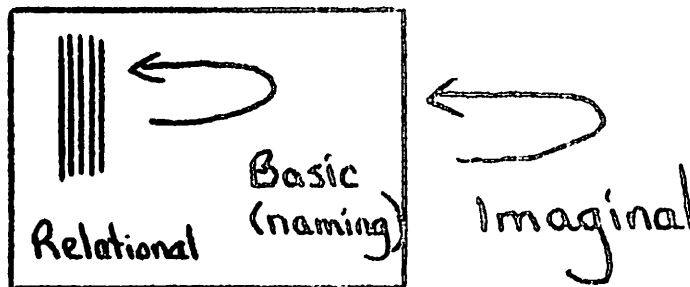


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5. LIFE STRUGGLE:- Motivity is generated when the individual is given methods to engage seriously in life struggle and apply his new language forms to articulate his responses, rather than by rote memorising of grammatical forms.



I. The purpose of the Global Language School is to teach English as a demonstration sign which would also be a winepress for the Movement. It is not in competition with the hundreds of other English language schools but stands unique in its philosophy and methodology.

English

1. English is the primary or second language of over a billion people. It is the technical language of the 20th century. It is impossible at this time to operate as a globally responsible history maker without a knowledge of spoken English. The demand for conversational English is high, therefore, yet most schools are ineffective in teaching rapid fluency in this very difficult language.

Effective Method

2. It is our intent to demonstrate the effectiveness of imaginal methods and total immersion techniques in a three week intensive course directed toward business personnel in which the student rather than the content will be the centre of focus.

Demonstration Sign

3. This will be a demonstration sign in that it directly relates to the pressure points of social morality and basic roles and in that it is a genuine service to people. It will also relate directly in the future to primal community experiments and will provide a common basis for global self-consciousness.

Winepress

4. The Global Language School will become an international corporation able to provide employment and therefore visas for Order members in most major nations within the next four years. The materials and symbols will be copyrighted, an international marketing net will be established in conjunction with global centrum, and profits, which could be as much as \$20,000 a course, will be available for movement expansion.

II. The method of teaching in the Global Language School is determined by certain presuppositions as to how learning takes place, a discernment of the contradictions to fluent use of English in conversation, and related strategies and tactics for effecting adequate conversation.

Presuppositions

1. The GIS is based on the presuppositions of imaginal education, on an honoring of corporate methodologies, on the conviction that intensive immersion is the most effective way to learn a language, and on the gimmick of modern media.

Contradiction

2. The contradiction to language expertise lies in a self-image which does not allow for risk, the ability to hear and imitate sounds and rhythms, and the motivity of relevant subject matter.

Strategy

3 The major strategy is to capture the interest and motivity of the participants through existential involvement in conversational situations which relate to the key issues of everyman today, eg. the 20th century transition, the family, the relations of nations and peoples, and authentic vocation. Such subject matter will elicit a passion to speak. There will be no attempt to communicate content or ideology in these arenas. On the other side of this encounter, self-conscious drilling on the sounds, and grammatical patterns used will be relevant and therefore fruitful. The stance of being one's own teacher will be fostered through use of video tape for self-evaluation and through enabling self-conscious-

ness in reflecting on one's own journey.

4. Tactics will include such things as dealing with practical situations ('phoning, making reservations, etc.) providing for physical exertion between sessions, using video equipment, and emphasizing the fun and the celebrational in the midst of serious learning.

III. The curriculum of the Global Language School will be conceived of as 500 hours immersion in English conversation of the last quarter of the 20th century. It will not in any way be an Academic, a grammarian's or a historian's course, but will use the life issues of everyman in our time as a contentless frame.

- | | |
|--------------|---|
| 20th century | 1. The contentless frame will hold in tension the global trends and the local concerns, the current thought patterns and the personal images of those who take the course. |
| Relational | 2. The primary activity of each session (herein called 'relational') will be participation in a conversational situation which calls forth passion and requires hearing, comprehending and responding. Each session will consist of the creation of a situation, the reflection upon it and interpretive participation in it. |
| Basic | 3. Following such involvement, rationally constructed drills will establish good habits of sound and rhythm articulation, vocabulary and idiom correctness and voice and body usage. Screens for fast comprehension of the spoken word will be one of the unique gifts of this school. |
| Imaginal | 4. The imaginal frame in which each session or module is cast will establish both the objective world in which conversation must take place and the cruciality of one's own response to the way life is. It will include artforming one's journey daily in order to be self-conscious about the struggle of language learning and indicative battle-planning in order to chart one's own path for the future. |

IV. The practical commonality of the Global Language School will be held through global strategy, incorporation, staff assignments and standard operating procedures.

