

LOCAL CHURCH EXPERIMENT
for
INCLUSIVE GALACTIC AUXILIARIES

Operations Manual
Quarter Two
Weeks 5-13

Local Church Experiment
Second Quarter Design

FOR INCLUSIVE GALACTIC AUXILIARIES

Tertiary Timelining
Quarter Timeline

steps		13		1		2		3		4		5		6	
wks.		wk.I	wk.II	wk.I	wk.II	wk.I	wk.II	wk.I	wk.II	wk.I	wk.II	wk.I	wk.II	wk.I	wk.II
WEEKEND COUNCILS	OBJECTIVES		for year and first quarter												
	ACTUARIAL T.		supps of week 1-4 primary tactics 5,13,16,2,18 (96Ter)								supps of week 5-8 primary tactics 3,14,1,11,10 (80Ter)				
WEEKEND KNIGHT	BP and T/L of TERTS.			12 terts for week 2		12 terts for week 3		12 terts for week 4		12 terts for week 5		12 terts for week 6		12 terts for week 7	

[illegible]

WEEK ONE CONSTRUCT FOR THE WEEKNIGHT LOCAL CHURCH SODALITY

Weeks
5-8

time	WEEK SODALITY ARENA	WEEK FIVE	WEEK SIX	WEEK SEVEN	WEEK EIGHT
7:00	Opening	Timeline Forging Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Solitaries Celebrations Continental Report	Timeline Forging Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Meditation Celebrations Continental Report	Timeline Forging Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Contemplation Celebrations Continental Report	Timeline Forging Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Prayer Celebrations Continental Report
8:00	Break	Clear	Clear	Clear	Clear
8:10	Weekly Time- line Task Work- shop III	Review Context: tactical lecturette Assignment Workshop N. III for 12 tertiaries of week 6	Review Context: tactical lecturette Assignment Workshop No. III for 12 tertiaries of week 7	Review Context: tactical lecturette Assignment Workshop No. III for 12 tertiaries of week 8	Review Context: tactical lecturette Assignment Workshop No. III for 12 tertiaries of week 9
9:30	Reflec- tion	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction
10:00	Business	Enablement Structure Other	Enablement Struct. Other	Enablement Struct. Other	Enablement Struct. Other
10:30	Sol. Off Send out	Solitary Office	Solitary Office	Solitary Office	Solitary Office

WEEK ONE CONSTRUCT FOR THE WEEKNIGHT LOCAL CHURCH SODALITY

Week
9-12

time	WEEK	WEEK NINE	WEEK TEN	WEEK ELEVEN	WEEK TWELVE
	SODALITY ARENA	Timeline Forging	Timeline Forging	Timeline Forging	Timeline Forging
7:00	Opening	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Journies Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Knowing Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Doing Celebrations Continental Report	GALACTIC CELEBRATION OF SPRING QUARTER
8:00					
8:30	Break	Clear	Clear	Clear	
	Wkly Time- line Task Work- shop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	
9:30	Reflect	1. New Activities 2. Old Activities 3. How address contradiction	1. New Activities 2. Old Activities 3. How address contradiction	1. New Activities 2. Old Activities 3. How address contradiction	
10:00	Business				
10:30	Sol. Off Send out	Solitary Office	Solitary Office	Solitary Office	

WEEK ONE CONSTRUCT FOR WEEKNIGHT SODALITY
week 13

	week	WEEK THIRTEEN
time	SODALITY ARENA	Timeline Forging
7:00	Openin	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Conversation Being Celebrations Continental Report
8:00	Break	Clear
8:30	Wkly Time- line Task Work- shop No III	Review Context: tactical lecturette Assignment: Workshop No. III
9:30	Reflect	1. New Activities 2. On-going Activities 3. How address contradiction
10:00	Busi- ness	Enablement Structures Other
10:30	Sol. Of Send	Solitary Office

