"We Are Here: Ojai Focus"

"Transition Design in Practice"
Meeting Tuesday July 31, 2018

There are times when one has to go slow, then not.
I found it very hard to follow the thin line of abstraction
(that was mentioned) during the community meeting.

I did agree that we need a social anthropologist to unearth
the voices of Ojai's silent population of Ojai. Obviously,
there is a divided population, city, unincorporated,
workers and novices.

Design is the process of building order.
Entropy is the reverse, disordering. Chaos is it's child.

I think that when everyone is beating around the bush and
trying to offer platitudes about their subject, you are
listening to chaos in the making.

Now I know you have met that challenge in other groups
before. So I may be the one who needs a framework,
something to hold onto, to bring order to the discussions.

The WDI (Disney) art directors told stories to give the
artist a plan to create visual concepts around.
Maybe this could be put into play here, because that's how
they were able to make connections with out alienation.
When someone tells a story, the end of the story is your
design. It is "you" because "you" are designing and drawing
to answer the story.

The one lane road story?
How do we change this story?
The traffic at end of work?
The water well?

A story has the freedom to lead the problem into light.
The story brings the player out so that we can discuss it.
I believe that's what you were talking about yesterday, to
deal with the multitude of diverse ideas.

There's the hospitality then there's a tax on hospitality.
A restaurant which is a little bit different probably but I
don't know those details and maybe if I did I would just be

bogged down with too much information. That's where this
meeting seemed to go at times to too much information with
no places to put it, but that's your research part, not the
organization or the design end of it yet.
Often one needs a symmetrical design in making products but
you can also have a asymmetrical design in programs that
deal with unknown qualities of what people are looking for.
What I mean by asymmetrical is that the end result is a
free-form idea that encompasses all of the qualities that
you were looking for (and doesn't address any one
particular point without compromise). Maybe that's what you
were actually trying to tell us at the beginning of this
presentation. The presentation actually begins to reflect
the consensus, if you're looking to solve a problem in a
multifaceted way. Does it actually solve the problem or is
it just avoiding the problem and passing it down the road?
Interesting.

Might be how you go with the entropic model now, and make
sure that you were gathering concepts and ordering things,
when in the end you don't want to impose the order. You
were looking for the order to come out of the process. It
is the ordering of sorts, the anti-interview, the slowing
down, cold, ultimately to randomness. Good, orderly, ideas
and concepts (organized) relating to the people who have
those thoughts.

Let's take an example of something that does disturb
people: the road has not been fixed for a year and a half
right near the quarry (as a narrow road) and it has a one-
lane light. It is likely that many houses were lost in the
fire since all vehicles were stopped due to the one lane
passage.

There is same thing happens with the building department
after the fire. They don't have a clear picture. We've been
trying to get a permit on an accessory dwelling which was
not in compliance. No building is ever in compliance
(when you go into the building department).

Somehow, those issues have to be raised for a very small
portion of Ojai (who are trying to rebuild and suffering
with the policies after the Thomas Fire).
You talked about it right in the beginning and expanded on
it in the Q&A.
I don't know how to address those issues in this forum.

Written stories for Ojai Transitional Design is fantasy until it "walks" on it's own, baby steps are good. The question is which question should be the "question" to elicit a dialogue for developing a city plan. It is both physical planning and philosophical rendering. Real or ephemeral planning is a rendering in shades. I will bring in Da Vinci's ideas here:

"CHAPTER I2
The Mechanical Arts MACHINES

Leonardo's interest in machinery was linked to his fascination with motion. He saw both machines and humans as apparatuses designed to move, with analogous components such as cords and sinews. As he did with his anatomy drawings of dissected bodies, he drew machines disassembled-using exploded and layered views-to show how motion is transferred from gears and levers to wheels and pulleys, and his cross-disciplinary interests allowed him to connect concepts from anatomy to engineering.
Other Renaissance technologists drew machines, but they did so by presenting them in completed form, without discussing the role and efficiency of each component. Leonardo, on the other hand, was interested in a part-by-part analysis of the transfer of motion. Rendering each of the moving parts-ratchets, springs, gears, levers, axles, and so on-was a method to help him understand their functions and engineering principles. He used drawing as a tool for thinking. He experimented on paper and evaluated concepts by visualizing them.

