

A MODEL (BOOK)

OF ADVICE TO YOUNG WOMEN ARTISTS AND ANYBODY ELSE  
WHO WANTS IT

DEFINITIONS:

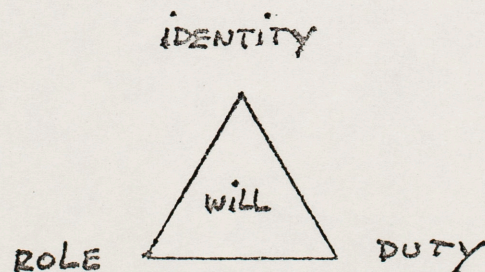
IDENTITY = INNER EXPERIENCE, OR ALL THOUGHTS, FEELINGS  
IMAGES, FANTASIES, DREAMS AND SENSATIONS AND NEEDS.

ROLE = OUTER EXPRESSION, OR WHAT ONE DOES IN  
RELATION TO OTHERS AND THE ENVIRONMENT  
BOTH IMMEDIATE AND UNIVERSAL.

DUTY = TRAINING OR CONDITIONING WHICH COMES FROM  
EXTERNAL FORCES. FOR EXAMPLE, PARENTS, TEACHERS  
OR NATURE.

WILL = ABILITY TO DIRECT ONE'S ENERGIES FROM WITHIN.

AN IDEALLY INTEGRATED INDIVIDUAL IS REPRESENTED  
BELOW:



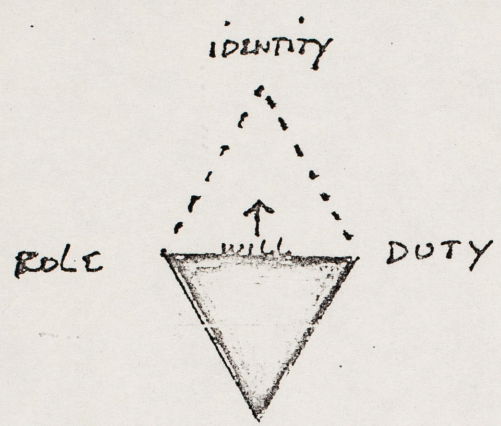
IN THIS MODEL, IDENTITY, ROLE AND DUTY ARE  
SUPPORTING AND SUSTAINING. INNER EXPERIENCE IS  
EXPRESSED THROUGH ROLE, ROLE IS SUPPORTED BY  
TRAINING, TRAINING IS SOUGHT THROUGH NEED, OR  
IMPOSED BY THE WISDOM OF AN OBSERVER, OR THROUGH WILL.

THIS IDEAL BALANCE IS RARELY ACHIEVED AND  
AT BEST IS ONLY MOMENTARY (A PEAK EXPERIENCE).  
THE INDIVIDUAL IS FULLY CONSCIOUS WITH HER (HIS) WILL  
PARTICIPATING FULLY. THIS KIND OF PEAK EXPERIENCE



is probably ~~is probably~~ reserved for the second half of life when consciousness ~~develops~~ develops.

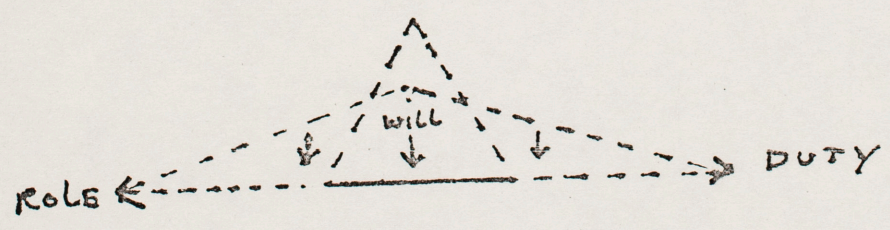
An ideally integrated individual in the first half of life is represented below.



UNCONSCIOUS IDENTITY

In this model, identity, role and duty are supporting and sustaining, however the person is subject to external forces and does not understand her (his) actions. This ideal balance is also rarely achieved. But each time it is approached, the will draws power and is elevated into consciousness.

