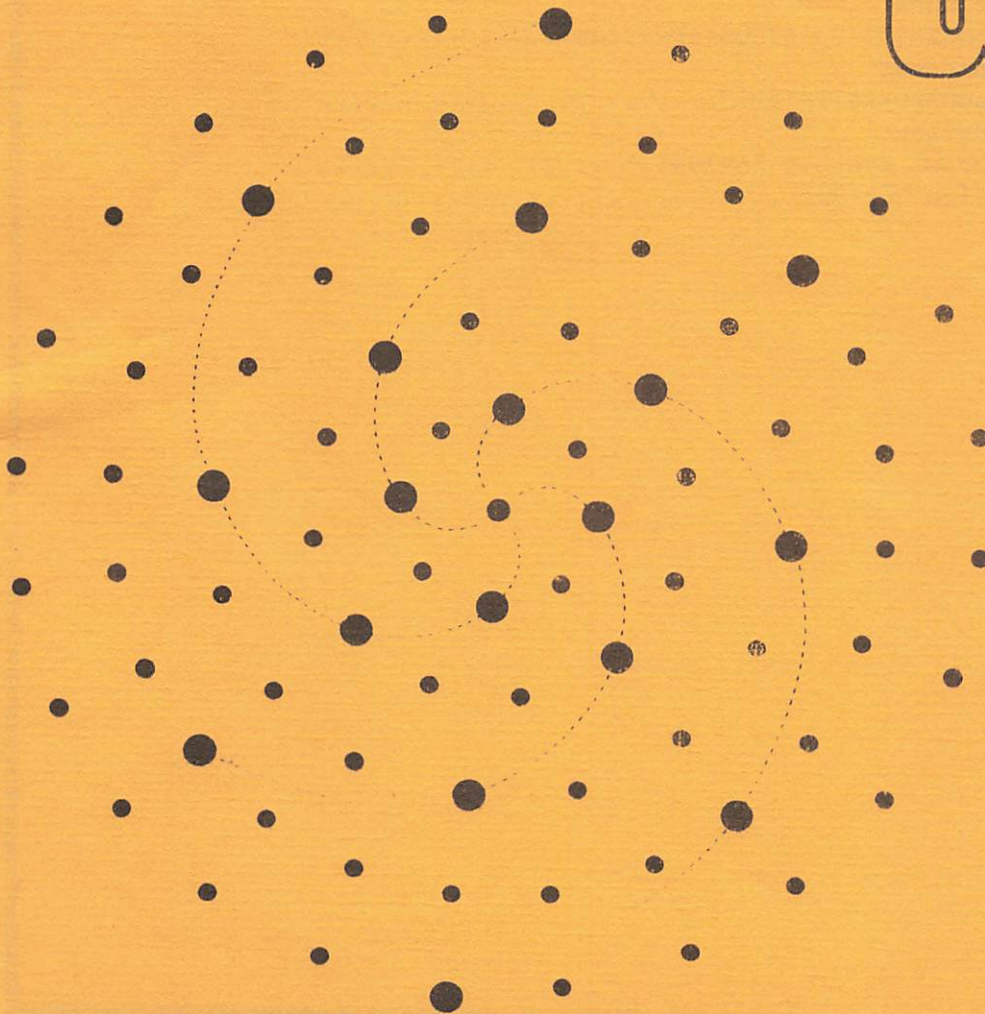


INTERNAL LIFE GUIDE



QUARTER IV
1973-74

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Solitary Office Context.....	

INTERNAL LIFE GUIDE

CONGREGATION I

The Congregations

Quarter IV, 1973-74

Slicker - Haman - Morrill

Ecclesiola A		Ecclesiola B	
Team 1	Team 2	Team 3	Team 4
<p>1a</p> <p>Morrill, Justin Bishop, Peter (v) Greene, Richard Mueller, Shirlev Talkington, Ron Tessier, Sr. Lucille</p> <p>Fung, Suk Yee Lush, Tim Shanklin, Lynette</p>	<p>2a</p> <p>Lachman, Wes Bishop, Isobel Ellsworth, Ruth Harris, Gregg Rawson, Ruth Philbrook, Marge</p> <p>Epps, John McCabe, Richard</p>	<p>3a</p> <p>Morrill, Dolores Kerr, David Mueller, Tim (v) Philbrook, Lerov Slicker, Joe Talkington, Tobv Vance, Faith</p> <p>Dillinger, Ed Gilles, Jack</p>	<p>4a</p> <p>Bishop, James Bascom, Donald Benson, Charles III Gilbert, Allen Harris, Brenda McCabe, Joanne Talkington, Cheryl (v)</p> <p>Lush, Kay</p>
<p>1b</p> <p>Slicker, Anne Bahner, Barbara Bascom, Lois Kersh, Wes Miesen, John Steiner, Debbie</p> <p>Bliss, Jane</p>	<p>2b</p> <p>Kinsev, Claudia Broadfoot, David Gleason, Colleen Hummer, Robert Jewell, Dorothea Mallory, Margaret Reese, Virginia Wenge, Jon</p> <p>Dillinger, Marilyn</p>	<p>3b</p> <p>Haman, Fred Broadfoot, Sherry Jewell, James Lachman, Sharry Moon, Katv Porter, Diann Poyzer, Steve</p> <p>Hess, Fred</p>	<p>4b</p> <p>Hess, Judy Bahner, Stan Elder, Deborah Ellsworth, Wayne Johns, Willis Miesen, Laurie Mueller, Theo Seerv, Jennifer</p> <p>Epps, Ann</p>
Children's Ecclesiola			
<p>Bahner, Indira (P) Bascom, Beth (3) Bascom, Dawn (4) Bascom, Keith (4) Bascom, Phil (2) Bishop, Catherine (3) Cramer, Kristin (3) Cramer, Mark (5)</p>	<p>Dillinger, Eric (4) Dillinger, Kvie (3) Dillinger, Lara (K) Ellsworth, Bruce (K) Ellsworth, David (5) Ellsworth, Karen (4) Haman, Lorianne (1) Hess, Randy (3)</p>	<p>Jewell, Diane (2) Jewell, Nathan (5) Lachman, Louanne (2) Lachman, Lynde (4) Lingo, Adam (P) Lush, Jack (P) Miesen, Rachel (M) Mueller, Tad (1)</p>	<p>Mueller, Todd (1) Mueller, Tricia (2) Mueller, Trudi (4) Rafos, Robin (5) St. John, Jane (5)-Lush Talkington, Andrew (2) Travis, Rebecca (P)-Elder Vance, Stephen (I)</p>

The Congregations

INTERNAL LIFE GUIDE
CONGREGATION II
Holcombe - Tomlinson - Wiegel

Quarter IV, 1973-74

Ecclesiola C		Ecclesiola D	
Team 5	Team 6	Team 7	Team 8
<p>5a</p> <p>Davis, Bain Bundy, Robbie (y) Dibert, Caroline Harper, Roxanna Shafer, Judy Tresise, John Ragsdale, Bill</p> <p>Shropshire, Robert</p>	<p>6a</p> <p>Boivin, Gene Avant, Robert Bundy, Beth Grow, Cameron (y) Holcombe, George Reese, David Wiegel, Judi</p> <p>Kurihara, Evelyn</p>	<p>7a</p> <p>Wiegel, James Compton, Betty Glassner, Mort Grow, Nan Tomlinson, Marge West, Dick</p> <p>Shropshire, Conna</p>	<p>8a</p> <p>Raedeke, Arlin Booher, Robert Horn, David Kurian, Mary Stowell, John Wherry, Frank</p> <p>Kim Chong Man</p>
<p>5b</p> <p>Tomlinson, Gary Campbell, Bob Fraser, Lindsley Horn, Delors May, Brian Slattery, Kay West, Gail</p> <p>Gooch, Dawn</p>	<p>6b</p> <p>Hayes, Kaye Baumgarth, Susan Booher, Jane Clithero, Jeffrey Raedeke, Judy Reemtsma, Tom Sibley, Thomasin</p> <p>Grow, Bill</p>	<p>7b</p> <p>Gooch, Bill Bosworth, Eugene Bundy, Don Davis, Marge Motz, Lesa Nixon, Geoffrey Reese, Joyce Sinclair, David Tresise, Judith</p>	<p>8b</p> <p>Holcombe, Wanda Avant, Diane Carter, Steve Dibert, Jim Fraser, Nancy Harper, Gordon Smith, Vicki Wagner, Audrey Boivin, Iris</p>

