

SESSION I

THEATRE

WHAT ARE THE ARTS PROJECTING?

3p 5p

DINNER
5:45 6:45

SESSION II
WHAT IS HAPPENING IN THE WORLD?

7 p 10 p

SESSION III
WHAT ARE THE PROFOUND DEPTHS?

4a 6:30a

BREAKFAST
6:30a 7:30a

SESSION IV
WHAT ARE THE INDICATIVES?

8a 11a

LUNCH
11 a 12n

BREAK
12 n 1/p

SESSION V
WHAT IS THE STRATEGY?

1p 4p

HIGH TEA

CLOSING PLENARY

WHAT IS THE TRANS-PARENCY?

4p 5p

CREATING NEW DIRECTIONS
LEADERSHIP ASSIGN.

SESSION I

THEATRE

WHAT ARE THE ARTS PROJECTING?

D. DROWN
J. TRESISE

TRANSP.
C. VANCE
3p 5p

Hostess: K. Parekh

DINNER
CONVRSATN: Do. MCC
5:45 6:45
CONTEXT: L. MATHEWS

SESSION II

WHAT IS HAPPENING IN THE WORLD?

E. BENDEL
A. WRIGHT
B. BARKONY

7 p 10 p

SESSION III

WHAT ARE THE PROFOUND DEPTHS?

K. TOWNLEY
Symb: M.W. Moffett
Phases: S. True
HIST: K. Jones
DYN: B. GRIFFITH

4a 6:30a

BREAKFAST
C. PIERCE
6:30a 7:30a
Hostess N. Addingt

SESSION IV

WHAT ARE THE INDICATIVES?

M. CROCKER/
E. LOUDERMILK

8a 11a

LUNCH
K. PAREKH
11 a 12n

HOSTESS: ELSA LINGUIDO
CONVRS: MARGE ALLEN

~~BREAKFAST~~
12 n 1 p

SESSION V

WHAT IS THE STRATEGY?

~~L. SPENCER~~
C. SCHWOBEL
S. LACHMAN
S. TURNER

1p 4p

HIGH TEA

CLOSING PLENARY

WHAT IS THE TRANSPARENCY?

D. HAHN

4p 5p

MEN: DA McCleskey, B. BONNELL, B. Donnelly, K. Whitney, C. Hahn, B. St. Clair, A. Roberts, J. Morrill
GLUE + LACE FACTORY: Lyn. Mathews, Do. McC, M.W. Moffett, B. Barkony, CW (Music: J. Long) B.P.

WOMEN's PSU

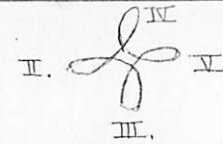
QUARTER II

THE SPIRIT OF THE PSU

CHICAGO NEXUS

DEC. 14,15 1980

DAY	SUNDAY		MONDAY		
SESSION	I	II	III	IV	V
MOOD	ANTICIPATION	IMPLOSION	URGENCY	RISK	SOLIDARITY
TABLE DECOR	WOMAN STATUE:POSTALS	candles			
	NAPKINS: gold/green	green/grape	burgundy/pink	yellow/orange	green/pale blue
MENU	COCKTAILS	DINNER	4 AM	BREAKFAST	LUNCH
	WINE PUNCH	TUNA SALAD/ TOMATO	ORANGE/HOT VI	EGG,CHEESE MUSH.PIE	CHICKEN POLYNESIAN
	CHEESE	MIXED GREENS	MUFFINS	FRESH FRUIT	SPINACH SALAD
	CRACKERS	ROLLS CAKE	COFFEE	ENGLISH MUFFINS	BISCUITS COFFEE
BACKGRND MUSIC	Ella Fitzgerald	B. Streisand	Carly Simon	Dinah Washington	Linda Ronstadt
SONGS	A New Life	I Am Woman	Its a Most Unusual	Cock Eyed Optimist	A New Life
	Lida Rose	Now We Will Live	Cabaret	On a Clear Day	I am Woman
	Now We Will Live	Hello Dolly	All the World is	Mame	Now We Will Live
RITUAL	OPUS 52	OPUS 52	OPUS 52	OPUS 52	OPUS 52
CONVRSATN	Theatre Art Form	HUMILITY	GRATITUDE	COMPASSION	REFLECTION
WORKSHOP		What World is Saying	What is Depth	What if the Context	What is the Strate.
SNACKS	See Above	9pm Oatmeal Cookies	See Above	Juice, Celery/p.butr	3pm Apples Yogurt
TIME	3pm 6:45p	7p 10p	4a 6:30	8a 11a	1p 4p
SPECIAL THINGS					HIGH TEA Special Breads Cream Cheese Spiced Tea



PRELUDE Session I	SIGNIFICATED PAST Session II	PROFOUND DEPTHS Session III	BASIC SITUATION Session IV	PROCLAIMED FUTURE Session V
RO: To create a common reference point relative to the women's revolution in the past 20 year	RO: Provide common knowledge and understanding of edge trends struggles and proposals being articulated by women today.	RO: To create the comprehensive context to allow women to decide the necessary style and role to be played by women in the next decade	RO: To articulate contradictions and illuminate indicatives that release creative ways of living with covenantal tensions.	RO: To discern the implications for the Order and society in relationship to being responsible for this revolution.
EA: To experience that our individual journeys have reflected the sociological journey of the last 20 years.	EA: To experience points of identification with the women of the world, as Order women.	EA: To experience creating and recreating images & symbols through recovering the profound role of women in history	EA: To be released from the frustrations arising out of unconsented directions and be given possibility to risk the new.	EA: To freely decide to participate in creating the leading edge of the revolution.
	PRODUCT: A statement summarizing "State of the Art" with a scenario of the new decade.	PRODUCT: Written statement and give talks to get handles on what that will look like for 21st Century.	PRODUCT: Proposals for dealing with the contradictions blocking the realization of our visions.	PRODUCT: Written paragraphs on strategic thrusts and initial implementing models.
I. Context - gather on 6th Floor. See who we are	I. Individual Scan 2-3 articles, valence	I. Group study: history, phasality, qualities, language, etc	I. Vision conversation and Contradictions b/s: World, Order, Work, family, self	I. Strategic Questions 3 Master Strategies
II. See play: "I'm Getting My Act Together and Taking It on the Road"	II. Art form data Soc. Process	II. Prepare 10 min. talk and back up paragraphs	II. Contradictions swirl	II. Swirl to Strategic arenas
III. Conversation	III. Group work: paragraphs: Scenario re future	III. Give talks, comments, reflection	III. Contradictions statements (TM form) Proposals b/s	III. Brainstorm implementing models
IV. Anticipations of PSU	IV. Read/reflection	IV. Edit and produce	IV. Proposals gestalt and statement	IV. Groups - clean strategies, paragraphs, 3-6 Implementing Models
Sunday Afternoon	Sunday Evening	Early Monday Morning	Monday Morning	Monday Afternoon

WOMEN'S PSU PREPARATION

GRC:Chicago

Nov 18, 1980

The 3rd preparation session was held with 15 women present, including representatives from the Chicago House. After a conversation on a selection from Golda Mier, a short seminar was done on Chapter 2 of The Managerial Woman grounding some of our unconscious perceptions as women. After a short time individually getting out where we saw ourselves being in 5 years, 10 years, and 20 years and writing out where we are experiencing conflicts which drain our spirit resources, we divided into groups to gestalt the brainstorm on Rational Objectives, Existential Aims, Images, Breaklooses, Timelines, and Conflicts. Results are below. Next we will begin work on procedures for specific sessions.

RATIONAL OBJECTIVES

1. Objectify the feminine dynamic historically and currently.
2. Articulate the edge of the revolution and future role.
3. Global Strategy
4. Order life as demonstration

EXISTENTIAL AIMS

1. Experience the risk of exposing and articulating the present pain and struggle of the women's revolution as lived out in the Order on behalf of the women of the world.
2. Occasioning authentic collegial dialogue that offers the possibility of new decisions.
3. Releasing excitement for corporate action and our own effectivity.

IMAGES OF PSU

1. Practical Operating Images:
Global, team, IMAGE-inal, variety of approaches, emphasis on conversation sharing informal in tension with a structure to take home and share with the globe.
2. Content:
Objectifying the situation - artform, seminar, conversation, heritage grounding.
3. Roles:
Self and other women

ANTICIPATED BREAKKLOOSES

1. External Strategy
2. Collegiality - common mode of operation
3. Individual Journey Enablement

TIMELINES

The Responses reflected a lack of ability to articulate one's concrete experience & therefore unclarity in how to state in concrete terms "A Career Path"

Implications & Proposals:

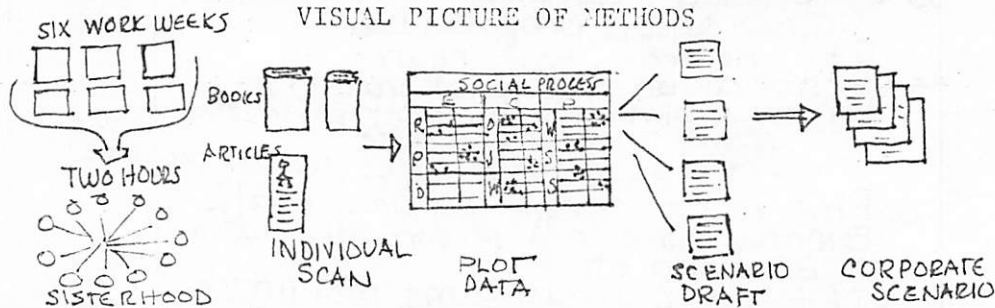
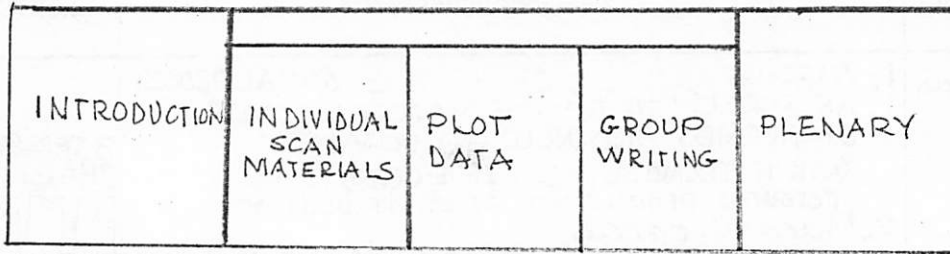
1. Study "The Managerial Woman" and articulate the patterns in the Order, ICA programs, and society.
2. Do career path workshop with concrete examples.
3. Include an exercise in writing 1981 assignment request.

CONFLICTS

1. A clash of covenants, such as the tension between meeting individual needs and the needs of family members and still holding the family together.
2. Unclear personal images of the future provoke a sense of treading water.
3. Inconsistent assignment rationales which reflect traditional images of women's task and ensuing tension when attempting to break these with male partners.
4. Not being able to structure the reflective time to build (and then push) missional models.

Three arenas appear consistently in all of the data: Individual Self-Awareness, Family and Order Covenants, and A Global Strategy for the Women's Revolution.

ORCHESTRATION CHART



SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRO- DUCTION	5min	<ol style="list-style-type: none"> 1. SING 2. RITUAL 3. SHORT COURSE: <ol style="list-style-type: none"> a. MASSIVE RESEARCH, QUICKLY IN TWO HOURS, WHAT TAKE ONE PERSON 6-40HR WEEKS b. TOPIC. STATE OF THE ART SCENARIO RE: THE FUTURE c. "DISC SYSTEM" TO PROMOTE EGALITARIANISM AND SISTERHOOD 		DISC STORY
INDIVIDUAL SCAN MATERIALS	30 min	<ol style="list-style-type: none"> 1. NUMBER OFF QUICKLY 1,2,1,2 EACH PAIR IS TEAM 2. DISTRIBUTE FOLDER WITH 2 ARTICLES TO EACH TEAM 3. LOOKING FOR TWO THINGS: <ol style="list-style-type: none"> a. PRESENT TRENDS - Current trends, "malfunctions" b. REVEALED EDGES - (Proposals for future New directions, what is indicated about next 20.yrs. from reading through data?) 4. PRINT IN BIG BLOCK LETTERS ON CARDS ex. <u>adi</u> <u>adi</u> <u>noun</u> SINGLE POVERTY INCOMES (50% of widows & singles have poverty incomes) WRITE EXTRA INFORMATION IN PENCIL ON BOTTOM OF CARD 5. WRITE TRENDS ON "X" COLOR CARDS WRITE EDGES ON "Y" COLOR CARDS 	Have card on wall <div style="border: 1px solid black; padding: 2px; display: inline-block;">BIG BLOCK LETTERS</div>	FOLDERS: 2 ARTICLES IN EACH MAGIC MARKERS TWO COLORS OF CARDS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS																		
PLOT DATA	30min	<ol style="list-style-type: none"> 1. WORKING AS TEAMS OF 2, USE SOCIAL PROCESS AS SCREEN TO DECIDE MAJOR LOCATION OF TRENDS AND NEW PROPOSALS. (ASK IF TREND E, P, C. IF ECON, is it resource, production or distribution) 2. Mark all cards 3. Let's take a sampling. Pick a clear trend and a proposal card. Get one from each team. 4. Read aloud and plot quickly. When all plotted, do quick reflection: <i>Where is the surprise</i> <i>Where is the evidence of trend or proposal</i> 5. Plot rest of cards, by having all Econ cards come to "A" person, all political to "B" person, etc. If trend, basically same, plot under same card. 6. Reflection: if you look at all 3 charts, what do you notice? Where gaps in research? Untapped arenas, What must be added? 	<p>3 SEPARATE CHARTS</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">E</td> <td style="width: 20px; height: 20px;">P</td> <td style="width: 20px; height: 20px;">C</td> </tr> </table>	E	P	C	<p>MASKING TAPE</p> <p>LARGE CHARTS</p> <p>SOCIAL PROCESS AS</p>															
E	P	C																				
WRITE PARAGRAPHS	30min	<ol style="list-style-type: none"> 1. DIVIDE INTO GROUPS WHERE SEATED ACCORDING TO NUMBER OF CLUMPS OR ARENAS. 2. GROUP TAKES ALL CARDS AND PUTS ON WALL OR BEFORE ALL OF GROUP <table border="1" style="border-collapse: collapse; text-align: center; margin: 10px 0;"> <thead> <tr> <th>Period</th> <th>Card</th> <th>Trend</th> <th>Example</th> <th>Name</th> <th>What means for eos</th> </tr> </thead> <tbody> <tr> <td>MALE</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 3. WRITE PARAGRAPH A. <ol style="list-style-type: none"> a. Name of trend, its location (economic, production, etc.) b. Describe trend and its component parts c. Ground with one local example d. What are implications for the future 4. WRITE PARAGRAPH B. <ol style="list-style-type: none"> a. Name of new proposal or edge in this arena, and brief description b. Give an example c. What is vision or latent hope revealed by these bubblings? d. Implications for future. 	Period	Card	Trend	Example	Name	What means for eos	MALE												<p>Assign one group to do Intro # on using past & present to discern & decide future</p>	<p>Drafts from Symposium image...</p> <p>Worksheet on Butcher Paper</p>
Period	Card	Trend	Example	Name	What means for eos																	
MALE																						
PLENARY	15min	<ol style="list-style-type: none"> 1. READ AS DRAMA... 2. REFLECTION. <ol style="list-style-type: none"> a. Phrases, surprises, larger trends. b. What would you say were leverage points c. What should concluding # say d. How title the whole scenario? 	<p>Assign team to type, do production</p>	<p>Typewriters Paper liquid paper</p>																		

ORCHESTRATION CHART

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
<p>SCAN, VALENCE ARTICLES</p>		<p>SINGING: 1. 2. 3. CONTEXT: 1. What out to do 2. How we will do it 3. What our product will look like for this session 1. Assign group by pairs to scan 2-3 articles</p>		

		<p>Songs Ritual Welcome Invite to feast. Conversation Context of PSU Handouts (if any) Announcements Send Out</p>		
SECTION	TIME	PROGRAMS	HOURS	DETAILS

<p>WOMEN'S PSU PROGRAMS</p>	<p>CHICAGO JAMES SECTION I DECEMBER 14, 1920</p>
<p>RO ORGANIZATION CHART</p> <p>To create a common reference point re the women's revolution in the past 20 years.</p> <p>EA To experience that our individual journeys have reflected the sociological journey of the past 20 years.</p>	<p>VISUAL PICTURES OF METHODS</p>

WOMEN's PSU

CONVERSATION: ART FORM: PLAY

"I'm Getting My Act Together and Taking It On The Road"

35 minutes

RO: To create a common reference point re the women's revolution in the past 20 years.