Take, for example, his drawing, beautifully shaded and in perfect perspective, of a hoist in which a lever can be rocked to ratchet up toothed wheels and lift a heavy load (fig. 52). It shows how an up-motion. The assembled mechanism is on the left side of the page, and to the right is an exploded view of each of the components.

Many of his most beautiful and meticulous drawings explore how to make sure that motion stays at a constant pace, without slowing down, when a coiled spring slowly unwinds. In the beginning, a tightly wound spring transmits a lot of power and causes a mechanism to move quickly, but after a while it has less power and the mechanism slows down. This can be a serious problem for many devices, especially clocks. A major enterprise of the late Renaissance was finding a way to equalize the power of an unwinding spring.

Leonardo pioneered the depiction of gears that solve this challenge by using the spiral forms that fascinated him throughout his life….” Leonardo Da Vinci, by Walter Isaacson.
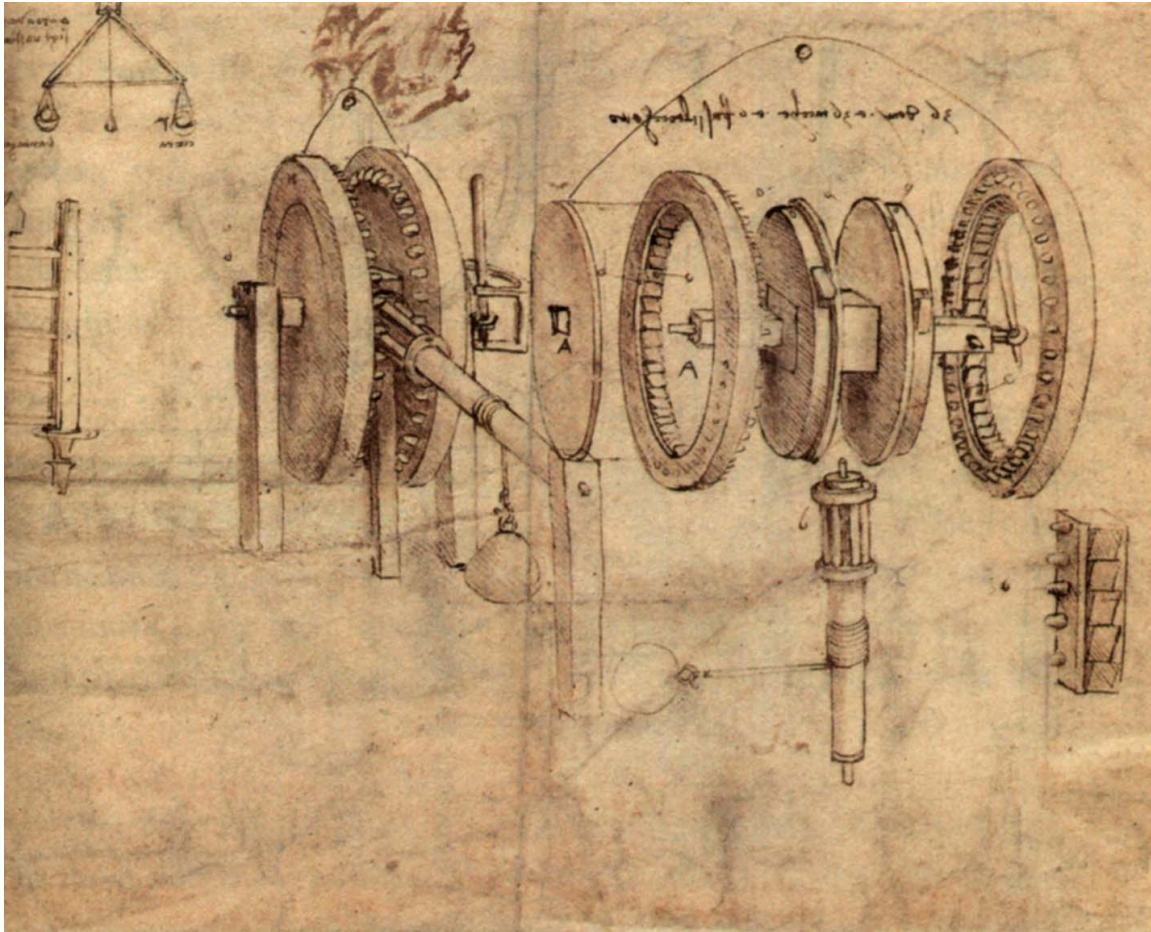