Children's Ecclesiola

Boivin, Cari (5)
Booher, Cynthia (4)
Booher, Joanna (2)
Bundy, Ann (5)
Davis, Hank (3)
Davis, Kirk (P)
Davis, Shawn (P)

Dibert, Kristin (M)
Grow, Ian (2)
Gooch, Luther (P)
Gooch, Tim (K)
Harper, Elena (K)
Harper, Geoff (2)
Harper, Stuart (K)

Holcombe, Sarai (2)
Horn, Elizabeth (1)
Horn, Tim (3)
Raedeke, Beth (1)
Raedeke, Joev (P)
Raedeke, Richard (3)
Raedeke, Robert (P)

Reese, Liz (5)
Shafer, Holly (4)
Shafer, Julie (1)
Tomlinson, Kathy (3)
Tomlinson, Kent (5)
Wiegel, Jennifer (I)

The Congregations

INTERNAL LIFE GUIDE
CONGREGATION III
McCleskey - Porter - Mann

Quarter IV, 1973-74

Ecclesiola E		Ecclesiola F	
Team 9	Team 10	Team 11	Team 12
<p>9a</p> <p><u>Porter, Robert</u> Convey, Cathv Gilmour, Ian Hill, Drew (v) Kroeger, John LePage, Sr. Margaret Mandel, Archana Mann, Marianne</p>	<p>10a</p> <p><u>Mathews, Lyn</u> Bushman, Mary Laura Clements, Molly Erskine, Lane Gaige, Wesson Lawson, George Williams, Harold</p> <p>Pierce, Joe</p>	<p>11a</p> <p>Porter, Shirlev Appenfelder, Judy Clements, Jesse Flowers, David Gaige, Judy Herbert, Alan Rosencranz, Dan Smith, Jean</p> <p>Pierce, Carol</p>	<p>12a</p> <p>Dismeyer, Tim Elizondo, Jon (v) Gergen, Mike Gilmour, Brenda Kennedy, Gay McCleskev, David McKay, Richard White, Bob</p> <p>Troxel, James</p>
<p>9b</p> <p>Bergdall, Tom Buchanan, Marcella Burnett, Joyce Marley, David McCleskey, Donna Smith, Sharyn</p>	<p>10b</p> <p>Smith, Art Busa, Tim Dismeyer, Carleton Gergen, Margie Pickens, John Troxel, Karen White, Judi</p>	<p>11b</p> <p><u>Mann, Clancey</u> Bengel, Marv Bushman, Don Dyer, John Erskine, Barbara Murray, Anne Slicker, Phyllis</p>	<p>12b</p> <p><u>Dodds, Janice</u> Bailey, Lynnn Fry, Peter Kroeger, Brooke Marley, Caroline Slicker, Bill</p> <p>Kwok Tat Chew</p>

Children's Ecclesiola

Allen, John Philip (I)
Appenfelder, Beckv (4)
Cawlfild, Robert (K)-Smith
Convey, Brian (3)
Convey, Christine (5)
Convey, Michael (I)
Bushman, Donald Aaron

Clements, Claire (5)
Elizondo, Debra (3)-Troxel
Gaige, Amos (M)
Gaige, Marie (P)
Gergen, Paul (M)
Gergen, Theresa (I)
Gilmour, Alexa (I)

Hill, Lindsay (4)
Mann, Eric (2)
Mann, Jennifer (1)
Mann, Matthew (P)
McCleskey, Kendra (3)
Murray, Ann (3)
Murray, Eliza (3)

Murray, Sonja (K)
Petrie, Christina (P)-
Slicker
Polisky, Daniel (M)-
S. Smith
Troxel, Jonathon (P)
White, Randall (2)
White, Robert (3)
White, Russel (2)

CONGREGATION IV
Hahn - Jenkins - Hamje

Ecclesiola G		Ecclesiola H	
Team 13	Team 14	Team 15	Team 16
13a <u>Jenkins, Jon</u> <u>Busa, Leslie</u> <u>Dahlke, Elaine</u> <u>Michael, Rich</u> <u>Parekh, Vinod</u> <u>Rozendal, Laurie</u> <u>Ryan, Sandy</u> <u>Boivin, Anthony</u> <u>Klepser, Mary</u> <u>Morrissey, Charles</u>	14a <u>Hamje, Marian</u> <u>Hahn, Charles</u> <u>Jackson, Michael</u> <u>Johnson, Tara (v)</u> <u>Loudermilk, Nancy</u> <u>McIntosh, Ross</u> <u>Moriarty, Justine</u> <u>Marshall, Ruth</u>	15a <u>Jenkins, Maureen</u> <u>Jones, Rich</u> <u>Parekh, Kamala</u> <u>Parry, Shaun</u> <u>Rozendal, Doug</u> <u>Speicher, David</u> <u>Townley, Phil</u> <u>Gilbert, Ruth</u> <u>Marshall, Gene</u>	16a <u>Hahn, Doris</u> <u>Busa, Steve</u> <u>Dahlke, Dick</u> <u>Knowlton, Nancy</u> <u>Loudermilk, Rick</u> <u>McIntosh, Vicki</u> <u>Michael, Clare</u>
13b <u>Knowlton, Ken</u> <u>Frazier, Betty</u> <u>Miller, Jean</u> <u>Scoville, John</u> <u>Slicker, John</u> <u>Speicher, Jacquelyn</u> <u>Talbott, Dick</u>	14b <u>Gilbert, Ken</u> <u>Brummel, Lynelle</u> <u>Corcoran, Marilyn</u> <u>Crane, Tim</u> <u>Hinkleman, Don</u> <u>Jones, Marro</u> <u>McGregor, Mary Lou</u>	15b <u>Hamje, Ken</u> <u>Johnson, Byrne</u> <u>Karpoff, Nancy</u> <u>Newkirk, James</u> <u>Ockenfels, Jim</u> <u>Simon, Anne</u> <u>Talbott, Martha</u>	16b <u>Moriarty, Pat</u> <u>Bashore, Barbara</u> <u>Brummel, Crair</u> <u>Clements, Crispin</u> <u>Lembke, Carol</u> <u>May, Kip</u> <u>Philbrook, Paula</u>
<u>Dahlke, John (5)</u> <u>Dahlke, Durt (3)</u> <u>Early, Diana (1)-Moriarty</u> <u>Early, Laura (P)-Moriarty</u> <u>Gilbert, Luke (2)</u>	<u>Hamje, Beth (1)</u> <u>Hamje, Larry (3)</u> <u>Hamje, Sarah (3)</u> <u>Jenkins, Jean-Paul (1)</u> <u>Knowlton, Amy (5)</u> <u>Lembke, James (3)</u>	<u>Lembke, Karen (5)</u> <u>Loudermilk, Dietrich (2)</u> <u>Loudermilk, Renita (2)</u> <u>McIntosh, Charissa (1)</u> <u>Michael, John (1)</u> <u>Michael, Julie (3)</u>	<u>Michael, Kelly (5)</u> <u>Rozendal, Damien (1)</u> <u>Townley, Brian (4)</u> <u>Parekh, Sumit (P)</u> <u>Parekh, Ashrita (1)</u>

