INTELLECTUAL METHODS A (IMAGES)

I EDUCATION REVOLUTION (I.E. COURSE)   LECTURE I

I. SITUATION	II. CRISIS	III IMAG. EDUC	IV. RAD. HUMANESS
A. Change	A. Intent	A. Function	A. Descrip of Exper
B. Cul. Perversion	B. Method	B. Radic. Decision	B. Content
C. Style	C. Authority	C. Results of Decis	C. Goal
D. Mood	D. Corp'ness	D. Imag. Ed.	D. Soc. Impact

LECTURE II CHAPTING METHOD (I. E. Course0

I. FUNCTION	II. CLUES	III ANALYSIS	IV. SYNTHESIS
A. Decis-Making Process	A. Time	A. Object Obversations	A. Relationships
B. Life Method	B. Space	B. Reflections	B. Paraphrases
C. Study Method	C. Maj. Blocks + Dovisions	C. Interpretation	C. Image
D. Teaching Method		D. Decision	D. Stance
	D. Emot. Impact		

LECTURE III CLASS PREPARATION (I.E. COURSE)

I. TEACHER	II TIME DESIGN	III. SPACE PLAN	IV. STYLE
A. Rationale	A. Structure	A. Interior Space	A. Perversions (Auth. Reduc.
B. Research	B. Pace, Variety	B. Exterior Space	B. Image of Discip (Fut, Comp.,
C. Brood	C C. Mood	C. Decor	C. Symbol Means
D. Decide	D. Punctuation	D. Discipline	D. Corp Style polity, study, task

LECTURE IV. TEACHER ARTIST (PS. I. MANUAL)

I. ROLES	II STRIDE	III PREPARATION	IV. STANCE
A. Priest	A. Appearance	A A. Article	A. Vocations
B. Prophet	B. Style	B. Students	B. Perspective
C. Pioneer	C. Mood	C. Techniques	C. Neuroses
D. Rabbi	D. Own Edge	D. Self	D. Concern

PEDAGOGICAL METHOD: INTELLECTUAL METHODS B

LECTURE I COURSE CONSTRUCTS (I.E. Course)

I. STRUCTURING	II. PLANNING	III. FORMS	IV. FORMAT
A. Inclusive	A. Introduction	A. Study	A. Lectures
B. Rationale	B. Master Images	B. Art Form	B. Seminars
C. Timing	C. Oper. Plan	C. Workshop	C. Conversation
D. Structure	D. Conclusion	D. Discuss Prob.	D. Worship

LECTURE II SEMINAR PROCEDURES (R.S. I Manual)

I. TYPES	II. LESSON PLAN	III. INSTRUMENTS	IV. TIME PLAN
A. Study	A. Prologue	A. Games	A. Pacing
B. Art Form	B. Images	B. Questions	B. Mood
C. Workshop	C. Dynamic	C. Discussion	C. Plan
D. Discussion	D. Epilogue	D. Lecturette	D. Stress

LECTURE III DELIMITING LECTURES (R.S.I PED. COURSE)

I. AI	II. FORM	III. DELIVERY	IV. TECHNIQUE
A. Tone	A. Dramaturgical	A. Voice	A. Impression
B. Course Content	B. Building Model	B. Passion	B. Unity
C. Hits Spirit	C. Movement	C. Role	C. Function
D. Introduces Paper	D. Mood	D. Audience	D. Use of Illus.

LECTURE IV EXTRA FORMAT PROCESSES

I. CONVERSATIONS	II. WORSHIP	III. DYNAMICS	IV. PRACTICS
A. Intents	A. Rationale	A. Evang. Flow	A. Set up Decor
B. Questions	B. Structure	B. 20th Cen. Categories	B. Food/time
C. Procedures	C. Cultic	C. Short Courses	C. Hostess
D. Problems	D. Perversions	D. Formats	D. P.O.

TRAINING CONSTRUCT INTELLECTUAL METHODS C (CONGREGATION)

LECTURE I EDUC.& LOC CH
(△ MODEL)

I. Local Congregation	II. Seminary	III. Sodality	IV. College
A. People of God	A. Education	A. Action	A. Religiou
B. Local Church	B. Basic Trng.	B. Miss. Research	B. Sp.Nurtr
C. Local Congre.	C. Cul. Trng.	C. Miss. Corpness.	C. Corp.Car
D. Intell. Life	D. Theological.	D. Miss. Style	D. Relig.Li

LECTURE II FACULTY

I. Creation	II. Training	III. Ind. Prep.	IV. Assign
A. Care Activity	A. Pedagogy	A. Reg. Study	A. New Cleric
B. Indiv. Dec.	B. Adv. Courses	B. Bkgrnd Wrk.	B. Corp.Assig
C. Team Tchg.	C. Guilds	C. Edge Resrch.	C. Reg. Tchg.
D. Team Resp.	D. Area Academy	D. Contemp. Wrld.	D. Nat/Intern Faculty

LECTURE III CURRICULUM

I. Life	II. Basic Trng.	III. Cul. Trng.	IV. Theo. Trng.
A. Spiral	A. RS - 1	A. Advanced	A. Advanced
B. Sciences	B. Theol. Grnd.	B. Theoretics	B. Theoretics
C. Humanities	C. Cul. Other	C. Practics	C. Practics
D. Theo.	D. Meth. Self	D. Methodology	D. Methodology