EA: To experience that our individual journeys have reflected the sociological journey of the past 20 years.

15 min

1. What scenes do you remember?
2. What lines?
3. What characters?
4. What were some objects?
5. What were some symbols?
6. What lines of the songs do you remember?
7. Where did you hear laughter?
8. What other responses did you hear?
9. Where were you aware of your own responses?
What were they?
10. What was the sequence of scenes?
11. What new consciousness was revealed in these shifts?
12. What were some aspects of the male lead's journey?
13. ...the female lead's journey?
14. What was he after?
15. What was she after?
16. What was this play about?
17. Assuming that the playwright was an intentional artist, what is the message the playwright was communicating?
18. What kind of play is this - e.g., Hamlet is a tragedy, All that Jazz is an allegory.
19. Why
20. If you were writing the end of this play in 20 years, how would you end it?

20 min

ORCHESTRATION CHART

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
OPENING	15 min.	Secular ritual: poetry and witness. See attached sheet Have coffee and donuts. CONTEXT: Last nit was context This morning we will indicate what our response is to the edge articles. Divide into four groups: 1. History 2. Phasiality 3. The Feminine dynamic 4. Co-creativity		
CREATE 4 LEVEL CHART	45 min.	1. Chart paragraphs that best depict the issues. 2. ^{Raise} Ask questions revealed in the chart. Ground with personal struggles relative to these issues. (examples) 1. 2. 3. Special instruction: history group create a wall of wonder from the data. Indicate Key turning points for women. 3. Return. Each group come up with a four level chart. Relate to the four categories of past present profound depths abyss/absolution		Session II backup
INTERLUDE	5 min.	SPECIAL SONGS		

SECTION	TIME	PROCEDURES	HINTS	MATERIALS																				
ARTICUL THE VISION	55 min.	<p>Articulate the vision emerging from these (expressed deeps). Make a vision declaration</p> <p>Each group has a four point screen. Pull together insights into a 4 x 4:</p> <table border="1" data-bbox="391 569 1143 800"> <thead> <tr> <th data-bbox="391 569 537 617">HISTORY</th> <th data-bbox="591 569 753 617">PHASIALITY</th> <th data-bbox="786 569 948 617">FEM.DYNAMC</th> <th data-bbox="980 569 1143 617">CO-CREATOR</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 632 370 674">past</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="272 680 370 722">present</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="272 728 370 770">abyss</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="272 777 370 819">absolute</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="607 814 948 844">Describes Our Journey</p>	HISTORY	PHASIALITY	FEM.DYNAMC	CO-CREATOR	past				present				abyss				absolute					
HISTORY	PHASIALITY	FEM.DYNAMC	CO-CREATOR																					
past																								
present																								
abyss																								
absolute																								
PLENARY	30 min.	<p>Vision statement (declaration). Write paragraph to hold the 4 x 4.</p> <p>Divide into teams for each column.</p> <p>Read to entire group</p> <p>Appoint prophet for fodder backup</p> <p>Songs</p> <p>Each group read statement</p> <p>Artform the statements.</p> <p>Reflect on the experience as a group on this</p> <p>Announcements</p> <p>Send out permeators.</p>																						

RO: To provide common knowledge and understanding of edge trends and struggles articulated by women today.
EA: To experience points of identification with the women of the world, as Order women.
Product: Scenario of the new decade paragraphs

ORGANIZATION CHART

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	ANIMALS
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INTRODUC TION
20

Songs

Conversation: (Humility)
1. Where have you experienced ineffectivity?
2. Where do you shake your fist at God (what can you not reconcile yourself to?)
3. I just don't have time to get angry over...

Context: Massive research in two hours that would take one person 6-40 hour weeks. We are dealing with objective data - looking at what they are saying. We will look at some of these again, but tonight we are interested in what the articles are talking about.
Spin on participation (see Barbara Barkony)
Product: We will look at the state of the art, create a scenario re the future.

SCAN MATERIAL
40 INDIVIDUAL

Number off quickly in pairs.
1. Context: We are looking for three things:
- present trends
- conflicts, concerns, pain, struggles
- leverage points - revealed edges

You will need to state each item in a 3 word phrase (adjective/adjective/noun) for example "single poverty incomes" At the bottom of the card copy the sentence this came from: "50% of widows and singles have poverty incomes".
Write the source on the back.

SINGLE
INVERTED
ITEMS
"SC%..."

2. Barkony
"The
gentle
society"

MASKING
TAPE
FOLDERS
MARKERS
3-COLOR
CARDS

SECTION	PROCEDURES	HINTS	MATERIALS
	<ol style="list-style-type: none"> 2. Write trends on "x" color paper Write conflicts on "y" color paper Write leverage points on "z" color paper 3. Distribute folders with 2 articles for each team. 4. Questions of clarity - context limited time. 		
<p>TEAMS PLOT DATA</p>	<p>10</p> <ol style="list-style-type: none"> 1. In team, using the social process as screen, read data and create cards (each team create <u>per article</u> : one trend, one conflict and one leverage pt. 2. Taking the social process triangle, code each card: Is it E,P,C? If E, then is it resource, production or distribution? 2. Mark each card E_r, P_j, C_{st} etc. 3. When completed, pass the cards to the end of the table and stack by plot. 		<p>SOCIAL PROCESS TRIANGLE (LENS)</p>
<p>REFLECT</p>	<ol style="list-style-type: none"> 4. When cards are all in stacks, reflect briefly: -In your reading, what did you notice? -Where were you surprised? -Where intrigued? disappointed? -where puzzled? -How many are in each stack? 		
<p>WRITE PARAGRAPHS</p>	<ol style="list-style-type: none"> 1. Divide group into appropriate groups where seated. 2. Give each group a portion of the cards to work with. 3. Assign one group to do an introductory paragraph on the humility conversation responses. 4. Each of the other groups write three paragraphs on their segment of the cards - sub divide each group by color cards. -Paragraph A: Trends: <ol style="list-style-type: none"> 1. Name the trend, its location in the s.p. 2. Describe trend 3. Ground with examples 		<p>(Over)</p>

SECTION		PROCEDURES	HINTS	MATERIALS
		<p>4. implications for the future</p> <p>-Paragraph B</p> <ol style="list-style-type: none"> 1. name conflict and location in the s.p. with brief description 2. give example 3. what is vision or latent hope revealed 4. implications for the future <p>-Paragraph C</p> <ol style="list-style-type: none"> 1. name advantage or leverage point 2. describe and locate in s.p. 3. give example 4. what are the implications? 		
PLENARY	25	<ol style="list-style-type: none"> 1. When all have finished, gather and sing 2. Read paragraphs as a declarative ritual 3. Reflection <ul style="list-style-type: none"> -phrases -surprises -gaps <p>-how title the whole scenario</p> <p>-what title give to this day?</p> 4. Announcements and send out 		

SECTION	PROCEDURES	HINTS	MATERIALS
	<p>4. implications for the future</p> <p>-Paragraph B</p> <ol style="list-style-type: none"> 1. name conflict and location in the s.p. with brief description 2. give example 3. what is vision or latent hope revealed 4. implications for the future <p>-Paragraph C</p> <ol style="list-style-type: none"> 1. name advantage or leverage point 2. describe and locate in s.p. 3. give example 4. what are the implications? 		
PLENARY	<p>25</p> <ol style="list-style-type: none"> 1. When all have finished, gather and sing 2. Read paragraphs as a declarative ritual 3. Reflection <ul style="list-style-type: none"> -phrases -surprises -gaps <p>-how title the whole scenario</p> <p>-what title give to this day?</p> 4. Announcements and send out <p><i>shallow political activism is a trend in political justice</i> <i>feminist activism is over against male dominated</i> <i>political systems -</i></p> <p><i>equal responsibility in decision making</i> <i>women willing to take on political roles</i></p>		

ORCHESTRATION CHART

RO: To create the comprehensive context to allow women to decide the necessary style and role to be played by women in the next decade.

EA: To experience creating and recreating images and symbols through recovering the profound role of women in history.

- PRODUCTS: 1) historical timeline 3) qualities paragraphs
 2) phases chart 4) survival kit

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRO- DUCTION	15	Tagore ritual Songs Context: Last night was context. This morning we will indicate our responses to the edge articles.		MARKERS CHART PAPER TAPE
CREATE RESPONSE	95	1. Pass out paragraphs written last night and selected articles. 2. Divide into four groups -history -phaseality -femine dynamics -symbols HISTORY Task: create a timeline - Wall of Wonder resources: <u>Underside of History</u> , <u>Sex and Power in History</u> , <u>Judy Chicago's Dinner Party</u> , articles from research. PHASEALITY Task: Tocrete a phasing chart (like Phase I's) for Phases II, III and IV. Resources: <u>Passages</u> , <u>Unfinished Business</u> , <u>Time and Myth</u> , articles from research. Research what is being said about phases and women's experience, brainstorm phases, pull together in a chart and write paragraphs. Name phases and present chart.		

SESSION II

WHAT'S HAPPENING IN THE WORLD?
Trends - Conflicts - Leverage Points

INTRODUCTION

Women today experience ineffectivity and inadequacy when attempting to counsel people in personal decisions as they try to bring order into chaotic situations or when failing to meet one's own goals and standards. Women demand change in situations where the combined demands of playing several roles overwhelm them and when they are forced to compete with stereotypical roles which limit their participation. Women today experience bracketing in two ways, one decisional and one catalyzed by a life of overwhelming complexity resulting in a sense of superficiality in both accomplishments and relationships.

PRODUCTION

A. TRENDS

Women are responding to perceived needs by establishing new employment patterns. Examples of this are that 20 percent of all secretarial jobs are unfilled. There is, at the same time a dramatic rise in the number of women in the job market, and there is an increase in the number of women who are self-employed. The implications of this are (a) that in order to diversify, training opportunities have to be provided, (b) change in nature or image of jobs traditionally held by women such as secretaries or waitresses is necessary.

B. CONFLICT

Inappropriate employment has to do with dissatisfaction from monotonous and untrained employment leading to stress and frequent displacement of women. Examples of this are mothers taking jobs that are less involving, a college-degreed woman not utilizing her training, and the Polish cleaning lady who can't speak English. The vision is that women would have meaningful work wherever they are. The implications are that there is a need for training and image shifting to allow women the capacity and will to take on new or renewed job positions.

C. EDGE

The edge in the economic, production forces, is home and work place adaptations in parenting and household responsibilities as the number of women in the force continues to grow. This is seen in experiments in adapting work to needs of parents such as child care at the work site, job sharing, and flex-time schedules. The implications are that roles are increasingly flexible with all family members sharing home responsibilities as well as employers taking particular responsibilities for enabling employee effectiveness.

RESOURCES

A. TRENDS

In the arena of Economic Resources the primary trend is more women in the work force. Related to this trend, women play a greater variety of roles and more aspects of their beings are elicited. Increasingly there are more older women in the total population, many of whom are poor. For examples in terms of working women, 40 percent of all mothers with children under the age of six are working. This has occasioned changes in family style, work style and family mobility.

B. CONFLICT

The female portion of the globe's human resource is an enormous untapped potential which is misused, excluded and underused in the economic dimension of society. This is seen in the fact that for every salesman's dollar earned a saleswoman earns 40¢. The needs of the globe demand equal opportunity and value earned so that the full potential of human resources are available.

C. EDGE

In the arena of common resources, the leverage point is that the world is ready for the release of its human resource--women. For example, the release of Muslim women from traditional seclusion; only 7 percent of U.S. families have a working father and a dependent mother; more women are taking new roles and positions in society. The implications are a) greater numbers are present within the work force, b) greater mobility on the work force and 3) wider application of acquired skills and utilization of gifts of womankind by history.

DISTRIBUTION

A. TRENDS

There is a larger number of middle-aged women who see the necessity to enter the job market. Women who are now middle age never expected to have to support themselves. Training, Inc. students are partially composed of middle-aged divorcees and widows. This implies a need for massive training programs for middle-aged women.

B. CONFLICT

A conflict in the arena of distribution in the economic process is that of unequal pay scales. An example of this is that in IBM a male computer operator is paid more than a female for the same work. A hope for the future is that every job have a salary assigned to it, regardless of who does the job. The implication of this is that competition will be fiercer for good jobs, that women will gain increased access to educational opportunities and that the images of who does what job will shift.

C. EDGE

Women as a Viable Channel For Economic Development: The advantage is the inclusion of women in the economic development programs and property holding, as seen in Cerde des Fermieres in Quebec developing handicrafts. The implications of this production and marketing in rural areas are (1) new openness to resources of women in rural development diversification; (2) shift of role and self-image of women becoming active in the economic world, becoming producers and (3) new family and community structures.

POLITICAL

ORDER

A. The trend of enforced educational equality in the order triangle of the political process, particularly in North America, describes the legislatively enforced programs to increase the number of women in universities, military academies and professional training programs. For example, between 1970 and 1977, there has been a 133% increase in women as post-high school students. HEW has been forced to hire 879 people to handle educational discrimination case backlogs. Major universities have begun women's studies, programs funded by Title 7 grants. The implications are the need for family support structures for women with children who return to school. Engagement of more women in the educational structures is forcing mutation in the thinking and mode of operation of the structures themselves.

B. In the arena of political ordering, the conflict is that our laws are no longer adequate to deal with ethical issues. In a time when our judicial structures require that we take a stand on ethical issues such as child custody, abortion, battered women and rape, our vision is a legal system with a clear ethical base for domestic issues. The implications are that a radical revision of our legal base and covenants must indicate rights and responsibilities in order to enable legal accountability.

C. In the arena of political order, the leverage point is more politically astute women. Women are getting the training required and becoming more competent by increased involvement in being both elected leaders and volunteers. Examples include Indira Gandhi, P.M. of India, Margaret Thatcher, P.M. of Britain and Ann Antenen, Ex-mayor of Hamilton, Ohio. Implications include an alteration of the decision-making process itself by the intrusion of the more intuitive; value systems becoming more inclusive, to include both the total population and images of what is just. There will be a shift from emphasis on common defense to domestic tranquility.

JUSTICE

A. In the arena of shallow political activism, feminist activism over against male dominated judicial systems reveals a vacuum in the symbolic judicial hierarchy of positions for women. For example, 2% of the federal judgeships are held by women, women get more severe punishment for small crimes than men for larger crimes, and wives cannot amass wealth. An increasing awareness of this will alter this imbalance.

B. In a male-biased political system, traditions, patterns and structures of justice have been and are created by and for men, and the assumption that these systems care for women has proven to be invalid. An example of this is

POLITICAL

JUSTICE - continued

a recent decision that a mother living with a man not married is an unfit mother, but a man in prison for murder is a fit father. The vision is that equity will require the participation of women in political and judicial roles. The implication for the future is increased numbers of women in law schools, judgeships and political leadership roles.

C. Affirmative action legislation provides the structural possibility for increased justice. The push for equal rights has shifted from passing legislation to the arena of enforcement through judicial procedures. An example is the formation of a coalition to recommend women and minorities for position in the Senate and Justice Dept. Implications are the task to get cases on record to set precedence; need for women's courage to take cases to court; and the issue of where to get funding to get cases to court.