THE CENTRUMS

INTERNAL LIFE GUIDE
THE TEAM TIME DESIGNQUARTER IV
1973-74

THE TEAM OPENING	THE TEAM REFLECTION	THE TEAM PRACTICS	THE INDIVIDUAL BROODING	OBEDI- ENCES	THE SOLITARY OFFICE
THE SYMBOLIC BEGINNINGS	THE SOLITARY EXERCISE	THE TEAM ASSIGNMENTS	THE INDIVIDUAL	O B E D I E N C E S	THE SOLITARY
THE EVENING MEAL	THE DEPTH MISSIONAL VISIONING	THE TEAM WORK	MISSIONAL ACTIVITY		OFFICE
6:30 -20-	6:50 -30-	7:20 -30-	7:50 -120-	9:50 -10-	10:00 -10-

WEEK	SONG CONTEXT	DEPTH MISSIONAL VISIONING	
1		THE SPRING QUARTER	
2	Share something from your solitary life.	THE SOLITARY LIFE	What kind of solitary practices will be needed on the "long march" for the movement? Relate obediences, solitary exercises and office, and spirit gimmicks to this.
3	What makes a great secular song?	THE SOCIETAL ARENAS	What is the future vision for the social arena in which you are engaged during Day I? What are the blocks to that vision becoming a reality?
4	Tell an anecdote of one of your heroes.	THE PRIORSHIP RESPONSIBILITY	What does someone do when he decides to pick up the task of being and becoming a prior within his current assignments and responsibilities?
5	Reminisce on past summers.	THE SUMMER SPIRIT	What would be effective spirit rubrics for a summer program which includes "secular" people? Singing, exercises, readings, offices, decor, etc
6	Experiences and news re: deployment.	THE FALL DEPLOYMENT	What materials and methods do we need to prepare ourselves for deployment to house or centrum, here or abroad? What are the first three steps toward grasping a new situation?
7	Local Church Experiences.	THE SOCIOLOGICAL FORM	What is the new sociological form of the church which we foresee across the globe and intend? How will the Guild and the LCX show up?
8	Historic events in the life of the Order	THE QUARTER I COUNCIL	What are the themes, lectures, research, decisions, structures, we need for the Order Council in August? Name the year into which we will be going.

THE CENTRUMS

ENABLEMENT CONSTRUCT

QUARTER IV, 1974

			1	2	3	4	5	6	7	8	9	10	11	12	13
MONDAY	AM	F	13	14	3	2	5	8	11	10	13	14	1	2	7
		S	15	16	1	4	7	6	9	12	15	14	3	4	5
	PM	F	14	3	4	5	6	11	12	13	14	3	2	5	8
		S	16	1	2	7	8	9	10	15	16	1	4	7	6
TUESDAY	AM	F	1	4	7	6	9	12	15	14	3	4	5	6	11
		S	3	2	5	8	11	10	13	16	1	2	7	8	9
	PM	F	2	7	8	9	10	15	16	1	4	7	6	9	12
		S	4	5	6	11	12	13	14	3	2	5	8	11	10
WEDNESDAY	AM	F	5	8	11	10	13	16	1	2	7	8	9	10	15
		S	7	6	9	12	15	14	3	4	5	6	11	12	13
	PM	F	6	11	12	13	14	3	2	5	8	11	10	13	16
		S	8	9	10	15	16	1	4	7	6	9	12	15	14
THURSDAY	AM	F	9	12	15	14	3	4	5	6	11	12	13	14	3
		S	11	10	13	16	1	2	7	8	9	10	15	16	1
	PM	F	10	15	16	1	4	7	6	9	12	15	14	3	4
		S	12	13	14	3	2	5	8	11	10	13	16	1	2
FRIDAY	AM	F	13	16	1	2	7	8	9	10	15	16	1	4	7
		S	15	14	3	4	5	6	11	12	13	14	3	2	5

THE CENTRUMS

CONGREGATIONAL CARE ENABLEMENT

QUARTER IV, 1974

		1	2	3	4	5	6	7	8	9	10	11	12	13
E.G. BREAKFAST	1	4	3	2	1	4	3	2	1	4	3	2	1	4
	2	8	7	6	5	8	7	6	5	8	7	6	5	8
	3	12	11	10	9	12	11	10	9	12	11	10	9	12
	4	16	15	14	13	16	15	14	13	16	15	14	13	16
BREAKFAST SET SERVE CLEAR	1	2	1	4	3	2	1	4	3	2	1	4	3	2
	2	6	5	8	7	6	5	8	7	6	5	8	7	6
	3	10	9	12	11	10	9	12	11	10	9	12	11	10
	4	14	13	16	15	14	13	16	15	14	13	16	15	14
E.G. DINNER	1	3	4	1	2	3	4	1	2	3	4	1	2	3
	2	7	8	5	6	7	8	5	6	7	8	56	6	7
	3	11	12	9	10	11	12	9	10	11	12	9	10	11
	4	15	16	13	14	15	16	13	14	15	16	13	14	15
DINNER SER SERVE CLEAR	1	1	2	3	4	1	2	3	4	1	2	3	4	1
	2	5	6	7	8	5	6	7	8	5	6	7	8	5
	3	9	10	11	12	9	10	11	12	91	10	11	12	9
	41	13	14	15	16	13	14	15	16	131	14	15	16	13

THE CENTRUMS

CONGREGATION I
GREAT HALL SEATING ASSIGNMENTS

QUARTER IV, 1973-74

TABLE

X	SLICKER 2	TALKINGTON 4	R A F O S	BISHOP 4	X	R A W S O N	CRAMER 2	MORRILL 2	VANCE 2	K I N S E Y	HAMAN 2
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PHILBROOK 2	GUESTS 2	M C C A B E	M A L L O R Y	MUELLER 7	P O R T E R	P O Y Z E R	R E E S E	MIESEN 3	S E E R Y	S T E I N E R	T E S S I E R	W E N G E	GUESTS 2
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LACHMAN 4	M O O N	K E R S H	JEWELL 4	K E R R	J O H N S	H E S S 2	H U M M E R	HARRIS 2	G R E E N E	G L E A S O N	ELDER 2	G I L B E R T	G I L L E S	GUESTS 2
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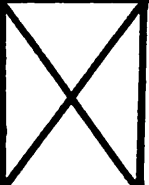

GUESTS 3	BAHNER 3	B E N S O N	BROADFT. 2	BASCOM 6	ELLSWORTH 5	DILLINGER 5
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THE CENTRUMS

CONGREGATION II
GREAT HALL SEATING ASSIGNMENTS

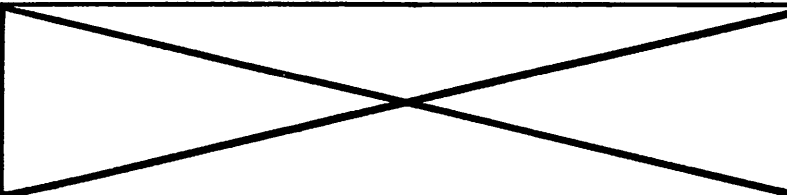
QUARTER IV, 1973-1974

TABLE

HOLCOMBE 3	AVANT 2	TOMLINSON 4		B A N G A R H	BOOHER 4	B O S W O R H	BOIVIN 3	WIEGEL 3	
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BUNDY 4	C A R T E R	C L I T H E R	B. C O N T O N	DAVIS 5	DIBERT 3	F R A S E R	F R A Z I E R	G L A S S N E R	GOOCH 4	GROW 4
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HARPER 5	HORN 4	K U R I A N	B. M A Y	M O T Z	N I X O N	RAEDEKE 6	REESE 3	RAGS- DALE	R E E M S T M A
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SHAFFER 3	S I B L E Y	S L A T T E R Y	S M I T H	S T O W E L L	TRESISE 2	W A G N E R	WEST 2	W H E R Y	
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THE CENTRUMS

