ARTICULATING THE DYNAMICS

OF HUMAN SOCIALITY

WEEK II OF THE FIRST WEEK

SUMMER '71
RESEARCH ASSEMBLY

ALL THE EARTH BELONGS TO ALL THE PEOPLE

I

WEEK TWO

1. Week Two is Friday through Sunday. Sunday afternoon and evening
   is free--missional discontinuity. From 9 a.m. to 12 on Sunday
   morning the second Plenary of the Assembly will be held at
   Malcolm X College. There the work of Week One and Two will be
   presented and the next two weeks-in-one will be previewed. The
   actual producing time span of this Week Two will be from eight
   o'clock Friday morning through eight o'clock on Sunday morning.
   It begins and ends with a congregational Plenary. The House
   Church of the Congregation will precede the Sunday congregational
   Plenary beginning at six a.m. The rest of Week Two will be spent
   in sodality plenaries and in college workshops and team work units.

FRIDAY

2. Friday begins at 7:50 a.m. with the Congregation Meeting. High
   Prime is led by the Priest and followed by Symbolic accountability.
   While the body eats, the Gurus will read the Luke selection
   and conduct the conversation. (See Guru Guide) At the end of
   the meal the announcements and Send Out will be made by the
   prior. It is now 8:30. There will then be a 30 minute break.
   At 9:00 the Congregation will gather again in Plenary session.
   First the Office of Terce will be said. Then the lecture on
   Social Dynamics will be given and the weekend construct laid out
   in the broad picture. This will give the content for the work of
   each sodality and college and team. It is now 10:15 a.m. The
   group will then proceed to their Colleges, where the actual
   production begins.

II

INTENT

3. The purpose of this week two is to corporately write a document.
   It will be on the Dynamical Processes that constitute society.
   It is the vehicle needed to do the work on current contradictions
   next week. Week One has prepared us for this work. The outline
   of the book is a part of the Appendix of this paper. There will
   be ·396 paragraphs in the document. This means some 130 typewritten
   pages. The whole research assembly will be engaged in writing it.
   Each of the three congregations will be responsible for one.
   third of it. The Westside will write on the Economic triangles;
   South Chicago on the political; and Fifth City on the Cultural.
   Each Sodality in turn will be responsible for one of the second
   level triangles. For instance, in culture triangle one Sodality
   would do education, one would do style and the third would do
   symbol. Then the College would work the next level down. In
   the symbolic area one college would work on language, one on
   art and one on religion.

PARAGRAPHS

4. Of the 396 paragraphs 162 of them are either introductory or con-
clusory. That leaves 234 core paragraphs. There are two para-
graphs on each of the 117 different triangles to be written up. One
set of the core paragraphs is called the <u>descriptive paragraphs</u>;
then the other termed the <u>dynamical paragraphs.</u> The descriptive
paragraphs locate the particular process in relation to the process
above, below and around it. The dynamical paragraphs delineate the
relationships which actually constitute the process itself. Each of
these two kinds of paragraphs has its own form. The descriptive
has five sentences; the dynamical eleven sentences. A separate chart
lays out the forms in detail.

RESOURCES

5. The resource materials for the descriptive paragraphs are first the
"process document" which was written several times by over 200
different people as an effort to get clear on the triangles that
delineate the social process. This will be passed out to each
participant at the Friday congregation plenary. The second resource
is the sentences that the assembly wrote in week one. These have
been organized for the writing effort and will also be handed out
at the first plenary. The third aid is the 3 X 3's booklet. The
actual resources here are the 13 different sentences on every
sheet, each sentence beginning in the top boxes and flowing down
through the boxes below. The back-up material for the dynamical
paragraphs is non-existent. It is a job of raw creativity to be done.
The workshop format and the instructions will deal with the
methodology by which these paragraphs can be formulated and written.

ASSIGNMENTS

6. The attached assignment sheet indicates down to the College level
who writes which paragraphs. Each of the three congregations have
- - colleges, comprised of four teams of approximately six persons.
In each college, one team will be assigned to work on the general
areas of the triangle. Another team will work on the descriptive
sentences on the fourth level triangles assigned to that college
plus the introductions and conclusions. The two remaining teams
will work on the dynamical paragraphs for the same triangle. The
three teams of the college during the weekend write all together
just eight paragraphs. It is important to remember that this is
group writing and in every instance there will be common brain-
storming, exchange of work for rewriting and consensus on the
finished project.