CORPORATE SPIRIT JOURNEY

Probers for the Solitary Office

MAY				
wk.	5	6	7	8
MEDITATION	persistent friend	expectant descendant	radiant guru	primordial ancestors
CONTEMPLATION	being all the other	dangerous intrusion	all that ever was	reforged transformat'n
PRAYER	daring embracement	particular concerns	splendid vices	painful acknowledgment

JUNE				
wk.	9	10	11	13
MEDITATION	universal father	revered hero	word-bearing priest	unfailing prompter
CONTEMPLATION	unexplained thereness	appropriated passion	sheer re-creation	everlasting inescapability
PRAYER	besetting sin	unspeakable joy	representational sign	promissorial offering

SOLITARIES

45 minutes

Intro:

1. Review relationship of meditation, contemplation and prayer to the rest of the charts.
2. Contextualize "The Solitaries":
 - a. The Solitary is intentionality in our relationship to our given final solitude, unrepeatable uniqueness.
 - b. Contemplation is contentless, meditation and prayer particular contentful.
 - c. Contemplation radicalizes the human going on-nesses of meditation and prayer. Meditation is depth self consciousness which informs our uniqueness. Prayer is preparation to risk our death in wimming a particular historical engagement. Contemplation is a racking encounter with the mystery which changes the context for self conscious meditation and self conscious prayer.
 - d. The Solitary Office is an exercise intensifying ones self-consciousness about being an utterly free solitary decision maker.

Workshop:

Lecturette: Meditation and Prayer are common human activities.

Meditation:

1. List any three things which support you as, solitary individual, over the chaos.
2. List any three things that are the source of the unique individual you now are.

Prayer:

3. List three ways you are responsible for creating the kind of future that is coming into being this moment.
4. List three ways you plan to effect a situation you are currently involved in.

Share some of these.

Lecturette:

Contemplation is that which shatters your operating framework, throws you over nothing, and on the other side of which, that which supports or creates you (meditative friends) is slightly shifted, and the strategic objective for which you pray is slightly different.

5. Look back at answers 1 & 2. Have your answers to these questions shifted recently? Who or what informed your life before? Who now?
6. Look back at answers 3 & 4. Have the future you are voting for with your life decisions changed lately? Are your prayers new prayers in a dramatic way these days?
7. What events mark these shifts? Where is the invisible gap? What occasioned these events? What kind of activity was that? (meditation, prayer)
(See contemplation is occasioned by and is the cause of meditation and prayer.)

Solitary Office:

1. How does this help you understand the exercises of the soli. office?
2. What is the value of the daily exercise of these disciplines?
3. How is it clear to you that these are the necessary categories of the solitary office?

MEDITATION

45 minutes

Intro:

1. Give context for meditation, use powerful images (review lectures).
2. Review Formal Categories:
Mediator Prior Saint Colleague
3. Review Phenomenological categories:
The Impact
The Address
The Dialogue
The Communion

Workshop:

1. Hava group pick a current topic of universal interest. (i.e. draft vs. volunteer army) Go around and hava each say in one phrase a basic principle or value he would want to be sure was considered in such a discussion.
2. Have each individual write down 10 other maxims, principles, values they heed in their consideration of life issues. Also, if possible put down where, when, how, or from whom did this get into their thinking.
3. Share some of these and list on board some of meditative council that gathers whenever these individuals bring their interior sociality together to work, worship or study.
4. Look at meditative council - when there is something named there other than a person, i.e. event, or inanimate object as that which inculcated a principle or maxim - push person to discover what meditative friend enabled him to verbally articulate what he learned or confirm that what he learned in a solitary event was recognizable as a universal truth. (push for persons real or fictional). To further ground the formal categories have them fill in names from their previous list, or others that come to mind. Which fit these four descriptions:
 1. Those who in agonizing moments allowed you to affirm your sit.
 2. Those who intruded on you in an illusion & forced you to face reality.
 3. Those you self-consciously refer back to for an example of how be spirit style in uncertain times.
 4. Those who refuse ever to acknowledge that there's any excuse for not doing the job you are called to do.
5. Have group reflect on the various people who've come to mind. Ask them
 - a. which are just there as part of a vast unrecognizable reservoir and
 - b. which they would choose to hold up as meditative friends. Reflect on the demand to say "no" to many meditative friends and cultivate new ones where we have gaps.

