit Movement turns increasingly towards the actualization of Global Community Forum, Primal Community Experiment, and Social Demonstration, there is an intensified need for an expanded network of decisional colleagues to initiate projects and provide sustaining local guidance. The GTI will provide the occasion for awakened groups to grapple with new metaphors of foundational life issues, and with the depth decision to engage in the lifelong task of practical care.

Since the "turn to the world" the Movement has been actively seeking practical methods which point towards new, post-modern forms of profound religious awareness, yet are consistent with traditional understanding. Various non-Christian and secular groups have already expressed an interest in an extended training program in twentieth century methods. The GTI is an experiment in the forms of the new pioneering community of global care. As a response to the already existing reality of the significant interface between Christianity and other religious and secular traditions, this course is designed primarily for those who do not stand in the traditional Christian faith. The GTI is intended to be a follow-up instrument for engaging those who have been impacted by LENS, Social Demonstration, Community Forum, or the Primal Community Experiment. It may also serve as an entry vehicle for the Movement into those nations where overt or covert religious programs are unsuitable.

The GTI will not attempt, however, to explore in this three week construct the transposing of the metaphors of another religion, such as Hinduism for example. This task remains for a longer construct which could enable more in-depth dialogue.

A two-year experiment to test and refine the Global Training Institute is proposed. In 1975-76 Four GTI's will be offered ~~throughout~~ during the teaching quarters on three geo-social continents, each linked to one of the eight Social Demonstrations and following by a quarter the Global Consult which launched the Demonstration. The initial GTI will be held in Quarter II in Oombulgurri, followed by a second on JejuDo in Quarter III, and two more in India and North America during Quarter IV. The second year will entail a doubling of the number of GTI's, for a total of eight during 1976-77. By 1977-78, we forsee an accelerated offering of the revised GTI's across the globe.

The revision process for refinement of the Global Training Institute program will consist of task forces assigned by the Global Research Assemblies held around the globe in 1975-76. These taskforces will review ~~each~~ each GTI and make suggestions toward refining the GTI model and constructs. This work will be pulled together by the Global Research Centrum for careful consideration in reworking the GTI model at the GRA in North America in 1976 and in 1977. Special attention will be paid to suggestions for modifying the overall design and flow of the course, the choice of specific papers considered especially suitable for use in non-Western cultures, and ~~alterations~~ alterations in the language of the lectures and section titles of the construct.

The following are five practical points of departure for implementing and reviewing the GTI in the upcoming academic year.

1. Centrum or Priors Council T/F to refine and push further work with the Authentic Humanness Course in regard to art forms as well as the location of alternative seminar essays (e.g. existentialist writings).
2. The same group to refine the Authentic Humanless lectures to include dynamics not held in the art-form type seminar materials.
3. Consider artform alternatives to the CS-1, RS IIIC, etc. seminars for the rest of the GTI curriculum.
4. Allow GTI faculty to struggle with the course content based on selected available material.
5. Create evaluation forms and hold faculty evaluations of each GTI, sending all recommendations and lesson plans to Chicago Centrum.

UNIVERSITY 13

1/16/75

COMPREHENSIVE CURRICULUM

WK		MON	TUE	WED	THU	FRI	SAT	SUN
1	THE INTRODUCTION: THE ORIENTATION AND THE CONTEXT	The History & Philosophy of Education				Collegium	World	
		The 20th Century Cultural Revolution		Documen.	The Laboratory: Imaginal Education		Celebr.	
2		The Self and Its Relationships		Documen.	The Think-Tank: LENS		Work	
				Discontin			Discontin	
3	THE FIRST TERM: THE COSMOS AND THE POST-MODERN WORLD	Science and the Natural World		Documen.	The Laboratory: Intellectual Meth.		World	
				Discontin			Discontin	
4		Dynamics of Human Community				Collegium	Work	
		History and the Great Civilizations		Documen.	The Workshop: The Nation and the World		Discontin	
5		The Modes of Interior Consciousness				Collegium		
		Philosophy and the Reflective Process		Documen.	The Lab: The End-of-Term Int.Meth. Event			
6	THE SECOND TERM: THE COMMUNITY AND THE GLOBAL CITIZEN	The Style of Corporateness				Collegium	Work	
		Human Sustenance and the Economic Process		Documen.	The laboratory: Intellectual Meth.		Discontin	
7		The Catalytic Dynamic in History				Collegium	World	
		Human Government and the Political Process		Documen.	The Workshop: The Community and the Urban Complex		Discontin	
8		The Experience of Mystery				Collegium		
		Social Methods and the Process of Change		Documen.	The Lab: Community Ldrship		The End-of-Term Excursion	
9	THE THIRD TERM: THE CONSCIOUSNESS AND THE HUMANIZING FORMS	The Ontology of Human existence				Collegium	Work	
		Human Significance and the Cultural Process		Documen.	The Laboratory: Art and the Humanizing Process		Discontin	
10		The Role of the Invisible College				Collegium	World	
		Psychology and the Consciousness of Self		Documen.	The Workshop: The Individual and the Family		Discontin	
11		The Transparency of the Ordinary				Collegium		
		World Religions and the Images of Humanness		Documen.	The Lab: Int.Meth		The End-of-Term Project	
12	THE CONCLUSION: THE REFLECTION AND THE RE-ENTRY	The Building of Social Responsibility				Collegium	World	
		Education and the Future of Man		Documen.	The Laboratory: Human Vocations		Celebr.	
13		The Odyssey: Engaging in the Long March of Civilization			The Symposium: Examination, Critique and Commencement			

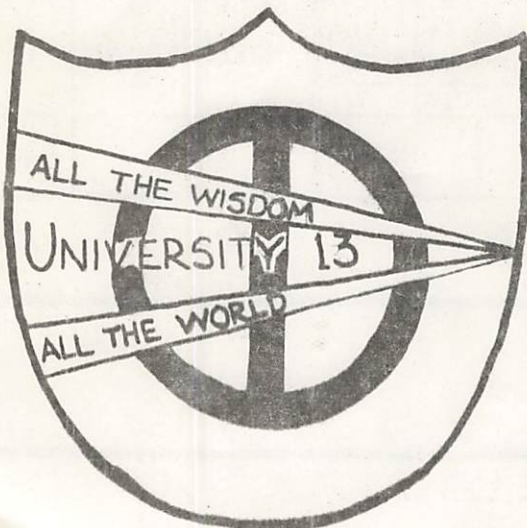
THE DISCONTINUOUS TIME

IN THE TWENTIETH CENTURY

EVERYMAN NEEDS A COLLEGE EDUCATION — BUT NOT EVERYMAN NEEDS TO GO TO COLLEGE FOR FOUR YEARS

University 13 is a genuinely revolutionary new approach to higher education in Century 20. A residential thirteen-week program of concentrated studies, it summarizes the scope and depth of contemporary man's accumulated wisdom. UNIVERSITY 13 provides serious adults of any age a foundational understanding of the humanities and the physical and social sciences as they have created the post-modern consciousness. A world-wide experiment utilizing tested innovations in imaginal learning, this intensive curriculum offers participants with diverse educational backgrounds a matchless opportunity to appropriate the rich wisdom of the journey of man and the practical methods necessary for significant participation in the creation of a human future.

REGISTRATION



Human Education
for
GLOBAL CITIZENSHIP
in
Century Twenty