

Consultation on Training for Metropolitan Mission

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Sponsored by the Urban Training Center for Christian Mission  
Chicago, Illinois

Participants:

The Rev. Don Benedict	Director of the Chicago City Missionary Society
The Rev. Stanley J. Hallett	Director of Planning, Church Federation
Prof. Donald Hanson	Chairman of Dept. of Architecture & Planning, University of Illinois
Mr. Thomas P. Malone	Director, General Plan Division, Dept. of City Planning, City of Chicago
Mr. Richard Massell	Director of Planning, Village of Oak Park
Prof. Jack Meltzer	Director of the Urban Studies Center, University of Chicago
Mr. Edward Parsons	Welfare Council of Chicago
Mr. William Robinson	Dept. of Social Welfare, Church Federation
Mr. Hiram Sibley	Director of the Hospital Planning Council of Metropolitan Chicago
Mr. Meyer Weinberg	Editor, <u>Integrated Education</u>
Mr. Robert Wheeler	Director of Dept. of Planning of the City of Evanston
Dr. Gibson Winter	University of Chicago
Mr. Paul Zimmerer	Mayor's Committee on Economic and Cultural Development
Staff of the Urban Training Center:	Morton, Luecke, Hargraves, Siegenthaler, Keating, Strom

The Consultation was chaired by James Morton who opened the meeting after dinner with a brief background of the Center and its curriculum development. The purpose of the Consultation was spelled out by the evening agenda which asked for a response to the UTC proposal for a Curriculum in Metropolitan Mission from the invited consultants in terms of the following categories:

- a. Structure of the proposed curriculum.
- b. Content.
- c. Field Placements--which systems?
- d. Supervisors within systems.
- e. Bibliography.

Stanley Hallett then presented the draft curriculum in its broad outlines.

Hallett: Proposal: Church Orientation section--three basic parts of this:

- (1) Rock bottom plunge
- (2) Issue plunge
- (3) Seminars

The key to any good experience in a field placement is with supervisors. Rather than look for sponsor agencies for trainees it probably makes more sense to look for people with whom to place trainees. Included in this is a major effort not just to record and analyze, but to look at what is happening and look to the future developments....where things need to be moving. This analysis has not dealt with and has not attempted to deal with the issues themselves. And perhaps this is the point at which your thinking might be helpful in terms of what are the major metropolitan issues.

Parsons: What is the purpose, what are you training these people to do? Are they going to be the movers, the catalysts, what is one of these men when he comes out of here going to do? What role does he play when using this material. Is he going to be the guy that is going to get something started? Is he going to try and sell it to other denominational executives?

Morton: After he finishes this, this may be the man who strives to get church program at a national level geared in to dealing with the major metropolitan issues across the country.

Hallett: He's really asking the basic question of what the role of Church is.

Hanson: In my experience with the Church I have never heard a sermon on urban crises. Does this mean that the Church would then become an organ of education, or at least in the sense of serving to activate people's interest? What role will the church assume in terms of an educational program?

Morton: It is certainly that, the demand of faith to make a man a servant but not only that; the clergy first has to get sensitized to what these issues are.

Robinson: Let's take a church that ten years ago was surrounded by a lot of people. The church is still there, the people have scattered, new buildings are going up. The slogan of the church still is the community-serving church. The minister believes this, but his best members have really gone. Now what relevance will a program like this have in re-orienting this man to what the problems really are, or how he can best serve the members of his parish which has become very much extended. Will this program be for this man in this kind of situation?

Hallett: Part of the problem for that man is that he is stuck in the middle of a situation where it is very hard to see where the handles are. The stuff that is being dreamed up in Washington is going to have a major impact on Chicago. We have only to look at the housing legislation which has been proposed in the last two weeks. This guy must know what he can do about the slum housing in his immediate neighborhood. What kind of role does the church play in enabling him

