

LOGISTICS OF THE GUILD

Whistle Point # VII

Training System

Summer '73
Research Assembly .

Working Copy
Not For Publication

LOCAL
TRAINING
ENABLEMENT

1. LOCAL TRAINING ENABLEMENT is a major component characterized by means of releasing man in his local situation to develop decisional prowess by comprehensive curriculum, trained pedagogy, common wisdom and appropriate methodologies. The intent of this major component is to provide educational structures that release and illuminate the power of corporate and individual decision. This major component impacts one other major component, the Institute of Cultural Affairs through a comprehensive curriculum, trained pedagogy, use of common wisdom, and the appropriate methodologies. This major component is impacted by the following major component: the grass-roots educational system in the form of being that backup factor to provide the educational structures needed to release every local man. One illustration of this major component in action is the Fifth City preschool where the curriculum provides a positive self-image to enable human expenditure.

FACULTY
TRAINING
NETWORK

2. FACULTY TRAINING NETWORK is a major component characterized by the nurture of the faculty through training and assignments of the Institute of Cultural Affairs and its related schools and networks. The intent of this major component is to recruit and create a global, mobile, ecumenical faculty, operating out of a common curriculum, methodologies, and assignments coordinated through the Institute of Cultural Affairs. This major component impacts the following other major components: Institute of Cultural Affairs, Social Methods School, Community Training Laboratory, Local Training Enablement through creating a common curriculum, providing the faculty to evaluate the training offered. This major component is impacted by the following other major components: Leadership Training Network, Local Training Enablement, Comprehensive Research Training, Grassroots Education System, and Sophisticated Formulation System in the form of providing personnel for training, providing research to create the curriculum and providing a structure to teach in. One illustration of this major component in action is the current continental faculty of the Ecumenical Institute.

INSTITUTE
OF CULTURAL
AFFAIRS

3. THE INSTITUTE OF CULTURAL AFFAIRS is a major component characterized by a continental inclusive faculty and a comprehensive program for local man including the LENS course. The intent of this major component is to provide a canopy structure for the design and dissemination of inclusive globally oriented programs for the awakening of local secular man. This major component impacts the following other major components: the Social Methods School, Community Reformulation Designs, Community Training Lab and Comprehensive Research Training through providing consultative staff, teachers training and research methods and global resurgence data. This major component is impacted by the following other major components: Grassroots Education System, Leadership Training Network, and the Faculty Training Network in the form of course and program

participants, financial resources and local resurgence data. One illustration of this major component in action is: the Institute of Cultural Affairs provides teachers from its Continental Faculty for a LENS course sponsored by the local Guild Training Centrum.

GUILD TRAINING
CENTRUM

4. THE GUILD TRAINING CENTRUM is a major component characterized by inter-vocational guild training, contextual vocational education, and permeation workers' training. The intent of this major component is to provide globally contextualized training methodologies and pedagogues to all levels and sections of the proto-parish guild network. This major component impacts the following other major components: Comprehensive Research Training, Community Training Laboratory, Social Methods School, and Community Reformulation Design through sharing teachers, facilities and methodologies and through providing grassroots research data. This major component is impacted by the following other major components: Grassroots Educational System, Leadership Training Network and Ecumenical Parish Permeation in the form of sharing teachers, facilities, methodologies and vision. One illustration of this major component in action is the hosting of the LENS course for business men in the proto-parish.

SOPHISTICATED
FORMULATION
SYSTEM

5. SOPHISTICATED FORMULATION SYSTEM is a major component characterized by course follow-up models, methods for recruiting that will enable grads to become recruiters, and collegial nurture models. The intent of this major component is to provide structural care for new grads relative to their spirit journey; to develop formulation methods, and to begin forging a sharp style relative to the Movement's turn to society and the secular courses. This major component impacts the following other major components: Leadership Training Network, and Spirit Training Methods through creating practical collegial nurture aimed at raining up indigenous leadership. This major component is impacted by the following other major components: Guild Training Centrum, Grassroots Educational System, and Leadership Training in the form of providing awakened local man who is ready to be engaged in a construct designed to provide advanced training and methods. One illustration of this major component in action is the Fifth City Community Reformulation course that trains and awakens local men in methods, models and skills to activate community reformulation.

ECUMENICAL
PARISH
PERMEATION

6. ECUMENICAL PARISH PERMEATION is a major component characterized by RS-I and PLC courses, followed by parallel lay and clergy advanced training constructs aimed at ecumenical clustering of churches. The intent of this major component is to create the parish groundwork for an ecumenical parish galaxy and other training system components using religious and secular courses, spirit life and practical methods as catalyzing resources. This major component impacts the

the following other major components: Church History Curriculum, Auxiliary Priorship Training, Community Reformulation, and Guild Training Centrum and Designs through providing the local context for training that will engage a significant number of lay and clergy as participants and troops for design implementation. This major component is impacted by the following other components: Auxiliary Priorship Training, Guild Training Centrum, Leadership Training Network, and Church History Curriculum in the form of skilled priors, teachers, curriculum and vision. One illustration of this major component in action is an RSIIIA course within the parish to demonstrate to local churchmen the possibilities for parish renewal.

LEADERSHIP
TRAINING
NETWORK

7. LEADERSHIP TRAINING NETWORK is a major component characterized by practical preparation of local leadership, spirit method contextualization, and strategic recruitment of local man. The intent of this major component is to establish a network to coordinate practical and spiritual training constructs for leadership in local communities. This major component impacts the following other major components: Ecumenical Parish Permeation and Community Reformulation Design through provision of trained leadership to further local church projects and community reformulation. This major component is impacted by the Institute of Cultural Affairs in the form of enlightened secular leaders to enable further training. One illustration of this major component in action is advanced training to provide leadership for local projects.

AUXILIARY
PRIORSHIP
TRAINING

8. AUXILIARY PRIORSHIP TRAINING is characterized by advanced training to build disciplined local church leadership. The intent of this major component is to provide advanced training for local church personnel in order that the indigenous leadership may assume responsibility for their local parish. This impacts Ecumenical Parish Permeation through provision of manpower and methods for the reformulation of the parish. Ecumenical Parish Permeation impacts this major component in the form of experiencing the demand for training its leadership; and spirit methods training in the form of being sustained in missional vision and providing those methods. One illustration of this major component in action is the Advanced Academy.

GRASSROOTS
EDUCATIONAL
SYSTEM

9. GRASSROOTS EDUCATIONAL SYSTEM is a major component characterized by coordinated grassroots education system with adult education and decor bombardment. The intent of this component is to create a coordinated local education system which will offer a variety of opportunities for life-vocation and life-style education. This major component impacts Local Training Enablement, Institute of Cultural Affairs, Guild Training Centrum, Leadership Training Network, and Sophisticated Formulation System through creating a system to train local people who are then prepared to continue their education through academies and the ICA. This component is impacted by Leadership Training Network, Sophisticated Formulation System, Local Training Engagement and Ecumenical Parish Permeation in the form of

demonstrating the need for an ongoing, comprehensive grassroots education system. One illustration of this major component in action is a heritage course on a dominant group represented in the community.

SPIRIT
METHODOLOGY
TRAINING

10. SPIRIT METHODOLOGY TRAINING is a major component characterized by workshop methodologies, spirit conversations and accountability timelines. The intent is to empower local troops with prowess in in spirit methodologies. This major component impacts Auxiliary Priorship Training, Local Training Enablement, and Social Methods School through encouraging the development of local secular spirit leaders and rehearsing local man's self story in the midst of his globality. This component is impacted by Auxiliary Priorship Training, Community Training Laboratory, Local Training Enablement, Social Methods Schools, and Guild Training Centrum in the form of demands for training in spirit methods and their experimentation in this methodology, giving new insights back to spirit methods. One illustration of this major component in action is a conversation in the auxiliary on vocation.

COMMUNITY
TRAINING
LABORATORY

11. COMMUNITY TRAINING LABORATORY is a major component characterized by a coordination centrum, corporate faculty and group training methods. The intent is to provide a coordination facility in the parish where a corporate faculty experiments and trains local people in methods of caring for their parish. This major component impacts Community Reformulation Design and Social Methods School through providing experimentation and training for the local people engaged in those components. This component is impacted by Faculty Training Network, Institute of Cultural Affairs, and Social Methods School in the form of demanding a local resource lab for training troops in the parish. One illustration of this is a saturday workshop on gridding and problemating the parish.

CHURCH
HISTORY
CURRICULUM

12. CHURCH HISTORY CURRICULUM is a major component characterized by communications methods, pedagogical training and a briefcase library. The intent is to be a vibrant training system that gives pedagogues and local church leaders the historical perspective of the church in order to plan its future direction. This component impacts Ecumenical Parish Permeation, Auxiliary Priorship Training and Spirit Methods Training through providing the historical context needed by church leaders and pedagogues to look for resurgent signs thus providing a context for screening current happenings in religion. This component is impacted by Comprehensive Research Training, Leadership Training Network, and Ecumenical Parish Permeation in the form of skilled leaders and teachers who need the historical church contexting. One illustration of this major component in action is an enablement station such as a briefcase library containing the works of St. Thomas Aquinas.

SOCIAL
METHODS
SCHOOL

13. SOCIAL METHODS SCHOOL is a major component characterized by pedagogues, media technicians, corporate study model and corporate experience. The intent is to give secular man a depth awareness of social processes and community building possibilities using imaginal education and corporate experience. This component impacts the Community Training Laboratory through providing skilled troops with operational models. This major component is impacted by the Institute of Cultural Affairs and Community Training Lab in the form of having its beginnings in the Institute and needing additional tools and skill for community building. One illustration of this component is imaginal education.

COMPREHENSIVE
RESEARCH
TRAINING

14. COMPREHENSIVE RESEARCH TRAINING is a major component characterized by: research training, a global accountability system, and research experts. The intent of this major component is to train men in research skills in order that research experts may emerge who are concretely accountable to their local/global situation. This major component impacts the following other major components of: leadership training network, ecumenical parish permeation, spirit method training which provide data for the guild training centrum through the provision of inclusive pedagogy and permeation skills to sustain the local parish indirectly, and the local guild directly by developing leadership and research skills. The major components impacted by the following other components are leadership training network, ecumenical parish permeation, and church history curriculum in the form of a constant exchange of information for the historical gifts which are perpetually reformulating the leadership training network, enabling concrete ecumenical parish permeation; and that all these support the local guild and the local parish. A global research assembly which thrusts the grassroots of the world to become leaders in their own community gives man the possibility to live in the chaos and ambiguities of life itself.