CONGREGATION III
GREAT HALL SEATING ASSIGNMENTS

QUARTER IV, 1973-1974

GUESTS	WILLIAMS	WHITE 5	TROXEL 2	A. SMITH 3	SLICKER 3	S. SMITH 2	MURRAY 4
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PICKENS	MARLEY 2	MANDEL	MCKAY	LEPAGE	HILL 4	GERGEN 4	GILMOUR 3	GAIGE 5	KROEGER 2
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MATHEWS 2	LAWSON	FRY	HERBERT	KENNEDY	FLOWERS	ERSKINE 3	DYER	DODDS	CONVEY 4	CLEMENTS 3	BUSHMAN 4	BUSA
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	MANN 5	DISSMEYR 2	McCLESKEY 3		BURNETT	BUCHANAN	BERGDALE	BENGEL 2	BAILEY	APPEN- FELDER 2	PORTER 2
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TABLE

THE CENTRUMS

CONGREGATION IV
GREAT HALL SEATING ASSIGNMENTS

QUARTER IV, 1973-74

GUESTS 7	TOWNLEY 2	TALBOTT 2	SPEICHER 2	S L I C K	S I M O N	S C O V L	R Y A N	ROZENDAHL 3	P H I L B	P A R R Y	
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PAREKH 4	O C K E N	N E W K R	M O R R I	MORIARTY 2	EARLY 2	MICHAEL 5	Mc G R E G	LOUDERMILK 4	
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McINTOSH 3	LEMBCKE 3	M I L L E	M A Y	KNOWLTON 3	K A R P O	JONES 2	JOHNSON 2	J A C K S	H I N K L	GILBERT 3	F R A Z I	
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JENKINS 3	B A S H O	BRUMMEL 2	C L E M E	C O R C O		HAMJE 5	C R A N E	DAHLKE 4	HAHN 2	
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TABLE

THE ECCLESIOLOGICAL
TIME DESIGN

THE ECCLESIOLA												
PRELUDE	COLLEGE						SEMINARY	SODALITY		POSTLUDE		
Gathering for Fellowship	The Mundanity Spin/Conversation						The Secular-Religious	The Social Systems Analysis		Obediences	The Solit. Office	The S e n d o u t
	Op en i n g R i t e s	W o r s h i p	M e a l	Spin/ Conv.	S o l i t a r y	C o l l e b r a t i o n s			C l o s i n g R i t e s			
6:00	6:30	6:35	6:40	6:45	7:05	7:10	7:15	7:20	8:30	9:20	9:30	10:00

Each Congregation will need to select the following roles:

Keeper of the Symbols _____

Scribe _____

Decorer _____

Materials Coordinator _____

Children's Coordinator _____

Each Ecclesiola will need to select the following roles:

Keeper of the Symbols _____

Scribe _____

Decorer _____

Materials Coordinator _____

Keeper of the Symbols: Tends to the Congregation or Ecclesiola altar, enables the general symbolic life of the Congregation or Ecclesiola and other special celebrations.

Scribe: Keeps notes and files of the Congregation or Ecclesiola.

Decorer: Cares for the arrangement, addition and repair of the decor in the Congregational or Ecclesiola Area.

Materials Coordinator: Sees to it that Congregation or Ecclesiola has all the necessary printed materials and tools for their work.

Children's Coordinator: Responsible for contexting weekly children's host teams; making available Congregational guidelines for hosting, childwatch, discipline, etc.; and maintaining continuity of E.G. care through liaison with E.G. Post, families, and teams.

THE
QUARTER
CONTEXT

These spin/conversations are designed to allow the Ecclesiola to experience and re-experience the reality of the other world as in the midst of this world. The spin places before the group a mundane experience which became transparent to the other world. In the conversation which follows, the group begins to identify where something of the same transparency has happened to them, or, past mundane experiences may become transparent to various individuals in the midst of the spin/conversation.

Whereas in an other world visit we work from the other world category to the experience and the state of being, here we are working primarily from and through the mundane experience to the other world in the midst of it.

The spin needs to be done in less than 10 minutes in order that the conversation may run for at least 10 minutes. Estimated time necessary to prepare the spin is a minimum of one hour plus brooding time.

THE
WEEKLY
ASSIGNMENTS

Week	Trek	Category	Week	Trek	Category
1	-	(Saint conv.)	5	16	Everlastingness
2	13	Certitude	6	13	Certitude
3	14	Problemlessness	7	14	Problemlessness
4	15	Gladness	8	15	Gladness

THE
CONVERSATION
PREPARATION

1. TREK RECALL: Review all the boxes in and under the assigned trek.
2. MUNDANE EXPERIENCES: List mundane personal experiences and events which come to mind in relation to any category in the trek.
3. GERMAN SENTENCE: Write a long "German sentence" on what this trek is all about.
4. SELECTED EXPERIENCE: Select the most suitable experience and list 10 concrete details within it that will assist you in telling the story.
5. TRANSPARENT ASPECTS: Ascertain four aspects of your mundane experience in which it became transparent to the trek category for you.
6. FINAL FORM: Take your notes and cast them into the spin outline for your 10-minute "mundanity spin."

THE
SPIN
OUTLINE

1. Define the trek and its category.
Relate a passage from Scripture, if appropriate.
2. Relate the experience:
What happened?
What awareness occurred?
What reactions, responses did you make?
How was the trek category exposed in the mundane?
How did this affect your being?
3. Restate the trek category.
Use new poetry to point to the reality.

THE
CONVERSATION
QUESTIONS

1. At what point in all this did you experience a sense of
"I've been there before?"
2. What, in your everyday experience, were you reminded of?
(Where were you when something like this happened?)
3. Of what did you become intensely aware?
4. What was (the trek category) for you in that mundane
situation?

CONTEXTUAL IMAGES

THE SECULAR-RELIGIOUS STUDY : REFLECTION · BROODING							
I	II	III	IV	V	VI	VII	VIII
OUR DESTINY AND THE WORLD'S NEED	SUPER- NATURAL AND NATURAL EXISTENCE	SEARCH FOR TRUTH WITH THE WORLD	ARISTOCRATIC RESPONSIBILITY FOR THE WORLD	POLITICAL SERVICE VS. POLITICAL POWER	ECONOMIC ATTITUDES AND HUMAN DEVELOPMENT	OPEN-ENDED DIALOGUE IN RESPONSE TO THE TIMES	SECULAR- RELIGIOUS IN CHURCH AND WORLD
"My Neighbor & the K.of G." GT	Segundo Clarif 1.II	Segundo Clar. 3.III	Segundo Clarif 4.I,II	Segundo Clar. 4.III	Segundo Clar. 5.I,II	Segundo Clar. 5.IV	Model Building
SESSION I	SESSIONS II-VII					SESSION VIII	
1-Regular seminar study of Tomlinson's lecture on Gogarten, Chapter 15. 2-Reflection on how it illumines the secular and the re- ligious, church and world.	For each session: 1-Quick scratch-chart of the Segundo section; lecturette by pedagogue on each section 2-Articulate and ground major points as they are relevant to our concern 3-Articulate and ground how this illumines the secular, the religious and the "third term" (what we used to call the secular-religious). Look for the dynamics, marks, qualities, style, uniqueness and self-story of the secular religious. Reflect, spin, brood, take notes.					1-Individual and corporate model build- ing. 2-What is the secular- religious (the "third term") in our time?	

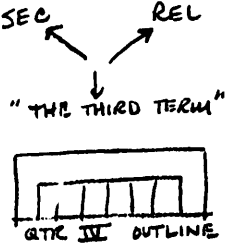
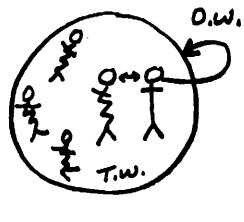
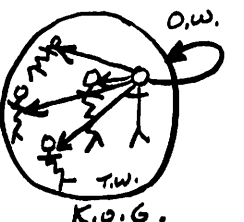
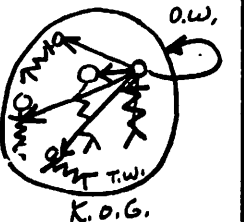
Aim: to rearticulate our one practical thrust.