- | | |
|-----------------|--|
| Global strategy | 1. The global strategy will involve a rational timeline for expansion and training, a relational understanding between the GLS and other forms of English teaching which may go on in the Houses, common use of equipment and images, and basic incorporation as an international business. |
| Financial Plans | 2. The GLS will work under the direction of global centrum in area marketing, legal incorporation, profit sharing and in determining key clientele for both profit and demonstration. |
| Staff | 3. The staff will be assigned for the first year by global centrum at a ratio of 1/4 teacher/administrators for 20 students. This high ratio will be another gimmick in sophistication which will command high payment. The staff will be well-trained teachers of RSL and Imaginal Education rather than English majors, though some such degrees may be needed for accreditation. The ability to elicit free response will be a crucial quality. |

PHILOSOPHY OF GLS (3)

Facility

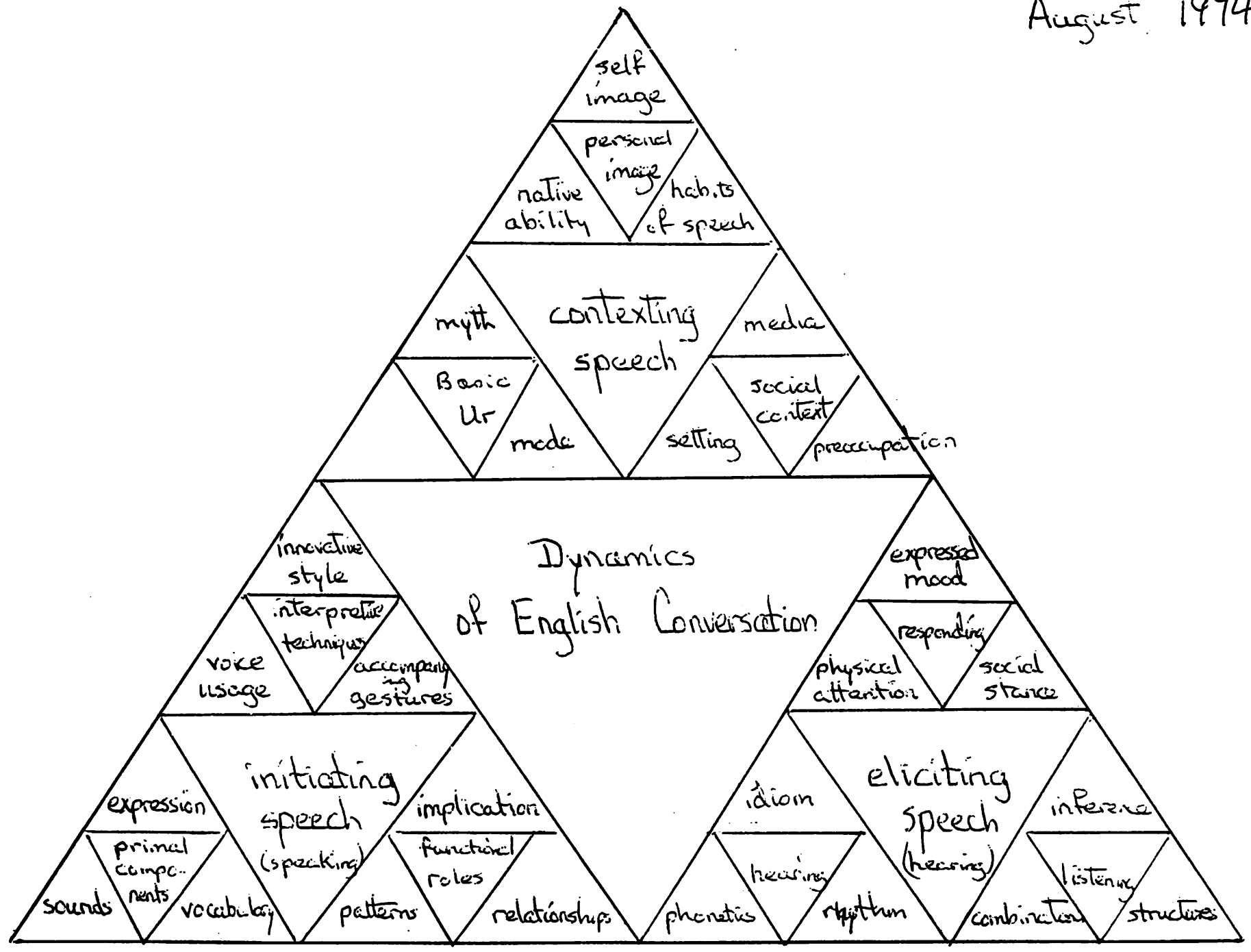
4. The GLS will be held in a LENS-type residential facility with adequate classroom, dining and recreational provisions. Decor will be standard, of high quality, and will be transported with the first teacher where sites change. Standard classroom equipment plus lounge facilities will be needed. The staff will need to rotate teaching and administrative functions.