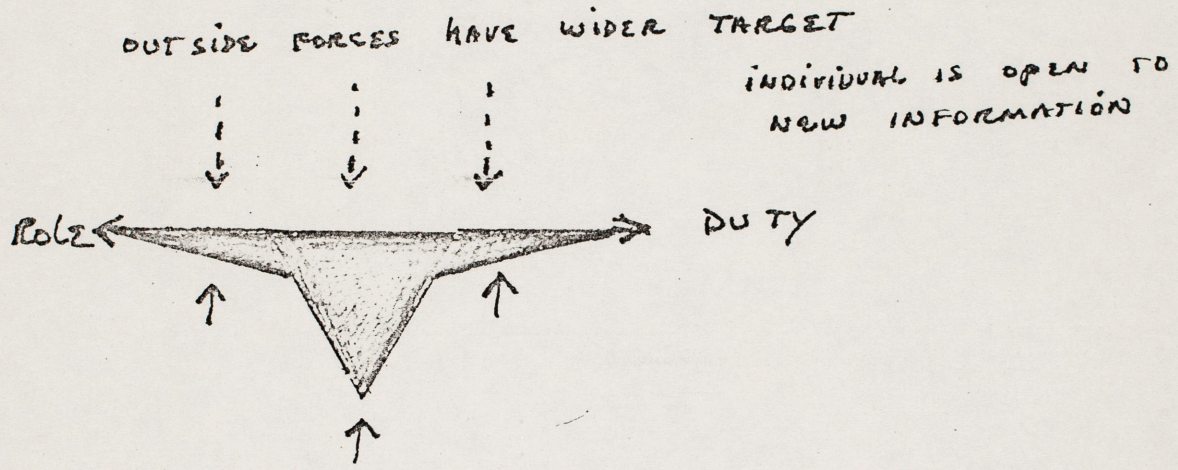
The following imbalances or extremes are part of the human condition:



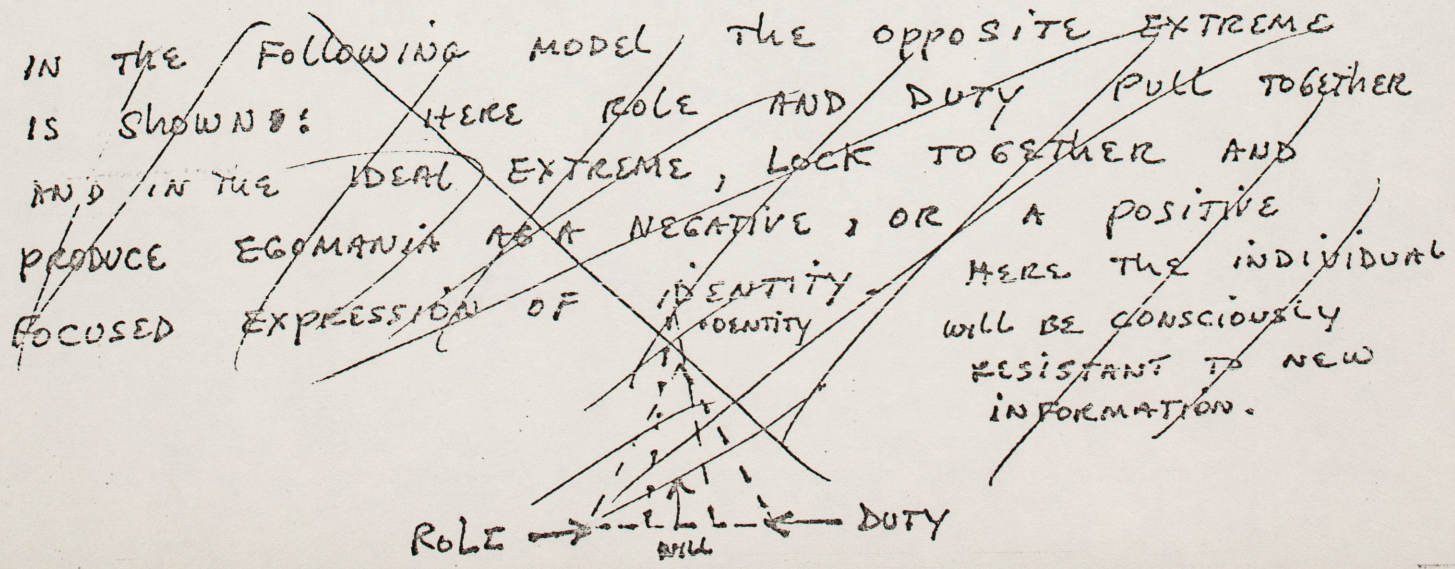
In the above model role and duty are pulling in opposite directions. The individual suffers identity crisis as a result of such ambivalence. The ideal of the extreme in this case can be represented by a straight horizontal line.