WELFARE

A. Decisionally employed women mean more women involved in the policy making process - as exemplified by Jane Byrne's Mayorship, Margaret Thatcher's P.M.ship, and Judy Tressie's assignment to Richgrove. Implications of this trend are the threat to men of women centered conferences and the lack of contentment of women with their assumed role as homemakers only. Men must reconcile themselves to having women in the boardroom, and women will have to realize their personal risk.

B. The conflict is degrading societal roles. Women show up in many arenas of society in limited positions. This is reflected in the market place by unequal employment opportunities and retirement benefits; poor women heads of families; inequality before the law; identity crises in these changing roles. This implies continuation of inequality until such time as a profound change in social attitudes is occasioned in our structures of society.

C. The advantage in the arena of corporate welfare lies in tapping the corporate power of women to bring men and women across the globe into a new era of freedom legislative justice is still an edge in many parts of the world. An example is the demonstrations of Indian women against dowry practices. This leverage provides a structural frame for permission in creating un-legislated changes.

CULTURAL

WISDOM

A. TRENDS

The increasing consciousness of women's role in society as decision makers capable of managing their own affairs affects all social structures. For example, women are increasingly becoming involved in legal and management jobs. This is affecting the shift in educational courses being requested and calls for the balancing of male/female roles in all social structures.

B. CONFLICT

Society operates out of inadequate images and role models for appropriating female humanness in the post industrial age, which points to a dysfunction within final meanings on the wisdom pole. For example, women experience conflicting managerial assumptions on the job due to basic social uncertainty about woman's role (i.e. Mary Cunningham). The vision of hope lies in the current sense of urgency that inclusive, authentic screens, images and role modes be developed. The implication is that women move beyond individualistic images of "the new woman" to demonstrate actual methods of success which can be employed by all women to eradicate the "psychology of oppression" trap.

C. LEVERAGE

Experiencing yourself as fully equipped, comprehensively informed and having the life understanding that propels you to fully engage in any of society's dimensions that you so choose, as seen in new levels and breadth of engagement in all of the sectors of society by women today. Yet, needed are increasing training opportunities for women in technical, scientific and management skills; publicly projecting images of the effectively engaged woman; and recreating the common understanding of women's role in history to extend the practical possibility for significant engagement.

CULTURAL

STYLE

A. TRENDS

In the arena of communal style there is a trend toward authentic female selfhood. The search for authentic female selfhood is shaking the social foundations and demanding new relationships. The traditional family make up is only 7% of the population in America. Physical equality is being recognized while male domination images are still perpetuated. The implication of this trend is an explosion of experimentation in roles and relationships while this search continues.

B. CONFLICT

In the arena of cultural commonality, communal styles, the conflict is between traditional roles and emerging unknown ambiguous and sometimes contradictory roles. This is illustrated by juggling careers with motherhood and is augmented by lack of skills and discrimination. The latent hope is ending discrimination and ensuring the opportunity for acquiring skills and for choosing and sharing roles. This implies the need for on-going work in this area.

C. LEVERAGE

There is a new openness in society toward experimentation with identity, roles, style and support structures. The implications are an expansion of social awareness and the awareness of diverse vocational choices, increasing supportive networks of women who provide means of communicating the current thinking of women through media and experiments toward building corporate patterns as demonstrated by creating family roles.

PHASE I

0 5 10 15 20

Perception of Time	Immediate re physical needs	related to eventfulness Exploring concept	Broad? of occupations Death (of other?) fascination	Urgent? re occupation Death abstracted Gap b/w ages Time forever
Proportion of Safety to Danger & Change No risk/risk	Constant Exploration little concept of danger	Judge exploration on σ of attraction & danger <u>fascination</u>	rebelliousness: Assertion of independence <u>fear</u>	intensified Conflict of interest -family -peers -self
Sense of Aliveness vs. Stagnation	Everything is new	predetermined social roles block some arenas of growth -driveness	struggle of personal freedom with historical/social fatedness	interior tension with pre-determined social status + roles
Interior Sense of Self in Relation to Others	nuclear parents satisfy needs <i>approval</i>	easy σ to peers related to time extension to limited circle <i>driven to assert</i>	personal identity forged by peers Compelled by peers	- intensification of individual σ stc shaping/crossing or staying + social σ selfhood
Resulting Influence or Role in Community	Symbol of care elicits care	Confronts with questions of mystery	demands individual + family ethical + vocational stance	15% demands adequate social ethical response 85% become economic force in society
Name of Phase	Imagination appropriation preparation	interiorization	experimentation Invention	vocation

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PHASE II

	20	25	30	35	40
Perception of Time	It's all ahead of me Irreversible choices must be made	Establishing Routine	Experiencing <u>Real</u> Limits	Under Control Time no longer an enemy	
Property of Safety to Danger No Risk vs Risk	Experimentation Adventurousness Some rebound to family	Willing to risk within defined parameters	Risk is necessitated by impingements	No absolute answers	
Sense of Aliveness vs. Stagnation	- Alive! Idealistic	Rhythm (quieter)	Discontent "Nothing seems to fit."	Able to admit "I'm happy"	
Interior Sense of Self in Relation to Others	Interiorly imposed "shoulds"	Finding a mentor New sense of uniqueness	Absolute Requirement to be more self-concerned new collegiality	Being a mentor	
Resulting Influence or Role in Community	Active care "digging ditches" consumerism Age regarded as vulnerable	structural conservator emerging leadership	Awareness of the responsibilities of new credibility	Established Occupational Leadership (competence)	
Name of Phase	Societal Idealist and Adventurer	Creative Rhythm	Expansiveness	Resolve	

W

WOMEN'S PSU
Chicago Nexus

Dec. 14-15, 1980

PHASE III

	40	45	50	55	60
Perception of Time		Sense of urgency/more patience 180° turn it all has to count heightened sense of finiteness			
Property of Safety to Danger No Risk vs. Risk		No throw away experiences Apprehension re replacement in career Assuring security learn to give self permission			
Sense of Aliveness vs Stagnation		Emotional bankruptcy Exhilaration danger/opportunity equilibrium regained - mid 40's			
Interior Sense of Self in relation to others		physiologic changes more corporate - more private discover new characteristics in S to spouse more clear definition of self assertiveness - provider of own safety			
Resulting Influence or Role in Community		careers take off meaning & utility of home shift near kids or near peers.			
Name of Phase		"No More Bullshit" Identity crises equilibrium re-established Authenticity crisis integrated patterns			

Women's Revolution PSU
Chicago Texas

Dec. 14-15, 1980

	60	65	Phase <u>IV</u> 70	75	80
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Perception of Time	Awareness of end of life is intensified				
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Property of Safety to Danger of Change No Risk/Risk	Willingness to risk decreases with phases				
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Sense of Aliveness vs. Stagnation	Sense of possibility of stagnation is acute				
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Interior Sense of Self in relation to others	Sense of loneliness, obsolescence and being cast off "I can give an honest report of what has gone on, been learned."				
--	--	--	--	--	--

Resorting Influence on Role in Community	The Sage / The Cast-off The one who is listened to				
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Name of Phase	That's the way it is — and it's good Vocational redirection forging new relationships enforced detachment struggle with the Mystery				
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ORCHESTRATION CHART

RO: To provide common knowledge and understanding of edge trends and struggles articulated by women today.

EA: To experience points of identification with the women of the world, as Order women.

Product: Scenario of the new decade paragraphs

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRODUCTION	20	<p>Songs</p> <p>Conversation: (Humility)</p> <ol style="list-style-type: none"> Where have you experienced ineffectivity? Where do you shake your fist at God (what can you not reconcile yourself to?) I just don't have time to get angry over... <p>Context: Massive research in two hours that would take one person 6-40 hour weeks. We are dealing with objective data - looking at what <u>they</u> are saying. We will look at some of these again, but tonight we are interested in what the articles are talking about.</p> <p>Spin on participation (see Barbara Barkony)</p> <p>Product: We will look at the state of the art, create a scenario re the Future.</p>		
SCAN MATERIAL INDIVIDUAL	40	<p>Number off quickly in pairs.</p> <ol style="list-style-type: none"> Context: We are looking for three things: <ul style="list-style-type: none"> - present trends - conflicts, concerns, pain, struggles - leverage points - revealed edges <p>You will need to state each item in a 3 word phrase (adjective/adjective/noun) for example "single poverty incomes"</p> <p>At the bottom of the card copy the sentence this came from: "50% of widows and singles have poverty incomes".</p> <p>Write the source on the back.</p>	<p>SINGLE POVERTY INCOMES "50%...</p>	<p>MASKING TAPE FOLDERS MARKERS 3-COLOR CARDS</p> <p>E. Barkony "she is the -society"</p>

SECTION	PROCEDURES	HINTS	MATERIALS
	<ol style="list-style-type: none"> 2. Write trends on "x" color paper Write conflicts on "y" color paper Write leverage points on "z" color paper 3. Distribute folders with 2 articles for each team. 4. Questions of clarity - context limited time. 		
<p>TEAMS PLOT DATA</p>	<p>10</p> <ol style="list-style-type: none"> 1. In team, using the social process as screen, read data and create cards (each team create <u>per article</u> : one trend, one conflict and one leverage pt. 2. Taking the social process triangle, code each card: Is it E,P,C? If E, then is it resource, production or distribution? 2. Mark each card E_r, P_j, C_{st} etc. 3. When completed, pass the cards to the end of the table and stack by plot. 		<p>SOCIAL PROCESS TRIANGLE (LENS)</p>
<p>REFLECT</p>	<ol style="list-style-type: none"> 4. When cards are all in stacks, reflect briefly: <ul style="list-style-type: none"> -In your reading, what did you notice? -Where were you surprised? -Where intrigued? disappointed? -where puzzled? -How many are in each stack? 		
<p>WRITE PARAGRAPHS</p>	<ol style="list-style-type: none"> 1. Divide group into appropriate groups where seated. 2. Give each group a portion of the cards to work with. 3. Assign one group to do an introductory paragraph on the humility conversation responses. 4. Each of the other groups write three paragraphs on their segment of the cards - sub divide each group by color cards. <ul style="list-style-type: none"> -Paragraph A: Trends: <ol style="list-style-type: none"> 1. Name the trend, its location in the s.p. 2. Describe trend 3. Ground with examples 		<p>(Over)</p>

ORCHESTRATION CHART

RO: To create the comprehensive context to allow women to decide the necessary style and role to be played by women in the next decade.

EA: To experience creating and recreating images and symbols through recovering the profound role of women in history.

- PRODUCTS: 1) historical timeline 3) qualities paragraphs
 2) phases chart 4) survival kit

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRO- DUCTION	15	Tagore ritual Songs Context: Last night was context. This morning we will indicate our responses to the edge articles.		MARKERS CHART PAPER TAPE
CREATE RESPONSE	95	1. Pass out paragraphs written last night and selected articles. 2. Divide into four groups -history -phaseality -femine dynamics -symbols HISTORY Task: create a timeline - Wall of Wonder resources: <u>Underside of History</u> , <u>Sex and Power in History</u> , <u>Judy Chicago's Dinner Party</u> , articles from research. PHASEALITY Task: Tcreate a phasing chart (like Phase I's) for Phases II, III and IV. Resources: <u>Passages</u> , <u>Unfinished Business</u> , <u>Time and Myth</u> , articles from research. Research what is being said about phases and women's experience, brainstorm phases, pull together in a chart and write paragraphs. Name phases and present chart.		

SECTION	PROCEDURES	HINTS	MATERIALS
	<p>4. implications for the future</p> <p>-Paragraph B</p> <ol style="list-style-type: none"> 1. name conflict and location in the s.p. with brief description 2. give example 3. what is vision or latent hope revealed 4. implications for the future <p>-Paragraph C</p> <ol style="list-style-type: none"> 1. name advantage or leverage point 2. describe and locate in s.p. 3. give example 4. what are the implications? 		
<p>PLENARY</p>	<p>25</p> <ol style="list-style-type: none"> 1. When all have finished, gather and sing 2. Read paragraphs as a declarative ritual 3. Reflection <ul style="list-style-type: none"> -phrases -surprises -gaps <p>-how title the whole scenario</p> <p>-what title give to this day?</p> 4. Announcements and send out 		

SECTION	PROCEDURES	HINTS	MATERIALS
	<p>FEMININE DYNAMICS Task: To identify the keystone qualities for females today. Resources: <u>Women's Psychology Puzzle</u>, <u>New Psychology of Women</u>, <u>Managerial Woman</u>, <u>Prologue of US History</u>, <u>Elise Boulding</u>, <u>Ursula</u>, <u>Difference</u>, articles. Brainstorm qualities seen in material, glean, discern 4 keystone qualities, and write paragraph on each.</p> <hr/> <p>SYMBOLS Task: To identify the 'survival kit' women are using or need in world today. Resources: <u>Mermaid and Menator</u>, <u>Joseph Campbell Words and Women</u>, <u>Theology papers</u>, <u>Unmanning the Bible</u>, articles.</p> <p>Through language, art forms, personal appearance, music, gesture, etc, put together a survival kit - overall paragraph and list. Underlying question: How do we put ourselves on the edge of the female revolution?</p>		
PLENARY	<p>30 Regather and sing</p> <p>Have each group present products</p> <p>Quick artform of the products</p> <p>Reflection on the workshop "Gratitude"</p> <ol style="list-style-type: none"> 1. What are events and hallmarks of the women's revolution? 2. Where have you been proud to be a woman? 3. What have you found yourself grateful for? 4. How have we been cared for? <p>Announcements and send out to breakfast.</p>		

BREAKFAST CONVESATION
THE VISION

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
VISION		<p>Songs Ritual</p> <p>Context: put on your hat or shoes (which-ever is most comfortable) of both a 1st world woman and a 3rd world woman - tell a story that helps get inside of this. Get a place to take notes.</p> <ol style="list-style-type: none"> 1. As you look at the situation we have on our hands, what would you like to see in 20 years in the place you work (do not forget 3rd world and 1st world.) 2. As you walk around your relationships, family - community - covenants - what do you see going on in 20 years? 3. Style (?) <p>Assign scribes.</p> <ol style="list-style-type: none"> 4. Let's hear some 5. What other aspects would you add? 6. Ask scribe to read back. 7. Intuitively gestalt what you heard to 3 - 4 clusters (get out several) 8. Name 3-4 key vision elements for women today. <p>Send out</p>		

SYMBOLS PROFOUND DEPTH

Redefinition is going on today in the arena of women's role as symbolic religious leaders. The direction this is taking can be seen (1) more women in N.A. Professional seminars than ever before, the UM Church recently elected it's first woman bishop, this issue has become an ongoing topic of theologizing for male theologians as well as women, and the pope feels compelled to issue statements in support of the "unchangeable" tradition that only men play the role of priest. If this direction continues with the Protestants being more open and the Catholics more closed its likely that those more progressive facets of the Catholic Church will begin to create alternative structures. However, were the redefinition to be completed the church and particularly the R.C.Church could secure many, many new full-time people for its mission were it to fully embrace women in the priesthood.

Redefinition is going on in society in the arena of decision making based on value judgements. The direction this is taking is recognizing that values are not solely based on culture, society, or class, but also on gender as seen in a language usage of children, where boys refer to "I" and "he" and girls refer to "we". Long range implications of this redefinition might result in a shift from societal decisions based on protective rights to a move to inclusive, corporate and global foundation, resulting in morality being defined both as what is good for society as well as what is good for the individual. This is likely to occur when men become aware of a different value screen for making decisions as we shift from a male-dominated society to a male-female partnership.