PUBLICATION

7. Final editing should be completed by the Sodality editing crew, from each Congregation arranged consecutively and neatly typed double-spaced on 8 1/2 X 11 paper with captions in the left-hand margin, by 8 p.m Saturday night. One typist from each typing pool which will assemble at YMCA College in the Loop at 8 p.m. Each Congregation will provide transportation to the "Y". Stencils will be taken to Base and copies reproduced by Gestetner duplicators beginning at 10 p.m. and running until 4 a.m. Sunday morning. Base will arrange for five duplicators. One person from each Sodality is assigned to Base to handle the duplication. Collating of approximately 900 copies of the approximately 130 page document will begin in Room A at Base at 3 aM. Two persons from each College are assigned to collating. The completed document will be trucked to Malcolm X College at 8 a.m. and distributed to all participants at the beginning of the Sunday morning Plenary. All copy handed in to typists will bear paragraph and section titles, and the designation of the college and unit which wrote the paragraphs. All typed copy will follow the established format (attached).

III

SPIRITUALITY

8. THE SPIRITUAL DISCONTINUITY ON WEEK TWO AGAIN REVOLVES ABOUT THE hour offices. Prime is said at 8:00 in the Congregation Breakfast on Friday and in the Sodality Breakfast on Saturday. Terce is said at morning Plenary periods on both Friday and Saturday. Terce is said during the morning workshops and None in the afternoon workshop. The evening meal on Friday and the Sodality Plenary on Saturday evening opens with Vespers and closes with None. There is no exact time set for the offices save that they fall into their 3 hour time period. Another spiritual dynamic of Week Two is the reading of passages from the Gospel of Luke at each meal period followed by a brief conversation. Week Two's spiritual Trek ends with the Supper of our Lord during the Congregational Plenary held between six and eight on Sunday morning.

MOOD

9. The mode of week two is detachment or nonchalance in the midst of heavy engagement and in tense intentionality. For this many people quantitatively it is not so much work. But it is hard work, intensive, and again long hours are involved. The mood of lightness and gaiety can be maintained. Discontinuity of several forms is necessary. This is a role of the Hour offices. Minute breaks and tangential conversations are the order of the day. The pace of week two is slow. The work must be good and this kind of work can't be done hurriedly. It cannot be said too strongly that we are going to produce a document on the new social vehicle and it must be good. Saturday night after the plenary when it is all in and the book is done, ought to be a spontaneous ball.

10. Sunday is a day. We rise at 5:30 and attend the weekly
     House Church at 6:00 a.m. as congregations. This is fol-
     lowed by the final plenary session of the week. Here the
     individuals and colleges will stand accountable for the
     intents and efforts during week one and two. The fruit of
     the work accomplished will be symbolically offered up. Be-
     tween 8 and 9 am. the three congregations shall travel by
     bus once again to Malcolm X College. The last week will
     be received and the week to come looked at. The total
     document will be offered and distributed to the Assembly,
     and all the college montages will be on display. Sunday
     afternoon and night is free time. Buses will take the
     assembly either back to their houses or to the Chicago
     Loop. Monday begins at 5:50 a.m.

Week two is one long workshop complex punctuated
by the discontinuities of meals, hour offices and
plenaries. There are four blocks of work time of four
hours each; two on Friday, one in the morning, one
in the evening. The scheme is the same for Saturday.
These four hour periods are divided into two parts
making 8 two hour workshops. The total work of the
week is organized around the 8 workshops.

BOOK I	SPECIAL GROUP Cong I Cong II Cong III 3.23.35 3.23.35 3.23.35		GRAND MASTER BOOK ECO.POL.CUL	AT LARGE
BOOK II	SPECIAL GROUP CONG. III Teams 7.11.15.19.27.31		MASTER BOOK ECONOMICS	THIRD CONGREGATION
BOOK V	SODALITY VII COMMON RESOURCES	College A College B College C	Natural Resources Human Resources Technological Resource	
BOOK VI	SODALITY VIII COMMON PRODUCTION	College D College E College F	Production Instruments Production Forces Production Systems	WEST SIDE
BOOK VII	SODALITY IX COMMON DISTRIBUTION	College G College H College I	Property Claims Exchange Mechanisms Consumption Plans	ECONOMIC PROCESSES
BOOK III	SPECIAL GROUP CONG. I Teams 7.11.15.19.27.31		MASTER BOOK POLITICAL	
BOOK VIII	SODALITY I CORPORATE ORDER	College A College B College C	Common Defense Domestic Tranquility Legal Base	FIRST CONGREGATION
BOOK IX	SODALITY II CORPORATE JUSTICE	College D College E College F	Legislative Consensus Judicial Procedure Executive Authority	CHICAGO SOUTH
BOOK X	SODALITY III CORPORATE WELFARE	College G College H College I	Secure Existence Political Freedoms Significant Engagement	POLITICAL PROCESSES
BOOK IV	SPECIAL GROUP CONG II Teams 7.11.15.19.27.31		MASTER BOOK CULTURAL	
BOOK XI	SODALITY IV COMMUNAL WISDOM	College A College B College C	Useful Skills Accumulated Knowledge Final Meanings	SECOND CONGREGATION
BOOK XII	SODALITY V COMMUNAL STYLES	College D College E College F	Cyclical Roles Procreative Scheme Social Structures	FIFTH CITY
BOOK XIII	SODALITY VI COMMUNAL SYMBOLS	College G College H College I	Corporate language Social Art Common Religion	CULTURAL PROCESSES