RATIONALE

Beginning with a recalling of Gogarten's image of this world and the other world, the study utilizes the clarifications of Segundo's treatment of church and world as the grist for both corporate reflection and model bldg. on the one thrust that the church and her orders are as the secular-religious.

MY NEIGHBOR AND THE KINGDOM of GOD

GOGARTEN CONTEXT		THE OTHER WORLD (THE WORLD of EACH INDIVIDUAL MAN)				THE KINGDOM of GOD				
		THE 2 WORLDS	THE TRANSFORMING ENCOUNTER		THE Q	"YES" TO DESTINY		SUBMISSION TO NEED		CONCL.
1	3	4	5	6	10	11	12	15	16 (17)	19 20

PRELUDE	MOVEMENTS			POSTLUDE
	I	II	III	
TP 1-3 THE QUARTER'S TASK + THE GOGARTEN CONTEXT 5'	TP 4-11 ENCOUNTERING THE NEIGHBOR'S NEED TRANSFORMS THIS WORLD INTO THE OTHER WORLD 10'	TP 12-15 RESPONDING TO THE WORLD'S NEED MAKES THE OTHER WORLD THE KINGDOM of GOD 15'	TP 16-19 PARTICIPATING IN THE WORLD'S NEED CREATES THE POSSIBILITY OF CALLING FORTH THE MEETING OF THAT NEED 25'	TP 20 THE DEPTH RESPONSE 5'
				

PEDAGOGICAL NOTES: PRELUDE: Do quickly.

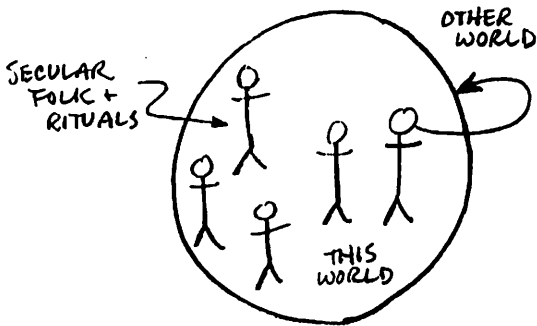
MOVT I: Get out some groundings of what the need is that they have encountered in their neighbor. Short course some images of the other world.

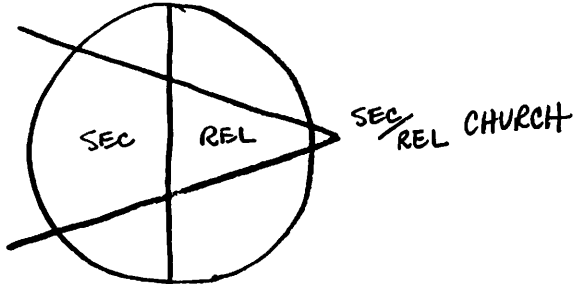
MOVT II: Lecturette almost all of this or you'll not get to the heart of the matter in III.

MOVT III: Get out what this "submission" is not and is in p. 16-19.

(It is not: 16 superman, 17 psychologist, 18 pharisee, 19 messiah.)

Concentrate on p. 17: "Where have you observed or experienced this kind of discerning? What difference does this submission make? How, practically, can you submit yourself to this need?"

<p>THE STRUCTURAL BREAKDOWN</p>	<p>P. 1-6</p>	<p>P. 7-12</p>
<p>THE RELEVANT ISSUE</p>	<p>How do we talk about grace (or any other transcendent aspect of being) secularly without "converting it simply into a part of reality rather than a gift that is above and beyond the scope of nature?" (cf. P. 7)</p>	
<p>THE DEPTH QUESTIONS</p>	<ol style="list-style-type: none"> 1. (Ground the relevant issue above by using RS-I and resurgence in place of "grace"). 2. How can you be a religious secularly without becoming simply a part of this world rather than a gift of the other world to this world? 3. How can we find or create secular rituals that are sacramental, i.e. that point to the radical inbreaking of the wholly other into our lives? Illustrate. 4. How does all this illumine "the third term" (the secular religious)? 	
<p>THE SUGGESTED IMAGE</p>	 <p>The diagram consists of a large circle. Inside the circle, at the bottom, is the text 'THIS WORLD'. Five stick figures are drawn inside the circle. An arrow points from the text 'SECULAR FOLK + RITUALS' to the figures. Another arrow points from the figures to a point outside the circle, labeled 'OTHER WORLD'.</p>	

THE STRUCTURAL BREAKDOWN	P. 1-5	P. 6-9	P. 10-16	P. 17-18	P. 19-23
THE RELEVANT ISSUE	If we be the (secular-religious) Church, possessed by and possessing the truth, what unique role does the secular man play in the search for truth? (cf. P. 19-23)				
THE DEPTH QUESTIONS	<ol style="list-style-type: none"> 1. Where have you become aware of the secular contribution to finding "genuine solutions to the numerous moral problems" in creating the NSV? (P. 19) 2. In an RS-I seminar: What is the difference between the truth you can articulate out of your notes or memory and the truth that you can articulate only out of the dialogue with (let us say) secular participants? (P. 8, 9, 14) 3. As "the third term", what is the truth we seek, in contrast to the truth we possess? (P. 18) 4. How does all this illumine "the third term" (the secular-religious)? 				
THE SUGGESTED IMAGE					

The Centurms

DISCERNING SOCIAL SYSTEMS/ANALYSIS OF THE CITY

Quarter IV, 1973-74

	1 CONTEXT THE SOCIAL SYSTEMS ANALYSIS	2 ECONOMIC PROCESS ANALYSIS BRAINSTORM	3 ECONOMIC PROCESS ANALYSIS NAMING	4 POLITICAL PROCESS ANALYSIS BRAINSTORM	5 POLITICAL PROCESS ANALYSIS NAMING	6 CULTURAL PROCESS ANALYSIS BRAINSTORM	7 CULTURAL PROCESS ANALYSIS NAMING	8 SOCIAL SYSTEMS ANALYSIS CREATION
CONTEXT	Sociological emphasis	Review work and describe method. Clarify economic proc.	Review previous week's work. Describe method.	Review work and describe method. Clarify pol. process.	Review previous week's work. Describe method.	Review work and describe method. Clarify cult. process.	Review previous week's work. Describe method.	Review quarter and its implications.
THE THREE STEPS	I Social System Definition II Brainstorm city of Chicago III Implications for Social Systems Analysis	I Individual brainstorm II Corporate brainstorm III Data push	I Naming three categories II Discern imbalances within 2nd level III Report and articulate process relationship	I Individual brainstorm II Corporate brainstorm III Data push	I Naming three categories II Discern imbalances within 2nd level III Report and articulate process relationship	I Individual brainstorm II Corporate brainstorm III Data push	I Naming three categories II Discern imbalances within 2nd level III Report and articulate process relationship	I Reflection on the work II Reflection on Chicago III Reflection on the method
REFLECTION	Data needed	Social process triangle method	Social systems analysis method	Social process triangle method	Social systems analysis method	Social process triangle method	Social systems analysis method	Impact of social systems analysis method

OVERALL CONTEXT

Sodality Construct

1973-74

CONTENT

Sodality this Quarter will deal with the arena of social systems analysis.

The Social Process Triangles will be used as a screen overlay-with the participant standing in the Second Level looking at the Third Level to discern how any given sociological structure operates systematically to get a task done.

In order to give Base Centrum a common social reality to pull through the triangles, the city of Chicago has been selected. It is a structured sociological entity familiar to all at Base Centrum. (Houses deciding to use this construct will use, of course, their own city).

