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Report Construct:

1. Context
2. Contradictions
3. Australian strategy
4. Spirit images
5. Questions

Introduction:

E.I. is famous: I.E. all our intuitions born out of our privacy are finished.  
For a grassroots movement this is tragedy.  
Question—how change our intuitions or school our intuitions to meet the new situation.

I. Context.

Grid

Statistics:

2,000 taught  
Nov. 1967-Jan. 1969  
not including summer 69.

391 seminars taught: 205  
taught by Australian teachers.

Summer 1969

a necessity because of geography and teacher training  
curriculum: know/do/be.

3 am rising.

Children: 18 teachers—nine in ½ day each

came 1½ days early for a cram course in imaginal education.

II. Contradictions

Introduction: sensitize ourselves to our strange geurotic sensitivities—these  
are our passions

Five major contradictions:

1. Timing  
Implementation of Chicago model has to be uniquely applied—  
until it is timely to relate to the spiritual social struggle  
of the particular place. e.g. K-D-B.
2. Momentum  
Where do you get your momentum? 2,000 grads last qtr. has to

be doubled by moving to sub-cities, etc.

Grassroots has to be developed rapidly or the bureaucracy will win in their counter-movement.

### 3. Spirit Style in transition

National Faculty	overlapping
Colleagues	membership but
National Praesidium	not synonymous

National Faculty--training institute.

Colleagues--social academy--meet two times a week

Praesidium--spirit breath

How embody being all Order in dispersion when geography is as is?

How sustain themselves.

### 4. Geographical leverage

Is the national problemat the determination one or the local?

The spirit movement has to overcome the regionalism myth--

What myth is strong enough to overcome--e.g. Hindu--Moslem--what myth will break that dichotomy?

### 5. Imaginal Vision

Have accomplished all the aims. Vision must always be out ahead of any possible strategy and tactics.

If this is not so, you turn into a machine rather than a spirit mov't revolutionary.

## IV AUSTRALIAN STRATEGY

Applicable to international movement as a whole.

1. Secular churchman selection. The two week study course was a great launching pad: churchmen who had seen the questionable position of the church on the global (Jan. 1967--80 people--16 days.)

2. Choosing scheduled team.

3. Team taught two months across the country (2nd team) ending with Otford Conference.

4. Council invited three to stay--particular assignment/accountability to six colleagues in Sydney.

General responsibility/permission in terms of the grid.

5. Year initiated by grid/teaching schedule that came out of Otford Conference this is a social invention that enables the unhappy church to have a vehicle to get out their passion for change. Teaching schedule is the discipline.

6. National Faculty projected/created/recreated/embodies the teaching schedule.

Three things can't be done in Australia--and answers.

- |                                    |                |
|------------------------------------|----------------|
| 1.) colleagues--too scattered      | Ans. Obedience |
| 2.) financially--too poor          | Poverty        |
| 3.) families--not aware of problem | Chastity       |

# V. SPIRIT IMAGES

Becomes clear that you have to mobilize other people. You have to have imaginal corporateness--with E.I. Chicago; imaginal spirit mov't.

1. Love a man's neurosis--all you have is a man's passion--you do not kill it. No one cares whether you are right.

2. Symbolic deprivation--what is that one thing you would sell your soul to/ it is that you must sell your soul to.

Style--economic deprivation here in the U.S.--no govt in Calcutta. What is that stylistic deprivation that is necessary for the spirit movement?

3. To expand space--his gift is the expansion of space--his time is immediate or eternal. How do we expand space? 3 am rising was an expansion of space. We our assignments--balancing of K-D-B. Meals don't have to eat three meals a day--have to break loose.

4. One's contribution--decision that he has a contribution to make; eradicates status problem.

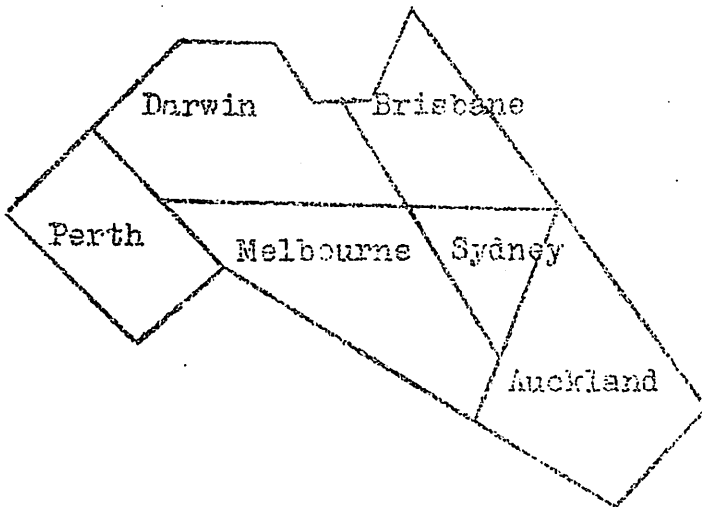
5. Arena of struggle--necessary to select one's arena of struggle. Dependent on the vision that is out beyond you.

Must select the tension that is relevant--to struggle over man/woman in a marriage is irrelevant.