Redefinition is going on in society today in the arena of participation in society. The directions this is taking can be seen in the former fixed roles are dissolving, you can no longer say this is a man's job - that is a woman's job - like clergy, space travel, homemakers, male only oriented solutions no longer meet this increasing complexity, new images are needed to see what's going on in society. Standing in a fresh historical context of basic care that woman have traditionally held offers a fresh approach - like the rising role of women in politics in developing and developed countries. The long range implication of this redefinition might result in alternatives to violent confrontation, fresh contexts for decision making, affirming complexity by adding to it and insisting on new forms.

In the arena of expanding training of women there is a vast difference between the developed world and the underdeveloped world. The direction this is taking can be seen in these ways: 1. In the underdeveloped nations women in the "high class" are being trained and educated to participate in the higher levels of societies structures. (ex: many are hired in the government) 2. Women in the developed nations are being hired in top management jobs (executives) and assuming top level political positions (Thatcher in England, Byrne in Chicago). Long range implications are that women will have a much greater impact in the decision making structures of society, thus, women's values, orientation will change the trends of global movements and societies.

Redefinition is going on in society today in the arena of responsible parenting. The direction this is taking can be seen in extensive research being done today on the effects of exclusively maternal care during infancy, and in increasing numbers of men adapting their careers to allow time for parenting during their children's early years. The long range implications of this redefinition might be more balanced responsible adults who have fewer neuroses and a broader understanding of the role of the family that relates more globally to the basic male and female roles.

Redefinition is going on in society today in the arena of changing imagery in language. This direction can be seen in the creation of new words as MS. and the replacement of male-dominated terms such as chairman with chairperson, and in the appropriation by men of qualities -kind, caring, sensitive, formerly attached to women. The long-range implications of this redefinition might result in women-rewritten dictionaries redefining a whole new vocabulary which allows the yin-yang of male/female to be seen as complementary rather than competitive, mutual rather than opposing.

Redefinition is going on in the arena of the meaning of work. The direction this is taking can be seen in the new ways people are talking about work, giving dignity to work done both inside and outside the home. It is also seen in the shift in the way that jobs are increasingly being done by both males and females. Women used to be described as what men did, and a woman who worked outside the home was a "working woman". The long range implications of this redefinition might result in an androgenous society in which men and women interchange roles. As a result men would be freed to do the things they would probably enjoy doing, but up to the point have been deprived by society, such as "doing volunteer work, in caring for the home and children. In this androgenous society, all roles and tasks would be deemed valuable and dignified, resulting in equal pay for equal work, equal partners in parenting, etc.

Redefinition is going on in the arena of the inclusive images of the world. In the arena of world affairs the direction these are taking can be seen in demand for a shift away from militarism in international relations and the humanization of welfare programs. This redefinition might result in nations working cooperatively in a decentralized yet interconnected world, as a result of the female perception being injected into decisions.

In the arena of ordering community life the directions that are being taken can be seen in: 1) Women taking leadership roles in community building and mutual aid systems. and 2) Women playing crucial roles in problem solving. The long range implications of this redefinition might result in the integrating of women in political leadership roles and problemsolving processes currently dominated by males.

In the arena of violence, redefinition is going on in society today as the result of greater awareness on the part of the general public, the proliferation of data, movies, reports, etc. which illuminate new shifts in what constitutes violence. More recently we are seeing today the change of definitions of terminology to better reflect the violent nature of many acts which before were hidden, private issues such as battered wives, and the increasing change of laws to move more firmly against the aggressors in violent acts and crimes. While there are new avenues of legal assistance and systems of recourse for help for the victims of physical, sexual violence or for sexual harassment in employment practices, many of these systems are blocked by bureaucratic red-tape and archaic images of feminine stereotypes which prevent these systems from effectively assisting the victims. The long-range implications would be to see many more assistance networks made available.

Redefinition is going on in society today in the arena of the posture of defining a morality. The direction this is taking can be seen in the males' stance of self preservation, self fulfillment and the females' stance of "outside the self" as in taking care of the whole world. This illustrated in the developing world where women are being pushed to assume the active roles in the furtherance of their country thru systematic care in all dimensions of society. There is a different approach to conflict as in the Eastern culture where preservation of life rather than annihilation is held as key. The long range implications of this redefinition might result in strengthening the threads in the fabric of the political arena such as preserving, conserving, we emphasize that will reshape the global community.

Redefinition is going on today in the arena of the actual meaning of equality between the sexes. One direction this is taking can be seen in the fact that people are beginning to appreciate a variety of human gifts and concerns (The Canadian government is considering a pension plan for housewives). Beyond the achievement of equal rights, opportunities and responsibilities for all, are these questions: What is the unique contribution of each sex? Are there characteristic qualities of males and of females? Can they be expanded? The long range implications are that in the future people might choose their arenas of activities based on actual expertise rather than on images of what they should be; that in determining what is uniquely male or uniquely female the world will benefit and everyon's possibilities will be expanded.

Redefinition is going on today in the arena of attitudes toward women as primarily functional beings. The direction this is taking can be seen in redefinitions explored in the analysis of sources of prevailing ideas and images and related research undertaken by concerned professionals. The long range implications of this redefinition might result in changes in the content of curriculum in schools, colleges to include a more comprehensive perspective.

Redefinition is going on in society today in the arena of masculinity. The direction this is taking can be seen in men picking up household and child care tasks in the home to release women to work or go to school, and in an attitude shift towards women as other than kitchen utensiles or bedmates. The last twenty five years of technological advancement has contributed to this shift as the mystery went out of the kitchen and the bedroom. The need for two workers in the family also contributed. The long range implications of this redefiniton might result in more sharing of roles; variable decisional responsibility for family ro lss, and more open dialogue between the sexes.

Redefinition is going on in society today in the arena of support systems of the family. The direction this is taking can be seen in the thrust of equal parenting and the instrumental roles; the rediscovery of traditional mutual aid systems both in the 1st and 3rd world, when former aid effort disintegrate. The long range implications of this redefinition might result in a more rapid realization of the androgynous (or gentle) society E. Boulding is talking about.

The Qualities of Profound Humanness

<i>Internal States of Being</i>			
<i>External Manifestations</i>			
EVENT Drama creation Vengeful retaliation 1	ACTION Care for future Fervant proficiency Flexibility Courageous determinatn Caring out work oriented 4	DECLARATION Decisional appropieatio Image creators Compassionate story- teller 7	INTEGRITY Desire to preserve order Self reliant Internal self worth Trustful intuiting Relentless self interes Contextual assertivenss 10
MYSTERY Vulnerability thro care Absurdness appreciatn At home with intimate 2	TOTALITY Discerns processes Sensitive to whole Attention to detail Wholistic life response Deversity integrates 5	CREATIVITY Intuitively innovative Juggles complexity Vocational inventivenss Expansive openness Creating unanticipated responses 8	CARE Enduring care Sense of total respon- sibility Humanness oriented 11
CONSCIOUSNESS Awareness of historical tradition Eternal questioning 3	CORPORATENESS Role flexibility Emerging collegiality Seeking quality rela- tionships Power synthesizer 6	PRESENCE Resiliant strength Long term perseverance Gentle assertiveness Straight forwardness 9	EFFULGENCE. Celebrative fulfilment 12

THE QUALITIES OF PROFOUND HUMANNESS
FEMININE QUALITIES

1. **EVENT**
Knowing and eliciting the quality of the moment.
2. **MYSTERY**
A woman is intimately at home with the deeps, therefore her care makes her vulnerable, yet she can appropriate the absurdity of the situation. Although there are 100,000 free hotel rooms in Italian cities, the families are staying in the villages. It is as though nothing would be really different if I were warm and fed; absurd as it is—my life is here in this village.
3. **CONSCIOUSNESS**
Generated out of eternally embracing the raw practical realities of life, which has forced the appropriation of all of the past and demanded a creative, dynamic and sensitive dialogue with the given situation and a multiplicity of creative questioning responses to life.
4. **ACTION**
Women have a passionate concern for the future which is powered with determination and a willingness to shift and change to achieve goals. She insists on achieving a human result in her action.
5. **TOTALITY**
The ability to intuitively approach situations wholistically and translate tensions into practical responses. This has to do with being able to see the whole picture when faced with the pieces and see the pieces when faced with the whole.
6. **CORPORATENESS**
In the arena of corporateness the essential feminine quality is being able to play synthesizing, flexible roles. In the midst of an emerging female collegiality, women are seeking quality relationships both among themselves and between men and women.
7. **DECLARATION**
Under the rubric of declaration the essential female quality is to signify the situation by appropriating the situation and creating an image to freight the profundity. The ability to communicate that image to others is another aspect of this quality.
8. **CREATIVITY**
In the arena of creativity women invent responses in the midst of complexity with an openness and intuitiveness that births unexpected responses. Women see all the resources that can be used and come up easily with new possibilities.
9. **PRESENCE**
The presence of woman gives life as she receives the full reality of every moment and meets it with herself.

10. INTEGRITY

The woman of integrity is one who possesses a strong inner life of balance because of the willingness to deal with the totality of any situation. She can feel and act out of a trust of self and creates the necessary deed.

11. CARE

In every situation, the female cares about the human factor or the development and growth of human potential, raising the never ending question of how this event/situation effects the human journey. Examples: Concrete care of space is important because space motivates you to be a human or a pig, ie doing dishes, or making beds. Female dynamic understands that concrete things make a difference and role of caring underlies every part of society, ie when women headed the child labor law reformation in the early 20th century.

12. EFFULGENCE

"Celebrative fulfillment", the quality of celebrative fulfillment involves a wholehearted detachment, and the ability to be totally involved in the moment. Her response to the wonder and awe of each moment is a somewhat raucous, earthy vulgarity that transforms the tragedy of life into a joyfilled appreciation for the moment.

REFLECTION:

How have images changed?

- amount in totality
- from competitive but how can we move
- from ideal woman but deserting real woman

How will world be different?

- so many images of what you ought to be to be what you really are.
- new human being is being created...M/F
- bringing the whole to bear ...you demonstrating a gift.
- enter situation intuitively
- creating of new responses called for...what will make a difference
- inject all these qualities into situations vs. trying to live up to them onself. being a new role model

PROFOUND DEEPS:
WOMEN IN HISTORY

1. What is the society toward which we are moving in the 21st century?

The society emerging as we look toward the 21st century is PLURIFORM - selfhood that is sustained and constant. A society where selfhood is supported and sustained for all human beings.

By the year 2000, government jurisdictions will be over large geographic areas such as continents. (European common market is the first step). Women will have major roles in all arenas of society, including government and will bring peace where we now experience national border wars.

It has been suggested that the male dynamic tends more towards the individual while the female more towards the corporate. History reflects this. During settled, communal periods, woman were dominant in the political, economic and religious fields. Yet they were then suppressed during periods of change or transition, when new forms smashed the old. The 20th century has been a transitional age - from industrial to post-industrial. It is now that women will be called forth to articulate and sustain that which has emerged. And in the time of the earthrise, it is the style of communal sharing and participation that is called for.

We are throwing off past images and working toward a cooperative partnership (women with women, women with men, men with men) in the 21st century.

The society that is emerging is the global living room where all know all. There is no hiding the conditions at the remotest corner of the globe: the global village carried to an extreme by communications technology particularly.

As we move toward the 21st century, we are returning to an integrated, locally based society.

As one looks to the future, it seems that society will increasingly have practical ways where the local community will be empowered as vital units of society.

It appears that new shifts in the image and role of women have come at times when women have banded together to abolish a social inequity. This probably was part of the rise of the church. It was true in the 19th century around the issue of abolition and in the 1960s and civil rights and the war protests. A society I see emerging may well have women banding together to tackle the issue of the gap between the rich and the poor as the issue around which new images and roles will be formed. That is very exciting to me.

As we move toward the 21st century, the possibilities of choice and open alternatives for all women are becoming more prevalent around the world - society is beginning to be.

What is puzzling to me, is that the time periods between the roaring 20s to the early 60s is practically void in terms of the role of women. Women today are now trying to reclaim their own heritage and seem to be fighting for equality which was already belonging to women in the 1800s and before. The major shift that this present time period is indicating is the cooperative child-bearing roles of both men and women. Called to be "Partners".

Women in History - page 2

There is an acute demand for highly skilled, technically trained women who see themselves as capable of taking responsibility in the work place.

There still exists a deep tension with another move to conservatism and misunderstanding as among minority racism groups with the movement toward a new role of men and women.

The society I see emerging toward the 21st century is a society of "negotiation" that is, as traditional role models break down or are overthrown, men and women as individuals and in families, groups, and communities, will continually need to negotiate roles, structures, and assignments; therefore, mechanisms for consensus decision-making will be absolutely critical at every level.

Institutional reform movements on a global scale fueled by an urgent sense of do or die.

We have passed the time when men are in control at the expense of women or women are in control at the expense of men, but we are coming into an era of men and women working elbow to elbow to work through the issues of the globe.

Women will assert themselves in arenas that define what society is all about, particularly in the cultural as college and university presidents, motion picture producers and directors, etc.

I see the emerging society as having increased participation by women in both the revolution of the economic and political structures - and releasing a new cultural responsibility by both men and women - in other words an equalization of responsibility across all functions of society.

A new role for men and women as partners is emerging in the 21st century. We have seen an explosion of women's role and are seeing an explosion of man's role and are moving toward a new definition of creative partnership.

The society emerging is more globally interwoven than ever before because of advanced communication and transportation technologies. No issue can be adequately dealt with today without asking what its global manifestations are. (or what the global experience is).

The society that is emerging is one in which all the magic - male, female, religious governmental - don't work any more. The only possible magic is technology which could enslave as all other things have too. The challenge is to overcome this combination of uninspired mundanity and advanced technology.

Looking toward the 21st century we'll see a new revolution in technology which will require the dexterity of women and therefore she will be more valued in the work place. Yet her concern for the family will necessitate the creation of wholly new styles of work.

Society & the relationship within society as one of a partnership.

Pluriform Global Village.

Women in History - page 3

2. What is the paradigm of woman most needed now?

The paradigm most needed now for women is the creative model builders of how the new humanness will take shape and form in the 21st century. Through compassionate selfhood, the roles and models will be created.

The present paradigm is that of the sacrificial servant (corporately) who lives on behalf of all and as such creates the role model of the new human in a pluriform multifaceted world. The one who will embrace the fact that all the world is one.

The image most needed for women now is that of world-conscious and local social care.

The paradigm needed for women today is team member, knowing that each person on the team, is a unique individual with unique and varied gifts to work together on the mission.

The paradigm most needed today is one of aggressively caring for the whole of society through the structures.

Women as equal partners in the task of building the earth.

Women today need to look towards becoming equal partners in all sectors of society. This is evident as more and more women are entering professional fields and women's literacy points towards the need for women to learn managerial techniques.

From helpmate role to one of picking up responsibility in partnership role.

Women who participate in all the decision-making not just immediacy and pulling off a task but also women who assume responsibility for the next 100 years and dare to take the time to look and pick up the whole future. Not immediacy or issue-oriented women.

For me personally the paradigm of women most needed is that of "co-equal with men in building the Earth."

Speaking personally, what is needed - the paradigm of woman as courageous, astute, alliance-forming movement builder.

Growing up women's networks to begin to parallel the excellence of the men's.

A holistic approach that allows in freedom a variety of roles and responses to society.

Paradigm most needed these days is firm compassionate inventor.

The key paradigm shift needed right now for women is a sense of being required to participate in decision making rather than its being an option or choice.

The role women need to play today is that of embracing the comprehensive. We need to cross-over to others' experience in order to inform our decision-making and planning.

Women in History - page 4

The paradigm needs to be from consumers to controllers or users (as in present computer operator language.)

Paradigm needed today is the articulator of a 21st century ethic.

All molds broken. All history informs. All cultures merge. Create on behalf of all.

Society and the relationship within society as one of a partnership.

Profound, competent, global, catalytic, team of warrior servants.