AIM

To enable members of the Order to experience their ability to use the Social Process Triangles as a valid screen through which to analyse any given social system in the world, and in so doing to clarify the methodology for discerning how a social system functions in society in the areas of the economic, political and cultural.

STYLE

This is to be uncluttered, not elaborate. It is to birth excitement not to test endurance. It is exploratory in nature, but under the symbolic rubrics of the Ecclesiola.

THE CENTRUMS
Session I

BEGINNING

Quarter IV
1973 - 74

Context	Social System Definition	Brainstorm of your city	Implications for Social System Analysis	Conclusion
<p>This quarter in sodality we will be looking at the geo-social analysis with emphasis on the social</p> <p>In every geographic unit there is a complex functioning social system, sometimes 1 or 2 or more.</p> <p>By using the social process triangles as a screen we will create the functional description of a social system.</p>	<p>What is a social system?</p> <p>What are the characteristics ?</p> <p>What are some examples of one?</p> <p>How would you talk about a social system?</p>	<p>Introduction:</p> <p>1 Look at City of Chicago as a social syst.</p> <p>2 Discern the method for use in other complex social situations</p> <p>3 Objective description of Chicago.</p> <p>What excites you about the city of Chicago?</p> <p>What would you not forget?</p> <p>Where experience brick walls?</p> <p>What do you see in the future?</p> <p>What data are we missing?</p>	<p>From our earlier discussion, describe Chicago as a social system.</p> <p>What would those defining characteristics be?</p> <p>If you were the mayor of the City of Chicago and you hired us as a group to do a social system analysis, what would you want to find out?</p> <p>NOTE:</p> <p>Social system might be defined as what which any given sociological structure operates out of to carry off a specific function or role in relation to particular needs.</p>	<p>In the coming weeks we will look at Chicago through the E P C processes to create a functional picture of the city of Chicago.</p>

Week 2: The Economic Process
 4: The Political Process
 6: The Cultural Process

Prelude	Symphony			Postlude									
Context	Act I: Indiv. Brainst.	Act II: Corp. Brainst.	Act III: Data Push	Method Reflection									
Review work, capturing major insights of the past weeks.	Assign each of the 2nd level triangles to one-third of the Ecclesiola	Create 3 charts to hold data: (Or, use worksheet) <div><table><tr><td colspan="3">2nd Level Name</td></tr><tr><td>3rd L. NAMES</td><td>→</td><td>→</td></tr><tr><td></td><td></td><td></td></tr></table></div>	2 nd Level Name			3 rd L. NAMES	→	→				What have we learned about the city of Chicago from the brainstorm?	What questions did you ask yourself to get at data?
2 nd Level Name													
3 rd L. NAMES	→	→											
Spin briefly on the method for the evening.	Break loose brainstorm data by asking for illustrations of roles, functions, structures, programs, etc. within each social process triangle.	Appoint 3 scribes to record all data on charts.	What other questions could we ask to get more data?	What do these responses reveal about the screen we are looking through?									
Place triangles on the board to the 3rd level: illustrate triangles through another social system at the 3rd level (job, family, govt.)	Individually brainstorm three examples under the assigned third level triangles.	Corporately list all brainstorm data for each of the nine triangles.	What relationships do you begin to sense with the other two social process triangles?	If you were going to rename this step, what would you call it?									
3	5	12	5	5									

Wk 3 The Economic Process

Wk 5 The Political Process

Wk 7 The Cultural Process

CONTEXT	ACT I	ACT II	ACT III	CONCLUSION
<p>1 Review the past weeks work, capturing key insights regarding the methodology and what's been revealed about the city.</p> <p>2 Put up brainstorm list from last week.</p> <p>3 Explain this weeks methodology.</p>	<p>CATAGORIZE B/S LISTS</p> <p>The first step is to categorize the brainstorm list from last week.</p> <p>1 Divide into 3 groups; each group taking one second level triangle and doing the following step 3 times.</p> <p>2 Group takes the third level brainstorm and groups it into 3 initially exclusive categories that are equally strong and which together would hold all of the brainstorm data.</p> <p>3 Name the categories.</p>	<p>DISCERN IMBALANCE</p> <p>The group looks at the categories to intuit imbalances at the second level.</p> <p>1 Which category seems to have the most data, least?</p> <p>2 Which category is probably more effective in its functioning; least effective?</p> <p>3 Which category is over extended, needs to be empowered, looks collapsed ?</p>	<p>PROCESS RELATIONSHIP</p> <p>Gather back as a total Ecclesiola.</p> <p>1 Each group reports its category names and the one insight about imbalances.</p> <p>2 Looking at the total level One triangle reflection on the relationship of each Second level triangle to the others.</p> <p>3 Reflect on what this process was revealed about the city.</p>	<p>REFLECTION</p> <p>1 What questions did you ask yourself in order to categorize the data?</p> <p>2 What do these question and these titles reveal about the analytic screen we are creating?</p> <p>3 What would you differently in this step?</p> <p>What would you rename this step of Social Systems Analysis?</p>
2	13	5	5	5

Introduction	Reflect on work	Reflect on the city	Reflect on the method	Conclusion
<p>We will:</p> <p>1-Look back over the work of the quarter.</p> <p>2-Pull together images of the whole.</p> <p>3-Push to the implications.</p>	<p>1-Brainstorm a list of what you accomplished (actual work)</p> <p>2-What surprised you? What surprises you now?</p> <p>3-Which social process were you most unfamiliar with? Which was easy?</p>	<p>1-What were some of the insights we got out about our city?</p> <p>2-What was new?</p> <p>3-Where are there gaps or intrigue or mystery for you? What would you want to pursue? How would you do that?</p>	<p>We have been developing a new method, a practical use for the social process triangles for practical social systems analysis.</p> <p>1-What would be the steps in that process? What steps would you keep? Leave out? Add?</p> <p>2-What would you say the results would be? In what form would they be cast?</p> <p>3-Where would you use this method?</p>	<p>1-Explode imagination with the new possibilities open to us with this method.</p> <p>2-Congratulate group on work done and</p> <p>3-CELEBRATE!</p>
2	5	10	10	3

THE CENTRUMS
Sodality Worksheet

ECONOMIC COMMONALITY

Quarter IV
1973 - 74

	NATURAL RESOURCES	HUMAN RESOURCES	TECHNOLOG' L RESOURCES	PRODUCTION INSTRUMENTS	PRODUCTION FORCES	PRODUCTION SYSTEMS	PROPERTY CLAIMS	EXCHANGE MECHANISMS	CONSUMPTION PLANS
BRAINSTORM									
QUESTIONS YOU ASK									
	SCREENS PEOPLE USE:					NAME OF THE SOCIAL ANALYSIS STEP:			

THE CENTRUMS

Sodality Worksheet

POLITICAL COMMONALITY

Quarter IV

1973 - 74

	COMMON DEFENSE	DOMESTIC TRANQUILITY	LEGAL BASE	LEGISLATIVE CONSENSUS	JUDICIAL PROCEDURE	EXECUTIVE AUTHOR.	SECURE EXISTENCE	POLITICAL FREEDOM	SIGNIFICANT ENGAGEMENT
BRAINSTORM									
QUESTIONS YOU ASK									
	SCREENS PEOPLE USE:					NAME OF SOCIAL ANALYSIS STEP:			