SUMMER '71
Research Assembly

FIRST WEEK TWO
WRITING ASSIGNMENTS
TEAM LEVEL

To: Assembly

BASIC BOOK V through XIII	DESCRIPTIVE SENTENCES PARAGRAPHS Introductions & Conclusions	CONG. III ECONOMIC Bks V-VI-VII	Resources Production Distribution	2 . 6 . 10 14 . 18 . 22 26 . 30 . 34
		CONG. I POLITICAL Bks VIII-IX-X	Order Justice Welfare	2 . 6 . 10 14 . 18 . 22 26 . 30 . 34
		CONG. II CULTURAL Bks XI-XII-XIII	Wisdom Style Symbols	2 . 6 . 10 14 . 18 . 22 26 . 30 . 34
	DYNAMICAL SENTENCES PARAGRAPHS	CONG. III ECONOMIC Bks V-VI-VII	Resources Production Distribution	1. 4.. 5. 8.. 9.12 13.16..17.20..21.24 25.28..29.32..33.36
		CONG. I POLITICAL Bks VIII-IX-X	Order Justice Welfare	1. 4.. 5 .8.. 9.12 13.16..17.20..21.24 25.28..29.32..33.36
		CONG. II CULTURAL Bks XI-XII-XIII	Wisdom Style Symbol	1. 4.. 5. 8.. 9.12 13.16..17.20..21.24 25.28..29.32..33.36
MASTER BOOKS II-III-IV		MASTER BOOK ECONOMICS II	Resources Production Distribution	7.11 15.19 CONG 27.31 III
		MASTER BOOK POLITICAL III	Order Justice Welfare	7.11 15.19 CONG 27.31 I
		MASTER BOOK CULTURAL IV	Wisdom Style Symbol	7.11 15.19 CONG 27.31 II
GRAND MASTER BOOK I Introductions and Conclusions Prelude and Postlude			ECONOMIC POLITICAL CULTURAL	3.23.35 CONG III 3.23.35 CONG I 3.23.35 CONG II

1. Each college will assign one team to a special group which
   will be working on 0 Level dynamics and Level 1 dynamics
   parts on the document.

2.. Assigned to 0 Level dynamics writing are units 3, 23, and
   35 of each congregation, a total of 9 teams. They will
   report to Base following the dynamic sociology lecture.
   They will be writing Book 1 of the document (see Document
   A outline).

3. Each congregation will be responsible for writing the Level
   1 dynamics for their particular area of the social processes
   triangle. Teams 7, 11, 15, 19, 27, and 31 of each congre-
   gation will be pulled out to do this writing.

4. In the West Side Congregation, Teams 7 and 11 do the Re-
   sources of Book 2; Teams 15 and 19 do Production of Book 2;
   and Teams 27 and 31 do Distribution of Book 2.

5. In the South Side Congregation, Teams 7 and 11 work on Or-
   der   of Book 3; Teams 15 and 19 do Justice of Book 3; and 27
   and 31 do Welfare of Book 3.

6. In the Fifth City Congregation, Teams 7 and 11 do Education
   of Book 4; Teams 15 and 19 do Style in Book 4; and Teams 27
   and 31 do Symbol of Book 4.

7. A separate room would be set up for each group to function
   as a workshop. With the group of teams responsible for a
   book working as a Sodality and each group of two teams
   working as a college.

Document Introduction
    1.
    2.
    3.

       I. Level Zero - Social Dynamics
           4.
           5.
           6.

               Economic
                    7.
                         8. Common Resources - Description
                         9. Common Resources - Dynamical
                       10. Common Production - Description
                       11. Common Production - Dynamical
                       12. Common Distribution - Description
                       13. Common Distribution - Dynamical

                 14.
               Political
                    15.
                       16. Corporate Order - Description
                       17. Corporate Order - Dynamical
                       18. Corporate Justice - Description
                       19. Corporate Justice - Dynamical
                       20. Corporate Welfare - Description
                       21. Corporate Welfare - Dynamical

                 22.
              Cultural
                    23.
                       24. Communal Wisdom - Description
                       25. Communal Wisdom - Dynamical
                       26. Communal Style - Description
                       27. Communal Style - Dynamical
                       28. Communal Symbol - Description
                       29. Communal Symbol - Dynamical