* NB. The curriculum module is designed to have a 'Menree effect': the relational situation will be similar to the burning through protective armour to the sensitive arena of one's passion, the basic will have the exploding effect within and the illuminating of every aspect of the structure of the language, and the imaginal will serve as the trigger control which activates and directs the entire procedure.

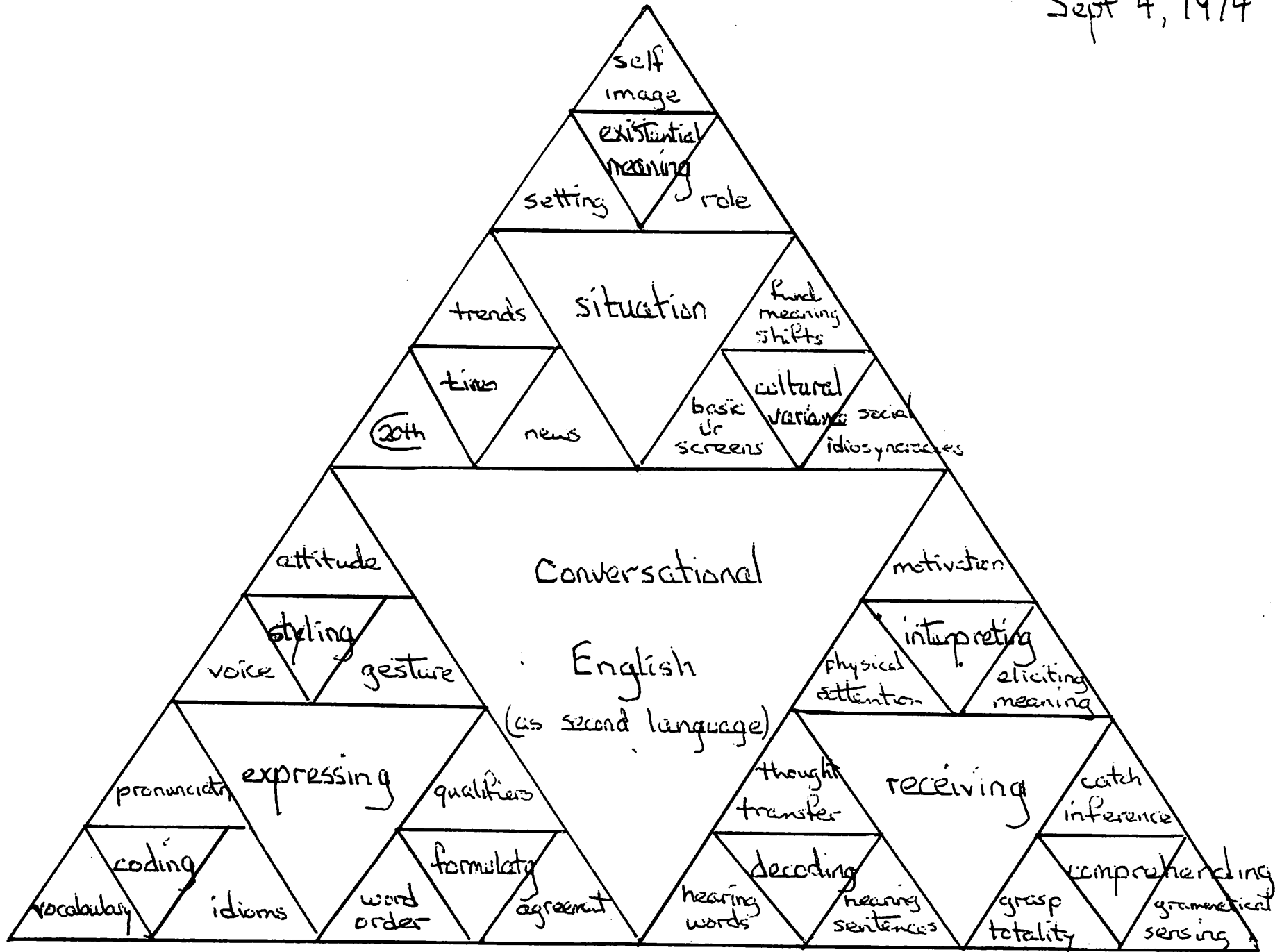
PHILOSOPHY OF GLOBAL LANGUAGE SCHOOL

<p>I. The Purpose and Intent</p>	<p>A. English Conversation</p>	<p>market and demand relevance of English current ineffectiveness need of everyman</p>	<p>B. Social Demonstration</p>	<p>relation to pressure points genuine service primal community experiments global self consciousness</p>	<p>C. Effective Communication</p>	<p>imaginal methods total immersion student centred contentless</p>	<p>D. Wine press</p>	<p>legal int'l corpor. employment & visas centrum relations anticipated profit</p>
<p>II. The Method of Teaching</p>	<p>A. Pre-Preparation</p>	<p>imaginal education corporate method intensive immersion modern media</p>	<p>B. Concentration</p>	<p>self-image hearing articulating motivity</p>	<p>C. Strategy</p>	<p>existential involvement passion & need to respond serious drilling self-conscious analysis</p>	<p>D. Tactics</p>	<p>practical situations physical exertion video equipment (modern media) celebration & fun</p>
<p>III. The Curriculum</p>	<p>A. 20th Century Context</p>	<p>global trends local concerns thought patterns personal images</p>	<p>B. Relational</p>	<p>existential situation reflective response interpretive participation effect Monroe principles: burning</p>	<p>C. Basic</p>	<p>sound structure communication techniques Monroe effect: exploding</p>	<p>D. Imaginal</p>	<p>objective struggle artforming journey indicative battlepl. Monroe effect: trigger/control</p>
<p>IV. The Practical Commonality</p>	<p>A. Global Strategy</p>	<p>rational timeline relation to conversation courses staff training copyright method</p>	<p>B. Financial Plans</p>	<p>areal marketing legal incorporation profit sharing selected audiences</p>	<p>C. Staff Requirement</p>	<p>ratio of 3 to 20 centrum assignment mvt. teachers rating eliciting style</p>	<p>D. Facility</p>	<p>residential facility decor classroom equipment administration</p>