- Hallett: to get this kind of communication?
- Parson: Let me try my question this way. Is this man you're training going to sit on a committee, made up of people like those sitting in this room, which will decide how things ought to be done? If so, he needs a breadth of knowledge on the many issues that might come up in a metropolitan area. Or is his job to organize a group of people who will begin to do something about a particular problem? If I get some idea of which, or what, or both, is going to be answered, then I would have some idea how these pieces fit together.
- Morton: Our man will relate both to persons (specialists) who decide how things ought to be done and to the organizers of the action.
- Hargraves: It seems to me that the answer to Eill's question is a very simple one. We do have another curriculum for the man that Eill talked about--the curriculum for central city ministries.
- Robinson: This is a question, though, about decisive action at different levels or scales. The local community level, which is obviously the local parish, needs mobilizing in ways to relate to what's going on in the metropolitan structure. On the other hand, you also need mobilization on the metropolitan level. In some cases the church might help in organizing the group; in other cases the church might have a relationship to another group in order to shape understandings.
- Malone: Are these people ministers? What is their educational background?
- Morton: In most cases they are ministers. But they might not be in local congregations. Their background largely has been seminary. Quite frankly, one of our major problems in the churches is the increasing demand for the urbanist, the urban executive.
- Malone: It's easy to understand your dealing with embryonic bureaucrats in the hope to make them better bureaucrats; and that means primarily knowledge. And I can see from your outline that you intend to put the student in touch with plenty of knowledge, and valuable knowledge. But what bothers me is that you're also interested in a mission. This complicates matters no end, because I would think there would be a difference in curriculum just to make someone a specialist in knowledge, and curriculum to train for Christian mission.
- Morton: But part of "mission" is "service."
- Malone: Well, if it's merely that, I suggest you hire a service organization and spend your time otherwise.
- Hanson: The first conclusion that we have to make here is that the exposure is a remarkably short time, and it is not much more than a shock treatment at its best. And it can not be informative in terms of speciality--it's specialized only in a broad range of phenomena which are broad enough to cover literally every facet of our life today, certainly not of our future. So one would raise the question: whether the range of experience in the program would be

of such a nature as to no more than make the individual aware of the areas of concern--areas such as welfare, etc. If, in fact, it is going to stimulate these people to go further, then I think there is a problem with a shortcoming in the generalities of the program. This does give a very real identity with the critical problem at a personal level, but whether or not it does the job in terms of the full scope of the problem that they are dealing with is another thing; that's an extremely involved problem of exposure. It's a very ambitious thing to undertake in this length of time. I think that there should be no pretense that any of these people will emerge as a specialist in anything. They may be enlightened individuals.

Morton: I'm glad you brought that up. Specialist is in comparison with our general urban orientation. But in comparison with anyone of you here, representing one discipline, this is very much a generalist kind of man who is being trained. The post for which this man needs training requires first of all an exposure to the major areas. The other route, at real specialization, would be for the Rev. J. Doe to go and get a degree in a School for City Planning.

Hanson: But, if in fact, you are committed to the exposure, I think a great frustration would occur if a person had the exposure that you will be able to demonstrate for him but without the knowledge of direction within that range of frustration--where to go, where is the area of concentrating. He needs roads established for him in the city. If he is particularly disturbed by one aspect of the urban crises, at least the program would give him the exposure to be able to follow up that area of concern to the point where he can find Tom Malone in his office. So, guideposts have to be presented in this curriculum, so you don't get just a group of frustrated souls, which I might add are a dangerous type of people.

Meltzer: What concerns me is something else. I'm quite respectful of the process. There is an attempt to deal with many things in this period. I hope you are going to give this course at least twice so that you can learn after the first time how to do it the second time. The only thing that concerns me is there isn't too much time.

Morton: There is the option of stretching this curriculum to six or nine months. We would like to have some expression from you if you think that three months is absolutely too short.

Malone: I felt that the orientation was a little short in terms of realistic orientation to metropolitan areas that a person should have some knowledge of. It takes time to grasp what the structure of government agencies is.

Morton: The reason for shortening the orientation was quite specific: to have a much longer over-view period at the end after the guy had gotten his feet wet.