COMMUNITY
REFORMULATION
DESIGN

15. COMMUNITY REFORMULATION DESIGN is a major component characterized by delineating community history, gridding community, and building models for grassroots engagement. The intent of this major component is to analyze history, polity and programming in local communities and create structures for grassroots engagement. This major component impacts the following other major components: community training lab through providing background for local man becoming engaged in community renewal. This major component is impacted by the following other major components: leadership training network in the form of receiving leadership trained in methods and constructs for community reformulation. One illustration of this major component is a local group looking at its history, policy forming techniques, and community performance; and developing community forums for grassroots participation.

COMMUNITY
REFORMULATION
DESIGN

16. LOCAL TRAINING ENABLEMENT is intended to train secular man. The forces who will implement this array are cell force and guild force. The first three steps in doing this array are curriculum development, faculty establishment, and local men recruitment. This array has a valence of 3270 which indicates a high priority of necessity. An illustration of this array is the LENS course.

1. Curriculum functions to provide course of study for secular man.
2. Corporate life construct functions to hold common memory.
3. Corporate life methods functions to develop decisional capabilities.
4. Resources functions to build a library of training tools and equipment.
5. Common memory functions to sustain the commonness of the body.
6. Pedagogy functions to create local teachers.
7. Evaluation construct functions to check the effectiveness of the enablement.
8. Assigned faculty functions to provide course leadership.
9. Develop decisional prowess functions to mold the disciplined troops of the future.
10. Enablement functions to catalyze recruitment and meet practical needs.
11. Corporate model building functions to develop skills in social workshop methods.
12. Workshop methods functions to release grassroots corporate methods.

FACULTY
TRAINING
NETWORK

17. FACULTY TRAINING NETWORK is intended to train indigenous leaders. The forces who will implement this array are cell and guild forces. The first three steps in doing this array are ecumenical faculty recruitment, curriculum development, and faculty training guild. This array has a valence of 8116 which indicates that this component is crucially needed. An illustration of this array is the E.I. Chicago base.

1. Curriculum functions to provide the course study and pedagogy manuals for faculty training.
2. Depth training in curriculum and methodology functions to provide the faculty with teaching tools and techniques.
3. Pedagogy timeline functions to schedule faculty training sessions.
4. Faculty training guild functions to provide a covenantal indigenous training force.
5. Faculty training functions to give depth pedagogical training.
6. Global pedagogical assignment network functions to coordinate the global faculty.

7. Mobile faculty functions to provide a system of making teachers available where needed.
8. Faculty designation and exchange functions to interchange international faculty.
9. Accountability for missional assignments functions to evaluate faculty assignment.
10. Teacher nurture functions to sustain the spirit journey of the faculty.
11. Ecumenical faculty recruitment functions to provide personnel for training.

INSTITUTE OF
CULTURAL
AFFAIRS

18. INSTITUTE OF CULTURAL AFFAIRS is intended to engage local man. The forces who will implement this array are LENS and RSI grads. The first three steps in doing this array are leadership training institute, continental LENS course, and RSI. This array has a valence of 2097 which indicates that it is tenth of fifteen in this major component. An illustration of this array is continental faculty in guild training centrum.

1. Business men's luncheon functions to recruit local secular man.
2. LENS pedagogy guilds functions to prepare LENS faculty.
3. Celebration manual functions to engage people in dancing through their lives.
4. Analyse teaching resources functions to keep on top of the staff and prepare faculty for future change.
5. Inclusive teaching faculty functions to provide staff for any appropriate occasion.
6. Leadership training institute functions to prepare skilled priors.
7. Institute of cultural affairs functions to bring together under one umbrella the forces of church and social renewal.
8. Continental LENS courses function to bring global responsibility to local man.
9. Develop art forms functions to encourage the inner being of man to develop art with world concepts.
10. Rites of passage of phases functions to inform individuals of their roles in life.
11. Corporate reading functions to fill in backdrop research material.
12. Birth and death celebrations functions to keep conscious of the endlessness of life.
13. Tracts on all earth to all functions to awaken local man to his global responsibility.

GUILD
TRAINING
CENTRUM

19. GUILD TRAINING CENTRUM is intended to provide basic training with a global context for a coordinated system of inter-vocational guilds, offering concrete methods and a sustaining symbolic life through secular rites and rituals. The force that will implement this array is the Institute of Cultural Affairs. The first three steps in doing this array are recontexting vocational training, holding permeator workshop to catalyze, and creating inter-vocational guild structure. This array has a valence of 991 which indicates that it is not as crucial as the other master components, being the lowest valence. An illustration of this array is a guild study model for workers during lunch break.

1. Global resurgent reports functions to provide a comprehensive global context for inter-vocational guilds.
2. Inter-vocational guilds functions to create a coordinated cross-vocational guild to train and recontextualize local man and his vocation.
3. Coordinated specialist training functions to provide wise ranging expertise and training for the guild centrum.
4. Contextual vocation education functions to provide a new context to allow reimaging of vocations.
5. Secular rites and rituals functions to provide the needed symbolic life to inform and sustain the guild centrum.
6. Permeator worker training functions to provide a resource for local businesses, factories, etc., in workshops and models to bring more meaning to their work.
7. Apprenticeship programs functions to strengthen existing programs through evaluation methods and to hold vocational schools.
8. Workshops for guildsmen functions to offer workshop resources and methods to particular professions and businesses.

SOPHISTICATED
FORMULATION
SYSTEM

20. SOPHISTICATED FORMULATION SYSTEM is intended to create a comprehensive system to provide course follow-up methods, such as a research and training centrum, advanced courses, and a metro enablement faculty, all undergirded by spirit discipline nurture with the goal of continuing the intellectual, missional and spirit journey of awakened local man. The forces who will implement this array are trained troops in grassroots educational systems. The first three steps in doing this array are creating a coordination centrum, implementing spirit discipline nurture, and recruiting trainable forces. This array has a valence of 2597 which indicates it is of median importance in relation to the other master components. An illustration of this array is gridding the grads and deciding recruitment rationale and strategy.

1. Sophisticated formulation system functions to grid population systems, recruit trainable forces.

2. Spirit discipline nurture functions to undergird the formulation of grads by providing follow-up training models and honoring the wisdom of every man.

3. Metro enabling faculty functions to promote international courses and obtain staff from varied background and help integrate.

4. Advanced courses functions to enable international interning, give grads extended courses to promote faculty.

5. Research training centrum functions to oversee formulation of grads, release RSI recruitment and data gathering center.

ECUMENICAL
PARISH
PERMEATION

21. ECUMENICAL PARISH PERMEATION is intended to provide a local community context for the training systems constructs and an ecumenical parish galaxy, through basic courses and advanced training structures for both clergy and laity. The forces who will implement this array are movement local and global faculty, and local parish leadership to enable course recruitment and enablement. The first three steps in doing this array are: delineating the parish and grid-ding the churches, intensive PLC recruitment within the parish, PLC grad follow-up guild or colloquy, to begin building parish clergy corporateness. This array has a valence of 2829 (fifth in rank order) which indicates that it is a key strategy for assuring local grass-roots awakening and local parish guild formation. An illustration of this array is a core group of parish laymen and clergy enabling an RSI to occur within the parish, with a comprehensive follow-up construct which forges missional corporateness and parish consciousness within the grads.

1. Parish cadre force functions to enable the recruitment of RSI and PLC, and is the force to activate the ecumenical cluster model, through catalyzing parish grad structure and the clergy re-empowerment construct.

2. Parish leadership colloquy functions to provide the basic common memory and vision for the clergy re-empowerment construct.

3. RSI construct functions to provide the common vision and theological grounding which enables formation of a parish grad structure and is the basic gate to advanced church academy and Secular Area Academy.

4. Parish grad structure functions to nurture and intensify the RSI construct experience, and provides further troops for the ecumenical cluster model activation.

5. Clergy re-empowerment construct functions to engage clergy in advanced training and nurture structures to enable ecumenical cluster and galactic participation.

6. Ecumenical cluster model functions to provide the overall operating model to enable comprehensive re-duplication of the ecumenical parish around the world.

7. LCX recruitment construct functions to provide a concrete vision of possibility which will sustain and motivate

23. AUXILIARY PRIORSHIP TRAINING is intended to develop priors for local ecumenical parishes. The forces who will implement this array are local church leaders. The first three steps in doing this array are visitation of local church leaders, recruit for PLC, and expand vision through basic training school. This array has a valence of 1515 which indicates its dependence upon development of its related components. An illustration of this array is fund raising experts who enable local fund drives.

8. Church academy functions to provide intensive religious studies to sustain the parish cadre force and to develop more local leadership.

9. Secular area academy functions to provide training in community reformulation and social methods, which enables the parish cadre force, and the clergy and lay nurture structures.

10. Parish forum functions to enable the parish grad structures to create a concrete sign of care and thereby enable catalysis of further parish lay and clergy troops.

LEADERSHIP
TRAINING
NETWORK

22. LEADERSHIP TRAINING NETWORK is intended to provide skilled leadership in all organizations and agencies of a local community. The forces who will implement this array are community reformulation. The first three steps in doing this array are building a community training node, screening local leadership, and recruitment to break open courses such as RSI and LENS. This array has a valence of 1155 which indicates relatively weak importance in the system. An illustration of this array is the Toastmasters Club which trains local men for public speaking.

1. Strategic recruitment list functions to find power structures.

2. Community training network functions to relate local training centers.

3. Training programs design functions to provide relevant courses.

4. Spirit methods contextualization functions to create understanding of the need for spirit methodologies.

5. Leadership training programs functions to provide practical preparation of local leadership.

6. Training evaluation system functions keep programs related to needs.

AUXILIARY
PRIORSHIP
TRAINING

23. AUXILIARY PRIORSHIP TRAINING is intended to develop priors for local ecumenical parishes. The forces who will implement this array are local church leaders. The first three steps in doing this array are visitation of local church leaders, recruit for PLC, and expand vision through basic training school. This array has a valence of 1515 which indicates its dependence upon development of its related components. An illustration of this array is fund raising experts who enable local fund drives.