August 1974



Sept 4, 1974



GUILD 8 : LANGUAGE SCHOOL
(Name)

INTRODUCTION

To build the new earth, men who speak a variety of languages must be able to corporately build practical models in a common language. Using conversational English, global language training is designed to develop the skills of global communication and the possibility of authentic engagement in the social process. The program is for those of the local community with limited English; including businessmen, women, migrants and international visitors. Marketing the Language School to the global business community will help build a solid financial base for the global movement.

**RELEASING
HUMAN
MOTIVITY**

The curriculum uses Imaginal Education to release motivity for effective engagement in society. The course focuses on the 20th century cultural revolution, the nation in the world today, the meaning of existence, the individual and the family, the Ur images and national heritage. Urban, cultural and Ur encounters are an integral part of the curriculum, as well as intellectual, social and secular spirit methods.

**PROVIDING
ORDERED
FLEXIBILITY**

This program may be taught by house members and movement colleagues in a variety of situations: a three week residential setting, a series of week-ends, or extended over a period of several months. This curriculum is a carefully ordered set of 54 time blocks which can be taught in a variety of patterns, making it possible to adapt the training to any part of the globe.

**PROJECTING
NEXT
STEP**

An initial draft of the teaching manual will be completed in the second half of the Research Assembly. This manual will contain the models necessary to implement the program by September 1st in any city with a Religious House.

CONCLUSION

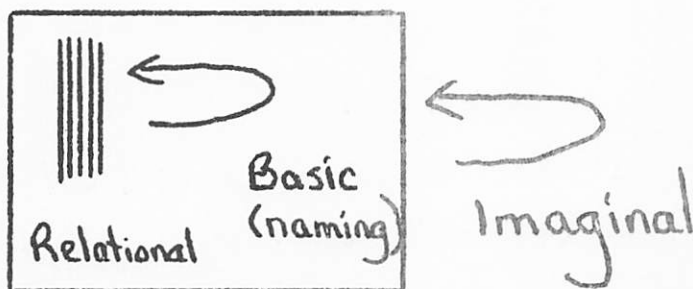
The global impact of the Language School finally rests on the rationality and common thrust with which it is implemented across the globe, in response to the human cry for a common mode of communication and a common vision of the new society.