- Malone: This would probably work better for the student than for the agency where this person is placed.
- Hanson: I wonder if by initiating the program you don't also inherit the responsibility of a continuing information source, such as publications or some sort of informational device so the same soul would have the opportunity for continuing growth in the area, rather than being left to his own resources. In fact, couldn't this be an essential part of your research for the program?
- Parsons: If you take a student and sit him down and give him a mass of material to read just to understand the geological structure of Chicago, I can see where you'd want to do something like this. He'd have to get his feet in the water before he wants to get them wet. Then, following this, you could go around to some of the departments to relate why you have to have this information. But with a plunge into just one problem--you're never going to get any kind of picture of how they all interrelate.
- Hallett: This is the reason for the Work Group where each person would be reporting out of the different sections, each on a different problem.
- Wheeler: Do they meet in seminars for this early part? Do the students in different systems meet and exchange their reactions?
- Morton: We had assumed that a man would be working within only one system in the eight week phase but that his knowledge of inter-disciplinary work would come in the work group.
- Hallett: The problem becomes how do you organize the material. At least the basic sense here, I think, is that you organize material around the points that hurt, around the issues, and develop some initial sense about what these issues are and the points at which your own commitments grasp. And then proceed to build on that.
- Winter: Maybe it would help to set this up in contrast to what we're up against in the church. You've got the problem of understanding organization in the metropolitan world. You're dealing with religious institutions that are very diverse. At this point they are sensitive and even try to understand. It seems to me that the word 'mission' is confusing here. The program is addressing itself to a fundamental problem of conceptualizing and understanding what we are experiencing in the metropolitan world.
- Meltzer: Whether by trying to single out some kind of issue which can take a variety of forms, or activity, or however you want to see it, in a sense everyone is trying to relate to that issue in the light of this exposed experience.
- Morton: On one axis there is a common problem or issues; and on the other axis are the men in their various systems.
- Meltzer: It's a matter of technique. They can still be moving forward seeing how this all relates together, and then, when they come together, seeing their relationship could be useful as well.

- Malone:** You can work this program down into any number of ways in order to give the person as much as possible. This person should have enough knowledge to deal with an organization up to a point. I assume these people are not like university students in their first year. You have to assume they have a certain amount of experience and knowledge. The program, as I see it here, with one or two exceptions would fit the experience of any individual who wants to really understand the urban conflict. I don't think you are going to find any other solution, except perhaps what Jack was saying: a single experience with a common experience which would give you something to shoot against. Even the people in city government, if you ask them what they know about the rest of the city government, very, very few of them know how it really works. They'll never be planners but they will know systems. And I think this is sufficient.
- Sibley:** I'm very confused as to what we're supposed to be doing here tonight. In terms of techniques, if you could assign one or more of your students to take a particular problem and when you get through you could pull all the problems together so that the student sees the inter-relationships. I think the job of graduate education is to open doors for people so they can have a learning experience themselves. By giving them a problem to work at, then, as they encounter what they are working at and share it with groups in seminar process, then I think you have a technique that allows a person to know a lot about a problem and yet be exposed to a lot of other problems at the same time.
- Hanson:** In the fall when that group does complete its efforts, they should also have the experience of submitting that final report to professional criticism. Doing the total research with the benefit of exchange, then correlating that resultant information in the form of a group report, then to be submitted to a group of professionals.
- Robinson:** (Speaking about the Plunge) It seems to me that this is relevant in terms of preparing a student emotionally to do the next step, because if he goes through these categories, then when he gets around to his field work and comes face to face with the problems that people are caught up with in this web, and, by his having experienced this, it will prepare him to accept some of these issues and problems rather than just intellectually to accept them. Instead he will emotionally feel with the people. I think this is very important--the emotional preparation of the person to really dig into and relate them to the issues of the city.
- Parsons:** The other thing that has been bothering me in all of this is how does the student learn to know what he knows as a result of this. How does a student know what he has really learned in terms of process, of his own involvement, so he can translate this into a different situation.

- Hanson: If I may speculate this is one reason why it is necessary to submit his work to a professional group of critics.
- Weinberg: I think the idea of the Rock Bottom Plunge is good, but it's incomplete. You ought to provide for some of your trainees to have several days at about \$50 a day and let them go over to LaSalle Street where they can get a taste of another aspect which may ultimately hurt their guts more than what they learn in another part of town. I think you really ought to broaden the contacts. Also, jumping over to bibliography, Lincoln Stephans is mentioned, and I can't think of a better book for this kind of program. There is something peculiarly valuable about Stephans in this kind of program. Stephans had a very passionate approach to urban politics but it was non-antagonistic. It was always clear where he stood, but didn't prevent him or others learning more. Which brings me back to the matter of supervisors-- it's a good idea. But again it's incomplete. It would be well in a number of these cases to place a student with two supervisors--On different ends of an issue--I'm not speaking of mechanical balance, pro and con--but if we're talking about supervisors being good individuals, I know a couple and you know a couple and altogether we know a lot of reliable people. Then it shouldn't be too hard to get two people who are somewhat in different roles in this. I think we could give the student a view of urban reality which would be much more valuable than anything he could get out of either one. I think two supervisors would keep our minds on the value aspect of the whole thing.
- Benedict: I'd just like to mention some of the mundane things that I find these guys are not good at. The ability to arouse people, select staff, supervise staff, select Board members, mold and influence Board members, develop material for Board decision, how to subvert and change institutional structures, how to develop structures that are functional, this whole organizational pattern and I don't know where these guys would have gotten it--the men you would bring into the Training Center. You can give them all the content in the world; they can understand these things, but if they can't perform in this simple management techniques they're of no avail. And if you're talking about metropolitan ministry, you're talking about guys that can really swing a bureaucracy. And that's the skill.
- Morton: I wonder if we could focus for the next few minutes on Field Placements. What are the crucial systems for issues, (again, let's do it system-wise rather than issue-wise) within which our people should be placed? After that, let's spend some time tonight quite specifically on men within the area that you would suggest as supervisors within the systems of power, the organizations and the procedures of power that influence metropolis