                 30.
            Conclusion
            31.
            32.
            33.

      II. Level One - Economic Commonality
           34.
           35.
           36.
               Resources
                    37.
                       38. Natural Resources - Description
                       39. Natural Resources - Dynamical

                    40. Human Resources - Description
                    41. Human Resources - Dynamical
                    42. Technological Resources - Description
                    43. Technological Resources - Dynamical
               44.
          Production
               45.
                    46. Production Instruments - Description
                    47. Production Instruments - Dynamical
                    48. Production Forces - Description
                    49. Production Forces - Dynamical
                    50. Production Systems - Description
                    51. Production Systems - Dynamical
               52.
          Distribution
               53.
                    54. Property Claims - Description
                    55. Property Claims - Dynamical
                    56. Exchange Mechanisms - Description
                    57. Exchange Mechanisms - Dynamical
                    58. Consumption Plans - Description
                    59. Consumption Plans - Dynamical
               60.
          Conclusion
          61.
          62.
          63.

III. Level One - Political Commonality
     64.
     65.
     66.
          Order
               67.
                    68. Common Defense - Description
                    69. Common Defense - Dynamical
                    70. Domestic Tranquility - Description
                    71. Domestic Tranquility - Dynamical
                    72. Legal Base - Description
                    73. Legal Base - Dynamical
               74.
          Justice
               75.
                    76. Legislative Consensus - Description
                    77. Legislative Consensus - Dynamical
                    78. Judicial Procedure - Description
                    79. Judicial Procedure - Dynamical
                    80. Executive Authority - Description
                    81. Executive Authority - Dynamical
               82.

Welfare
   83.
        84. Secure Existence - Description
        85. Secure Existence - Dynamical
        86. Political Freedoms - Description
        87. Political Freedoms - Dynamical
        88. Significant Engagement - Description
        89. Significant Engagement - Dynamical
   90.
Conclusion
91.
92.
93.

IV.   Level One - Cultural Commonality
   94.
   95.
   96.
   Education
      97.
        98. Useful Skills - Description
        99. Useful Skills - Dynamical
       100. Accumulated Knowledge - Description
       101. Accumulated Knowledge - Dynamical
       102. Final Meanings - Description
       103. Final Meanings - Dynamical
    104.
   Style
     105.
       106. Cyclical Roles - Description
       107. Cyclical Roles - Dynamical
       108. Procreative Scheme - Description
       109. Procreative Scheme - Dynamical
       110. Social Structures - Description
       111. Social Structures - Dynamical
    112.
   Symbol
     113.
       114. Corporate Language - Description
       115. Corporate Language - Dynamical
       116. Social Art - Description
       117. Social Art - Dynamical
       118. Common Religion - Description
       119. Common Religion - Dynamical
    120.
   Conclusion
   121.
   122.
   123.

V. **Level Two - Resources Dynamics**
    124.
    125.
    126.
        Natural
            127.
                128. Basic Reserves - Description
                129. Basic Reserves - Dynamical
                130. Ecological Flows - Description
                131. Ecological Flows - Dynamical
                132. Accessory Improvements - Description
                133. Accessory Improvements - Dynamical
            134.
        Human
            135.
                136. Resident Populations - Description
                137. Resident Populations - Dynamical
                138. Labor Divisions - Description
                139. Labor Divisions - Dynamical
                140. Employable Skills - Description
                141. Employable Skills - Dynamical
            142.
        Technological
            143.
                144. Extractive Procedures - Description
                145. Extractive Procedures - Dynamical
                146. Industrial Arts - Description
                147. Industrial Arts - Dynamical
                148, Innovative Techniques - Description
                149. Innovative Techniques - Dynamical
            150.
        Conclusion
        151.
        152.
        153.

VI. **Level Two - Production Dynamic**
    154.
    155.
    156.
        Instruments
            157.
                158. Capital Goods - Description
                159. Capital Goods - D-namical
                160. Suitable Tools - Description
                161. Suitable Tools - Dynamical
                162. Industrial Processes - Description
                163. Industrial Processes - Dynamical
            164.