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3 wks intensive intermediate for people with ~200 words.
Groups up to 1100.

GLOBAL LANGUAGE SCHOOL

July, 1974

Three week Course for Intermediate Speakers.		wk I BEING 20TH CENTURY							wk II BEING HUMAN DEPTH							wk III BEING GLOBAL STYLE						
		CSI		Urban Enc	N+W		IM	RSI		Cult Enc.	I+F		SM	Ur Image		Ur En	National Heritage		Review + Project			
		M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
7:00 to 11:30 am	Meal	1	4	7	9	12	15	18	19	22	25	27	30	33	36	37	40	43	45	48	51	54
	Relational	scienc fic	con text ethics		Europe	Africa	charting	R	Limits	freedom	R	Covered	Child	1BP	R	Intro	Yellow	R	Present	Not Aware	R	R
	Basic	basic form	Compe hension		basic form	comple hension		V	basic form	Compe hension	V	basic form	Compe hension		V	basic form	Compe hension	V	basic form	Compe hension	V	V
	Reflection	Limits Dw Spin	Limits	W	Limits	Limits		E	Limits	Limits	E	Limits	Limits		E	Limits	Limits	E	Limits	Limits	E	E
12 to 4:30 pm	Meal	2 world citizen	5 vocatn	8	10 news	13 news	16	D	20	23	26	28	31	34	D	38	41	44	46 news	49 news	52	
	Relational	Urban	comm reform	E	Japan	L.A.	lecture building	CON	Possib city	Decis Making	E	Woman	Mission	1BP	CON	Brown	Tan	E	History	Corp. Role	CON	
	Basic	verbal elements	Conver forms	E	verbal elements	Conver Forms		N	verbal elements	conver forms	E	verbal elements	conver forms		N	verbal elements	conver forms	E	verbal elements	Conver Forms	CON	
	Reflection	Spirit Conver	Poss.	T	Poss	Poss		U	Poss	Poss	T	Poss	Poss		U	Poss	Poss	T	Poss	Poss	CON	
5:30 to 10 pm	Meal	3 teachers	6 future	D	11 news	14 news	17	C	21	24	D	29	32	35		39	42	D	47 news	50 news	53	
	Relational	secu lar	social process	CON	India	Univer model		CON	Sin	Code	CON	Man	Future	CON		Red	Black	CON	Creat Myth	Future	CON	
	Basic	Speak ing Habit	Hearing Habits	CON	speech habits	hearing habits		CON	speech habit	hearing habit	CON	speech habit	hearing habit		CON	speech habit	hearing habit	CON	speech habit	hearing habit	CON	
	Reflection	Chart the Day	LS	CON	Chart the Day	LS		CON	Chart the Day	LS	CON	Chart the Day	LS		CON	Chart the Day	LS	CON	Chart the Day	LS	CON	

THE FORM OF THE DAY



THE MEAL CELEBRATION

THE CULTURAL CONTEXT

- OBJECTIVE PRESENTATION
- REFLECTIVE CONVERSATION
- INTERPRETIVE EXERCISE

THE TANGENT

THE LANGUAGE PATTERNS

- BASIC MODEL
- PERSONAL GROUNDING
- CORPORATE DRILL

THE MODULE REFLECTION

THE MEAL CELEBRATION

THE CULTURAL CONTEXT

THE TANGENT

THE LANGUAGE PATTERNS

THE MODULE REFLECTION

THE MEAL CELEBRATION

THE LANGUAGE EVENT

- THE HAPPENING
- THE DISCUSSION

THE MODULE REFLECTION

The Core Curriculum Modules

Apr. 5 16

60	The Meal Celebration - The News	School
30	break	
60	The Cultural Context - The Curriculum	Team
30	tangent	
60	The language Patterns - The Drill	Unit
30	The Module Reflection - The Conversation	Team
30	break	
60	The Meal Celebration - Course Conversation	School
30	break	
60	The Cultural Context - The Curriculum	Team
30	tangent	
60	The language Patterns - The Drill	Unit
30	The Module Reflection - The Conversation	Team
90	break	
60	The Meal Reflection - A Visit	School
30	break	
120	The language Event - Movie/Lab	
30	The Module Reflection - Charting Day	Team

Global Language School
Tokyo Area

Module # _____
Title _____

Course _____
Date _____

The		Meal		Celebration	
Songs	Context	Greeting	Posture	Conversation	Closing

break

Cultural Context	T A N G E N T	B R E A K	Language Patterns
Objective Presentation			Basic Models
Reflective Conversation			Personal Application
Interpretive Exercise			Corporate Drill