Fig. 52. A hoist with view of components.

I bring this quote and drawing to reinforce the concept that; there are graphic means to solve very complex issues, graphics are just the visualization of the inside of the mind.

The next section is to try to explain how a single concept can develop a far wider solution, which cannot be attained through traditional means.

Back in October 1987, Paul O'Neill gave his first speech as CEO of Alcoa, the aluminum manufacturing giant.

Investors were nervous, since Alcoa had faltered with failed product lines. But O'Neill didn't talk about profit

margins, revenue projections, or anything else that would be comforting to Wall Street ears.
"I want to talk to you about worker safety," he began.
The room went silent.

"Every year, numerous Alcoa workers are injured so badly that they miss a day of work," O'Neill continued. "Our safety record is better than the general American workforce, especially considering that our employees work with metals that are 1500 degrees and machines that can rip a man's arm off. But it's not good enough. I intend to make Alcoa the safest company in America. I intend to go for zero injuries."

The audience was bewildered. As Charles Duhigg relays in the "Power of Habit," a furtive hand went up, asking about inventories.

"I'm not certain you heard me," O'Neill continued. "If you want to understand how Alcoa is doing, you need to look at our workplace safety figures."

For the new CEO, safety trumped profits.
Investors ran out of the room as soon as the New York-based presentation finished. One sprinted to a payphone and called his 20 largest clients.

"I said, 'The board put a crazy hippie in charge, and he's going to kill the company,'" the investor told Dunhigg. "I ordered them to sell their stock immediately, before everyone else in the room started calling their clients and telling them the same thing. It was literally the worst piece of advice I gave in my entire career."

The emphasis on safety made an impact. Over O'Neill's tenure, Alcoa dropped from 1.86 lost work days to injury per 100 workers to 0.2. By 2012, the rate had fallen to 0.125.

Surprisingly, that impact extended beyond worker health. One year after O'Neill's speech, the company's profits hit a record high.

Focusing on that one critical metric, or what Duhigg refers to as a "keystone habit," created a change that rippled through the whole culture. Duhigg says the focus on worker safety led to an examination of an inefficient

manufacturing process — one that made for suboptimal aluminum and danger for workers.

By changing the safety habits, O'Neill improved several processes in the organization. When he retired, 13 years later, Alcoa's annual net income was five times higher than when he started.

The new approach to safety led to a change in culture, O'Neill explained to Duhigg:

"I knew I had to transform Alcoa. But you can't order people to change. So I decided I was going to start by focusing on one thing. If I could start disrupting the habits around one thing, it would spread throughout the entire company."

It turns out that focusing on one, highly impactful habit can improve several routines — and the bottom line.

"Executives are in the unique position of framing safety as a corporate value and cultivating an understanding of and respect for safety throughout the organization. Famously, Paul O'Neill ascended to the position of CEO at Alcoa in the late 1980s with the intention of making Alcoa "the safest company in America." His vocal and relentless focus on driving safety in an industry rife with potential hazards resulted in Alcoa establishing a world-class safety culture and becoming one of the most financially prosperous organizations in the world".

The CEO of Alcoa turned the company around by focusing on one thing only, SAFETY. When that came into the picture it addressed every problem they had, he had found the KEY!