3. What do you value as a heritage resource?

The reflection and study of the broad scope of human history in order to discern the journey of women in relationship to societal trends and what is being required.

The Underside of History has histories of women during the Middle Ages that could enlighten 20th century women to see herself in less restrictive roles.

Women mentors of the 1800s whose shoulders we stand on: Sarah, Grimke, Elizabeth Cady Stanton, Mary Harris Jones, Harriet Tubman, Susan B. Anthony, and many many others.

Women as warriors - anything is possible (although not necessarily desirable). I always assumed that because of physical limitations there were some things that women can't do, just as people formerly assumed women can't be thinkers, leaders, etc. I'm not interested in being involved in hand-to-hand combat, but it is clear that women (as well as men) can play any role.

Elise Boulding's work.

The women pioneers of the 17th and 18th century who moved into the slums and across the plains to stand as colleagues and creative guides to women moving into new fields and roles.

The time period where women were partners with men during the revolutionary war. Can you imagine the managerial techniques of these women who while battling in the fields also had children to raise and educate?

To realize - through broader historical picture - that these same issues were of concern hundreds of years ago puts it all in the category of genuine human struggle as opposed to : the latest flap.

Realizing that history isn't linear - it won't necessarily get better as it goes.

I most value the stance and style of Margaret Mead and Jane Adams.

The hardiness of women as they built and rebuilt new human forms in face of suffering and resistance.

Women in History - page 5

Margaret Meade

Ms magazine - Gloria Steinman

Women of the Third World

Women as social activist for the poor especially in times when it was unpopular or "crazy" gives me images of care out of the 1800s and early 1900s.

Biographies and auto biographies.


Two that seem diametrically opposed to each other : Stoicism and Mysticism.
The stoicism is needed to plan our way through and the mysticism for an inspiration beyond the day to day living.

The times when She kept culture and civilization in being - 50,000 BC and 1800s.

Woman as creator (creator of society, creator of family, creator of her own being) throughout history as seen in Juana de la Cruz 1651 - 1695 who in Mexico educated herself through reading and building a library in spite of a male dominated society which said it was not in the woman's role to be educated.

Greek mythology

WOMEN AS CREATOR OF
CIVILIZATION

<p>MAJOR TYPES OF SOCIETY</p>	<p>TRADING TOWN SETTLED AGRICULTURE HUNTING AND GATHERING</p>		
<p>TIMES</p>	<p>TO 50,000 B.C.</p>	<p>TO 10,000 B.C</p>	<p>TO 5,000 B.C.</p>
<p>MAJOR OCCURENCES</p>	<p>Ice age Invention of stone tools pelvis enlarged-harder to run Invention of home base supreme being wor- shipped as woman 30,000-2,000 B.C. Matr local period Nomads wander to Alaska from Siberia</p>	<p>Arts of agriculture wives of scribal and stock breeding class are most developed 8,000 B.C. constricted. Invention of pottery Art of writing developed by priestesses 6,000 B.C. By 5,000 B.C. extermination urbanization of all large mammals from "encloses" women. Alaska Use of metals for tools + weapons Earlier fluidity of women's roles gone life in nomadic and forest societies not becoming constricive</p>	<p>semi slavery "thrice obeying" Privatization of women's roles Public image of woman as creator of culture. Agents of symbolic reality-construction • agri • war • peace • letters</p>
<p>MAJOR PARADIGMS</p>	<p>Marriage in hunting bands tamed fire Hands occupied by carrying babies Women as partners in gathering using seeds Shift from leisure to more work of agriculture 20,000 B.C. Cave art moving East Calendar emissions more punitive child-rearing 20,000 B.C. 10,000 B.C. Time factoring events → time stories → human experience</p>	<p>Women's tendency to remain "Jane of all trades 6,000 B.C. Women's singing and music development 10,000 B.C.  woman with a broom Chinese character</p>	<p>semi slavery "thrice obeying" Privatization of women's roles Public image of woman as creator of culture. Agents of symbolic reality-construction • agri • war • peace • letters</p>
<p>KEY PERSONALITIES</p>	<p>the Great mother Eve builders Dressmaker Teacher Tribal Elder The Nurse</p>	<p>All-female priestly class 6,000 B.C.</p>	<p>Sun goddess</p>

THE CLEAVAGE OF ROLES (DEFENDERS OF CIVILIZATION)			
MAJOR TYPES OF SOCIETY	TRADING TOWN	ARCHAIC EMPIRES	LATE EMPIRES
	CITY		
TIMES	CITY - STATE		
	TO 2500 B.C.	TO 1000 B.C.	TO 1000 A.D.
MAJOR OCCURRENCES	Taming of horses contraction of living space of the poor Development of social distance society based beyond clan to "king" authority Patriarchal revolution 1000 B.C.	Mass migration in Mediterranean 1194 women warriors lead in invasion 1700 B.C. Egypt Defeated Ptolemy 45 B.C. international law 1250 B.C. Household unit responsible for 90% of total production women's rights protest mtg. Rome 200 B.C.	Rise of Amazon 500 B.C. Viking travel Russia to NA 9600-1,000 church building for millennium 1st women's revolt 1000 A.D. fought against Romans in England warrior
MAJOR PARADIGMS	2000 B.C. no women in top level positions in politics, military, religious councils woman's space vs men's space in warrior camps. Development of aristocracy warrior class. mysterious cultic activities 2200 B.C. Nomads as social organizers women's job "to be in" new religion Post 2500 B.C.	Woman as leader Prophetesses & Druidesses 400 A.D. women in disguise to study mothers groom sons to lead in political mtg. 100 A.D.	women's role in new Christian movement women as warrior Mohammedan doctrine of equality for all persons 600 A.D. Ukrainian women warriors 800 A.D.
KEY PERSONALITIES	Medusa of Gorgons warrior queen Carmenta created Latin alphabet Queen Isis brought alphabet from Egypt to Greece. Princess Eriheduanna High priestess of the moon 2000 B.C. Princess Libussa founded 1st Bohemian dynasty AD 800	Cleopatra 69-30 B.C. middle class urbanite 200 B.C. Hypatia - brilliant women scientist, 400 A.D. Pulcheria - empero-builder 450 A.D. Queen Didda of Kashmir 300 B.C.	Boadicea LA D Theodora Empress Clothilde - converted Franks to Christianity 6th c. Radeyunde founded major religious settlement 400-500-600 thecla - first travel companion; minister writer 865 Mary Magdalene

MAJOR TYPES OF SOCIETY	SUBMERGENCE OF WOMEN			
	FEUDAL EMPIRES			
	TIMES	1000s	1100s	1200s
MAJOR OCCURENCES	<p>1,000 A.D. new land cleared, craft productivity, trade routes.</p> <p>Benedictine women monasteries</p> <p>Feudal society came but from behind walls</p> <p>women banned from public ceremonies</p> <p>German Saxony strong center of religious women</p>	<p>Crusades 1100</p> <p>Chastity belts 1100</p> <p>Bequines begun (religious commune for women) 1100</p> <p>Abelard wrote feminist writings made love to Heloise to head off her competition</p>	<p>1200 birth of universities</p> <p>Pope Joan Legend / died in childbirth</p> <p>Beginning of male bureaucracies</p> <p>women remained on the underside of the church</p>	<p>Italy gave honored place to non-religious women intellectuals</p>
MAJOR PARADIGMS	<p>Suttee and Aurdati practices India 40 1000</p> <p>Devout queens as Peacemakers 600-700 A.D.</p> <p>Scholar activist nuns 700 A.D.</p> <p>Nobility, class leading alliances toward empire building 500 A.D.</p> <p>women Apostles</p>			<p>women excluded from process of developing and interpreting laws</p> <p>women rulers</p>
KEY PERSONALITIES	<p>670 A.D. La Kahina (The prophetic)</p> <p>661 A.D. MAYSON (Bedouin poet)</p>	<p>Empress Wu T'ang Dynasty</p> <p>Joanna of Sicily participated in crusades</p> <p>Yang Kuei-Fei China</p>	<p>Constance of Brittany founded many institutions</p> <p>Isabella's daughter of Ed. II left French husband when war broke out</p> <p>Blanchina imprisoned by husband - Edw I of England</p> <p>Margaret wife of Henry VII - regent of Scotland</p> <p>Matilda, mother age 15 - lost to Scots forces to repel Norman invaders</p> <p>Catherine of Siena Reform papacy</p>	<p>Philippa age 13 ruled Norway, Sweden & Denmark</p> <p>Margaret age 15 monitored and increased trade between Eng. & other countries</p> <p>Eliza. wife of Jas I Germany - de-feuder of protestant cause</p> <p>Margaret. wife of Henry VIII imprisoned age 10-15 Became loved queen</p>

AWAKENMENT OF A NEW ELITE

MERCANTILE EMPIRES

MAJOR
TYPES
OF
SOCIETY

TIMES

1400s

1500s

1600s

MAJOR
OCCURENCES

late 1400s Inquisition
1460 men students medical
schools-women accused
of witchcraft
the Inquisition
Renaissance celebrates male
Lower class women most
1487 publication
of Witches Hammer

Convent schools birthed
women scholars
Act of supremacy
Reformation-women's
education set back
individuality 14-1600
t. Ming Dynasty 1368-1644
The Renaissance

building the new world
salons reinvented
cultural rebirth for
talented women
enclosure movements
19th, tenant, farm,
labor

MAJOR
PARADIGMS

crusading warrior queen
women intellectuals
not accepted socially
Renaissance
intellect and spirit go
hand in hand
1400 A.D. beginning of
Renaissance

women is leader of
armies (16thC.)
ruthless power figure
or peacemaker
women as ruler

new styles of
dissent
(no women in economic)
freedom to do 1600

KEY
PERSONALITIES

Isabella
Christine de Pisan
Isabel of Castile
Jadwiga-Queen of Poland
St. Elizabeth-worked
among poor
Joan of Arc
Marguerite of Navarre

Elizabeth I
African queens
Marie de Jars de Gournay
feminist
St. Theresa of Avila
Roxelana 1541

Tarquina Molza
(Renaissance artist)
Mistress Margaret
Brent

TAKING ON SOCIAL PAIN
(COMMON PERSON ENOBLED)

NATION-STATE

MAJOR
TYPES
OF
SOCIETY

TIMES

1700s

1800s

1900-09

1910-1919

1920-29

MAJOR
OCCURENCES

American Revolution
urbanism
Settling of
United States
"burning witches"
National Women's
Suffrage Assoc.
French Revolution

Settlement of West
Industrial Revolution
Seneca Falls Declaration
Industrialization
Reconstruction
Anti-sla very movement
First woman candidate
for President
Women's rights
movement begins
Women's college
established
Travel-trade new
horizons
Merchants obliterated
Women's roles of
responsibility
Women build welfare
institutions
Exhibited art work
with male impressionist
Women in prof.
Feminist abolitionist
1st woman workers strike

Union movement
founded oldest/
largest Negro
cosmetic camp

WWI
founder of
Bethune-Cookman
college
Labor movement

International
Birth Control
Congress 1925
The vote - U.S.
1920
Modern dance
ERA introduced
in Congress
1923

MAJOR
PARADIEMS

ordained racial
inferiority
political know-how
women as artillery
machine repair-
persons
laborers - lower -
middle class
heroes
self-sufficient
cottage industry
abolitionist
pioneer woman
co-worker

Women as artist
fighter for woman's
right
southern chivalry
with
social reformer
social service schools
erosion of male
guardianship of
single women
from familism
to urban society
tasks
evangelists
southern lady
low paid factory
workers
social commentators
Noses of under
ground railroad
Women-social worker

Social worker
20th C. role
same as 2000 BC

Health care
worker
Educator
Business woman
1st black woman
millionaire

Free expression
in dance
Women in charge
of their
reproductive
system
Worldshapers

KEY
PERSONALITIES

Jane Addams
Mary Wollstonecraft
Olympe de Gouges
Mollie Pitcher
Mary Wollstonecraft
Mary Shelly 1797-1840
Mercy Otis Warren
Anne Hutchinson
Margaret Corbin
(Molly Pitcher)
Elizabeth Cady
Deborah Garnet
Phyllis Wheatley
Marina Washington
Elizabeth Cady
Stanton
Sarah Grimke

Mary Cassatt
Victoria
Julia Ward Howe
Sofia Perovskya
Maria Weston Chapman
Susan B. Anthony
Flora Tristan
Lucy Maud
Lucretia Mott
Emily Dickenson
Emma Willard
Sara Grimke
Angelina Grimke
Sojourner Truth
Manchester Peticot
reformers

Jane Addams
Charlotte Gilman
Margaret Sanger
Christabel
Pankhurst
Emmelia Pankhurst
Florence Nightingale
Marie Sklodowska
(Madame Curie)
Sarah Bagley
Harriet Tubman

Rosa Luxemburg
Emma Goldman
Annie Besant
Helen Keller
Lillian Russell
Clara Barton
Mary McLeod
Bethune
Madame C. J.
Walker
Mother Jones
Leontyne Price
Lucy Parsons

Alexandra
Kollontai
Isadora Duncan
Maria Montessori
Gertude Stein
Bette Davis
Helen Hayes
Ruth St. Denis

THE RETREAT

MAJOR
TYPES
OF
SOCIETY

TIMES

1930-39

1940-49

1950-59

MAJOR
OCCURENCES

Depression
Marian Anderson not
allowed to sing at
Constitution Hall

WW II
Marian Anderson -
acclaimed for role
in Aida

Birth control pill
invented
People's party in
Mississippi

MAJOR
PARADIGMS

Black woman as
classical artist

Artist

"Retreat" to the
home
Poetess, writer

KEY
PERSONALITIES

Virginia Woolf
Mae West
Marian Anderson
Georgia O'Keefe
Sonja Henjy
Dolores Ibarurri
Elizabeth Lenny
Eleanor Roosevelt
Katherine Hepburn
Nancy Drew

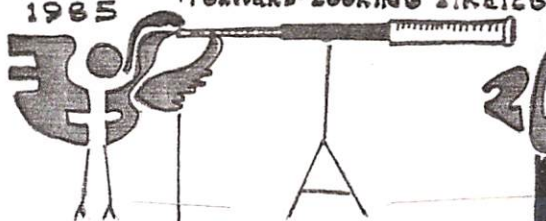
Amelia Erhardt
Germaine Tillion
Lillian Hellman
Margaret Mead
Coco Chanel
Esther Williams
Ingrid Bergman
Martha Graham

Chiang Ching, mad wife
Sophia Loren
Grandma Moses
Gloria Steinem
Mamie Eisenhower
Gwendolyn Brooks
Doris Day
Mother Teresa
Marilyn Monroe
Evi ta Peron

RE-EMERGENCE

Conflict/Confusion →

Win-Win Relationships

<p>MAJOR TYPES OF SOCIETY</p>	<p>RE-EMERGENCE</p>		
<p>TIMES</p>	<p>1960-69</p>	<p>1970-79</p>	<p>1980 →</p>
<p>MAJOR OCCURENCES</p>	<p>Civil rights movement Communc movement Anti-war movement Discovery of how women's sexual apparatus works Vaginal orgasm myth dispelled</p>	<p>UAW endorses ERA Ordination of woman episcopal priest U.S. Congress passes ERA National Little League admits women International Year of the Woman UN</p>	<p>ERA didn't pass Nomination of women for V. P. More women elected to office High % women in workplace More women in voting population</p>
<p>MAJOR PARADIGMS</p>	<p>Social activism Political organizer</p>	<p>Decade of Women 1975-85 International decision-maker</p>	<p>NAIROBI U.N. CONFERENCE NGO CONFERENCE</p> <p>1985 FORWARD-LOOKING STRATEGIES</p> 
<p>KEY PERSONALITIES</p>	<p>Fanny Lou Hammer Jackie Kennedy Joan Baez Francoise Parturier Anne Sexton Barbara Streisand Joyce Carol Oates Barbara Walter Jane Fonda</p>	<p>Janis Joplin dies Billie Jean King \$100,000+ Ella Grasso woman governor in own right Tracy Austin Helvi Sipilä - 1st woman assist. sec. - U.N. Golda Meir Sally Priesand first woman ordained a rabbi Margaret Thatcher Indira Gandhi Kate Millet</p>	

PROCEDURES
THE BASIC SITUATION

ORCHESTRATION CHART

RO: To articulate contradictions and illuminate indicatives that release creative ways of living with covenantal tensions.
 EA: To be released from the frustrations arising out of unconsented directions (and unarticulated contradictions) and be given possibility to risk the new.
 PRODUCT: Contradiction statements and proposal arenas.