- Sibley: My concern with systems is how you get things done. There are various systems to get things done. I think what we're really having to come back to is that you've got to do this as a church-centered kind of system. What is appropriate for the Church to get itself involved in to get things done? Which is the problem we were discussing earlier.
- Morton: Which is the question of mission, of goals, purpose and values.
- Sibley: Is there any particular value in having the Church get itself motivated to get better highways or something of this sort? Or is there any connection in here that makes it worthwhile getting absorbed in that, or are we much more concerned with the problems of tension?
- Hanson: The point that you should be aware of is that there is also a system in diagnosis. Symptoms are making themselves apparent all over the community. The natural reaction of our society today is to react immediately to the symptoms. There are very few organizations or persons in our society that recognize them merely as symptoms.
- Meltzer: You're basically trying to deal with those activities and those people related to those activities who are in a sense the critical interveners for shaping and performing a policy. This rules out a certain group of them. As I would see it, what you are trying to do is somehow to distinguish those activities which do provide the occasion for critical intervention in the policy-program process. You are really trying to deal with those activities that basically deal with the planning of the city. System--all those things which are critically shaping the city.
- Morton: What six or ten systems do you see as fitting this top priority description?
- Meltzer: I can mention some: planning activity, welfare, education.
- Robinson: Politics is as crucial as any one of these because it certainly affects what happens in both of these areas.
- Hargraves: My only question is who determines our norm for suggesting the priorities or the importance of systems? I'm thinking now in terms that things are changing. In looking at the city there are two points that are important--what it is and what it is to be. Not just in terms of the situation as it is, but also to look at it in terms of the recognition of a supervisor who may be one of the persons affected, rather than the decision-maker, may be of extreme importance.
- Meltzer: While I would grant that maybe I would understand a city best by examining its law enforcement, nonetheless I'm not really sure that I'd impact changes by dealing with the law enforcement system. That would be my only response.
- Parsons: If I may speak just with the concern of an educator now. One thing that is horrendous in education is canning experiences. By canning I mean pre-determining. The most stimulating procedure is the one self-realized. I wonder if it wouldn't be an approach to present them only at the beginning with a question: like, "why does urban renewal strike terror

in the heart of any man involved in it?" And then send them out into the communities and let them live in the areas that are in fact involved in urban renewal and let them set up what they determine the criteria to be....whether it be politics, whether it be the education problem, whether it be a problem of service to the community. Because this in fact can be the most real part of their experience--working with people and determining from the people and from their own limited knowledge what is the criteria of determination. What is the policy source coming from? Then let them attack it from that point of view. First of all, the students are given only an assignment of a sort; then they go out and search and find out what the problem is. They have to conclude what the problem is in their context and they have the opportunity of discussing it periodically with this review panel. I think this is the value of establishing a continual contact with a review board.

Weinberg: I think Mr. Meltzer was making a point that needs to be developed very carefully. That is when we are talking about things that happen in the city, we're talking about what is a policy and how do you change this policy to achieve certain things.

Morton: I'd like to get back to the analytical process that you started, Jack, which is helping us to delineate those systems on the criterion that you suggested of those that are the critical interveners within a metropolitan area. You mentioned three.

Meltzer: We have to get back to the question that has been asked before. What it is that you're basically after? It may be all these things, and then you've complicated this program. I'm not saying "ignore police brutality," but rather what it is you see growing up out of this training session. I think the list can be confined and that it is possible to stop at some point.