1. Disciplined church leadership functions to call auxiliary priorship training into being.
2. Training rationale functions to give rational form to disciplined local church leadership's sense after its training needs.
3. Galactic churches functions to actualize the need for auxiliary training.
4. Ideology, "all the earth" functions to hold the global vision.
5. Basic training school functions as training instrument and tools engaged in auxiliary priorship training.
6. Advanced training school functions as training instruments and tools engaged in auxiliary priorship training.
7. Academy functions as training instruments and tools engaged in auxiliary priorship training.
8. Advanced academy functions as training instruments and tools engaged in auxiliary priorship training.
9. Local church experiment manual functions as training instruments and tools engaged in auxiliary priorship training.
10. Continental praesidium functions as training instruments and tools engaged in auxiliary priorship training.
11. Sojourn functions as training instruments and tools engaged in auxiliary priorship training.

GRASSROOTS
EDUCATION
SYSTEM

24. GRASSROOTS EDUCATION SYSTEM is intended to enable every man through cradle-to-grave comprehensive education structures to plan and appropriate his unique life-style vocation. The forces who will implement this array are community elders, parent-teacher groups, and vocational guild. The first three steps in doing this array are executing RSI courses for the implementor groups, utilizing the RSI graduates in forming the womb-to-tomb curriculum, and instituting financial models to ensure that the same education opportunities are available to all. This array has a valence of 4218 which indicates that the grassroots education approach is key to unlocking frozen resurgence which will allow man to see "all the earth belongs to all" as a reality instead of only possibility.

1. Corporate PSU methodologies functions to hold problem-solving sessions into accountability.
2. RSI course functions to answer the "why?" of the need for a whole new creation whereby education curricula become indicatively meaningful.
3. Adult education functions to see that those persons considered to be "out of school" do not operate out of reduced life contexts in the light of the many rapid advances in every educational field.
4. Decor bombardment functions to keep our symbols of accountability always remindful to us of who we are and what we are about.

5. Heritage communication functions to ground local man in his moment in history as against his knowledge of his extreme globality.

6. Language study functions to communicate a sense of commonality to all education systems.

7. Pre-school training functions to ensure that the most intensive learning years are utilized in full to give a child every chance to develop complete potential.

8. Overseas deployment of high school youth functions to graphically illustrate this "globality" which until then has possibly only been a word in youth's vocabulary.

9. Voter registration functions to inject every man's voice in the decision-making arena of setting up curricula in education.

10. Health care course functions to make man aware of the possibilities of his own physical care and well-being.

SPIRIT
METHODOLOGY
TRAINING

25. SPIRIT METHODOLOGY TRAINING is intended to equip troops with prowess in spirit methodology. The forces who will implement this array are local leadership on the other side of advanced courses and participation in movemental dynamics. The first three steps in doing this array are locating and mobilizing local troops, allowing them to participate in a methods course, and enabling their decision to assume a priorship role. This array has a valence of 2592 which indicates that in relation to the other valences it is a medium impact to the training system. An example of this array would be a conversation on vocation done in a secular situation.

1. Accountability/time lines functions to enable the cadre discipline construct.

2. The cadre discipline construct functions to corporately provide the group with the necessary training models.

3. The spirit conversation and other like spirit methods functions to further the group's spirit journey.

4. The spirit conversation models and other training models and methodologies provide the actual practical models to be used in the local situation.

5. The workshop methodologies function to create those models that are seen to be necessary.

COMMUNITY
TRAINING
LABORATORY

26. COMMUNITY TRAINING LABORATORY is intended to engage local man's participation in community reformulation design. The forces who will implement this array are leadership training network. The first three steps in doing this array are faculty assignments, experiment and training procedures and set up and decor lab site. This array has a valence of 4219 which indicates in relation to the other valances that it is second in power to the major component. An illustration of this array is problematting and timing tactics for the parish.

1. Community Training Laboratory functions to train local leaders and groups to meaningfully engage in the Corporate Caring of their community.
2. Coordination Centrum functions to hold the structure for the corporate faculty and to hold the comprehensive.
3. Corporate Faculty functions to experiment on behalf of local man and share with others in training the wisdom gathered.
4. Training Methods functions to provide local man with comprehensive methods that can be used in any situation.
5. Contextual Lectures functions to provide the over-arching images and dynamics that hold the common task.
6. Room Decor functions to enable the common vision to be held before the staff and trainees continuously.
7. Symbolic garb functions to provide a common symbol and stance which reminds one of their decision.
8. Art form conversation functions to provide imaginal images that raise depth life questions.
9. Global report functions to provide comprehensive, universal examples in artform conversation and lectures.
10. Parish Research functions to provide parish grids and problem analysis to be used as part of the training methods.
11. Workshopping functions to provide a method in training that engages everybody's wisdom in building models.
12. Seminars functions to serve as one of the methods used in training to ground life experiences.

CHURCH
HISTORY
CURRICULUM

27. CHURCH HISTORY CURRICULUM is intended to provide past wisdom of church in training pedagogues. The forces who will implement this array are leadership training network. The first three steps in doing this array are to set up curriculum, provide seminar papers, and create teaching seminar plan. This array has a valence of 1797 which indicates that it is 11th in Priority Impact of the training array. An illustration of this array is local church leadership training course.

1. The Enablement Station functions to provide materials for the curriculum like a Briefcase Library and church fathers papers.
2. The Pedagogical Personnel functions to enable the teaching of the curriculum.

3. The Assignment Rationale functions to provide a system of team teaching and rotation of pedagogy for the enablement station.

4. The Communications Methods functions to provide life methods which is for backup use of pedagogues.

5. The Imaginal Education functions to enable Imaginal Tools to be used in teaching the curriculum.

6. The onstage faculty functions to provide troops whenever needed at any kind of setup.

7. The Local Church Leadership Training functions to provide an arena where the curriculum can be used.

8. The Myth Research functions to gather and catalogue wisdom of past and creation of new myths for the 20th Century churchman.

SOCIAL
METHODS
SCHOOL

28 SOCIAL METHODS SCHOOL is intended to develop corporate leadership style for local man. The forces who will implement this array are community leaders. The first three steps in doing this array are locate the arena, establish relationships, and recruit strategically. This array has a valence of 1695 which indicates its dependence on the development of other components. An illustration of this array is Sol Alinsky's Industrial Area Foundation for community organization training.

1. Ur Study functions to broaden cultural understanding.
2. Audio-Visual File functions to provide resources.
3. Curriculum rationale functions to provide necessary skills.
4. Model building techniques functions to enable local leadership.
5. Corporate study model functions to form a common memory.
6. Imaginal Education Methods functions to enliven teaching-learning experience.
7. Pedagogues functions to develop trained leadership.

COMPREHENSIVE
RESEARCH
TRAINING

29. COMPREHENSIVE RESEARCH TRAINING is intended to train men in research skills so that research experts may emerge who are concretely accountable to their local/global situation. The forces who will implement this array are from the Institute of Cultural Affairs. The first three steps in doing this array are accounting for the work by screening the exchange of data from the research assembly and the indirect systems. This array has a valence of 2136 which indicates that the relationship to the major component, Institute of Cultural Affairs, is tertiary, although very important to the inter-linking system of the Guild Training Centrum to the Institute of Cultural Affairs.

1. Global Accountability Network functions to screen the exchange of data to and from the training system.

2. Research Assembly functions to develop curriculum and research models which are relayed to the researcher in training.

3. The Indirect Systems function to develop and utilize Global Tools thereby training the researcher.

4. Global Tools functions to support the Indirect Systems.

5. Build Research Models function to support the research assembly.

6. Comprehensive Research functions to support the research assembly curriculum.

7. The Research Expertise functions to focus the training program to the end product of a researcher.

COMMUNITY
REFORMULATION
DESIGN

30. COMMUNITY REFORMULATION DESIGN is intended to analyze the history, polity and existing programs of the local community and create structures to involve the grassroots. The forces who will implement this array are the elders with their historic wisdom, local politicians, and heads of current community project. The first three steps in doing this array are research the past community history, grid the community and build models from local leadership brainstorming that will enable the community where necessary. This array has a valence of 2364 which indicates in relation to the other components that it is a medium impact of the training system. An illustration of this array is a group of local man taking responsibility for the intentional care of their children by implementing a children's day care center.

1. Publish Secular Solitary Office functions to allow the secular man to be cared for in terms of his spirit journey.

2. Secular Methodology allows the secular man to participate in the movement's wisdom of methodologies in his secular vocation.