THE CENTRUMS

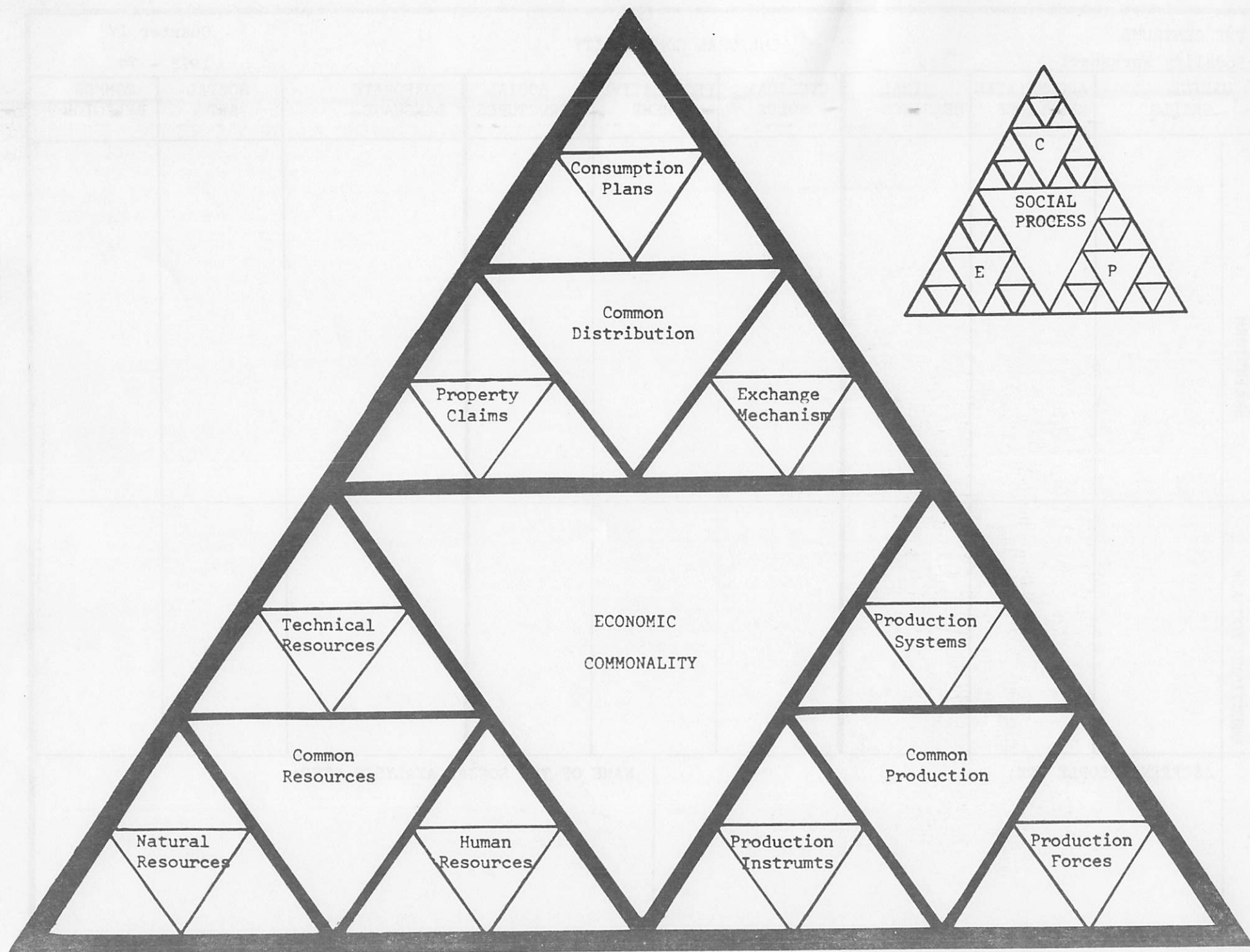
Sodality Worksheet

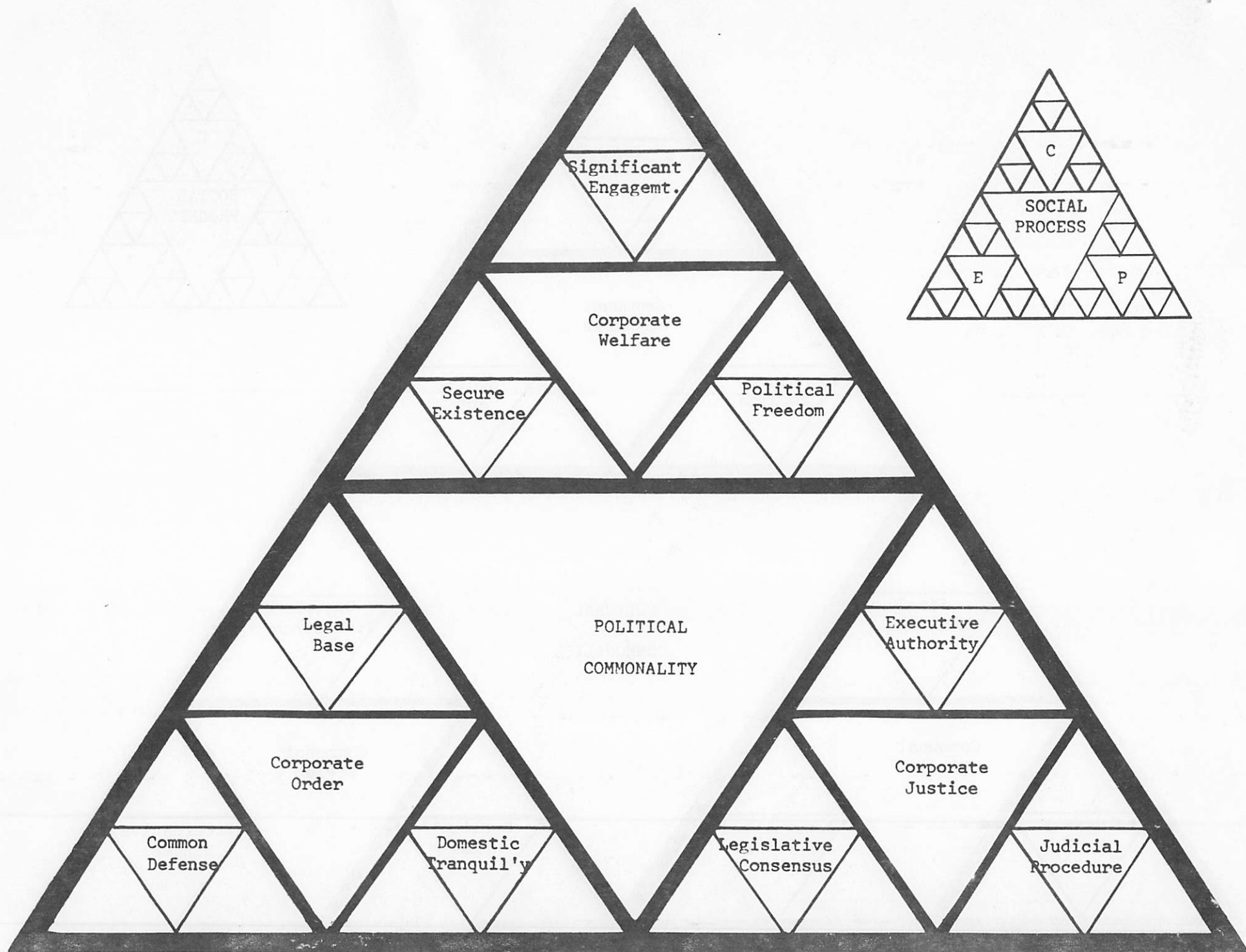
CULTURAL COMMONALITY

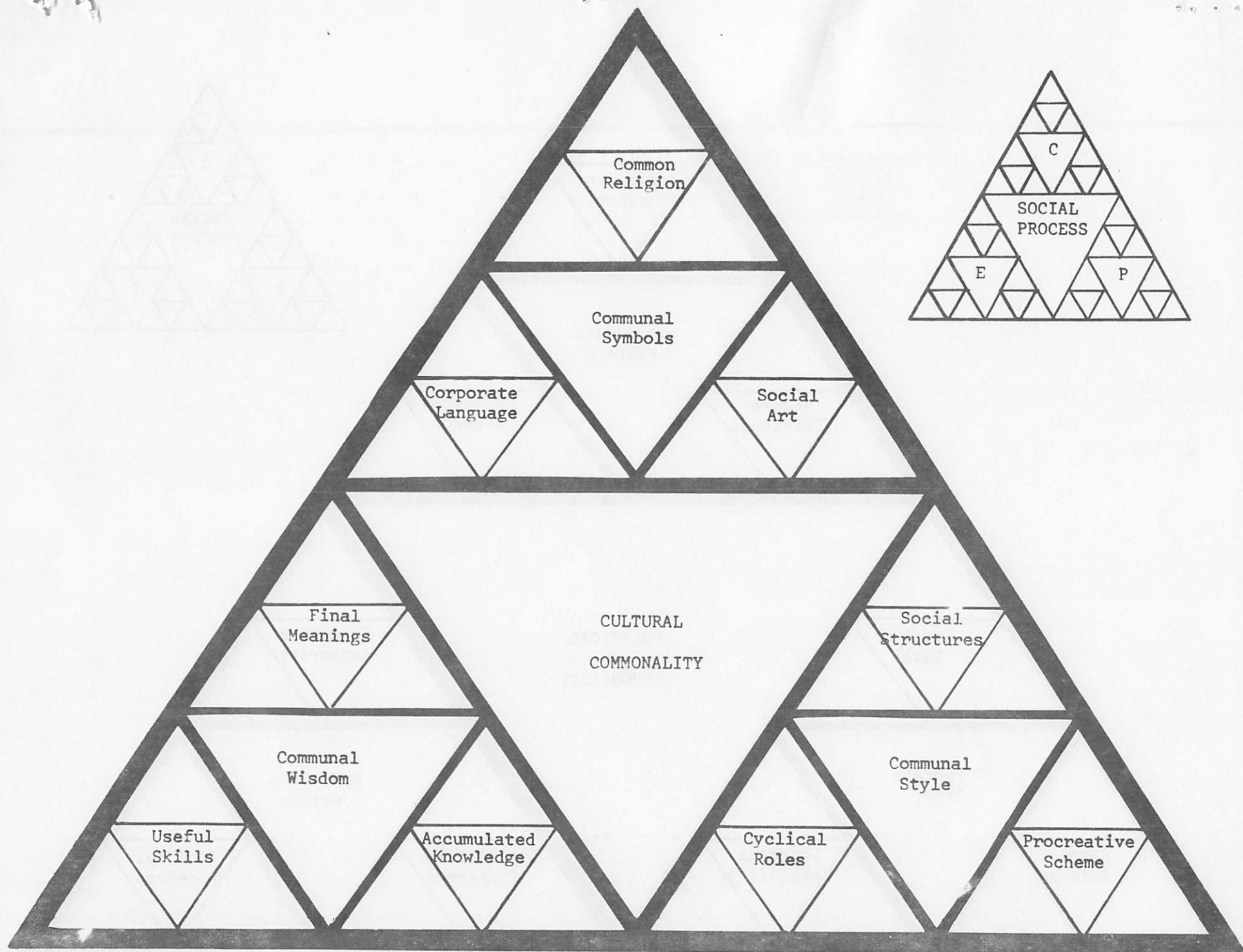
Quarter IV

1973 - 74

	USEFUL SKILLS	ACCUMULATED KNOWLEDGE	FINAL MEANINGS	CYCLICAL ROLES	PROCREATIVE SCHEME	SOCIAL STRUCTURES	CORPORATE LANGUAGE	SOCIAL ART	COMMON RELIGION
BRAINSTORM									
QUESTIONS YOU ASK									
	SCREENS PEOPLE USE:				NAME OF THE SOCIAL ANALYSIS STEP:				







Meditation

Take your copy of The Saint, turn to the frame number which corresponds to the current work of the quarter. Use these paragraphs and the images therein which "speak" to you as a basis for your meditation. Turn the resultant conversation with your meditative council toward articulating the response requested by your Solitary Office Construct.

Contemplation

Take your color quad (reconstruct yours, if need be, with a pattern similar to the one shown at right, color with magic markers, etc.) and arrange it within its frame. Contemplate it, dialogue and record random images, answer the questions for reflection which appear in your Solitary Office Construct.

6"

GREEN	BLUE	ORANGE	BLUE
	BLACK	GOLD	TURK.
GREY	LT. BLUE	YELL.	CREAM
GOLD	GREY	CREAM	RED
			GOLD

9"

Prayer

Take the prayer below for the week. Each one, a collect from the Sunday just preceding in the Episcopal Book of Common Prayer, is following the liturgical rationale for the church year.

- | | |
|--|--|
| <p>week 3 <i>Almighty Father, who hast given thine only Son to die for our sins, and to rise again for our justification; Grant us so to put away the leaven of malice and wickedness, that we may always serve thee in pureness of living and truth; through the merits of the same thy Son Jesus Christ our Lord. Amen.</i></p> <p>4 <i>Almighty God, who hast given thine only Son to be unto us both a sacrifice for sin, and also an ensample of godly life; Give us grace that we may always most thankfully receive that his inestimable benefit, and also daily endeavour ourselves to follow the blessed steps of his most holy life; through the same thy Son Jesus Christ our Lord. Amen.</i></p> <p>5 <i>Almighty God, who showest to them that are in error the light of thy truth, to the intent that they may return into the way of righteousness; Grant unto all those who are admitted into the fellowship of Christ's Religion, that they may avoid those things that are contrary to their profession, and follow all such things as are agreeable to the same; through our Lord Jesus Christ. Amen.