Weinberg: Obviously you can't apprehend any of the systems without your being in the system. This presents a peculiar problem in teaching a curriculum. Then does that mean that we are going to set out to teach or to inquire into everything about everything? Obviously not. You've got to make some arbitrary decisions. I think that every statement about what is true in Chicago in relation to any of these conflict areas is underlined by some kind of conception about how decisions are made in that area. So, regardless of the particular problem you deal with, there has to be some pretty important inquiry on the part of the students as to general system of decision. How on earth we can discuss this in Chicago, or any large city, without considerable tension in the economic situation? If I had my choice of placing students for this program, there are only three systems or areas. I might put on in the School System, but I'd surely put on in the First National Bank, Continental; let it go at that. I think we'd end up with a great deal of very significant information about why things click the way they do. Of course, one in Mr. Daley's

- Winter: Your concern is to help selected men in the church to understand what is happening in the metropolitan world. And I'm wondering as we talk if the real task here is helping them define problems. The real difficulty is how you recognize system, because there are different ways to recognize it according to what you understand to be the dynamics of the metropolitan area.
- Parsons: If you pre-determine the systems of study, then you are conditioning a person's prejudices. It may be that you start with a question and let a person evolve his own identity of systems. It might be a much more real experience.
- Winter: Maybe making the center of this program the problem of perspectives on the organization of the city. We have had listed here in the last hour four or five ways of understanding the systematic organization of the city. Each one of them valid and useful. Each way that you understand the city is another way of looking at mission.
- Wheeler: I can't help but feel that maybe in this framework in some way after the orientation process you should have enough time in your procedure that you could put students in different situations around the metropolitan area to really get a feel what the people feel about their problems. And start out with their defining their own problems.
- Morton: What would be the content definition of the orientation? You're presupposing that they have sufficient facility to identify in which system the problem that they discovered in a local community can best be solved.
- Wheeler: In your orientation it seems to me you are giving them an overview of metropolitan problems and systems to some extent. What I'm saying is that they will have an orientation to the problems before they go into the systems.
- Malone: It's a practical problem. You're placing these people not with a system in the abstract but with an agency of some kind. The agency in some way relates to a system, but it's actually an agency that they are going to go with. This seminar which Bob is speaking of is where the interchange among the various people will help to bring out their conception. I think the idea of outlying communities is something that should be stressed.
- Zimmerer: All I've heard this evening is the central city. The real problem along with the central city is the difference between the suburban area and the central city. If we're going to talk about the metropolitan problem, that extends from Milwaukee down to Indiana. If you're going to give training to people to understand the metropolitan complex, and I still assume you are talking about metropolitan mission, you've got to have that context in there somewhere, and you're not going to get it by talking about a single organization like Dept. of City Planning. Somewhere along the line I think you've got to put in here that

metropolitan base, and that metropolitan base is going to give you more and more trouble. I face my problems with the competition between suburban areas and central cities.

Morton: The point then, practically, of what you're saying is that one has to have multiple placement.

Zimmerer: Yes, with an overall general thing which everyone would have to deal with.

Robinson: If John Doe is going to work in the 24th Ward, he should know all the groups. The competitive forces in the ward, the vested interests, and those that are really throwing themselves against the status quo. If an issue arises, he is actually able to see what forces are working in the city. I don't see how we are going to focus on any of these systems here in Chicago unless the student has some awareness of what is happening in the political structure generally and how it operated in the part of the city he saw.

Morton: This thing stands or falls on the sensitivity of the so-called supervisor our person is with. Here's where you can be of the greatest help to us.

Zimmerer: I think that the first thing that you need is a job classification-description. What should a supervisor be? This could degenerate into the latest gossip. There may be some individuals prone to that. We want our people to have access to certain information. You have to give your people a sense of what it is that goes into decision-making. If you pick someone who has some insight into this, who can at least put the pieces together so he can at least know what he's up against.

Morton: What you're saying is that we want our supervisor to be a highly skilled analytical man. Take your system, who do you think we should approach?

Zimmerer: I think you should address a letter to the mayor. It will go into the right channels.

Malone: If you revise your program and present the total program you would get someone who could give you that kind of insight. You've got to give the supervisor the same amount of time to orient himself.

Morton: How much time, in a sort of ratio, would you spend time with the trainee in actual analysis and dialogue, and how much time doing a project for you?

Malone: It varies. At least twice a week he would have to be allowed an hour's discussion.

Robinson: What are the mechanics of the hour's discussion?

Does he record the interview and then go back to it.

Malone: He doesn't actually record it. The learning manifests itself in the terms of the work he produces for us. But the discussion is a two way deal.

Morton: Meyer, within the School System, what persons do you see?

Weinberg: I can't put the light on without it looking political. Every department of education, and the university does this extensively...they place practice teachers.

Hanson: It seems to me that we have to do a lot more thinking about what is the role and function of a man in metropolitan mission. I think part of our problem