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRO	10	Briefly review the vision conversation from breakfast and pull together (rehearse the vision elements). Context the workshop - contradictions and proposal arenas . Walk through the screen of world, work, Order, family, self (covenantal relationships women experience)		CARDS MARKERS TAPE
INDIVIDUAL BRAINSTORM		1. Write down blocks to the vision using the screen of world, work, Order, self, family. 2. Write an explanation at the bottom of the slip of paper if necessary. 3. Star your key three. 4. Assign each table as a team. Go around and collect one block from each table. Number.		
FORM IMPRESSION		1. Plot randomly numbers 10, 20, in polar gestalt fashion. 2. Plot numbers 5 and 30. 3. Mark emerging clusters with a letter - or holding words. 4. Teams mark similar items with cluster letter. Tabulate results		

SECTION	PROCEDURES	HINTS	MATERIALS
	5. Plot dissimilar items. 6. Read items in the cluster. Name cluster.		
NAME THE CONTRADICTION	1. Give each team a cluster 2. Talk around the contradiction to find root cause. 3. Write the contradiction 4. Prepare wall chart	IN THE ARENA OF... "	CHARTS - CONTRAS
PLENARY	1. Pull group together as whole. 2. Read contradiction statements. 3. Name contradictions 4. Reflect - modify - polish each statement.		
PROPOSALS	1. Brainstorm arenas of action 2. Cross-gestalt 3. Divide into groups again according to categories. 4. Write proposal statements: "We the women of the global spirit movement, in order to intend....."		CHARTS - PROPOSALS
PLENARY	1. Pull together as total group 2. Read proposals 3. Reflect - modify - polish 4. Send out		

ORCHESTRATION CHART

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
REVIEW THE VISION	3:30	<p>Review the vision from Session III. Set up a Barbara Walters interview with the following questions:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>The setting is 20 years from now. She is interviewing women who are in New York attending an international conference on women. She interviews one woman from each sphere; make sure that first and third world nations are represented.</p>		
BRAINSTORM THE CONTRADIX	3:50	<p>Draw a large chart on the blackboard, with the following categories across the top.</p> <p style="text-align: center;">WORLD WORK ORDER FAMILY SELF (Religious)</p> <p>Have the participants use the vision work from Session III, and their notes from the interview to individually write down three blocks for each of the vision elements. Star one. Leader go around the room, get one block from each person for each vision element. Put on board. Ask about duplicates & questions of clarity. Restate these in three word phrases. Put them on 3 x 5 cards in big block printing. Number the cards consecutively. Write explanations on the</p>	<p>Use the form: adjct. adjct.noun</p>	<p>blackboard</p> <p>3 x 5 cards magic mkrks</p>

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
<p>FORM THE IMPRESSN</p> <p>SEE THE IMAGE</p> <p>NAME THE CONTRAD.</p> <p>MAKE CONTRAD. STATEMENTS</p>		<p>on the front bottom of each card in pencil. Put tape on the card and place them in numbered sequence on the talbe so each card can be seen by the team.</p> <ol style="list-style-type: none"> 1. Plot randomly numbers 4.8.12.16, in polar gestalt fashion. 2. Plot 3 additional key itmes from each team. 3. Pair similar items by root causes. 4. Mark emerging clusters with a letter. Get initial impression 5. Teams mark similar items with cluster letter. Tabulate results. 6. Plot dissimilar items. 7. Read items in clusters. Write one word name by each cluster. 8. Plot remaining cards that inform. 9. Circle clusters and name arena. 10. Talk around the contradictions to find the root cause. 11. Name the underlying contradiction. 12. Reflections. What is the major contradictn; it causes more problems in more arenas? 	<p>critical items near center.</p> <p>Make tab chart. Fill in # of cards on board</p>	

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
<p>III CREATE IMPLEMENT. MODELS</p>		<p>naming the strategic arena. 3. Regather and read. Reflect. 4. Return to small groups to brainstorm implementaries. 1. Review strategy arenas Assign into three groups. Brainstorm implementing models for four years, one year, three months. 2. In units, write paragraphs, including the what why when how where of the implementing models 3. Regroup to read and suggest additions or revisions. 4. Clean strategy paragraphs. Timeline for the whole.</p>		
<p>IV PLENARY</p>		<p>1. Gather and sing. 2. Each group read paragraphs 3. Artform 1. images 2. impressions 3. how is this bringing off our strategy? 4. tell story of how this paragraph brings the strategy to life 4. How does this relate to the three master strategies. 5. Close. Tell work to be done; the next steps. Send out.</p>		

ORCHESTRATION CHART

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
LUNCH MEAL		<p>Songs</p> <p>Ritual</p> <p>Invite to feast</p> <p>Conversation: (Compassion)</p> <p>1. Where do you see the suffering of women? " " " " " " men? children?</p> <p>2. What does this suffering require (of us - you)</p> <p>3. Fill in this blank: _____ will continue over my dead body, (or - it is only over my dead body that _____ will continue.)</p>		

ORCHESTRATION CHART

RO: To discern the implications for the Order and society in relationship to being responsible for this revolution.

EA: To freely decide to participate in creating the leading edge of the revolution.

PRODUCT: Written paragraphs on strategic thrusts and initial implementing models.

VISUAL PICTURE OF METHODS

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
INTRO		<ol style="list-style-type: none"> Gather and sing Context on the three master strategies and pass out working sheet. Also make sure each has copies of products of all previous sessions. <p>Spin kinds of strategic questions to give image of what we are looking for.</p>		<p>3 MASTER STRATEGIES FORAIS</p> <p>MATERIALS FROM SESSIONS II, III, IV</p>
INDIVIDUAL BRAINSTORM		<ol style="list-style-type: none"> Review the products of sessions II, III and IV. As you review each product, individually write 2 - 3 strategic questions on each product on worksheet. Ask yourself the question: Looking through the Master Strategies, what are the questions we are facing that can be dealt with by the movement? Select your own best three. Write on slips of paper. 		<p>MARKERS</p> <p>SLIPS OF PAPER</p> <p>TAPE</p> <p>WALL CHART</p>
GROUP TO ARENAS		<ol style="list-style-type: none"> Using this list, intuitively cluster these on wall chart into strategic arenas (6 - 8). (This is corporate -whole group-work). Name. Divide into small groups according to the clusters. Give each group a cluster 		

SECTION	PROCEDURES	HINTS	MATERIALS
PLENARY	<ol style="list-style-type: none"> 3. Name the strategic intent, 4. Write a paragraph; <ol style="list-style-type: none"> 1. describe intent 2. make a list of implementing models 3. Point to the new direction for the next four years 4. list: who, when, how, where <p>Gather and sing</p> <ol style="list-style-type: none"> 2. Each group read paragraphs and lists 3. Artform the strategies <ul style="list-style-type: none"> -images -impressions -how is this bringing off master strategies? -tell story of how this needed now. 4. Reflect on PSU experience (our journey) 		
<p>E SEVEN REVOLUTIONS</p>	<ol style="list-style-type: none"> 1. Relate these strategies to the Seven Revolutions. 2. What are the implications for the future of our work with the major revolutions? 3. What elements of this PSU are replicable? 4. What would you replace any section with? <p>Present material from this session. send Out</p>		

TOWARD A FUTURIC N.A. STRATEGY

CHICAGO NEXUS

December 2, 1980

MASTER STRATEGY	THE PRACTICAL MANIFESTATION OF THE NEW SOCIETY			THE ETHICAL DECLARATION OF THE NEW HUMANNESS			THE VOCATIONAL FORMATION OF THE NEW PEOPLE		
ACTION MODE	The Human Development Zone	The Strategic Urban Webs	The Structural Permeation Probe	The Human Factor	The Spirit Resurgence	The Ethical Posture	The Movemental Metro Developm't	The Religious House Transformatn	The Global Forces Empowerment
OUT TO DO	...toward bringing into visibility a manifestation of the New Social Vehicle in the activated regions of the globe.			...toward impacting the world with the authentic definitudes of profound living in the light of the moral issue of our time.			...toward establishing a global network of people who are self-consciously vocated to be the invisible college of the trans-establishment...		

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SECTION	TIME	PROCEDURES	HINTS	MATERIALS
<p>III CREATE IMPLEMT. MODELS</p>		<p>naming the strategic arena. 3. Regather and read. Reflect. 4. Return to small groups to brainstorm implementaries. 1. Review strategy arenas Assign into three groups. Brainstorm implementing models for four years, one year, three months. 2. In units, write paragraphs, including the what why when how where of the implementing models 3. Regroup to read and suggest additions or revisions. 4. Clean strategy paragraphs. Timeline for the whole.</p>		
<p>IV PLENARY</p>		<p>1. Gather and sing. 2. Each group read paragraphs 3. Artform 1. images 2. impressions 3. how is this bringing off our strategy? 4. tell story of how this paragraph brings the strategy to life 4. How does this relate to the three master strategies. 5. Close. Tell work to be done; the next steps. Send out.</p>		

THE OPERATING VISION

TOWARD ESTABLISHING SUSTAINING ENGAGEMENT	TOWARD SHAPING INNOVATIVE ROLES	TOWARD FORGING AUTHENTIC PARTNERSHIPS
responsible resources management	intentional career development	expanded decision- making areas
solid vocational support structures	empowered leadership skills fresh language forms	
full employment opportunities	profound phase appropriation multi-role enactment	effective male/female co-creation
assured basic services	global futuric perspective	new family shape
New social ethics	dignified past roles conserved new style forms	authentic corporate polity
significant youth engagement	authentic sense of history	basic team operations

SESSION V

WHAT IS THE STRATEGY?

A. INCLUSIVE LANGUAGE

The intent of Inclusive Language is to develop an inclusive screen for our own use of language. The new direction is in applying our knowledge of symbols to the question of language transformation.

- We will:
- 1) Create guidelines for language use
 - 2) Experiment with language in our rituals, songs, etc.
 - 3) Study edge theology dealing with new images of women
 - 4) Present a contextual spin on what is beneath language transformation

Research Centrum would begin looking at grist for this contextual spin at the January Centrum Band meeting, reviewing what has been done and creating a common collegium model. Regional houses will experiment with song writing and use of rituals, as well as research edge theology and will communicate with Research Centrum.

B. EFFECTIVE TOOLS

In a time of societal transition, the strategic intent of Effective Tools is to create a repository of individuals and social methods that will enable the creation of the new human.

The implementing models:

- 1) Interchange model (Publish Image on PSU, publish in women's magazine)
- 2) Create a format and schedule for curriculum development and 7 Revolutions
- 2a) Conduct 7 Revolutions ongoing research 2b) Elicit area involvement in rewriting Academy manuals
- 3) Take part in women's networks
- 4) Have a regional women's meeting

The new direction for the next four years is twofold: one, intensification of a research network, relative to the seven revolutions, and in particular, the women's revolution; and secondly, to commit ourselves to influence directly the seven revolutions. The New York House would submit PSU report to MS Magaine in Quarter III. Research Centrum will create an Image publication on women's revolution/women's PSU, Quarter IV. Regions and metro cores will hold meetings to report on Women's PSU, Quarter III and establish study groups using articles provided by Women's PSU, Quarter IV.

C. SUSTAINING SYMBOLS AND TOOLS

The strategic intent is to provide sustaining symbols and tools which will put women in the edge and the female revolution and enable them to demonstrate authentic participation in the total mission.

External thrust:

- 1) Summer '81 build a 4 year phased woman's advancement campaign
- 2) Utilize United Nations Decade for Women in a prtnership relationship
- 3) Every House do Woman's Guild participating in common research, for example, exemplar's
- 4) Do Woman's PSU in every area

C. SUSTAINING SYMBOLS AND TOOLS (CONT.)

Research:

- 1) Mobile library
- 2) Update list yearly on articles on woman's role
- 3) Reading of female exemplars for roundtable.
- 4) Pictures of woman exemplars
- 5) Ritual task force to review and take out sexist language in rituals
- 6) Write article on affection and its role in caring for people
- 7) Speech on style, graciousness and dress

Journey tools:

- 1) The historical context
- 2) Edge articles
- 3) Woman's reading list.
- 4) Reflective exercises (Meditative lab in Odyssey)
- 5) 4 year timeline of journey
- 6) solitary exercises.
- 7) Global art forms
- 8) Journey/transition seminars (resume)
- 9) Celebrations
- 10) International Woman's Fair
- 11) Membership in national and international societies
- 12) Family course
- 13) Fastidiousness of space in Houses.

D. FUTURE EXEMPLARS

The strategic intent is to create structural and assignment changes necessary to become a demonstration in role models and structural care. The new directions are geared towards transmuting our present consciousness into order models and expanding the vocational context. These will be implemented through the following models:

- 1) The order study in 7 revolutions in a research PSU
- 2) Missional family role workshop in family retreat
- 3) Have the '81 Annual Report Board members be composed of half males and half females
- 4) Equal male/female distribution in Phase I staff
- 5) Increase female presence in symbolic leadership
- 6) Vocation PSU model which includes the creation of career path and resume for every order member.

The who, when, how and where are: (The number directly relates to the models above)

- 1) Selected global RH do the study in Quarter III or Quarter IV.
- 2) Rochester RH will work Quarter III, give models to Training and share in house packet through a nexus publication.
- 3) Those of Official Board present at the Women's PSU, at the next Board meeting, will list Board member individually by family members, for example, Pesek, Betty Pesek, Marting
- 4) Nexus Assignment Commission and Operations will implement no. 4
- 5) Research and Operation in Quarter III will develop collegium designed by research paper.
- 6) Permeators of the nexus in Quarter III will create 3 hour career path, resume writing workshop at the nexus.

E. DEMONSTRATION FAMILY UNITS

The strategic intent is to demonstrate how the self-conscious community takes an active role in supporting the total family unit.

We will develop demonstration family units through research and experimentation in metro cores with new and reformed tools on behalf of primal community.

The implementing models are:

- 1) Family PSU --use the basic Women's PSU model to look again at the family in covenant.
Hold in Milwaukee as follow-up to Wisconsin Family Conference last May.
The family PSU to be held in April or May 1981
- 2) Family Lab Experimentation
Rochester and other regions will be working with the family course as continuation of this quarter's work, sharing models with the continent.

F. PARTNERSHIP STRUCTURES

The strategic intent is to demonstrate authentic creative partnership structures which includes more than 2, crossphases, bothe genders to enable everyone to maximally act out their care inclusively.

New directions for the next four years include:

- 1) Experimentation with different "teaming" configurations (such as single women; old hands; phase groups; couples; permeators; etc.) within which depth dialogue to sustain vocational decison and inform directions could occur.
- 2) Creation of an objective measuring stick for the inclusive human journey within the Order could inform particular individual/family assignment needs.
- 3) Longer term assignment periods and/or journey continues with change of assignment to permit the development of expertise and training useful to both the mission and an individual's development.
- 4) Every Order member/family being assigned time to update his/her/their life timeline and submit a 5 year career development plan for review and dislogue and use at assignment period.
- 5) Expanded assignment of married couples as missional teams (vs geographical) as an important experience in the human journey.
- 6) The establishment of fresh guidline and training whereby parents can more effectively function as a parenting team for their children.