What is our KEY? Is there one problem which would have a cascading effect on the whole community?

If I mention WATER, as a Key, the whole community will agree, but can anyone make a difference. If we redirect the use of water, we still have a limited amount, which will come in conflict again.

I we try to change HABITS, as in the ALCOA example, there may not be anything further the community is willing to do too limit the uses.

If we could produce water (desalination), maybe that begins to effect the quantity, at a steep price, so habits will change by cost effect.
What are other KEYS that can be implemented that everyone will support?

What does Ojai produce good or bad?

Is there a product?

What part of Ojai is not desirable?

Is there Garbage?

Is there Carbon?

How does one evaluate the product with the goal?

If I were to consult with Paul O'Neill (from Alcoa) on a "key" to shape Ojai, maybe "Garbage" or maybe "Water" is that Key. It's different to recycle garbage than to not produce any. Is there a way to follow the effects of no garbage to our economy? Will it be a stigma or asset to the "Ojai" we love? This Key may not work, or if just starting has a small effect, then maybe other unforeseen good changes will happen. Will explore water later.

Below is: "The design of Inquiring Systems: Basic concepts of systems and organizations", given to me in a workshop hosted by Gene Bezene, who taught planning in Santa Barbara, c. 1980 (?).
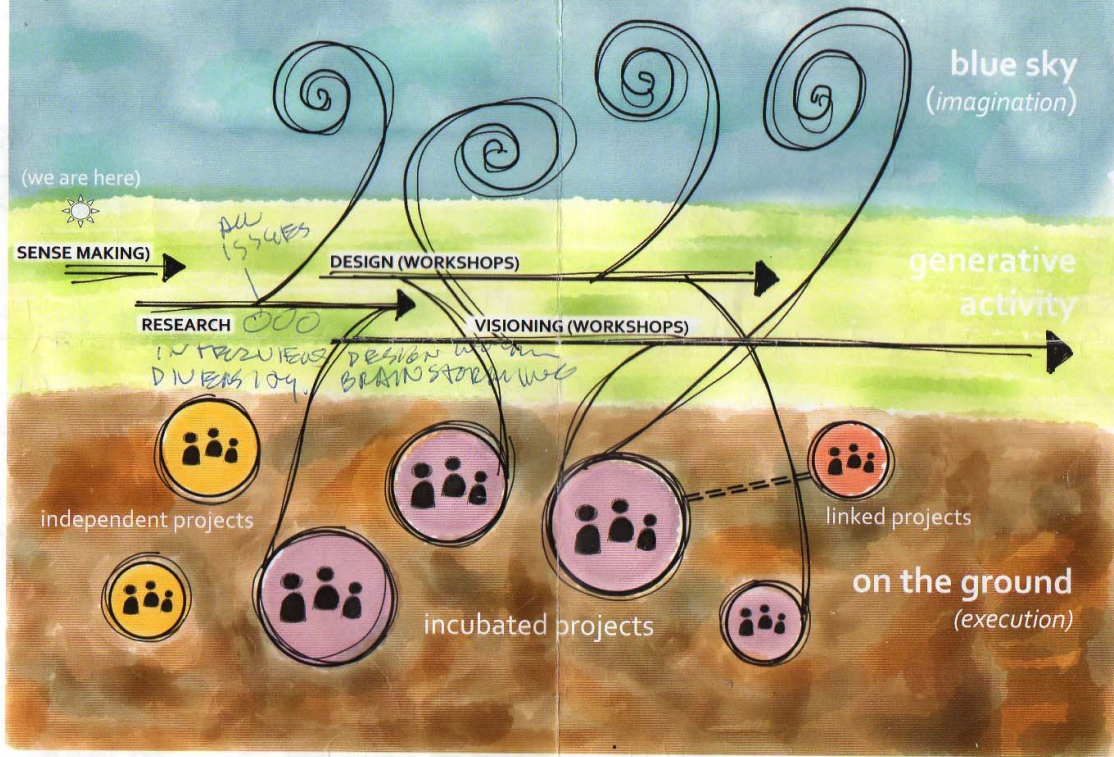
"The design of Inquiring Systems: Basic concepts of systems and organizations" C. W. Churchman, Basic Books, NY. 1971

from Churchman

1.   SYSTEM is goal seeking;

2.   SYSTEM has a measure of performance:

3.   There exists a "client" whose interests are served by SYSTEM in such a manner that:

> a. the higher the measure of performance, the better the interests are served, and
>
> b. the client is the measure of performance;