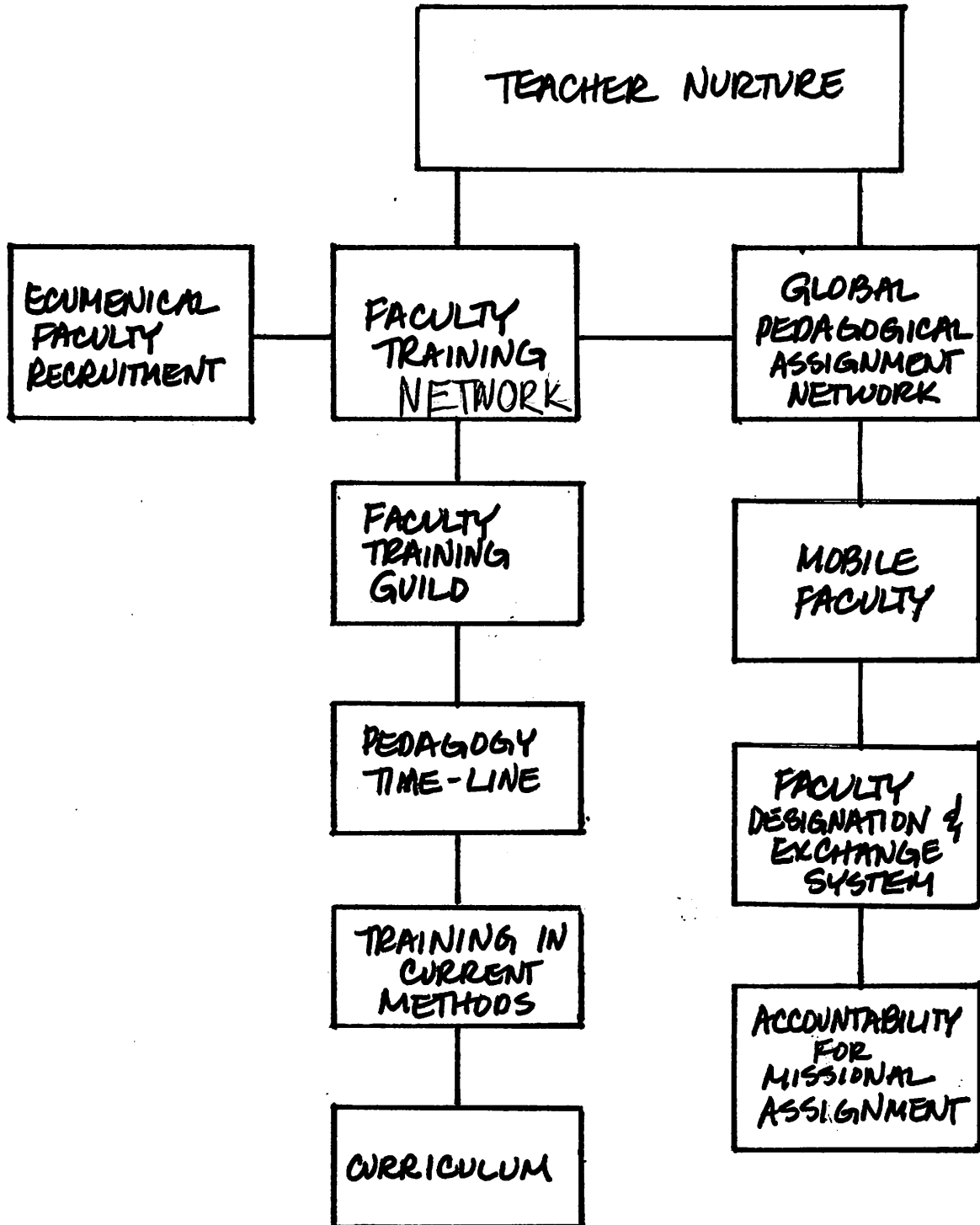
3. Model Building Methods functions to allow the local man to create the models necessary to the re-creation of his community.

4. Community Performance Methods Evaluation functions to provide the community with an authentic idea of the existing performance methods.

5. Delineate Community History functions to create a common story out of which the community was created.

6. Mobile Classrooms functions to provide the necessary available methods.

7. Bureaucracy Studies functions to provide a comprehensive evaluation of prevailing polity structures and release the community to create new models if necessary.



SUMMER '73

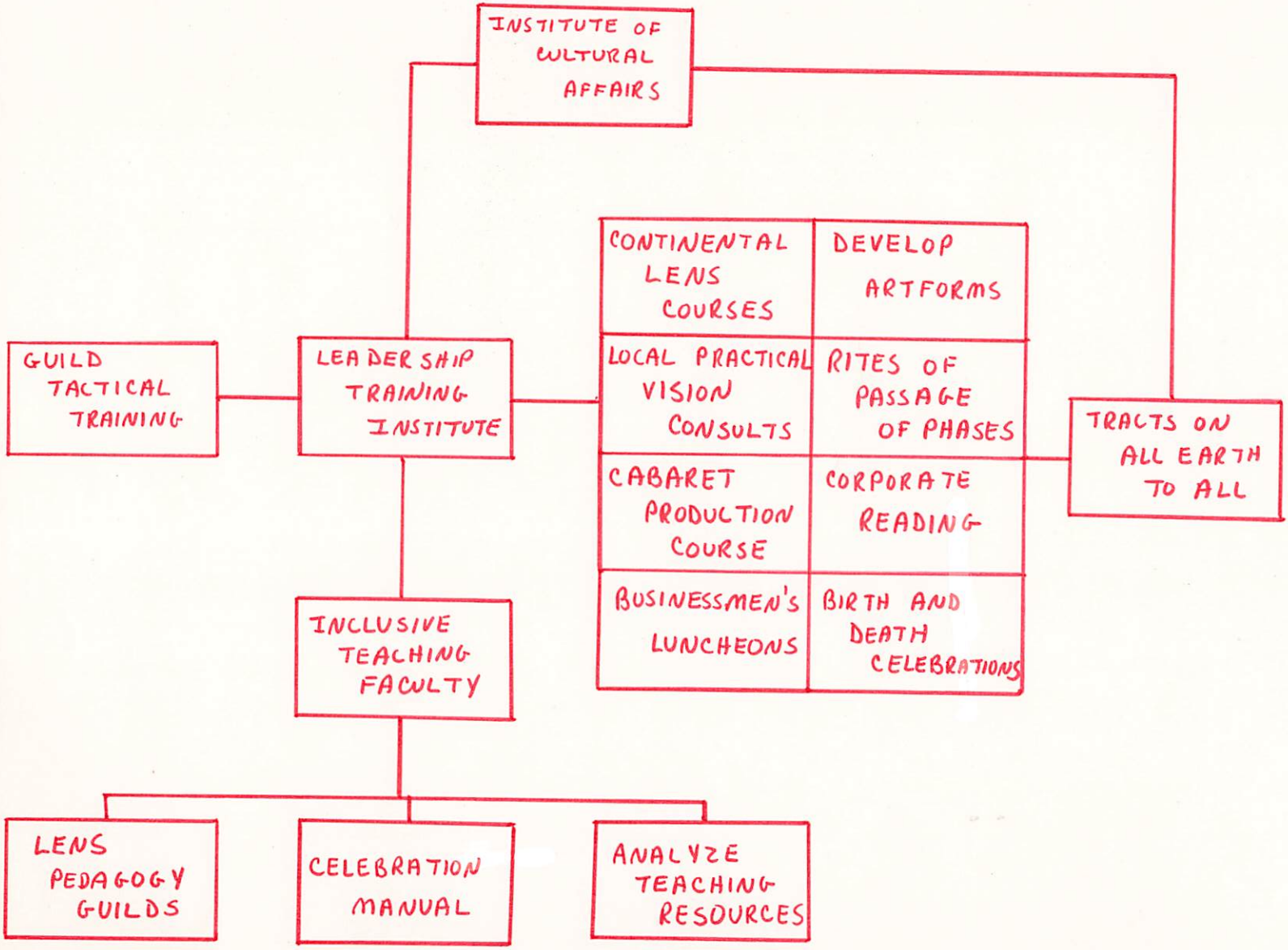
RESEARCH ASSEMBLY

SECOND WEEK

LOGISTICS OF THE GUILD

CLUMP ARRAY #3

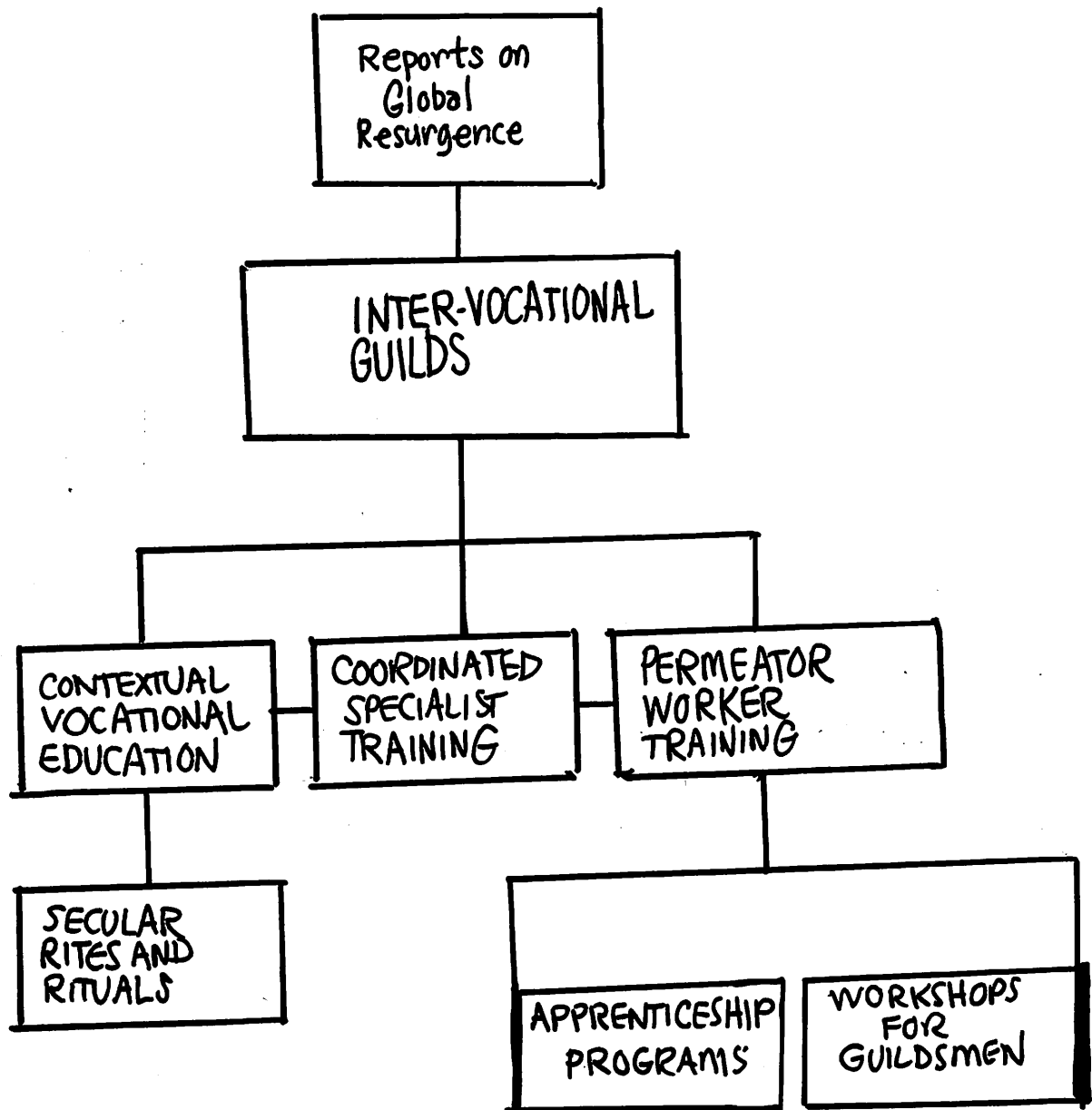
CLUMP ARRAY NAME: INSTITUTE OF CULTURAL AFFAIRS
WHISTLEPOINT NAME: TRAINING SYSTEMS