G. ETHICAL DECISION ENABLEMENT

This strategy is out to enable people to make their own ehtical decisons out of a comrehensive inclusive context. We need to articulate the stakes that we (corporate and individually) need to create an ethical framework in a time of ambiguity. This is contextual not contentful. This strategy will be implemented through holding up women exemplars, doing the five "great talks", holding PSUs on courses and curriculum, creating a new women's course, use of all forms of medis, including women in LENS courses, and creating a "new ethics" course. This will be assigned to PSUs, houses and centruns to experiment with and document and then feed back into everything we do.

H. SYSTEMATIC FRAMING OF REVOLUTIONARY NETWORKS

In order to keep on top of the directions the 7 revolutions are taking, to use their resources, to empower their directions with methods of reflection and strategic action, we propose to catalyze a systematic framing network through:

- 1) invitations to Symposiums
- 2) invitations to Regional Consults
- 3) inclusion in follow-up circuiting
- 4) offers of GWFs and LENS as implementary models.

This will be done by Regional Teams on metro circuits, development visitation, LENS marketing, by creating a screen of strategic priority, pulling together the data we have on the frame of the revolutions we have not systematically touched, i.e., women, youth, education. Gaining access to and using prominent key figures to maintain our frame.

I. FORMS OF DECLARATION

The strategic intent of public articulation is to articulate publicly the present reality and future possibility of the new human style as catalyzed by experience of women.

The new directions lie in stating women's heritage and documenting the journey of women in HDPS holding their unique contributions.

The implementing models are:

- 1) Publications
- 2) Symposiums
- 3) PSUs
- 4) Women's Heritage Drama, display
- 5) Songs, conversations, publications which could be used in many situations.
- 6) Various forms of direct and continual interchange between agencies
- 7) Strong female participation in curriculum development.

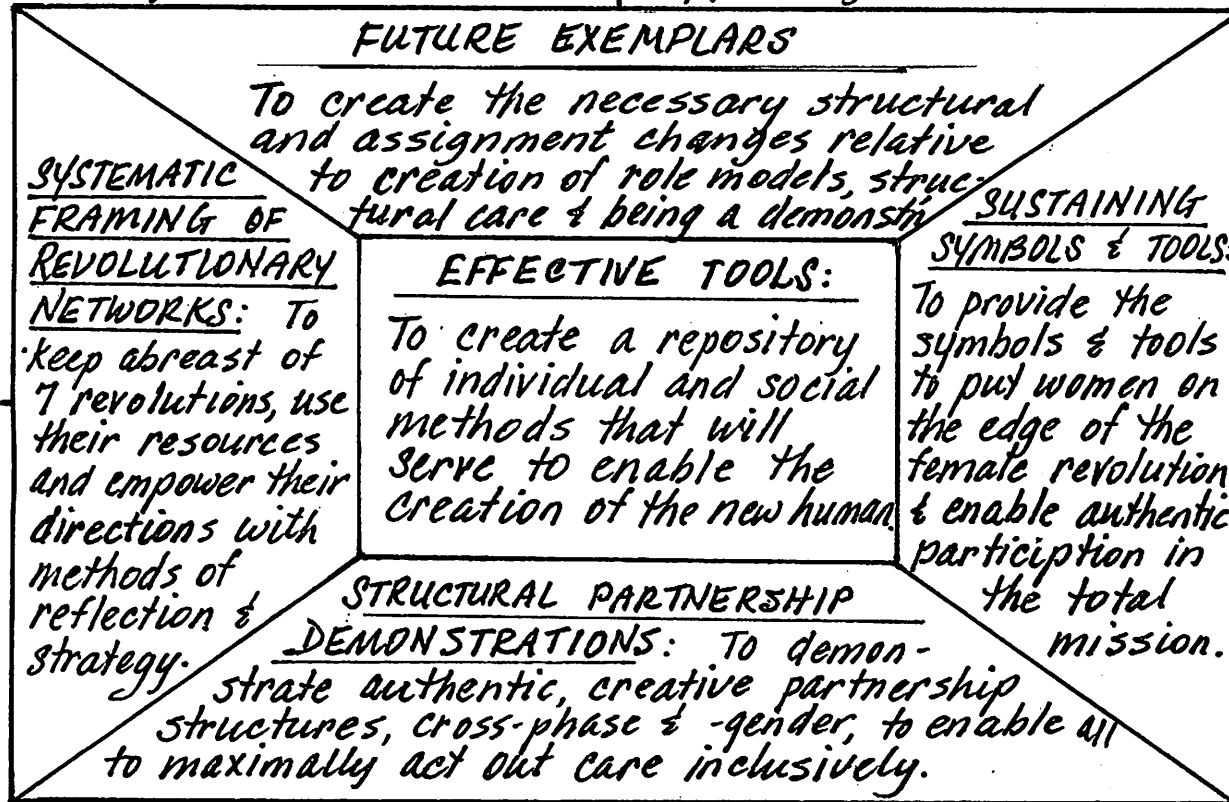
STRATEGIC DIRECTIONS

CHICAGO NEXUS

DECEMBER 14-15, 1980

PUBLIC ARTICULATION: To articulate publicly the present reality and future possibility of the new human style as catalyzed by the experience of women.

DEMONSTRATION FAMILY UNITS: To demonstrate how the self-conscious community takes an active role in supporting the total family unit.



ETHICAL DECISION ENABLEMENT: To enable people to make their own ethical decisions out of a comprehensive, inclusive context.

INCLUSIVE LANGUAGE: To develop an inclusive screen to apply our knowledge of symbols to the question of language transformation.

TOWARD A FUTURIC N.A. STRATEGY

CHICAGO NEXUS

December 2, 1980

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OUT TO DO	...toward bringing into visibility a manifestation of the New Social Vehicle in the activated regions of the globe.			...toward impacting the world with the authentic definitudes of profound living in the light of the moral issue of our time.			...toward establishing a global network of people who are self-consciously vocated to be the invisible college of the trans-establishment...		

WOMEN'S PSU

CONVERSATION: II

CONTEXT: Recently I read an article in the New Yorker magazine called "Women's Clothes: "Sophistication on Top of Style". The article started with the question women are asking is what is sensational for me to wear over the long haul. We are not willing to fade into the background, but we want vibrant new looking clothes that look good. Women are returning to value as a key factor in clothing. They want a look that has longevity. There is an ebullience in overflowing colors, scents in perfumes, and in the freedom of styles. The nobodies are going around looking like somebodies. And you don't have to have money to do that. The big timers in fashion have decided to create clothes for the masses--people like Bill Blass, Geoffrey Beene, Yves St. Laurent and Halston. And the new hotshots have joined the revolution, by creating clothes for the middle and lower income groups. The designers have given up their dictatorship and have abandoned clothes that have to be cleaned, etc, because women loved the other. The reason for this is that women now wear what they like, not what they are told to. Not one designer this fall has said that "this length is the length". Now they say we will give you a variety, a banquet and you choose. Now headwaiters have to be nice to everyone--they can't select a table for you based on what you look like.

1. How do you talk about clothes women are wearing today?
What shifts have been made in fashion over the past five years?
2. What occurs to me is that women are responding to the social structure called the fashion industry in a manner that is nervy. She will not be coerced.
3. What other societal trends are going on in which women express confidence and self assurance.
4. What are some things going on in which women respond with emotion--with anger, fear, laughter,--an immediate first hand response?
5. What would you guess is the meaning of that sort of response?
6. How would you describe the present mood, or state women are experiencing?
7. If they were wearing a "sandwich board" around their necks, what words would be on them?

WOMEN'S PSU

CONVERSATION: ART FORM: PLAY

"I'm Getting My Act Together and Taking It On The Road"

35 minutes

RO: To create a common reference point re the women's revolution in the past 20 years.
EA: To experience that our individual journeys have reflected the sociological journey of the past 20 years.

15 min

1. What scenes do you remember?
2. What lines?
3. What characters?
4. What were some objects?
5. What were some symbols?
6. What lines of the songs do you remember?
7. Where did you hear laughter?
8. What other responses did you hear?
9. Where were you aware of your own responses? What were they?

20 min

10. What was the sequence of scenes?
11. What new consciousness was revealed in these shifts?
12. What were some aspects of the male lead's journey?
13. ...the female lead's journey?
14. What was he after?
15. What was she after?
16. What was this play about?
17. Assuming that the playwright was an intentional artist, what is the message the playwright was communicating?
18. What kind of play is this - e.g., Hamlet is a tragedy, All that Jazz is an allegory.
19. Why
20. If you were writing the end of this play in 20 years, how would you end it?

WOMEN'S PSU

SESSION CONVERSATION: I

Beltz

1. What scenes do you remember?
2. What characters were in the drama?
3. What lines do you remember?
4. Think of the songs. What lines of the songs struck you.
5. Where did you notice the audience response?
6. Your own response?
7. What were some of the shifts between the old and the new act?
What new consciousness was revealed in this shifts?
8. Where was the possibility for her?
9. Where was her freedom?
10. What are aspects of the journey of women this play points to?
11. If you were to write and produce this play, what would you change?
add?
12. How might you write the end of the play?

BREAKFAST CONVESATION
THE VISION

SECTION	TIME	PROCEDURES	HINTS	MATERIALS
VISION		<p>Songs Ritual</p> <p>Context: put on your hat or shoes (which- ever is most comfortable) of both a 1st world woman and a 3rd world woman - tell a story that helps get inside of this. Get a place to take notes.</p> <ol style="list-style-type: none"> 1. As you look at the situation we have on our hands, what would you like to see: in 20 years in the place you work (do not forget 3rd world and 1st world.) 2. As you walk around your relationships, family - community - covenants - what do you see going on in 20 years? 3. Style (?) <p>Assign scribes.</p> <ol style="list-style-type: none"> 4. Let's hear some 5. What other aspects would you add? 6. Ask scribe to read back. 7. Intuitively gestalt what you heard to 3 - 4 clusters (get out several) 8. Name 3-4 key vision elements for women today. <p>Send out</p>		

REFLECTIONS ON THE WOMEN'S PSU BY THE STAFF

WORDS THAT COME TO YOU NOW THAT IT IS OVER

1. Strategy
2. Premier. It recontexted our history and task
3. Futuric
4. Grateful
5. First concrete clue of articulation of the turn
6. We had not come up with a mythology relative to the world. We had it with the church. This is closer to it
We had created a story about local man, but it was too broad.
People are struggling with the 7 revolutions, one by one by one. It is a potential movement building tool.
In Europe the youth would give the lives for the third world, but we couldn't come up with a manifesto. This was one splendid glory after another
7. We know about liturgy and the theological basis. Don't know the journey of building courses. Similarly, this provided research for building courses.
8. The was cross centrum and cross continent.
9. It told us what the world is doing
10. There was healing relative to the family. The meaning of caring for the family. There was a move on covenant, and the meaning of the family

YOUR EXPERIENCE

1. Being exposed.
2. External and internal a religious order
3. Struck me because over one-half the world I feel responsible for. Hard to get ahold of the point of revolution in the male dynamic--have an intuition it is related to humiliation. Men are supposed to win, to be successful. They see limits, etc. and are now struggling with ontological humiliation.
4. Perhaps what will come out is Elise Boulding's image of The Gentle Society. The tiny dot of the feminine in men they have been afraid of. When they appropriate it, perhaps a Gentle Society will come to be
5. Social absolution took place.

THE EDGE

1. Sign of something going on in history. We thought 20 would show up. We had 150 come, and get up in the middle of the night to work.
2. Decisions were made. Could have all of us dancing.
3. Liberalism was burn out. Women know they are on a precipice. The last 6 - 7 years were draining.
4. Address the whole feminine revolution as we see it now.
5. Language and what it will do to alter all our images. Alter our heritage.
6. All the recent articles to read.
7. 40 % of the women below the poverty level in the US----

* THE METHODS, ETZ & FUTURE PSU'S

1. LACE, SPIRIT
2. GWE
3. ARTICLES & BOOKS TO READ, DIALOGUE WITH
4. PROCEDURES TYPED & HANDED OUT
5. RELEVANT, EXISTENTIAL ? THEY ARE STRUGGLING WITH
- 6.

SONGS AND RITUALS

Women's PSU
December 14-15, 1980

NOW WE WILL LIVE

Tune: John Denver: Now We Will Live

We are women of the city, we are women of the land
We are women of the winter and the sun
We bring children born in peacetime, we bring children born in war
And we cry out through the universe, our voices raised as one:

Refrain: Now we will live, now we will grow
 Now we will be, now we will show
 That we can share all we can give,
 Now we will be, now we will live.

Have you gazed upon the vision of a world transformed by care?
Have you seen the many miracles come true?
Have you heard the women's story of new possibility,
Telling tales of new-found courage, of destiny renewed?

Refrain:

Interlude: For the worker and the housewife, and the elder and the child
 For the dreamer and the wanderer alone,
 For the maker and the user, and the future and the past,
 We are all one human family upon a human globe

We are women all together, face to face and arm in arm
We are standing on the threshold of a dream
No more hunger, no more suff'ring, no more wasting life away
Claimed by every local women who decides her time has come:

Refrain:

NEW LIFE

Spinning my life a new story, giving a face to the pain
Seeing through all of the weakness,
Filling my whole life with passion,
Filling the future with glory,
Surging within me, a new life.

The world is on my shoulders, it weighs too much to bear
Still, cries of suffering expose my wounded care,
Boundlessly claiming from me, taking more than I had offered.
CHORUS

Life's complications plague me, nothing is easily done,
Each new frustration driving deeper the resolve
So easy to give up, but only over my dead body.
CHORUS

My life slips through my fingers, I share the sense of doom.
My longing finds a home in setting spirits free
Living beyond the border, meaning bleeding from each moment.
CHORUS

THE ROSE

Some say love it is a river
That drowns the tender reed
Some say love it is a razor
That leaves your soul to bleed.

Some say love it is a hunger
An endless aching need.
I say love it is a flower
And you its only seed.

It's the heart afraid of breaking
That never learns to dance.
It's the dream afraid of waking
That never takes the chance.

It's the one who won't be taken
Who cannot seem to give
And the soul afraid of dyin'
That never learns to live.

When the night has been too lonely
And the road has been too long
And you think that love is only
For the lucky and the strong;

Just remember in the winter
Far beneath the bitter snows
Lies the seed that with the sun's love
In the spring becomes the rose.

WHISPERING HOPE

Soft as the voice of an angel
Breathing a lesson unheard
Hope with a gentle persuasion'
Whispers her comforting word.
Wait till the darkness is over
Wait till the tempest is done
Hope for the sunshine tomorrow
After the shower is gone.

REFRAIN: Whispering hope
O how welcome thy voice
Making my heart in its
sorrow rejoice.

If in the dusk of the twilight
Dim be the region afar
Will not the deepening darkness
Brighten the glimmering star?
Then when the night is upon us
Why should the heart sink away?
When the dark midnight is over
Watch for the breaking of day.

Hope, as an anchor so steadfast
Rends the dark veil for the soul
Whither the Master has entered
Robbing the grave of its goal.
Come, then, O come, glad fruition
Come to my sad, weary heart
Come, O Thou blest hope of glory
Never, O never depart.

NATURAL HIGH

"Gettin' My Act Together And Taking It On The Road"

That phone just keeps on ringing
Then somebody's at my door
I feel all pulled to pieces
Can't find inspiration any more
So many people leaning on me
I'm getting run into the ground
Everybody's wanting something from me
And there's not enough of me to go around
But tomorrow I hit the road
Going to let loose of this heavy load
and Fly.

Music is my one salvation
Singing is my celebration
Playing with a rock and roll band
Is a natural high.