ONE'S IDENTITY AND WILL ARE SUBMERGED IN THIS STRUGGLE. ONE IS VULNERABLE TO ALL SORTS OF OUTSIDE FORCES IN SUCH A CONDITION. THIS CONDITION IS NEITHER BAD NOR GOOD BUT IS SUBJECT TO THE POSITIVE OR NEGATIVE CHARACTERISTICS OF THE OUTSIDE FORCES. A PERSON IN THE FIRST HALF OF LIFE IS PROBABLY MORE VULNERABLE BECAUSE OF THE LACK OF CONSCIOUSNESS AS REPRESENTED BY THE FOLLOWING MODEL:

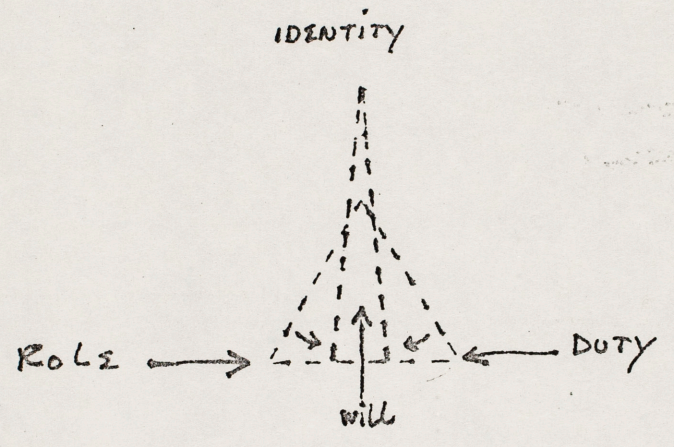


IN VARIOUS RELIGIOUS AND OTHER DISCIPLINES THE SUBMERGENCE OF IDENTITY IS CULTIVATED BECAUSE THE INDIVIDUAL DOES BECOME MORE VULNERABLE. HOWEVER, THE INDIVIDUAL, USUALLY IS ALSO PROVIDED PROTECTION FROM NEGATIVE INFLUENCES THROUGH MENTAL, ENVIRONMENTAL AND OTHER FORMS OF CONTROL. THE UNPROTECTED INDIVIDUAL IN A NEGATIVE FIELD MAY SUFFER COLLAPSE. THE OVER PROTECTED INDIVIDUAL MAY NEVER COME TO KNOW HER STRENGTHS.

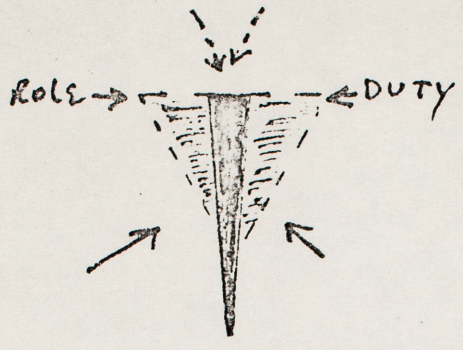




IN THE FOLLOWING MODEL THE OPPOSITE EXTREME IS SHOWN: HERE  
 ROLE AND DUTY PULL TOGETHER, AND IN THE IDEAL EXTREME,  
 LOCK TOGETHER. THE POSITIVE RESULT IS A FOCUSED EXPRESSION  
 OF IDENTITY. THE NEGATIVE RESULT IS EGOMANIA. IN EITHER  
 CASE THE INDIVIDUAL WILL BE CONSCIOUSLY RESISTANT TO NEW  
 INFORMATION.





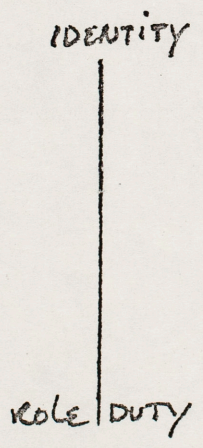


INDIVIDUAL IS CLOSED TO NEW INFORMATION UNCONSCIOUSLY

UNCONSCIOUS IDENTITY

IN THE ABOVE MODEL, THE INDIVIDUAL IS MUCH LESS VULNERABLE AND IS LIKELY TO RESIST NEW INFORMATION, BUT NOT UNDERSTAND WHY.