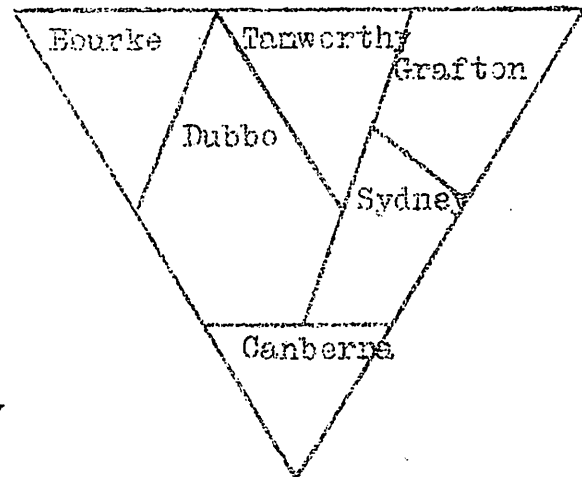
Three signs:

- 1) Councils that meet.
- 2) Dichotomy between lay and clergy
- 3) Theological resolution has been accomplished.

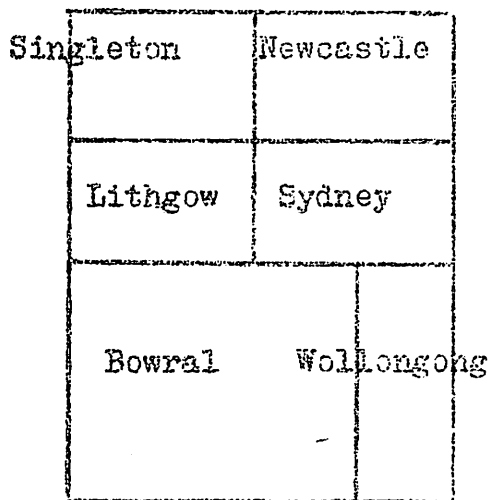
1. Australia New Zealand  
6 Regions



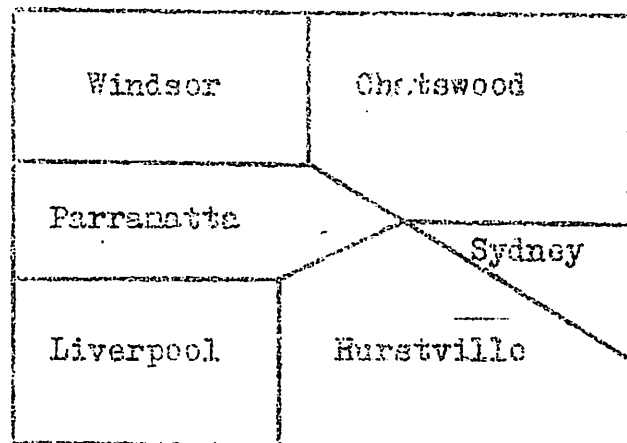
2. Sydney Region  
6 Metros



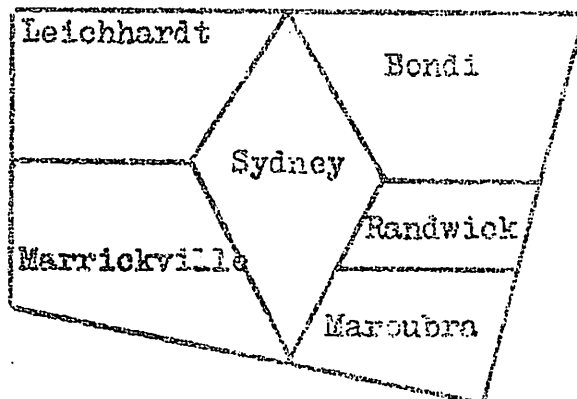
3. Sydney Metro  
6 Megs



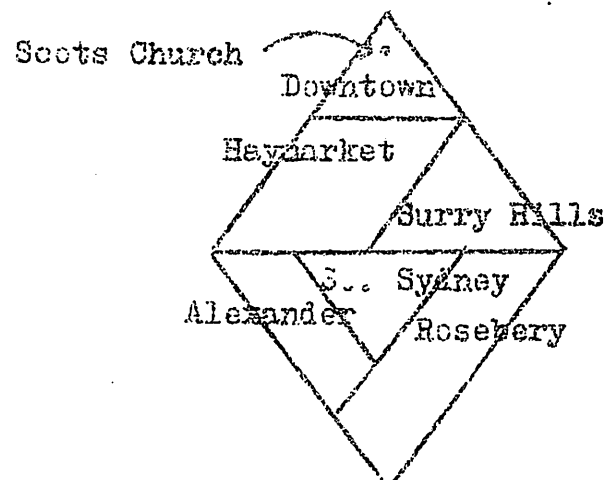
4. Sydney Mega  
6 Macros



5. Sydney Macro  
6 Micros



6. Sydney Micro  
6 Parishes



# AUSTRALIA

STATISTICAL REPORT: December 3, 1967 to December 2, 1968

## Penetration

	$\frac{1}{16}$	$\frac{2}{15}$	$\frac{3}{18}$	$\frac{4}{11}$	<u>Year</u> 60
Number of courses					
Number of participants	384	323	313	203	1223
Total seminars taught	114	104	110	63	391
Total seminars taught by Australians	65	56	54	30	205
Total lectures given by Australians	7	12	26	22	67

Total number of regions in grid: 12      Regions penetrated: 8

## Formulation

Regional teacher training	5 courses	39 participants
National teacher training	4 courses	80 participants

## Regions:

Total	12	Penetrated	8	Organized	4
				Alive	2
				Dormant	2
Cadres	17			Untouched	3
Colleagues	7			Uninhabited	<u>1</u>
					12

## Faculty development

Number who have given lectures and taught seminars	13
Number who have taught seminars	12
Number who have served as 4th teachers	5
Number prepared to serve as 4th teachers	<u>8</u>
<u>Total faculty</u>	<u>38</u>