Got a thousand notes to myself
Need a shovel to dig me out
Got a pile of unanswered letters
I forgot what they're about
Somebody wants his supper fixed
Somebody wants some love
There is just no time to write a song
To say what I'm thinking of
But tomorrow I hit the road
Going to let loose of this heavy load
And Fly.

(Chorus)

All I need is a little room
A place that is fine and free
A room where I can think to myself
Where nobody's needing me
And then I'll find my way again
And I will sing my song
And I will find the joy again
That comes when I'm feeling strong.
So tomorrow I hit the road,
Going to let loose of this heavy load
And Fly.

(Chorus - twice)

CABARET

What good is sitting alone in your room?
Come hear the music play;
Life is a cabaret, old chum,
Come to the cabaret.

Put down the knitting, the book and the broom,
Time for a holiday;
Life is a cabaret, old chum,
Come to the cabaret.

Come taste the wine,
Come hear the band,
Come blow the horn, start celebrating,
Right this way, your table's waiting.

No use permitting some prophet of doom
To wipe every smile away;
Life is a cabaret, old chum,
Come to the cabaret.

Come taste the wine,
Come hear the band,
Come blow the horn, start celebrating,
Right this way, your table's waiting.

Start by admitting from cradle to tomb,
It isn't that long a stay;
Life is a cabaret, old chum;
Only a cabaret, old chum,
So come to the cabaret.

SHOW ME

Don't talk of stars, burning above.
If you're in love, show me!
Tell me no dreams filled with desire.
If you're on fire, show me!

Here we are together in the middle of the night!
Don't talk of Spring! Just hold me tight!
Anyone who's ever been in love'll tell you that
This is no time for a chat!

Haven't your lips longed for my touch?
Don't say how much, Show Me!
Show me!

Don't talk of love lasting through time.
Make me no undying vow.
Show me now!

STRONG WOMAN NUMBER

"Gettin' My Act Together And Taking It On The Road"

I'm doing my strong woman number
Walking with my head held high
Doing my strong woman number
Determination in my eye.
I've got the look of assurance
My observations have pith
And the one that I love thinks I'm wonderful
But I'm not the one that he's with.

I'm doing my strong woman number
Keeping in the best of health
Doing my strong woman number
Fixing everything myself
I know how to make a decision
My opinions are my own
And the one that I love thinks it's wonderful
That I can get along alone.
'Cause he knows I'll never be a burden
I won't hang on his sleeve
I'm so self sufficient
I'm so easy to leave.
I can fix my own faucets
I can plan my own life
Maybe we're looking in the wrong direction
Maybe we need a wife!

I'm doing my strong woman number
And oh I've got such self esteem
I can handle any crisis
I'm so capable I could scream.
I've got my whole life together
Reconstructed bit by bit
But as for me, my friend,
This strong woman number
Doesn't mean a shit.

EVERGREEN

Barbara Streisand - "A Star Is Born"

Love, soft as an easy chair,
Love, fresh as the morning air.
One love that is shared by two,
I have found with you.

Like a rose under the April snow,
I was always certain love would grow,
Love ageless and evergreen
Seldom seen by two.

You and I will make each night a first,
Every day a beginning.
Spirits rise and their dance is unrehearsed,
They warm and excite us,
'Cause we have the brightest--

Love, two lights that shine as one
Morning glory and the midnight sun.
Time, we've learned to sail above,
Time won't change the meaning of -
One love, ageless and ever - evergreen.

A COCKEYED OPTIMIST

Mary Martin - "South Pacific"

When the sky is a bright canary yellow
I forget ev'ry cloud I've ever seen
So they call me a cockeyed optimist,
Immature and incurably green!

I have heard people rant and rave and bellow
That we're done and we might as well be dead
But I'm only a cockeyed optimist
And I can't get it into my head.

I hear the human race
Is falling on its face
And hasn't very far to go,
But ev'ry whippoor-will
Is selling me a bill
And telling me it just ain't so.

I could say life is just a bowl of jello,
And appear more intelligent and smart
But I'm stuck (like a dope!)
With a thing called hope,
And I can't get it out of my heart.
Not this heart.

SONG OF THE SOUL

(by Chris Williamson)

Open mine eyes that I may see
Glimpses of truth;
Open mine eyes; illumine me
Spirit Divine

Love of my life I'm not crying, I am not dying... I am dancing;
Dancing along in the madness, there is no sadness...
Only a song of the soul.

Refrain

We will sing this song, why don't you sing along;
and we can sing for a long, long time.
Why don't you sing this song, why don't you sing along;
and we can sing for a long, long time.

What do you do for a living, are you for giving...
giving shelter?
Follow your heart love will find you, truth will unbind you...
Seek out a song of the soul.

Repeat Refrain

Come to your life like a warrior, nothing will bore you...
you can be happy.
Let in the light, it will heal you, and you can feel you...
And sing out a song of the soul.

Repeat Refrain

Love of my life, I'm not crying I am not dying...
I am dancing.
Dancing along in the madness, there is no sadness...
Only a song of the soul.

Repeat Refrain

THE DAILY RITUAL

(Let the Community stand.)

NOW WE WILL LIVE

Tune: John Denver: Now We Will Live

OPENING (Verses 1, 2)

We are women of the city,
we are women of the land
We are women of the winter
and the sun
We bring children born
in peacetime, we bring
children born in war
And we cry out through
the universe, our voices
raised as one:

REFRAIN:

Now we will live, now we
will grow
Now we will be, now we
will show
That we can share all
we can give, Now we
will be, now we will live.

Have you gazed upon the vision of
a world transformed by care?
Have you seen the many miracles
come true?
Have you heard the women's story
of new possibility, Telling tales
of newfound courage, of destiny
renewed? REFRAIN :

CLOSING (Verses Interlude, 3)

For the worker and the housewife,
and the elder and the child
For the dreamer and the wanderer
alone, For the maker and the user,
and the future and the past, We
are all one human family upon a
human globe

We are women all together, face to
face and arm in arm. We are
standing on the threshold of a
dream. No more hunger, no more
suff'ring, no more wasting life
away - Claimed by every local
woman who decides her time has come:

REFRAIN:

Leader: Let us stand before life as those who care
for the world.

Community: Be it so.

(Let the Community sing verses 1 - 4 of Create the New Way)

ACT I: L: Life is never the way we want it.
C: We refuse to accept its promise.
L: Nevertheless we are free.
C: Be it so.

L: Yield and overcome
C: Bend and be straight
L: Empty and be full
C: Wear out and be new
L: Have little and gain
C: Have much and be confused

L: That is life
C: Be it so

(Let the community be seated)

Reading for the Day

(Let the community stand)

ACT II: L: This is the day we have on our hands.
C: We give thanks for the life we have.
L: This is our decision.
C: Be it so.

L: Look, it cannot be seen —
it is beyond form

LEFT: Listen, it cannot be heard —
it is beyond sound

RIGHT: Grasp, it cannot be held —
it is intangible

L: These three are indefinable; therefore,
they are joined in one.

LEFT: From above it is not bright;

RIGHT: From below it is not dark

LEFT: An unbroken thread beyond description

RIGHT: It returns to nothingness

LEFT: The form of the formless

RIGHT: The image of the imageless

L: It is called indefinable and
beyond imagination

(Let the community be seated)

Address for the Day

(Let the community stand)

ACT III: L: We stand before the world and its needs.
C: Let us give ourselves to the task.
L: It is to build the Earth
C: Be it so.

L: If you work by the Way,

C: You will be of the Way

L: If you work through its virtue

C: You will be given the virtue;

L: Abandon either one

C: And both abandon you

(Let the Community sing verses 3-6 of Create the New Way)

Leader: Let us go forth to enact our care for the
world.

Community: Be it so.

THE WITNESS FOR THE DAILY RITUAL

The challenge of the moment - and there are many who are meeting it, accepting it and responding, not in the way of men, but of women: the challenge is to flower as individuals, neither as biological archetypes, nor as personalities imitative of the male. And, there are no models in our mythology for an individual woman's quest. Nor is there any model for the male in marriage to an individuated female. We are in this thing together and have to work it out together, not with passion (which is always archetypal) but compassion, in patient fosterage of each other's growth.

I have read somewhere of an old Chinese curse: "May you be born in an interesting time!" This is a very interesting time: there are no models for anything that is going on. Everything is changing, even the law of the masculine jungle. It is a period of free fall into future, and we all have to make our own way. The old models are not working, the new have not yet appeared. In fact, it is we who are even now shaping the new in the shaping of our interesting lives. And that is the whole sense (in mythological terms) of the present challenge: we are the "Ancestors" of an age to come, the unwitting generators of its supporting myths, the mythic models that will inspire its lives. In a very real sense, therefore, this is a moment of creation.

From "GREAT GODDESS" article by Joseph Campbell

THE READING FOR THE DAILY RITUAL

I am she that is the natural mother of all things, mistress and governess of all the elements, the initial progeny of worlds, chief of the powers divine, queen of all that are in hell, the principal of them that dwell in heaven, manifested alone and under one form in all the gods and goddesses. At my will the planets of the sky, the wholesome winds of the seas, and the lamentable silences of hell be disposed; my name, my divinity is adored throughout the world, in divers manners, in variable customs, and by many names. For the Phrygians that are the first of all men call me the Mother of the Gods of Pessinus; the Athenians, which are sprung from their own soil, Cecropian Minerva; the Cyprians, which are girt about by the sea, Paphian Venus; the Cretans which bear arrows, Dictynian Diana; the Sicilians, which speak three tongues, infernal Proserpine; the Eleusians, their ancient goddess Ceres; some Juno, others Bellona; other Hecate; others Rhamnusia, and principally both sorts of the Ethiopians, which dwell in the orient and are enlightened by the morning rays of the sun, and the Egyptians, which are excellent in all kinds of ancient doctrine, and by their proper ceremonies accustomed to worship me, do call me by my true name, Queen Isis. Behold I am come to take pity of their fortune and tribulation.

Second Century A.D.
the goddess Isis of Old Egypt
announcement to Lucius Apuleius of Numidia
From "The Golden Ass of Apuleius"

MEAL RITUALS

I. OPUS 28

L Know the strength of man,
But keep a woman's care!
R Be the stream of the universe!

L Know honor,
Yet keep humility.
Be the valley of the universe!

R Being the stream of the universe,
Ever true and unswerving,
Become as a little child once more.

R Being the valley of the universe,
Ever true and resourceful,
Return to the state of the uncarved block.

L Know the white,
But keep the black!
Be an example to the world!

ALL

When the block is carved, it
becomes useful.
When the sage uses it, she becomes
the ruler.
Thus, "A great tailor cuts little."

R Being an example to the world,
Ever true and unwavering,
Return to the infinite.

II. WOMEN HOLD UP HALF THE SKY ...Mao

III. WE SPECIALIZE IN THE WHOLLY IMPOSSIBLE ...Lerner, Editor

IV. NO ONE CAN MAKE YOU FEEL INFERIOR WITHOUT YOUR CONSENT ...Eleanor Roosevelt

V. THE WOMAN -- HER MISSION IS TO INFUSE THE FEMININE ELEMENT INTO ALL ACTIVITIES
...Margaret Sanger

VI. WOMEN'S CAPACITY FOR IDENTIFICATION IS NOT AN EXPRESSION OF INNER POVERTY
BUT OF INNER WEALTH ...Hélène Deutsch (1884 -)

VII. WHAT WE WOMEN CAN DO IS TO ACT OUT THE FUTURE IN THE PRESENT ...Bonnie Keeps

VIII. I AM INVINCIBLE, I AM WOMAN ...Helén Reddy

WOMEN'S PSU REGISTRATION LIST

1. Addington, Nadine
2. Allan, Marge
3. Appenfelder, Judy
4. Armas, Zeneida
5. Avery, Ann
6. Baines, Dorothy
7. Barkony, Barbara
8. Beinecke, Louia
9. Bengel, Elsa
10. Bengel, John
11. Bergdall, Pamela
12. Blackledge, Jean
13. Blanchard, Marilie
14. Bonnell, Clare
15. Bonnell, William
16. Boone, Roseanne
17. Caperton, Elizabeth
18. Cole, Kitty
19. Compton, Betty
20. Cramer, Claudia
21. Craver, Susan
22. Crocker, Marilyn
23. Dimick, Doris Lee
24. Dion, Monique
25. Dodge, Ann
26. Donnelly, Barbara
27. Donnelly, Bruce
28. Drown, Debra
29. Early, Leah
30. Eggert, Nancy
31. Ennis, Margaret
32. Ennis, Sara
33. Farrar, Sharon
34. Fenton, Sally
35. Fleischmann, Carol
36. Frasier, Nancy
37. Gazarian, Beverly
38. Griffith, Beret
39. Grow, Rebecca
40. Hahn, Charles
41. Hahn, Doris
42. Hahn, Julia
43. Haman, Claudia
44. Harper, Roxanna
45. Heigel, Charon
46. Henry, Dena
47. Haupt, Carolyn
48. Howard, Eileen
49. Jayadekara, Augusta
50. Jewell, Dorothea
51. Johnson, Glenda
52. Johnson, Jane
53. Jones, Kathleen
54. Karpoff, Martha
55. Keller, Barbara
56. Kennedy, Rosemary
57. Kilgore, Judith
58. Kivimaki, Karen
59. Knight, Marcia
60. Knowlton, Nancy
61. Knutsen, Kristen
62. Kucera, Carol
63. Lachman, Sheri
64. Languido, Elsa
65. Lanpher, Nancy
66. Lee, Jeung Rim
67. Lee, Jane
68. Le Guillou, Monique
69. Lindstrom, Deanne
70. Long, Jean
71. Loudermilk, Elizabeth
72. Lush, Kay
73. Mathews, Araceli
74. Mathews, Lyn
75. McBurney, Georgianna
76. McCleskey, David
77. McCleskey, Donna
78. McKay, Lela
79. Moffett, Mary Warren
80. Montgomery, Judy
81. Morrill, Delores
82. Morrill, Justin
83. Mueller, Shirley
84. Neat, Elizabeth
85. Newkirk, Helen
86. Nicholas, Patricia
87. Parker, Beverly
88. Pennington, Lynette
89. Pesek, Betty
90. Philbrook, Geni
91. Phillips, Laverne
92. Poole, Jean
93. Price, Pat
94. Rebstock, Ellen
95. Reese, Bronwyn
96. Reese, Joyce
97. Davis, Bain
98. Roberts, Al
99. Roberts, Sharon
100. Rose, Dorcas

WOMEN'S PSU REGISTRATION LIST.

101. Rozendal, Lorraine
102. Sanders, Jan
103. Schwobel, Carol
104. Scott, Pat
105. Seacord, Joan
106. Sharp, Marie
107. Shaw, Molly
108. Shinn, Mimi
109. Shropshire, Conna
110. Smith, Jean
111. Smith, Lucy
112. Stanley, Anna
113. Stanley, Denise
114. St. Clair, Bob
115. St. Clair, Kate
116. Stover, Elaine
117. Student House Youth
118. Student House Youth
119. Talbott, Martha
120. Townley, Kay
121. Tresise, Judy
122. Troxel, Karen
123. True, Sandra
124. Turner, Sharon
125. Vance, Cynthia
126. Vergara, Jailu
127. Vergara, Mary Lou
128. Vosler, Nancy
129. Wainwright, Marianne
130. Walters, Carol
131. Warren, Jane
132. Wells, Sharon
133. Whitney, Clare
134. Whitney, Ken
135. Wiegel, Judith
136. Wildhack, Mig
137. Wilkins, Alfreida
138. Wilson, Priscilla
139. Wright, Alice
140. Yost, Ruthe
141. Zahrt, Linda
142. Ziegenhorn, Donna
143. Antenen, Ann
144. Collins, Leila
145. Knutsen, Margie
150. Hawley, Barbara
151. Jeszensky, Ilona
152. Fisher, Marguerite
153. Cramer, Donald
154. Paul, Lata