LOGISTICS OF THE GUILD

CLUMP ARRAY SHEET I
MODIFIED ARRAY

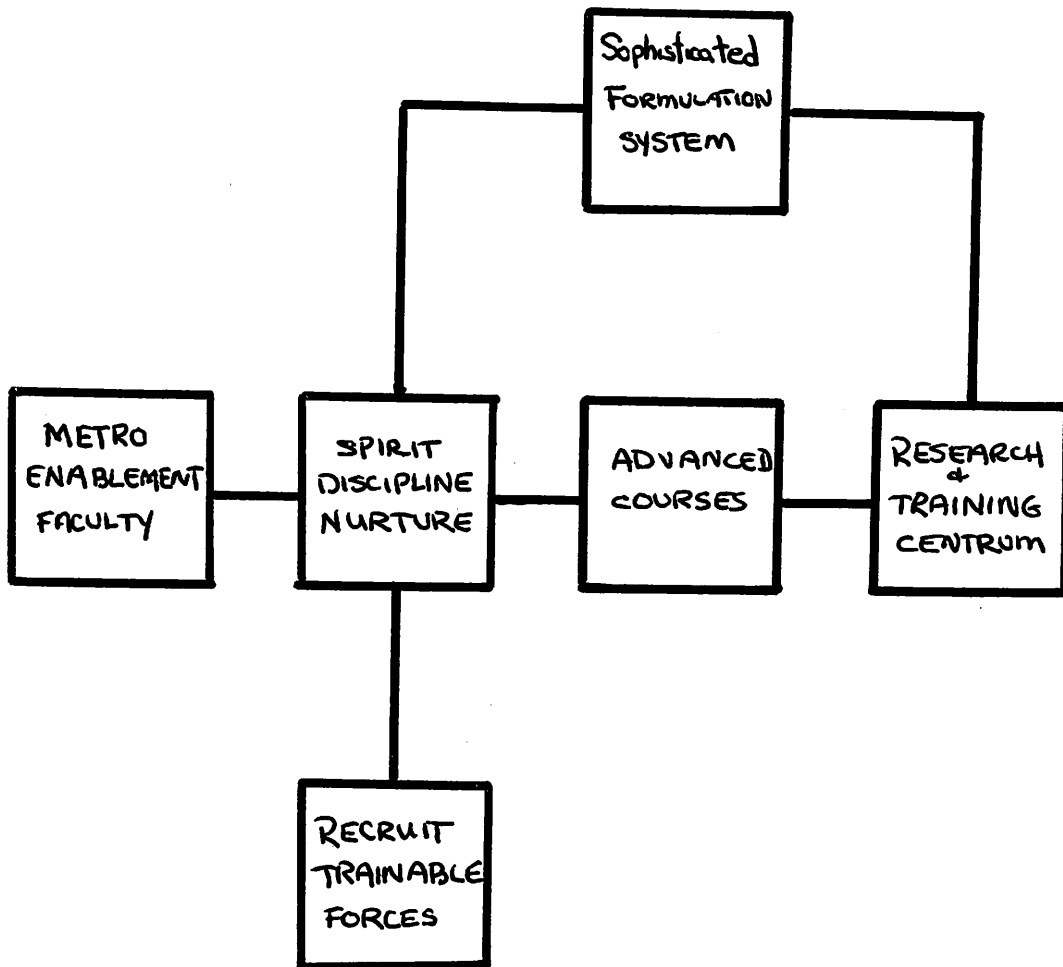
CLUMP ARRAY NAME: GUILD TRAINING CENTRUM CLUMP ARRAY NUMBER: 4
WHISTLEPOINT: TRAINING SYSTEMS