IX. Level Two - Justice Dynamic
        244.
        245.
        246.
        Legislative
                247.
                        248.   Constituency Suffrage - Description
                        249.   Constituency Suffrage - Dynamical
                        250.   Aligned Pressure - Description
                        251.   Aligned Pressure - Dynamical
                        252.   Deliberative System - Description
                        253.   Deliberative System - Dynamical
                254.
        Judicial
                255.
                        256.   Litigated Disputes - Description
                        257.   Litigated Disputes - Dynamical
                        258.   Arbitrated Appeal - Description
                        259.   Arbitrated Appeal - Dynamical
                        260.   Final Judgement - Description
                        261.   Final Judgement - Dynamical
                262.
        Executive
                263.
                        264.   Bureaucratic Systems - Description
                        265.   Bureaucratic Systems - Dynamical
                        266.   Advisory Council - Description
                        267.   Advisory Council - Dynamical
                        268.   Symbolic Leader - Description
                        269.   Symbolic Leader - Dynamical
                270.
        Conclusion
        271.
        272.
        273.

X.   Level Two - Welfare Dyanamic
        274.
        275.
        276.
        Existence
                277.
                        278.   Primal Sustenance - Description
                        279.   Primal Sustenance - Dynamical
                        280.   Adequate Livelihood - Description
                        281.   Adequate Livelihood - Dynamical
                        282.   Equitable Benefits - Description
                        283.   Equitable Benefits - Dynamical
                284.

Freedoms
    285.
        286. Individual Liberties - Description
        287. Individual Liberties - Dynamical
        288. Citizen Rights - Description
        289. Citizen Rights - Dynamical
        290. Loyal Opposition - Description
        291. Loyal Opposition - Dynamical
    292.
Engagement
    293.
        294. Knowledge Access - Description
        295. Knowledge Access - Dynamical
        296. Meaning Involvement - Description
        297. Meaning Involvement - Dynamical
        298. Expressed Conscience - Description
        299. Expressed Conscience - Dynamical
    300.
Conclusion
301.
302.
303.

XI.   Level Two - Wisdom Dynamic
    304.
    305.
    306.
    Skills
        307.
        308. Basic Techniques - Description
        309. Basic Techniques - Dynamical
        310. Inclusive Technologies - Description
        311. Inclusive Technologies - Dynamical
        312. Supportive Techniques - Description
        313. Supportive Techniques - Dynamical
    314.
    Knowledge
        315.
        316. Scientific Knowledge - Description
        317. Scientific Knowledge - Dynamical
        318. Human Wisdom - Description
        319. Human Wisdom - Dynamical
        320. Formal Methods - Description
        321. Formal Methods - Dynamical
    322.
    Meanings
        323.
        324. Individual Integrity - Description
        325. Individual Integrity - Dynamical

XIII.   Level Two - Symbol Dynamic
            364.
            365.
            366.
                Language
                    367.
                        368.   Expressive Formulation - Description
                        369.   Expressive Formulation - Dynamical
                        370.   Linguistic Structure - Description
                        371.   Linguistic Structure - Dynamical
                        372.   Societal World - Description
                        373.   Societal World - Dynamical
                    374.
                Art
                    375.
                        376.   Interior Awareness - Description
                        377.   Interior Awareness - Dynamical
                        378.   Eventful Consciousness - Description
                        379.   Eventful Consciousness - Dynamical
                        380.   Radical Projection - Description
                        381.   Radical Projection - Dynamical
                    382.
                Religion
                    383.
                        384.   Unifying Icons - Description
                        385.   Unifying Icons - Dynamical
                        386.   Common Rites - Description
                        387.   Common Rites - Dynamical
                        388.   Inclusive Myths - Description
                        389.   Inclusive Myths - Dynamical
                    390.
                Conclusion
                391.
                392.
                393.
Document Conclusion
        394.
        395.
        396.

PARAGRAPH STRUCTURE

### I   THE DESCRIPTIVE SENTENCES   PARAGRAPH

Each of these paragraphs is comprised of 6 sentences. Sentences one and two are more relational. Sentences three, four, and five are descriptive of the 4th level using the 5th level. The 6th is an illuminating example.

The first sentence of the descriptive sentences paragraph describes the 4th level process by articulating its relationship to the other two 4th level processes in a gerund (-ing words) phrase like those sentences created in the sentence workshop during Week I. The second sentence defines the 4th level process by articulating the three 5th level processes that surround it in three gerund phrases.

Each of the next three sentences describe 5th level processes under the process being described. Each sentence uses the 6th level process as guides (sums them up) to say as a single process what the 5th level process is. The third sentence describes the foundational (ile. the left hand) 5th level. This sentence sums up the 6th level process. The fourth sentence describes the bottom right 5th level category as a single process in the same manner as sentence three. The fifth sentence describes the top 5th level category as a single process illuminating example of the 4th level process by grounding the example in the three 5th level processes.
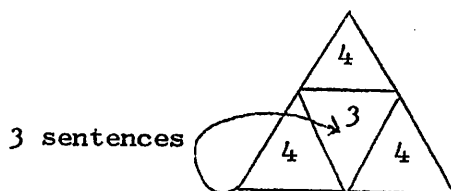
II   THE DYNAMICAL SENTENCES   PARAGRAPH