CONTEMPLATION

45 minutes

Intro:

1. Give context for contemplation using several powerful images.
(Review lectures)
2. Review formal categories:

Externality	Archaism	Futurity	Depth
uncontrollable defines me by the otherness everything not reflecting myself not acculturated to	irretrievable past historical primordial ancient rootage ancestors eternal repetition	the demands to be created persistent change imaginative determined bold- ness unconnectedness unbelievable possibilities unknowable showedupness	mystery in self greatness audacity dancing with the other origin & aim universality/ particularity union of past & future unlimitedness

3. Review phenomenological categories:

Encounter: 1st crashing awareness of discontinuity in your universe.
 Entrapment: lucid that there is no bottom to the abyss of irrationality.
 Collegiality: decision to commune with limiting power.
 Adoration: total and voluntary appropriation of that which
 introduces the chaos into life.

Workshop:

To begin the group spinning have each person create a "bingo" card for them-
 selves by drawing lines that create 20 boxes on their paper. Have them
 write down any events in their life since birth that come to mind as you
 read off the eight categories below:

Moments etched in your memory when:

1. Time seemed to stop
2. You seemed frozen in space.
3. Disconnected from all around you.
4. Utterly isolated from familiar contact
5. You seemed to be falling in darkness
6. Heard voices full of power.
7. Had vision of life not yet created.
8. Saw a familiar universe disappear.

Reflect:

What objects, images, moods, colors do you associate with such events.
 (Option: Each choose one event and do a montage.)

Further ground categories by having them list specific events that fit
 in the categories: Phenomenological - describe events.

1. What is your earliest recollection of being stunned by crashing
 awareness of discontinuity in your seemingly well established universe.
2. Where seen self joined to all men through discovery that security is
 forever unattainable.
3. When have you found self uncynically amused at the attempts of yourself
 or others to "finally wrap up" a particular problem.
4. Have you ever joyfully turned your back on a rational and secure
 future? What event gave you permission to do that?

Formal Categories:

1. What has been your encounter with the other?
2. When have you discovered your deep primordial connections?
3. When have you been broken open to appropriate a formerly unimagi-
 nable situation in your life?

4. In what event did

CONTEMPLATION - continued

4. In what event did you so surprise yourself with unsuspected gifts that you were able to give up your former self-limits?

Reflection:

What of these events stands out among all others as one which briefly left you no handles on life?

Which piece of poetry in the chart best holds the mood of that moment?

PRAYER

45 minutes

Intro:

1. Give a context for prayer, use several powerful images. (review lectures)
2. Review formal categories:

Confession	Gratitude	Petition	Intercession
Acknowledgement of who I am. "Lord, I don't want this sit."	Affirmation of total situation "Lord, this is exactly the one I would be."	Prayer for self as church. "Lord, keep me in the battle"	Prayer for specific objective "Lord, kill the enemy"

3. Review Phenomenological categories:
 - the burden: impacted by imperative.
 - the passion: accepting responsibility for concretion.
 - the intervention: deciding to move into history in this particular way.
 - the expenditure: joyful surrender of self in this form of dying death.

Workshop:

1. Prayer in the first instance is deciding what to be responsible for and then brooding ahead on what must happen.
2. Have group choose a brief address and ascription to use in prayer workshop.

Lecturette: The writing of prayers using the chart is an exercise that reverts us from dismissing prayer as mystical by forcing us to articulate our freedom.