4. SYSTEM has components which "co-produce" the measure of performance of SYSTEM;

5. SYSTEM has an environment which also "co-produces" the measure of performance of SYSTEM;

6. There exists a decision-maker who, with his resources, can produce changes in the measure of performance of SYSTEM'S components and, hence, changes in the measure of performance of SYSTEM;

7. There exists a designer who conceptualizes the nature of SYSTEM in such a manner that the designer's concepts potentially produce action in the decision-maker, and hence, changes in the measure of performance of SYSTEM;

8. The designer's intention is to change SYSTEM so as to maximize SYSTEM'S value to the client;

9. SYSTEM is "stable" with regard to the designer in the sense that there is a built-in guarantee that the designer's intention is ultimately realizable.

Transition Design in Practice

(we are here)

blue sky *(imagination)*

generative activity

on the ground *(execution)*

SENSE MAKING)

RESEARCH

DESIGN (WORKSHOPS)

VISIONING (WORKSHOPS)

independent projects

incubated projects

linked projects

If I take one idea at a time, and that is GOAL.

Goal has to be moving (work).
Change has to be part of the mechanism, only change needs study.

This study should be product oriented.

How do we make transition and implementation a real solution.

WORK is distance times force.
One can calculate the work done by an airplane by using the equation: W = F x D For instance, if a model airplane exerts 0.25 Newtons over a distance of 10 meters, the plane will expend 2.5 Joules.

What would everyone accept?

What would be the most cherished position that we can possess as a city? A sense of well being, a city where everyone is creative and achieving recognition for what they love doing. Now how can we get there? What is the lowest common denominator? How do we distill the overall mind of Ojai, to the Essence of Ojai? Ojai Focus!

Maybe start with a child, where we think we know what that is. Then move up the ladder to the more complex desires.

Maybe look at Steve Jobs ideas to flesh out the Ojai essence: Steve Jobs, I, Steve

"Once you get into the problem... you see that it's complicated, and you come up with all these convoluted solutions. That's where most people stop, and the solutions tend to work for a while. But the really great person will keep going, find the underlying problem, and come up with an elegant solution that works on every level."

"Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations."

"At Apple, people are putting in 18-hour days. We attract a different type of person—a person who doesn't want to wait five or ten years to have someone take a giant risk on him or her. Someone who really wants to get in a little over his head and make a little dent in the universe. We are aware that we are doing something significant. We're here at the beginning of it and we're able to shape how it goes. Everyone here has the sense that right now is one of those moments when we are influencing the future."

"If you live each day as if it were your last, someday you'll be right. Every morning I looked in the mirror and asked myself: If today were the last day of my life, would I want to do what I do today? "

Perseverance

"I'm convinced that about half of what separates the

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successful entrepreneurs from the non-successful ones is pure perseverance.… Unless you have a lot of passion about this, you're not going to survive. You're going to give it up. So you've got to have an idea, or a problem or a wrong that you want to right that you're passionate about; otherwise, you're not going to have the perseverance to stick it through."

Smithsonian Institution Oral and Video Histories, April 20, 1995"

"It's not done until it ships."

Broad-Based Education:

"Reed College at that time offered perhaps the best calligraphy instruction in the country.… I decided to take a calligraphy class to learn how to do this.… It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me."

Commencement address, Stanford University, June 12, 2005"

"My job is not to be easy on people. My job is to make them better."

"If you haven't found it yet, keep looking. Don't settle, Never give up! You'll know when you find it..."