CLUMP ARRAY NAME: Sophisticated Formulation System

CLUMP ARRAY NUMBER: 5

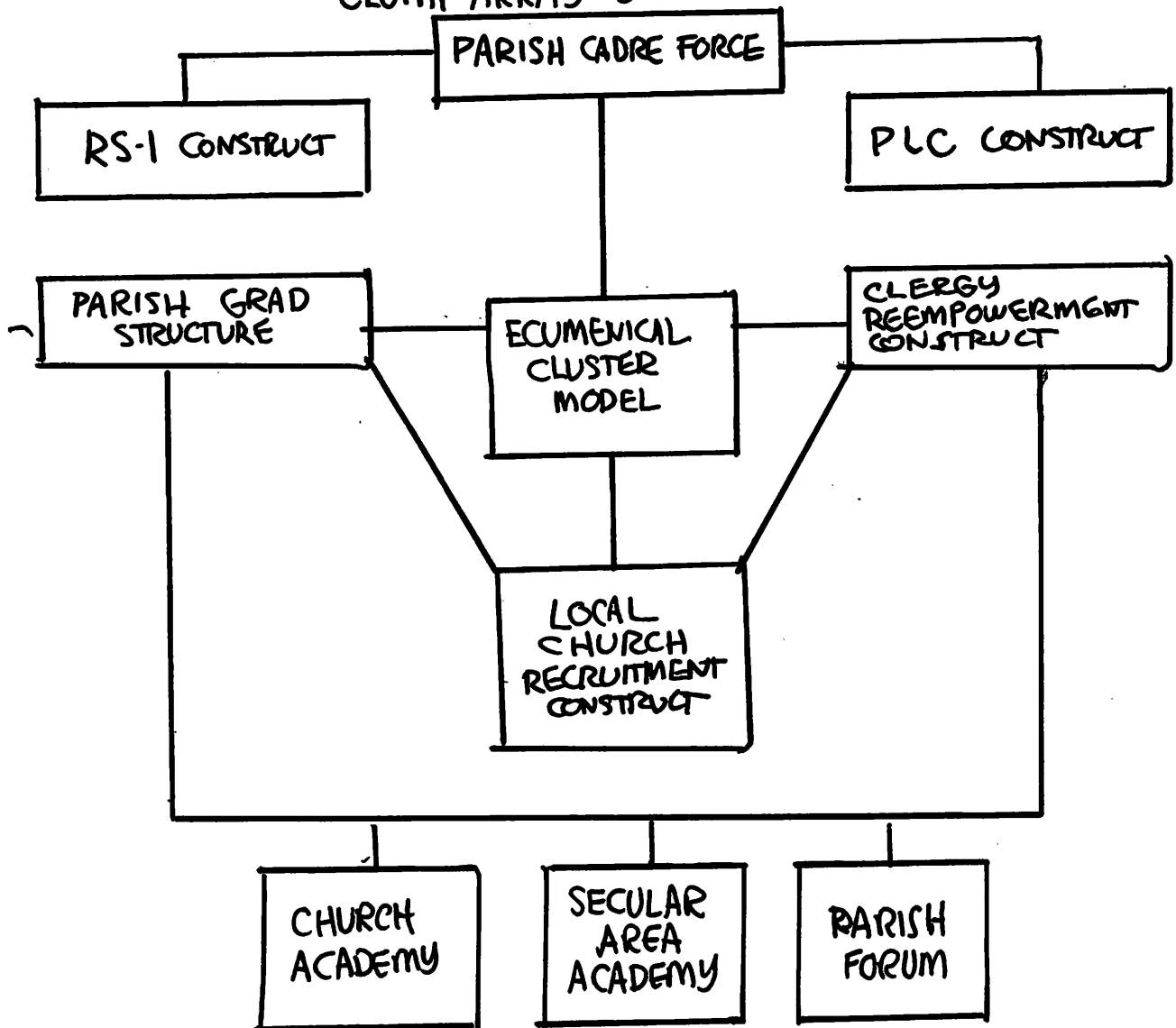
WHISTLEPOINT: Training Systems



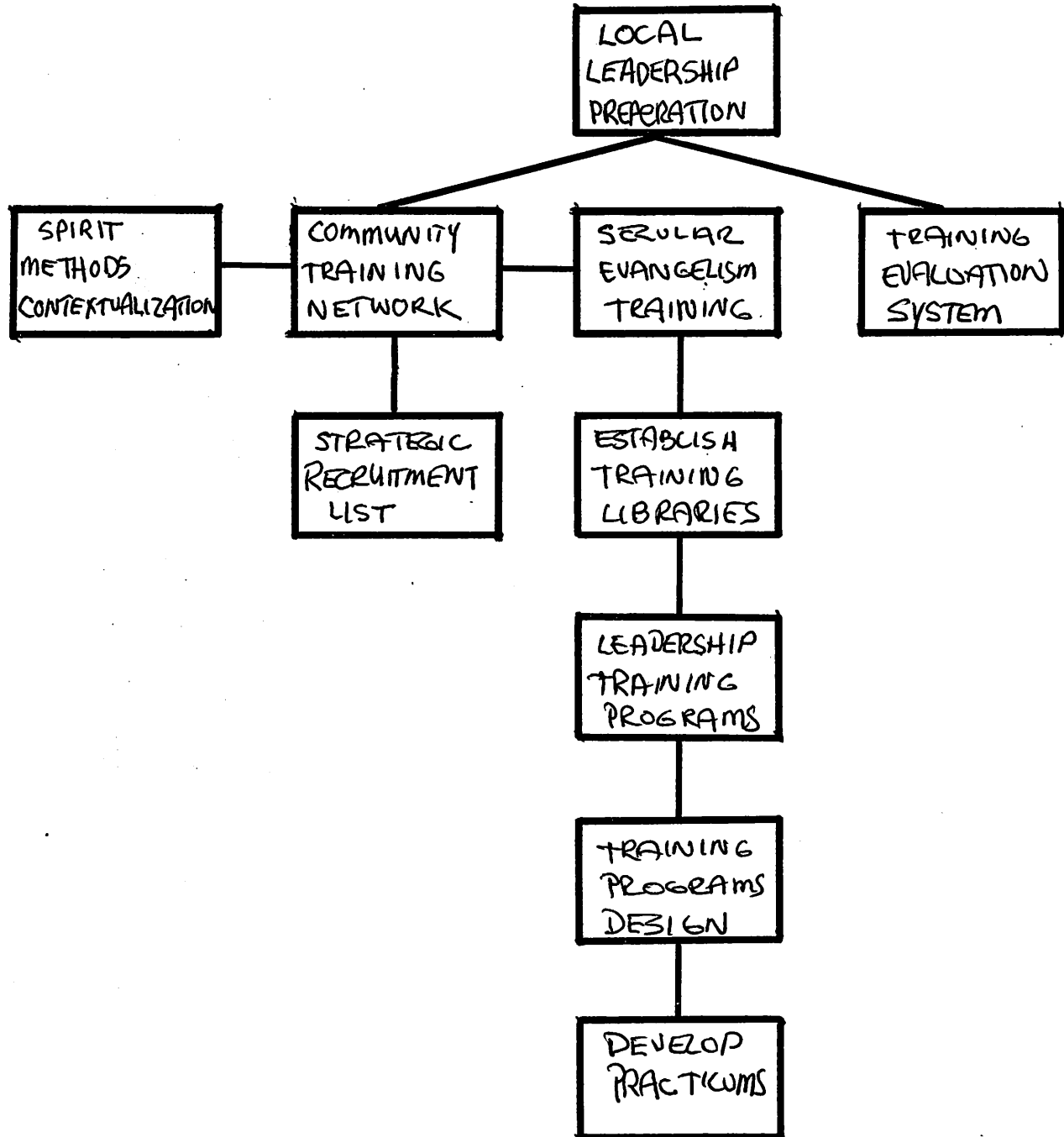
GUILD LOGISTICS

CLUMP ARRAY SHEET
DIAGRAM

ECUMENICAL PARISH PERMEATION (TRAINING SYSTEM) CLUMP ARRAY #6

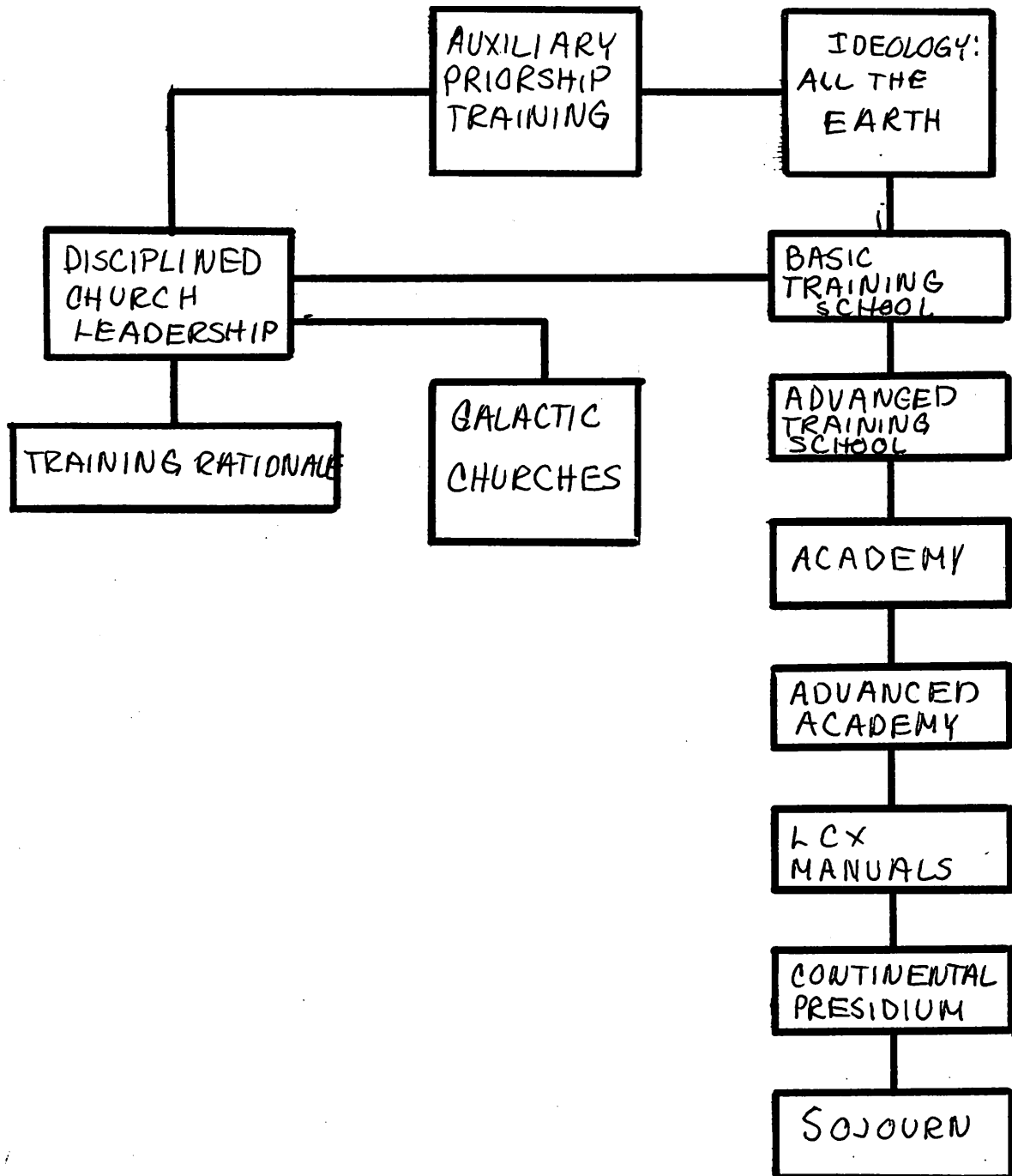


CLUMP ARRAY NAME: LEADERSHIP TRAINING NETWORK
ARRAY NUMBER: 7
WHISTLEPOINT: TRAINING SYSTEMS