3. Write prayers on your subject beginning with confession at level of burden and going down. Then move to gratitude at level of burden and go down phenomenological levels, and so forth til all boxes written in. Leader should allow 30 sec. for each box and mark time with a bell.
4. Reflect on what writing in this structure did to you or enabled you to see.
5. Start another page and write a prayer on your topic beginning with confession at level of burden and moving horizontally to gratitude at level of burden, etc. until all 4 boxes at level of burden filled.
6. Reflect on what this structure did to you or what it enabled you to see.

Lecturette: Note that having written prayers in this exercise has enabled you you to brood and make decisions in preparation for dealing with particular situation which would enable you to be prepared and unsurprisable in that situation and therefore could enable you to "win" that strategic objective. Leave with question "What if before the next church meeting you attended you had done this exercise, thinking specifically of the people and dynamics to be dealt with in that particular gathering? How would you be different as you went in to it?"

JOURNIES

45 minutes

Intro: Review relationship of knowing, doing and being to the rest of the NRM charts. These categories are the transparent dimensions of all life, with being the transparency below the transparency.

Contextualize: "The Journeys"

1. The "journeys" is the knowing and doing of the journey of all men. The journey is transparent, that is, one looks through the particular experiences in his life as a window to the journey of man.
2. Knowing and doing are the foundational dimensions of human existence, while Being is contentless as the underlying transparency that transforms all knowing and doing.
3. Knowing is not mere intellectual endeavor, but is the knowledge of the Word which illuminates every event and experience.
4. Doing is not mere action, but is the historical deed which transforms all action into the will of God.
5. Being is the center of the charts, i.e. the journey to the center of the interior universe which radicalizes presence to life.

Workshop:

1. List 10 key events in your life.
2. Decide which 3 of these were most pivotal.
3. Draw life timeline (birth to death) and put these three on it
4. Fill in the other 7.
5. Write some phrases on the nature of the spiritual address of each of these events, beginning with the key three chronologically.
6. Write a phrase describing this journey imaginally.

Share some of these events and phrases.

Discussion:

1. What new insight was revealed as you did this?
2. Push what made this a key event for you?
3. How talk about these as a spirit journey?
4. What was revealed to you about the journey of everyman?

KNOWING

45 minutes

Intro:

1. Review relationship of knowing, doing and being. Context for knowing the journey. Use illustrations of the transparency of "knowing" given by the Gospel. (review lectures for helpful hints)
2. Review the Formal Categories:

Self	World	Word	Mystery
Knowing the solitary deeps broken, raw, thereness of own self.	Knowing the world as the wonder filled isness.	Contentless Word; inclusive and utterly objective; written into fabric of Being.	Grasping the final bottomlessness Neither meaning nor essence. The <u>glory</u> of the world <u>is</u> mystery.

3. Review phenomenological categories:
 - * Lucidity: utterly clear about the way life is.
Logos
 - Authenticity: decision to know what you know
 - Immolation: embodiment of the Word - the mystery giver.

Workshop:

1. Context: need to articulate our knowing.
2. Number off by 8
3. Give each number one of the boxes on the top two levels.
4. Assign: Write a poem, statement etc. on your experience of given category.
5. Have a couple of people from each box read what they have written.
6. Short conversation: Where were you struck?
Where were you pushed?
7. Closing statement:
What happens when we decide to know what we know about life?

DOING

45 minutes

Intro:

1. Review relationship of Doing to Knowing and Being. Doing in the context of Journeys is a style category which relates radical engagement to the historical deed. Or, transparent Doing is the manifestation of Being in midst of sheer engagement and sheer freedom.

2. Review Formal categories:

Person	History	League	Christ
the election of the individual Experience the calling which you manifest in "on B $\frac{1}{2}$ of" style.	Engagement in historic process. Deed <u>is</u> the deed of history. Every moment requires radical engagement.	Doing is that which is utterly related to the League. The decision to be People of God. No other vocation.	The knowing beyond all knowing. The Word transforms <u>every</u> situation. Radical expenditure is transparent doing.