By Steve Jobs:

"I, Steve: Steve Jobs In His Own Words"

Graphics has not really been used, we can use graphics to

Solve many problems.

"McHarg Exclusion Method

Ian McHarg was a Scotsman who spent the majority of his working life in
North America as a professor of landscape design, a landscape architect
and planner.
He was once asked by a group of local residents to support them in
objecting to the route of a proposed road. In working towards a
proposal for an alternative route, he came up with the exclusion
method. The basis of his method is not to ask where
something should go, but to identify where it shouldn't go.
A base map is drawn and a series of transparent overlays are prepared,
each one mapping areas which are excluded for a specific reason.
e.g. In McHarg's original work on the road proposal, the subjects for
overlays included:
- too near to residential areas,
- forest,
- areas of wildlife value,
- marsh, and
- areas incurring extra expense, e.g. a bridge.

When all the overlays are placed over the base map, any area which
remains blank is "ideal", and areas which have the least
constraints can be considered - if the blank area is not sufficient.
The method can be used for placing new structures or plantings in the
landscape, including: settlements, individual houses, farm buildings,
new woodland and orchards."

5. Map Overlay Concept

Print

*Environmental scientists and engineers consider many geological,
climatological, hydrological, and surface and subsurface land use
criteria to determine whether a plot of land is suitable or unsuitable
for a LLRW facility. Each criterion can be represented with geographic
data, and visualized as a thematic map. In theory, the site selection
problem is as simple as compiling onto a single map all the
disqualified areas on the individual maps, and then choosing among
whatever qualified locations remain. In practice, of course, it is not
so simple.*
*There is nothing new about superimposing multiple thematic maps to
reveal optimal locations. One of the earliest and most eloquent
descriptions of the process was written by Ian McHarg, a landscape
architect and planner, in his influential book* Design With Nature*. In a
passage describing the process he and his colleagues used to determine
the least destructive route for a new roadway, McHarg (1971) wrote:*

*...let us map physiographic factors so that the darker the
tone, the greater the cost. Let us similarly map social
values so that the darker the tone, the higher the value.*

Let us make the maps transparent. When these are superimposed, the least-social-cost areas are revealed by the lightest tone. (p. 34).

As you probably know, this process has become known as map overlay. Storing digital data in multiple "layers" is not unique to GIS, of course; computer-aided design (CAD) packages and even spreadsheets also support layering. What's unique about GIS, and important about map overlay, is its ability to generate a new data layer as a product of existing layers. In the example illustrated below, for example, analysts at Penn State's Environmental Resources Research Institute estimated the agricultural pollution potential of every major watershed in the state by overlaying watershed boundaries, the slope of the terrain (calculated from USGS DEMs), soil types (from U.S. Soil Conservation Service data), land use patterns (from the USGS LULC data), and animal loading (livestock wastes estimated from the U.S. Census Bureau's Census of Agriculture).
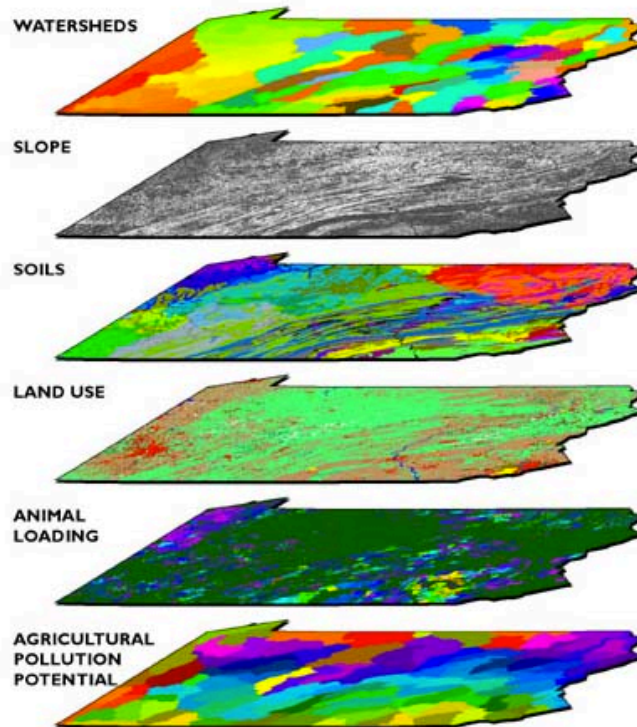

Figure 9.6.1 Diagram illustrating the map overlay process used to evaluate potential agricultural pollution by watershed in Pennsylvania.