</i></p> <p>6 <i>O Almighty God, who alone canst order the unruly wills and affections of sinful men; Grant unto thy people, that they may love the thing which thou commandest, and desire that which thou dost promise; that so, among the sundry and manifold changes of the world, our hearts may surely there be fixed, where true joys are to be found; through Jesus Christ our Lord. Amen.</i></p> <p>7 <i>O Lord, from whom all good things do come; Grant to us thy humble servants, that by thy holy inspiration we may think those things that are good, and by thy merciful guidance may perform the same; through our Lord Jesus Christ. Amen.</i></p> | <p>8 <i>O God, the King of Glory, who hast exalted thine only Son Jesus Christ with great triumph unto thy kingdom in heaven; We beseech thee, leave us not comfortless; but send to us thine Holy Ghost to comfort us, and exalt us unto the same place whither our Saviour Christ is gone before, who liveth and reigneth with thee and the same Holy Ghost, one God, world without end. Amen.</i></p> <p>9 <i>O God, who as at this time didst teach the hearts of thy faithful people, by sending to them the light of thy Holy Spirit; Grant us by the same Spirit to have a right judgment in all things, and evermore to rejoice in his holy comfort, who liveth and reigneth with thee, in the unity of the same Spirit, one God, world without end. Amen.</i></p> <p>10 <i>Almighty and everlasting God, who hast given unto us thy servants grace, by the confession of a truth faith, to acknowledge the glory of the eternal Trinity, and in the power of the Divine Majesty to worship the Unity; We beseech thee that thou wouldest keep us stedfast in this faith, and evermore defend us from all adversities, who livest and reignest, one God, world without end. Amen.</i></p> <p>12 <i>O God, the strength of all those who put their trust in thee; Mercifully accept our prayers; and because, through the weakness of our mortal nature, we can do no good thing without thee, grant us the help of thy grace, that in keeping thy commandments we may please thee, both in will and deed; through Jesus Christ our Lord. Amen.</i></p> <p>13 <i>O Lord, who never failest to help and govern those whom thou dost bring up in thy steadfast fear and love; Keep us, we beseech thee, under the protection of thy good providence, and make us to have a perpetual fear and love of thy holy Name; through Jesus Christ our Lord. Amen.</i></p> |
|--|--|