3. Review Phenomenological Categories:

Mission
Venture
Election
Exaltation

Workshop:

1. Have group recall times in their lives in which they saw themselves called to totally create a situation; events which demanded all they had.
2. What roles did you play in those situations?
3. How would you talk about your deeds being related to all history?
4. When have you been broken open to see your everyday doing as profoundly related (relatable) to the deeds of the League. (election to People of God)
5. How talk about doing as creation of the face of God? (sheer invention of history)

Reflection:

What would you see as necessary to live your doing.

What would enable constant presencing of the sheer role-playing that transparent Doing is?

BEING (Odyssey)

1. Initial statement: Context of the journey the group has been on.
2. Short course formal categories.
 - Knowing: psychotic poet (image) knows heavenly secret.
 - Doing: Wonder worker of miracles.
 - Being: Enduring figure.
3. Doing: Short course roles relative to action irrelevant.
 - Where have you found yourself doing the impossible possibility?
4. Being: Short course inventing humanness, sheer creativity.
 - One area where you are struggling with inventing humanness. (several examples.)
5. Flagellating incoherency on boxes that struck you.
 - How is humanness transformed when you invent humanness?
 - Saving the Mystery - How talk about that? (category of eternal is helpful)
6. A few words about journey, imperatives, etc.

In actualizing the data interchange we are including, for your consideration, a copy of the 3 workshops as laid out by the Boston Galaxy. Whether you reduplicate this one or redo it, it will probably be helpful to make a copy of the methodology available for each member of the galactic auxiliary. In a short period of time the tertiary actualization methodology (from strategic objectives to Time Lines) will become internalized, however, the process needs to be available for reference and for those who are working for the first time.

April 1971

Boston Galaxy

WORKSHOP I. STRATEGIC OBJECTIVES

- I. Set context for Objective by studying tactical materials to set context for complex.
 - a) Master Index
 - b) Rational Chart
 - c) Contextual Chart
 - d) Read prose on charts

Study Inclusive Strategic Objective Chart

- a) Trace tactic thru Contextual Chart (both levels)
- b) Trace tactic thru Complex and Sub-complex levels
- c) Read sentence for tactic

- II. With this context in mind, Brainstorm contradictions in the cadre and congregation in complex, sub-complex, and primary tactic arena.

Brainstorming question: What is blocking humanness in this area?
(Primary Contradiction)

- III. Gestalt to the primary contradiction in each complex, sub-complex, and primary tactic arena.

Write prose statement at each level on prose statement form.

Gestalt to key phrase for Inclusive Strategic Objective Charts.

- IV. Rewrite prose on contradiction and begin work on statement of Inclusive Strategic Objectives.

- V. Articulate prose statement of Inclusive Strategic Intent by flipping primary contradiction as related to system strategic objective in complex and sub-complex arena.

Record these on prose statement form.

Gestalt into key phrases for Inclusive Strategic Objective Charts.

- VI. Re-articulate inclusive strategic objective of complex and sub-complex arenas in relation to primaries which show up during the quarter under consideration.

- VII. Examine location and number of each primary's tertiaries on timeline.

Articulate in a prose statement inclusive strategic objective (the flip of the contradiction as it relates to the system strategic objective in the primary tactic arena).

- VIII. Gestalt strategic objective statement to phrase and record on Inclusive Strategic Objective Chart for Quarter One.