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Ian McHarg: Overlay solution to road planning. Each area of importance was given a gray tone. All concerns were then overlaid on the master plan. The lightest gray areas were where the road would have the least impact. The road

followed the light gray route. This process may be able to be applied to many of Ojai's concerns. The Process has to be defined with tangible values.

"In the beginning of October, in the small Italian town of Troia, a pilot plant started sucking CO_2 out of the atmosphere and turning it into carbon-neutral fuel. In Squamish, Canada, another pilot plant is doing the same thing. In Switzerland, a third plant is capturing CO_2 to sell to a nearby greenhouse.

Run by two startups at the vanguard of the "direct air capture" industry, the plants use technology that can also be used for negative emissions-capturing carbon from the air to bury underground-something that the world will have to do at a large scale to avoid the worst global warming. (Climeworks, one of the startups, is already working in Iceland to capture CO_2 that is injected underground and turned into stone.) But they also point to another opportunity. Because the level of atmospheric CO_2 is equally high everywhere, capturing it and turning it into products can potentially bring back jobs to areas that have lost other industry." BY ADELE PETERS

Other than Garbage Ojai might start Carbon Sequestering, turning the byproduct into tangible commodity if that is possible. Have to look into that.

Now if I get back to a GOAL, what would it be? Spiritually? Physically? Organizationally? Demographically?

Would the goal be to have good schools? We are already there.

Maybe the development of the idea "school" as resource to the future. Not teaching what we know, but what we don't know. "Teaching as a Subservice Activity":

"It implies that the critical content of any learning experience is the method of process through which the learning occurs." "It is not what you say to people that counts; it is what you have them do." pg. 19
"The only place one finds such 'standards' is in a school syllabus. They do not exist in natural, human learning — with what the learner needs to be and to do in order to learn about learning, or indeed about anything." pg. 67, <u>Teaching as a Subversive Activity</u>, by Postman and Weingartner, Delta, 1969

Subversive Activity, by Neil Postman and Charles Weingartner.

"What is it that students do in the classroom?" the authors ask. "Well, mostly, they sit and listen to the teacher. Mostly, they are required to believe authorities, or at least pretend to such belief when they take tests. Mostly, they are required to remember. They are almost never required to make observations, formulate definitions, or perform any intellectual operations that go beyond repeating what someone else says is true....It is practically unheard of for students to play any role in determining what problems are worth studying or what procedures of inquiry ought to be used."

Schools, they urge, must teach young people to think critically about society, politics, and culture. To that end, they propose doing away with grades, tests, textbooks, courses, and full-time administrators. Teachers must abandon their traditional roles as authority figures and become more like consultants or coaches. No more "content." No more "subjects." No more "irrelevant" classes.

Instead, learning must become a process, not a product. Teachers should teach by asking questions—not questions to which they already know the answers, but questions that will get kids to think for themselves. Postman and Weingartner offer these examples: "What bothers you most about adults? Why?" "How can 'good' be distinguished from 'evil'?" "What are the dumbest and most dangerous ideas that are 'popular' today? Why do

you think so? Where did these ideas come from?" And so on.

The purpose of this "new kind of education," they write, is to create "a new kind of person," one who is "an actively inquiring, flexible, creative, innovative, tolerant, liberal personality who can face uncertainty and ambiguity without disorientation, who can formulate viable new meanings to meet changes in the environment which threaten individual and mutual survival."

In one chapter, they advise teachers to "try to avoid telling your students any answers, if only for a few lessons or days. Do not prepare a lesson plan. Instead, confront your students with some sort of problem which might interest them. Then, allow them to work the problem through without your advice or counsel." Now there's a subversive idea.