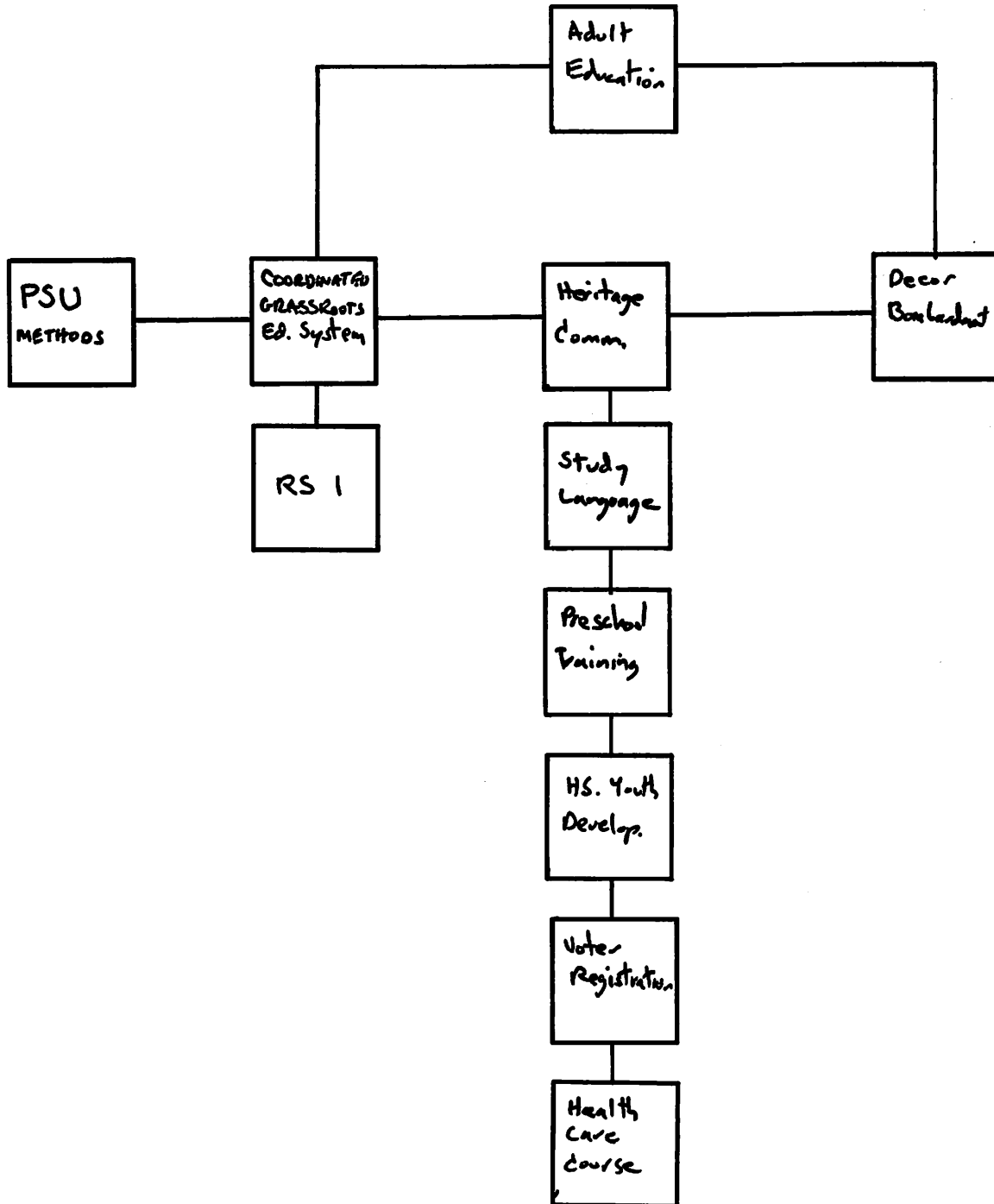


CLUMP ARRAY
9

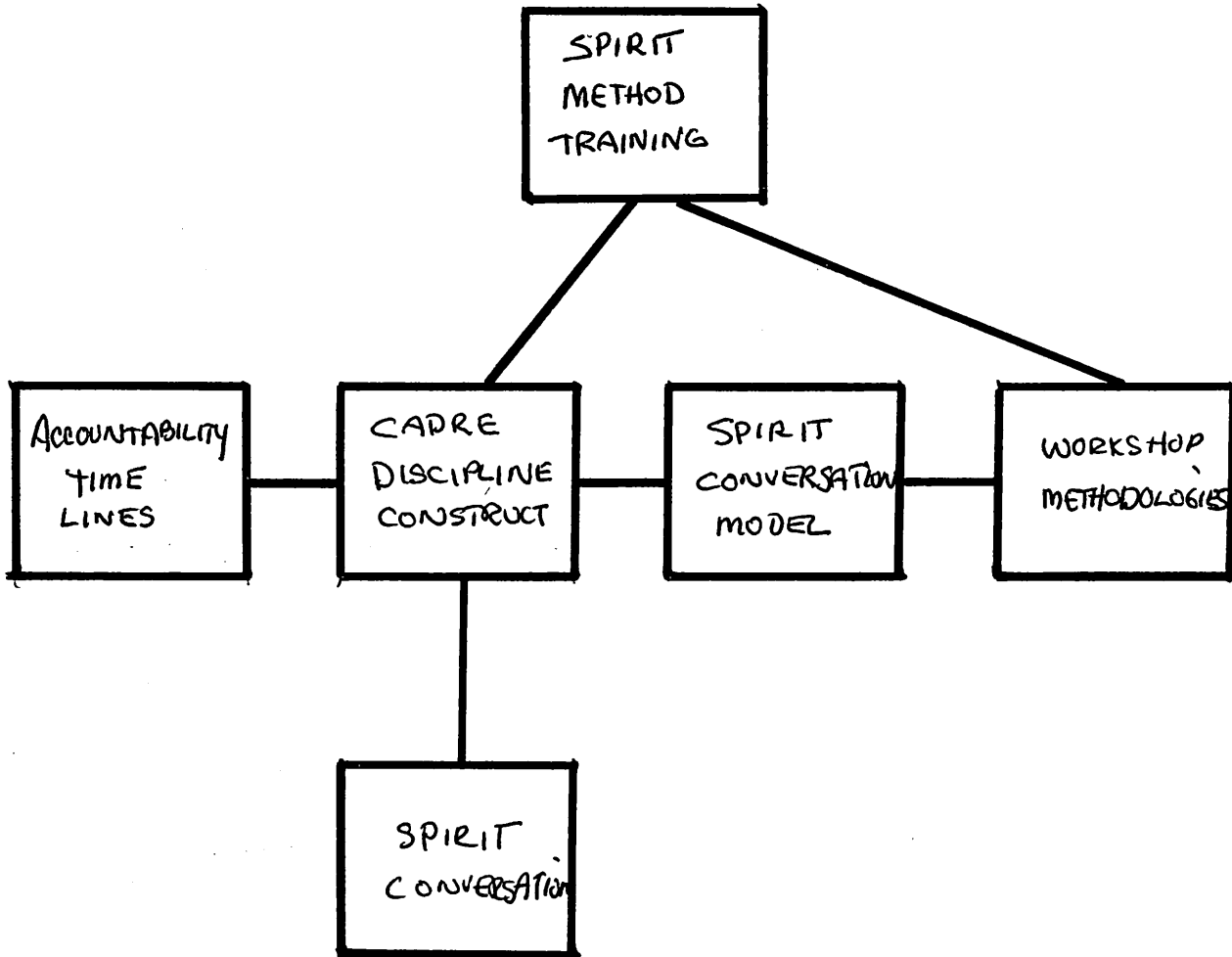
AUXILLIARY PRIORSHIP TRAINING



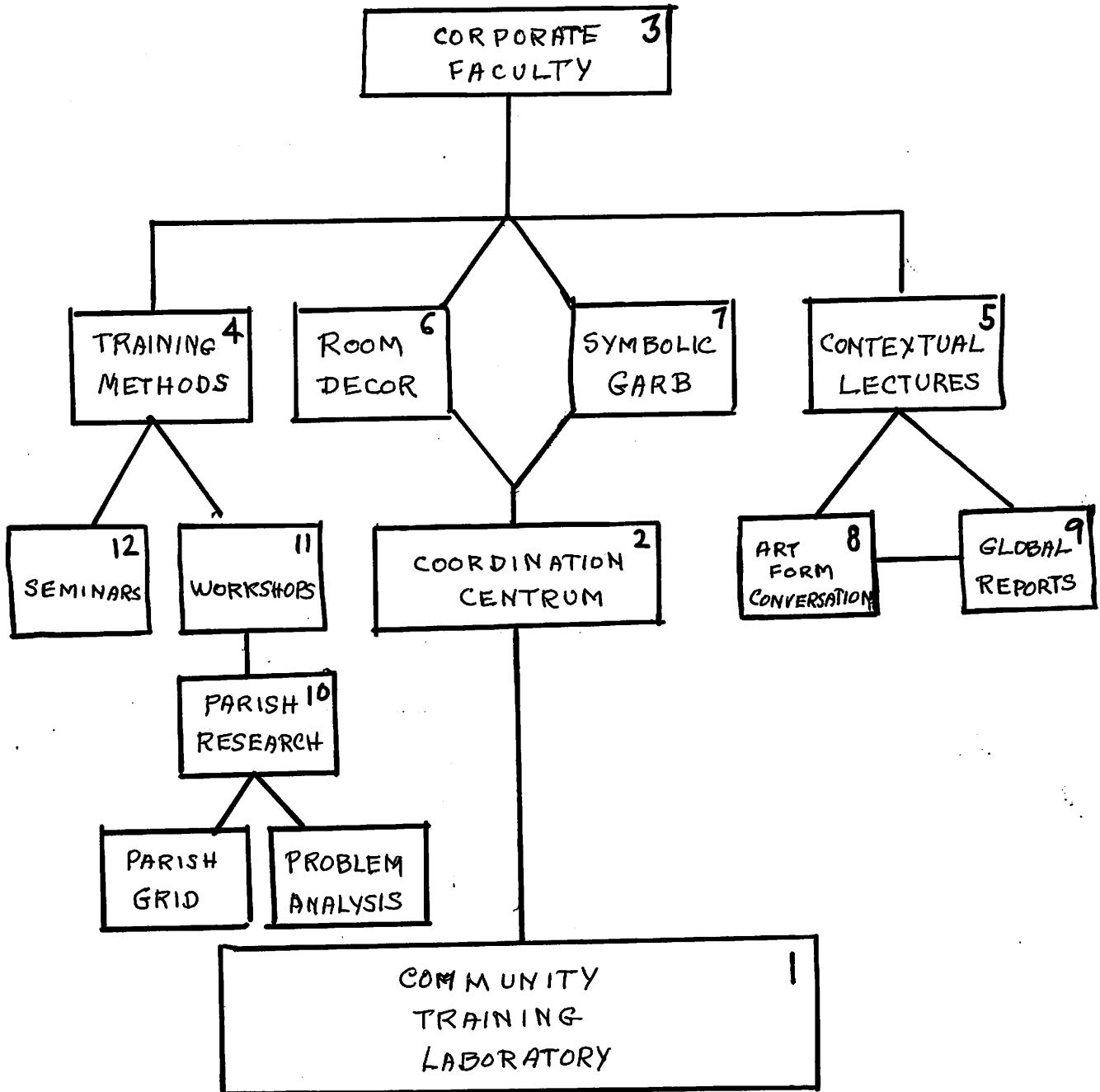
CLUMP ARRAY NAME : GRASSROOTS EDUCATION SYSTEM
NUMBER : 10
WHISTLEPOINT TRAINING SYSTEM



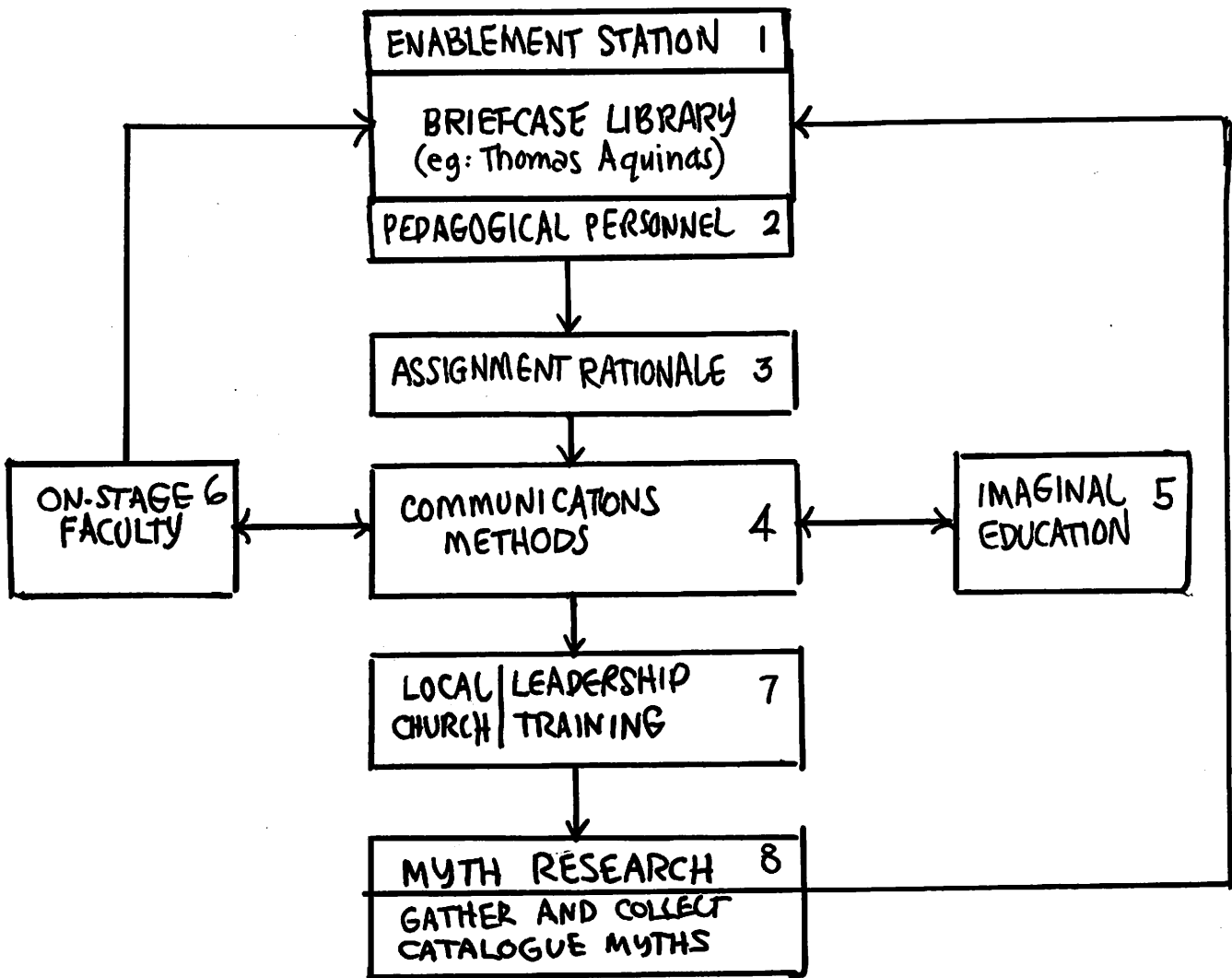
CLUMP ARRAY NAME: SPIRIT METHODOLOGY TRAINING
CLUMP ARRAY NUMBER: II
WHISTLE POINT: TRAINING SYSTEMS