WORKSHOP II. ACTUALIZATION SHEETS

- I. Fill out the top line of the Tertiary Actualization sheet:
Primary #, Secondary #, Tertiary #, Year ____ Qrtr ____ Week ____
Names etc.
- II. To fill out the TERTIARY STRATEGIC INTENT:
 - a.) Fill in System Tertiary Objective by writing the Secondary for this particular tertiary.
- III. To fill out the Inclusive Tertiary Objective:
 - a.) Study strategic objective of primary
 - b.) Research contradiction of this complex
 - c.) Review tertiary (subtactics, supplementaries, and relevant prose)
 - d.) Review strategic intent
 - e.) Write in Inclusive Tertiary Objective
The inclusive tertiary objective is the articulation of how this tertiary addresses the local situation contradiction as seen for this particular primary tactic.

To fill out 'Procedural Form'

 - a.) Study 'procedures for tertiaries' Secondary
 - b.) Select ones that more accurately describe tertiary actualization
 - c.) Decide what must be done in order to get tertiary spinning to meet strategic intent and write a descriptive sentence of tertiary actualization.
- IV. Having built this context, select a minimum of three supplementaries which best address the procedural form and the inclusive tertiary objective.

(DO THE ABOVE STEPS FOR ALL 16 TERTIARIES WITHIN A PRIMARY TACTIC)
- V. Study the tertiary to be actualized relative to the other 15 tertiaries of the same primary by filling out the chart "Modification of Tertiaries Relative to Primary Tactic Arena."
 - a.) Fill out the top box of the chart (inclusive Strategic Objective for any one primary, etc.)
 - b.) List the 16 tertiaries of the primary ordered by weekly priorities timeline across top of the 2nd row in small boxes. Continue the vertical line from 2nd row to supp. chosen row after listing tertiaries within any one week.
 - c.) Look at tertiary actualization sheet and transfer data of supp. chosen to the chart.

Then ask these questions:

 1. Should battleplan be modified to more closely weave it into common thrust with another tertiary of week?
 2. Should BP be modified to more adequately hold common thrust of primary tactic, in view of order of all its tertiaries?
 3. Should BP be modified in view of impact of this tertiary on other tertiaries?

Then reconsider supp. chosen & write the modified supp. after considering the above.

WORKSHOP III. MODIFICATION AND TACTICAL ACTUALIZATION

- I. To fill out the "Weekly and Local Supplementary Modification Sheet."
 - a.) Fill in the left five columns from data on Inclusive Strategic Objective for the quarter and the Tertiary Actualization charts.
- II. To fill out the "Weekly Supplementary Modification" ; ask these questions:
 - 1.) Should Battleplan be modified to more closely relate it into thrust of other tertiaries of the week?
 - 2.) Should the Battleplan be modified to more closely relate it to total thrust of complex for quarter?
- III. To fill out the "Local Supplementary Modification"; ask these questions:
 - 1.) What are the correlated activities that might be used in tertiary actualization?
 - 2.) What troops are available, when?
 - 3.) What is immediate manifestation of primary contradiction as stated for the primary tactic of these tertiaries?
(If instruments are needed that are not already available, build their creation into the battleplan)
- IV. After cross-checking, build the tertiary battleplans and timelines for that primary.
 - a.) Final Selection. Now fill out the final selection box under supp. activity on the tertiary actualization sheet. The information will come from the 3rd column (3rd refinement) of the chart, "Weekly Local Supplementary Modification Sheet."
 - b.) Determine what four areas of work (not content but action) will accomplish the inclusive tertiary objective, as pulled through the tertiary, and list as 1,2,3, & 4.
 - c.) Decide under number 1 what four things need to be done to cover that arena of work, and list as a,b,c, & d.
 - d.) Do step c. for numbers 2,3, & 4.
 - e.) Fill out bottom row (tertiary battleplan timeline) from the battleplan just built.
- V. To fill out the chart "Tactical Actualization," which places each battleplan timeline on master timeline.
 - 1.) In the fourth column from the left write the 12 tertiaries for the week.
 - 2.) Then continue the horizontal lines to the left in the Primary Tactics column, which organizes the tertiaries into primary arenas.
 - 3.) Take the 12 tertiary timelines for the week and integrate them onto the weekly timeline.