Senior writer David Hill is a founding editor of Teacher Magazine.

If you substitute teachers for designers or community leaders, there is a parallel. And if the student is the community, we have a potential dialogue, and or a series of questions, that we don't know the answers.

Do we need good entertainment? Theater? Music! Plays! We are almost there.

Do we need good hospitality? We are there.

Do we need housing for all demographics? We are short there.

Do we need physical therapy or exercise facilities? We are there.

Specialty venues: for hobbyists or professionals?

Art walk. Classic cars. Ecological Days! Earth-day celebrations. Hi-Tech days.

Bring in references to stories that explore the searching for Focus/Goals.

We have a library, where the future meets the present looking into the past, can we improve the way it is used?

Ray Bradbury: The little town where no one dies, all writers! Now and Forever discussing the library:

"We visited their deathbeds in their last hours. The dying sometimes speak in tongues. If you know the language of deliriums you can transcribe their strange sad truths. We tend them like special guardians late at night, and summon a last vital spark and listen closely and keep their words. Why? Since we are the passengers of time, we thought it only proper to save what might be saved on our passage to eternity, to preserve what might be lost if neglected, and add some small bit of our far-traveling and long life. We have guarded not only Troy and its ruins and sifted the Egyptian sands for wise stones to put beneath our tongues to clear our speech, but we have, like cats, inhaled the breaths of mortals, siphoned and published their whispers. Since we have been gifted with long lives, the least we can do is pass that gift on in inanimate objects—novels, poems, plays—books that rouse to life when scanned by a living eye. You must never receive a gift, ever, without returning the gift twice over. From Jesus of Nazareth to noon tomorrow, our baggage is the library and its silent speech. Each book is Lazarus, yes? And you the reader, by opening the covers, bid Lazarus to come forth. And he lives again, it lives again, the dead words warmed by your glance."

No library has ever been designed for the future; there has never been the need.

Everyone is concerned with preserving the past, why make a journey into the new untried waters?

There was a man (Now and Forever, RB) who once imagined a town where no one ever got old, where writing flourished! There was once a man who created an automated house that none lived in any longer.

There was once a man (RB) who stumbled onto a time machine, which went forward, or backward, depending on whom needed subjection, because it was not created for good.

There was once a man (RB) who created a world where the human race lived and died a full life in eight days, just eight days. By the time I finish this next line I will be two years older.

If all these ideas are floating in the air, why not capture them and put them on a shelf where everyone can enjoy the future?

We can't because we have not conceived of a space where the mirrors don't reflect our images; we can only see what is in the present or past.

A library (The Ojai Essence) needs to develop the future, live in the future, design the future, and be the future.

The new library (Ojai) has to have an outreach, to engage everyone! How?

Ojai will ignite everyone's imagination.

E. M. Forester: "The Eternal Moment" as an exposure to the ideal ruined the experience.

"The Machine Stops" as a decaying internal manifestation of the Ideal!

Automation is already taking its toll on the California economy:

"Education is usually seen as a young person's issue. But in a recent facilities maintenance class at InTech, the students ranged from early 20s to mid-50s, underscoring how mid-career workers also need places to learn."

"It's a really vexing problem — what do you do with that existing workforce where the occupations that are in demand are changing all around them?" said Kish Rajan, former leader of the Governor's Office of Business and Economic Development. "They're going to need new training, new skill-set development to be competitive." Melanie Mason, LA Times 10.14.18

Conversations with Chris Danch (10.15.18)

School board owns properties in and around Ojai that are at

present unused. The facilities could train (or retrain) a
new (or old generation) of learners, to leapfrog the
impending future problems. The problem is to create the new
model for (anticipatory dynamic) education.

Oil: Already run out of new fields, artificial reasons are
driving prices.

Water Purveyors and individual's wells: Already named on
suit by the Ventura Water, for all water districts and
individual wells.

Food: arable soil not being managed.

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