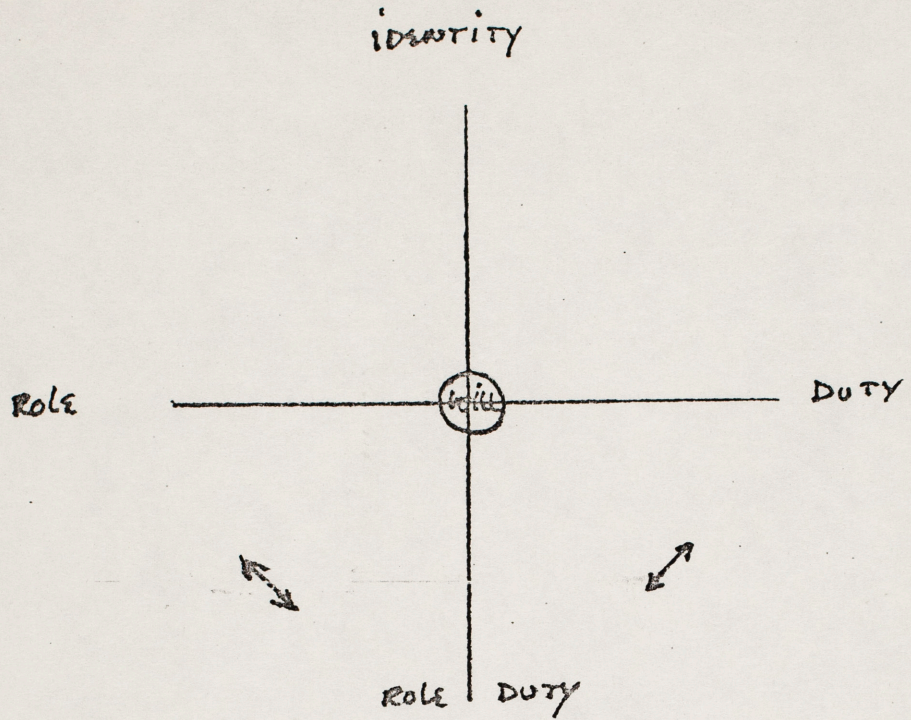
WHEN ROLE AND DUTY ARE LOCKED TOGETHER, OR TRAINING AND EXPRESSION ARE PERFECTLY SYNCHRONIZED THE <sup>IDEAL</sup> MODEL CAN BE REPRESENTED AS A STRAIGHT VERTICAL LINE.



IN THIS CASE IDENTITY IS SERVED BY ROLE AND DUTY.

PROBABLY MOST HUMAN BEINGS SWING BETWEEN ALL OF THESE REPRESENTATIONS. BALANCE IS PROBABLY HOW WELL ONE CAN SWITCH BACK AND FORTH FROM ONE EXTREME TO ANOTHER WITHOUT GETTING STUCK IN ONE CONDITION. A POSITIVE MODEL OF THE IDEAL BALANCED CONDITION THEN IS AS FOLLOWS:





IS MODIFIED OR REINFORCED BY THE IDENTITY OF THE INDIVIDUAL ~~ARISES FROM~~ THE CONFLICTS INHERENT IN THIS SYSTEM. IN THE OPEN STATE ONE TAKES IN NEW INFORMATION IN THE CLOSED STATE ONE USES IT. ONE IS UNBALANCED WHEN ONE OR THE OTHER STATE IS NEGLECTED.

THE TOOL OUTLINED ABOVE IS USEFUL FOR SELF EXAMINATION. LIKE ALL TOOLS IT CAN BE MISUSED CAUSING NEGATIVE RESULTS TO THE TOOL OR TO THE OBJECT OF ITS APPLICATION. ABOVE ALL IT IS NECESSARY TO <sup>LEARN TO</sup> OBSERVE ONE'S SELF IN ANY AND ALL SITUATIONS. THIS TOOL CAN BE USED, THEN, LIKE A LENS, NOT ONLY TO UNCOVER ONE'S NEEDS BUT TO DISCOVER NEW ROLES FOR EXPRESSING SUCH NEEDS AND TO FIND THE NECESSARY GUIDANCE FOR DEVELOPING SUCH ROLES.



12 February 1975

TO: Dr. Paul Saltman  
Vice Chancellor/Academic Affairs  
FROM: Pauline Oliveros, Associate Professor of Music

SUBJECT: Innovative Teaching Grant

Attached is a proposal for a project for the composition, investigation, application and testing of some innovative teaching techniques. Appended are some exercises composed and evaluated by my Music 2 (Basic Musicianship) students from models and theory of my own. The evaluations by the students were written under time pressure (20 minutes) as a mid-term exam. Also appended is my paper "On Sonic Meditation" which gives my definition of attention and awareness as it is used in my proposal.

The grant should provide funds for release time for Dr. R. Lane of the Muir Counseling Service, computer time for evaluation of data, access to equipment for measuring and recording reaction times, recording tape, xeroxing and for part time secretarial service.

PO:rel

PAULINE: I'd be delighted if you can produce evidence for better, quicker, deeper musicianship using these methods. I confess I have my fingers crossed — people are so different + teaching/learning is so individual that I have no great faith in any single method. However, I'm game. I'd be interested in the "before" + "after" testing procedure. Lots luck.

R.E.