TACTICAL SYSTEMS LECTURETTES - Weeks indicated are week before initial implementation
 Week 4 Week 6 Week 6 Week 6 Occurs

MISSIONAL FAMILY #3		LITURGICAL LEADERSHIP #1		WEEKDAY SCHOOL #14		CONGREGATIONAL MINISTRY #11	
tactical system context	cadre training unit	tactical system context	cadre training unit	tactical system context	congregation program unit	tactical system context	cadre training unit
	internal discipline		external mission		emerging church rising/initiate		external mission
	continuing nurture		local church		spiritual remotivation		local church
	spiritual remotivation		structural reformulation		developing personal images		structural reformulation
primary tactic gestalt	redesigning family style		revitalize worship & symbolic life		imaginal education program		pioneer new ministry model
	re-imagining family roles		dev. liturgical leadership skills		licensed pre-school		sign as corporate clergy
	structures/models for mission		study traditional worship forms		enabling your children		serve congreg. as spiritual leaders
	symbolic life/spirit care		experiment with contempor. forms		forging basic life images		enable cong. as nurturing teachers
tactical thrust	strong corporate missional units	tactical thrust	basic education fundam. liturgies	tactical thrust	primal education	tactical thrust	create new pastoral model
	re-image family relation to soc.		development of spirit deeps		frees mothers for mission		training in fundamental pract.
	on B $\frac{1}{2}$ global style		experiment with traditional forms		imaginably educate children		deepening the spirit life
	sustained by decision		training in liturgical pract.		train teachers in imaginal educat.		developing a cong. ministry
arenas of action	family signs and symbols	arenas of action	comprehensive study models	arenas of action	pre-school structures	arenas of action	cong. leadership roles
	renewal of interior life		liturgical leadership assignments		curriculum construct		spirit exercises
	mission beyond the family		worship/office service construct		community relationships		symbolic life practices
	family prep. through study		context/rationale for symbols, story		physical facilities and staff		training in models/methods

TACTICAL SYSTEMS LECTURETTES - Weeks indicated are week before initial implementation

Week 7		Week 8		Week 8		Week 11 occurs	
GLOBAL MOVEMENT #10		QUARTERLY RETREATS #6		WEEKNIGHT SCHOOL # 15		REGIONAL TEACHING #8	
tactical system context	cadre training unit	tactical system context	cadre training unit	tactical system context	congregation program unit	tactical system context	cadre training unit
	external mission world-wide		internal discipl. cadre organizat'n		emerging church rising/initiate		external mission world-wide
	inclusive church		basic training		contextual re-education		inclusive church
	contextual re-education		structural reformulation		broadening intent, arenas		contextual re-education
primary tactical gestalt	create lucid churchmen	primary tactical gestalt	evaluation machinery	primary tactical gestalt	enable parent involvement	primary tactical gestalt	teaching regional courses
	comprehend universal church		basic planning		inclusive imaginal program		enabling weekend courses
	necessity of global involvem't		spirit nurture		eliciting social responsibility		practical cadre training
	unmistakable loc. renewal committ'm't		discontinuous celebration		school age children		spirit movement collegial relat'n
tactical thrust	deals with reduced context	tactical thrust	experience own unique wisdom	tactical thrust	provides care structures	tactical thrust	theological clarity
	push comprehens'v in congregation		participate in new fellowship		depth growth curriculum		train local future pedagogs
	continental involvement		develop common memory		builds family missional invovmt		instill common methodologies
	vision of new humanness		enabling distance from immediacies		develops youth & adult leadership		advance pedagogical style
arenas of action	world-wide movement	arenas of action	corporate spirit life	arenas of action	staff assignments	arenas of action	movement courses
	local/regional contacts		common symbolic life		staff assignments		movement courses
	regional courses		missional study life		church participation		enablement skills
	continental assignments		care through enabilm't life		community engagement		individual training/study