The dynamical sentences paragraph is comprised of eleven sentences. The first sentence is an introductory sentence. The next nine sentences state the dynamical relations of the 4th level category to its own 3rd level category and to its two corresponding fourth level categories.
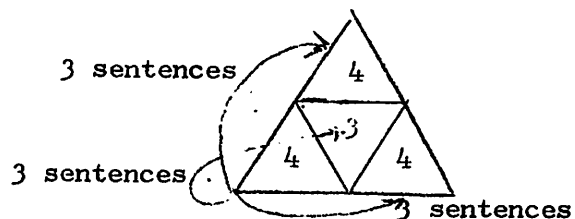
The eleventh sentence is the concluding sentence of the paragraph and grounds in an example the impact of the dynamics which have been delineated.

The first sentence defines the 4th level as a single dynamic. Do not repeat or restate the 5th level. This sentence needs to be terse and illuminating. The second, third and fourth sentences state the dynamic relation of the given 4th level categories to its own 3rd level process. The second sentence states how the 4th level category creates the 3rd level. The third sentence states how the 4th level limits the 3rd level. And the fourth sentence states how 4th level sustains the 3rd level process.

The fifth, sixth and seventh sentences states the dynamic relation of the
given 4th level category to the 4th level category moving clockwise. These
three sentences state how the given 4th level process creates, limits, and sustains
the next 4th level process moving clockwise.
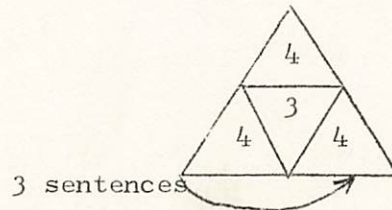
The eighth, ninth, and tenth sentences state the dynamic relation of the
given 4th level category moving to the 4th level category moving counterclock-
wise. These three sentences state how the given 4th level process creates, limits,
and sustains the next 4th level process moving counter-clockwise.
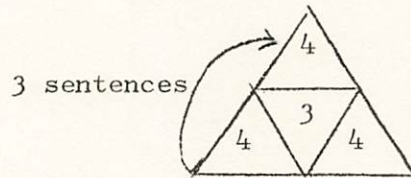
The eleventh sentence grounds in an example the impact of the dynamics which
you have delineated.

FOURTH LEVEL DYNAMICAL PARAGRAPH DESIGN

INTRO		1	This sentence defines the fourth level as one thing in a short, terse sentence without mentioning the fifth level categories.
D Y N A M I C S	I T S E L F	2	This sentence describes how the given fourth level creates its third level category.
		3	This sentence describes how the given fourth level limits the third level category.
		4	This sentence describes how the given fourth level sustains its third level category.
	R I G H T	5	This sentence describes how the given fourth level creates the fourth level category to its right.
		6	This sentence describes how the given fourth level limits the fourth level category to its right.
		7	This sentence describes how the given fourth level category sustains the fourth level category to its right.
	L E F T	8	This sentence describes how the given fourth level creates the fourth level category to its left.
		9	This sentence describes how the given fourth level limits the fourth level category to its left.
		10	This sentence describes how the given fourth level sustains the fourth level to its left.
CONCLUSION		11	This sentence grounds in an example the impact of the dynamics which you have delineated.

FOURTH LEVEL DESCRIPTIVE PARAGRAPH DESIGN

| GENERAL | 1. This sentence describes the fourth level process using the same sentence format as the first week's sentence workshops. |
| | 2. This sentence defines the fourth level category in terms of the fifth level without simply listing them. |

PARTS	3. This sentence describes the bottom left fifth level as one thing using the sixth level categories, but without simply listing them.
	4. This sentence describes the bottom right fifth level as one thing using the sixth level categories but without simply listing them.
	5. This sentence describes the top fifth level triangle as one thing using the sixth level categories, but without simply listing them.

| EXAMPLE | 6. This sentence gives one example of the fourth level process which includes the three fifth level categories. |

EXAMPLE SENTENCES AND PARAGRAPHS
FOR CHAPTER INTRODUCTIONS AND CONCLUSIONS

EXAMPLE PARAGRAPH FOR CHAPTER INTRODUCTIONS

(1) The social dynamics of humanness are a process of creating cultural commonality through developing communal styles which involves visioning cyclical roles. (2) The cyclical roles is the method by which the social patterns are transmitted and maintained. (3) Through such a method every society receives past wisdom, maintains established structures, and protects the symbolic depths of its inheritance. (4) Thus the cyclical roles consists of <u>emerging generation</u>, <u>established</u> <u>adults</u>, and <u>community</u> <u>elders</u>. (5) Without the perpetuation of these roles, the significance of the individual and societal task, as held in the traditional symbols and rituals, would collapse and there would be no common method of claiming the future.