LECTURE IV CONSTRUCT

I. Church Groups	II. Book Study	III. Wkend Course	IV. Other Means
A. Ch. Council	A. Selection	A. Curriculum	A. Handouts
B. Sun. School	B. Tchng. Plan	X, B. Faculty	B. Mailings
C. Women	C. Tchng. Method	'S C. Admin.	C. Ch. Bultn.
D. Men	D. Aids - Chart	Ch) D. "Housing"	D. Ch. Decor

(MASS EDUCATION)

INTELLECTUAL METHODS - D

IMPACT
I. New Area
  A. Reconaissance
  B. Analysis
  C. Decision
  D. Action

II. Task Force
  A. Strategic Relations
  B. Research
  C. Advanced Relations
  D. Enablement

III. Symbols
  A. Presence
  B. Internal
  C. Visible
  D. Reinterpret

IV. Mass Media
  A. Local
  B. Church
  C. Proff. Persn
  D. Disseminaton

PENETRATION
I. Recruitment
  A. Recruitment net
  B. Strategy
  C. Methods
  D. Evaluation

II. Course
  A. Basic Address
  B. Hist. Context
  C. Practics
  D. Methods

III. Transfer
  A. Ted. Train.
  B. Move. Constr.
  C. Model Bldg.
  D. Indigenizatn

IV. Follow Up
  A. Re-Indoctr
  B. Cadre
  C. R T C
  C. Sig Ch Ref

TEACHER TRAINING
I. Trainees
  A. Internat. Div.
  B. National
  C. Order
  D. Special Grps.

II. Construct
  A. Ped. Course
  B. Guild
  C. Crse. Tchng.
  D. Extensive Team

III. Sustaining
  A. Indiv. Study
  B. Corp. Structs.
  C. Consult. Funct.
  D. Regular Tchng.

IV. Curriculum
  A. Basic Ped Theor.
  B. Guild Curr Cont.
  C. Periph.Intensif.
  D. Depth Ped.

ADMINISTRATION
I. Planning
  A. Image
  B. Goals
  C. Timelines
  D. Imperatives

II. Coordination
  A. Program
  B. Recruitment
  C. Faculty
  D. Training

III. Comm. (Inter)
  A. Rel. to net
  B. Grid Classif.
  C. Liaison
  D. Staff

IV. Data Control
  A. Facil. & Equip
  B. Computor Records
  C. Finances
  D. Res/Statistics

(MASS EDUCATION)
(From Order "Evang" Doc.)

WHAT IS THE SCHOOL OUT TO DO?

I From your perspective
1. Pour facts into students
2. Decide for students how they should live their lives
3. Train student for out-moded jobs
4. Maintain status quo
5. Make sure
6. Teach to fail
7. Out of employment
8. Weed out
9. Isolate from soc. problems
10. Favor image of school
11. Respond to all

Gestalt:
   To put student in a
   Status quo box.

II Teacher/admin. perspective
1. Enable every student to participate in educational process
2. Experiment in area of student response to struct, methods
3. Responsibility to community
4. Develop teaching skills
5. Experience being obedient
6. Interest > facts
7.

Gestalt: Teacher/administration expects response in a predetermined pattern of obedience in reiteration.

III From Students perspective
1. Support ROTC
2. Cadres instead of frats & Sor.
3. Library
4. Art classes
5. Good time
6. Make friends
7. New experiences
8. Keep from other activities more worthwhile
9. Out of parents hair
10. Learn → independence

Gestalt: Give him tools to get along in life according to societies standards - status quo

IV Community perspective
1. Attract industry
2. High academic standards
3. Inexpensive
4. Keep kids off streets
5. Brings culture
6. Better community
7. Develop consumer market
8. Everybody self supporting
9. Create good adults
10. Our way of life
11. Parents job

Gestalt: Inexpensively trained productive American citizens.

III. How World Impinges on School:

1. Black Revolutions
2. Demanding be example
3. Knowledge explosion
4. Arms race
5. Population explosion
6. T.V. in rooms
7. Demanding standards without providing resources
8. Lack of parental concern.
9. Legal system
10. Increasing urbanization-structure
11. Student response
12. Ambiguity — how teach
13. Neighborhood activities

IV. How School Responds: ⓐ

1. Adding another course
2. Extra-curricular activities
3. More rules and regulations
4. Special services
5. Telling selves no problem
6. Increase fact faster
7. Campus cops
8. Banning political meetings
9. Rebuilding school
10. Raise intuition
11. More intense research

Gestalt:

1. New knowledge explosion
2. Increasing demands by Society
3. Unwilling to committ re-sources to schools
4. By under cutting old images and values.

Economic

1. Inadequate Health Resources
2. Inadequate Housing (No. available) (poor facilities)
3. Lack of Employment
4. Inadequate Financial Structures
5. Transportation Facilities Poor

Education

1. Inadequate Teachers
2. Non-comprehensive curriculum
3. Inadequate Facilities.
4. No adequate distribution of ~~information~~ information
5. Inequities (lack of equal opportunity)

Symbolic.

1. Racism
2. Divisiveness
3. Past-Oriented
4. Wealth counts
5. Church Irrelevant

Style

1. Rural mind-set
2. Victim image
3. Justice/Order
4. Order/Justice
5. Individualism

CULTURAL

Political

1. Cronyism
2. Unreal boundaries
3. Non-representative
4. Unjust Laws
5. Structures don't react