CLUMP ARRAY NAME: COMMUNITY TRAINING LAB
CLUMP ARRAY NUMBER: 12
Whistle point: TRAINING SYSTEM

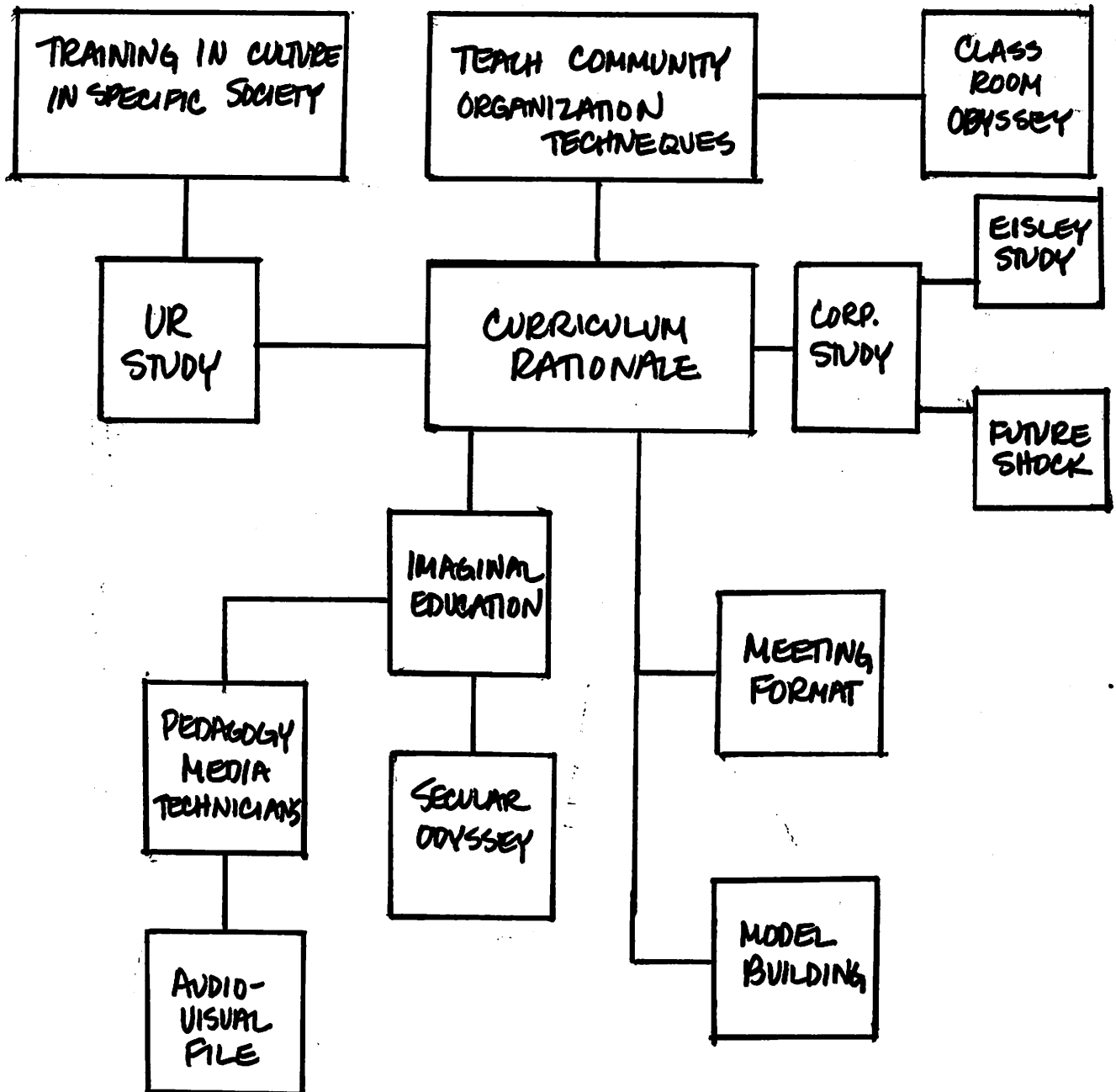


CLUMP ARRAY NAME:
CHURCH HISTORY CURRICULUM
CLUMP ARRAY NUMBER: 13
WHISTLE POINT: TRAINING SYSTEMS



LOGISTICS OF THE GUILD CLUMP ARRAY SHEET DIAGRAM

CLUMP ARRAY NAME: SOCIAL METHODS SCHOOL (#14)
WHISTLE POINT: TRAINING SYSTEMS



LOGISTICS OF THE GUILD

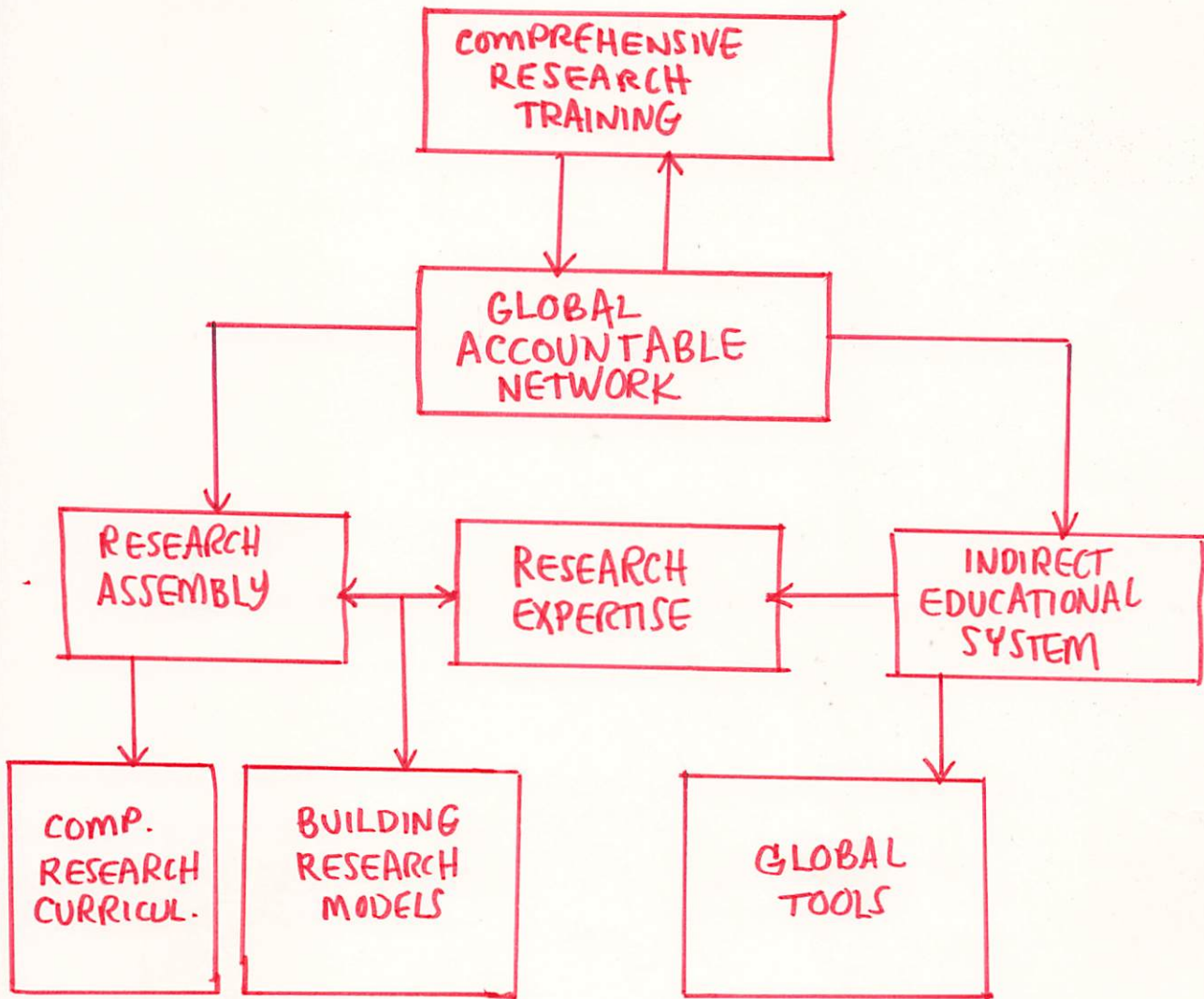
CLUMP ARRAY SHEET

DIAGRAM

Congregation B

page 30

CLUMP ARRAY NAME: COMPREHENSIVE RESEARCH TRAINING
WHISTLEPOINT: TRAINING SYSTEM
CLUMP ARRAY #15
(MODIFIED)



COMMUNITY REFORMULATION DESIGN

Congregation B

page 31