EXAMPLE PARAGRAPH FOR CHAPTER CONCLUSIONS

(1) In the United States one example of the cyclical roles is family celebrations such as Thanksgiving dinner at grandmother's house. (2) The children hear the family myths, are held accountable for behavior appropriate to their upbringing, and participate in the drama of the Thanksgiving feast. (3) The Meal itself dramatizes the American's image of what it means to honor the national heritage and the prayer embodies the image of what it means to hold the family together. (4) The elder plays the role of the host and symbolizes the journey of civilization and of that particular family. (5) At the end of the feast the wishbone is broken by the eldest and the youngest and a dream for the future is projected.

EXAMPLE SENTENCES AND PARAGRAPHS FOR THE FOURTH
LEVEL DESCRIPTIVE AND DYNAMICAL PARAGRAPHS

DESCRIPTIVE SENTENCES PARAGRAPH EXAMPLE:

(1) The emerging generation indicates the process of developing the
unmatured persons of a social group in the common vision and wisdom for the
sake of the recreation of the necessary community structures and roles to
insure an ongoing society. (2) The emerging generation consists of passing
on the traditions and mores, affording practical experiences within supervised
limits and imposing discipline methods common in the society. (3) The
traditional instruction is the retelling of past communal wisdom and values
which allows the creation of a common vision of the future. (4) The cor-
porate discipline lays out models and roles which allow the development
of self-initiating individuals. (5) The practical experiences means sup-
porting the involvement of youth in social life while supervising the nature
and scope of their participation. (6) Boy Scouts mold the emerging gen-
eration as it enacts the pledge of allegiance on ceremonial occasions,
demands team participation and supervises expeditions to the woods.

DYNAMICAL SENTENCES PARAGRAPH MODEL:

(1) The activity of emerging generation provides the base for turning
the present into the future. (2) In relationship to the cyclical roles the
process of emerging generation initiates the journey, injects renewal voices into
society, and becomes educated in the operating processes of society. (3) It
judges the perversions of society, innovates new forms, and pushes comprehensive-
ness. (4) It sustains by demanding creative participation in society, by em-
bracing social forms, and by training for the future. (5) In relationship to
the dynamic of adult roles, the activity of emerging generation demands a new
relationship, with a new focus. (6) It demands authenticity and responsibility
of the adult role challenging parochialism and superficiality. (7) It provides
meaning for the adult role by continually holding it before the future demand
which it acts out in present social forms. (8) In relation to the processs of
the elder role the emerging generation, operating out of short range vision,
demands the honoring of past wisdom. (9) It tests this wisdom of the elder
role, confronts the mores of the past residing in it, and forces this role to
relate authentically to life. (10) It sustains the elder role by providing
hope for the future giving joy through participation in the journey and calls
forth the appropriation of wisdom on behalf of the other. (11) The emerging
generation has emerged as a major dynamic in the 20th century with this impact,
for instance on the dress and mores of the time and on the patterns of today's
institutions of higher learning.

The document to be written this weekend is 396 paragraphs in length. Of the 396 paragraphs, 117 are paragraphs which describe the dynamical relations of the social process.

It is important to remember then that in writing dynamic relations, when one has gotten clear on the poles of a particular social process in the 3 X 3's and the triangles, the next step is to describe the struggle that the poles are having with one another. This means describing the relation of each pole to the others. The general dynamics which describe the relations are three: creating, limiting, and sustaining.

1. To describe the relation of <u>creating</u> is like answering the question of how one pole brings into being, or calls forth, or is necessary to the existence of, another pole of the triangle. (How does A call forth the existence of B?)

2. To describe the relation of <u>limiting</u> is like answering the question of how one pole negates, or restrains, or limits the existence of, another pole of the triangle. (How does A limit the existence of B?)

3. To describe the relation of <u>sustaining</u> is like answering the question of how one pole enriches, or affirms, or keeps in being, another pole of the triangle. (How does A sustain the existence of B?)

There are therefore 27 possible relations to describe for every set of three triangles. The important thing to see, however, is that these 27 dynamical relations functions as <u>ONE DYNAMIC</u>.

EXAMPLE TRIANGLE SHOWING DYNAMICAL RELATIONS:
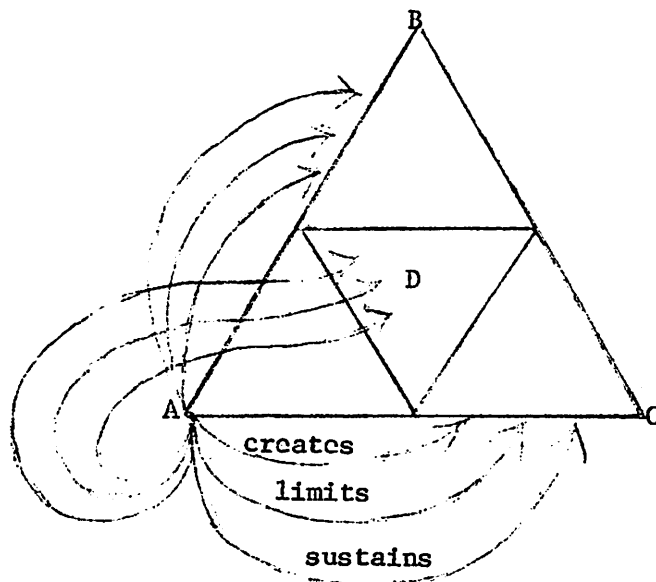
DESCRIPTIVE PARAGRAPH DESIGN

Level I	Level II	Level III
GENERAL	1	
	2	
PARTS	3	
	4	
	5	
EXAMPLE	6	

SUMMER '71

Research Assembly   DYNAMICAL PARAGRAPH DESIGN

		Level I	Level II	Level III	Level IV
INTRO	1				
DYNAMICS	ITSELF	2			
		3			
		4			
	RIGHT	5			
		6			
		7			
	LEFT	8			
		99			
		10			
CONCLUSION	11				

DESIGN OF INTRODUCTORY PARAGRAPHS for any chapter, as exemplified for a set of 6 4th level paragraphs. This paragraph is in the "Social Processes - Rough Draft" document as introduction to a set of 3 4th level paragraphs. The task is one of refining earlier work.

INTRODUCTION	1	This sentence relates the associated 3rd level category through the 2nd and 1st levels to the social dynamic by using the sentence from the 3 x 3 book which is at the top of the page labeled with the associated 3rd level category.
D E S C R I P T I O N	Define Third Level / 2	This sentence defines the 3rd level category in a simple phrase. That is: "(3rd level)is (phrase)." Data for this phrase may be obtained from the sentences on this category written in the 1st week's workshop. Don't use the form of those sentences.
	Verbs for Fourth Level Activities / 3	This sentence points to the three 4th level activities using verb phrases for each activity. An example of a verb phrase for "Established" Adults" is: "maintains established structures." It improves the paragraph flow if these verb phrases relate to the simple definition of sentence 2.
	Fourth Level Categories / 4	This sentence names the three 4th level categories as making up the 3rd level category.
CONCLUSION	5	Sentence 5 states the cruciality of the 3rd level process. That is, it describes what happens in society without this process. The content of the sentence is determined by examination of the effect on the 2nd level if the 3rd level collapses.

INTRODUCTIONS

Design of Introductory Paragraphs for any chapter.

		Level I	Level II	Level III
INTRODUCTION	1			
D E S C R I P T I O N	Define Third Level	2		
	Verbs for Fourth Level Activities	3		
	Fourth Level Categor- ies	4		
CONCLUSION	5			

DESIGN OF CONCLUDING PARAGRAPH for any chapter as exemplified for
a set of 6 4th level paragraphs. This paragraph is in the "Social
Processes - Rough Draft" document as conclusion to a set of three
4th level paragraphs. The task is one of refining earlier work.

INTRODUCTION		1	Sentence 1 gives an example of the associated 3rd level process. This example sets the arena for sentences 2, 3 and 4.
D E S C R I P T I O N	Found-ation Fourth Level	2	Sentence 2 illustrates the 4th level process on the left of the triad of 4th level processes. This illustration should be in the same arena as the example of sentence 1.
	Communal Fourth Level	3	Sentence 3 illustrates the 4th level process on the right of the triad of the 4th level processes. This illustration should be in the same arena as the example of sentence 1.
	Rational Fourth Level	4	Sentence 4 illustrates the 4th level process on the top of the triad of 4th level processes. This illustration should be in the same arena as the example of sentence 1.
CONCLUSION		5	Sentence 5 is an extreme example in the same arena as sentence 1 through 4. This example points to the 3rd level but is unusual and unexpected so that some reflection of the 3rd and 4th level processes is produced. Avoid cuteness in the example.

RESEARCH ASSEMBLY

<u>CONCLUSIONS</u>

Design of Concluding Paragraph for any chapter.

		Level I	Level II	Level III	Level IV
INTRODUCTION		1			
I L L U S T R A T I O N	Found-ation Fourth Level	2			
	Commun-al Fourth Level	3			
	Ration-al Fourth Level	4			
CONCLUSION		5			