Module Reflection

Reflection

Send out

	Cultural Transition	Nation and World	Life and meaning	Individual and Family	Urban Images	National Heritage
Rational Aim	Global language that allows all men to effectively respon to urban, secular, and scientific revolutions in the 20th century.	Each participant become aware that each nation of the world is unique in its contribution to the world in terms of balance of power, gifts and roles in the relatedness of the 3 spheres and of their social process.	The rational aim of the global language school in terms of life meaning will give man an opportunity to recognize his own life reality and to recognize his own limits and to accept his possibilities in the world.	The rational aim at this point is to be clear about the male & female roles in relationship to their family as the global family, create the image needed and the model for change required for the life style of the missional family as the first step in building the society.	We are out to empower man to get the transparent meaning of the key symbol of his culture and ground it in the technological global situation of the 20th century.	Rooting one's national heritages uniqueness as it relates to the other world, and to the hunter-warrior image creating a story for the 21st century.
Existential Aim	As man experiences the brokenness and absolution of his life, he will be able to affirm the change and accept his life as a gift realizing he is "urban man" in the global society.	The participant experiences the tension between his global self and his national self and experiences healing when he realize that his struggle of society is the material out of which the changes can be created.	The existential aim of Life Meaning is to have the participants experience the reality of the way life is as grounded in one's own life experiences, and to say "Yes" to that.	Allow the participants to experience and decide decide that the individual and the family are responsible for the structure of the society and the future of civilization across the globe.	To experience the oneness of humanness as one experiences his spontaneous appreciation of another culture and is able to be proud of his own past as well.	Experiencing the heritage as a gift to history and affirming it.
Journey	Whether to continue (must decide out of freedom) (How)	- How will I participate - Is it worthwhile - If- experience as prior - Appropriate his cultural Past - Risk family in new style (How much)	- Deciding to risk - Deciding to laugh the struggle to deal with the up & downs - Say "Yes" to imperfection - style shift.	Engage (passive) develop relationship of class and life	- Decision about life style - Active engagement - sense of confidence - relax - Appropriate accent	- taking charge of conversation - natural use of language - Think English

GLOBAL LANGUAGE SCHOOL - OVERALL RATIONALE

DESIGN		CURRICULUM						TOOL		INSTRUMENT			TECHNIQUE		
		1	2	3	4	5	6								
LONG/RITUAL		C	D	S	Z	C	F	RHYTHMIC	Literary				CREATE AWE THROUGH SYMBOLIC		
CONVERS ⁿ		R	D	P	L	Z	P	LITERARY	Plastic				RAISE QUES. OF INDIVIDUALS LIFE JOURNEY		
RELATIONAL	Obj.	C	D	P	L	Z	P	LITERARY	Plastic	Paint Clay	Wire/corner Video 30	Paper Slides	ENGAGE IN LIFE STRUGGLE TO POUR PASSION INTO LANGUAGE STUDY	Corp Exper	
		C	D	P	L	Z	P	LITERARY	Literary	Books Newspaper	Tape Recorder Bulletin Board	Charts Blackboard		Artform Meth	
		C	D	P	L	Z	P	LITERARY	Rhythmic	Radio Recordings	Musical Instr Voice	Gym Equip Costume		Rat ⁿ Analysis	
	Refl.	C	D	P	L	Z	P	LITERARY	Account	Literary					Lang Prac.
		C	D	P	L	Z	P	LITERARY	Myth	Rhythmic					
		C	D	P	L	Z	P	LITERARY	Prophecy	Plastic					
	Inter	C	D	P	L	Z	P	LITERARY	Narrative	Rhythmic					
		C	D	P	L	Z	P	LITERARY	Folk	Plastic					
		C	D	P	L	Z	P	LITERARY	Symbolic	Literary					
		C	D	P	L	Z	P	LITERARY	Tragedy	Plastic					
BASIC	Sounds	C	D	P	L	Z	P	LITERARY	Moulded	Plastic			NAME LIFE EXPERIENCE THROUGH SYSTEMATIC STUDY OF LANGUAGE		
		C	D	P	L	Z	P	LITERARY	Carved	Literary					
	Gram	C	D	P	L	Z	P	LITERARY	Assembled	Rhythmic					
		C	D	P	L	Z	P	LITERARY	Protective	Literary					
	Vocab.	C	D	P	L	Z	P	LITERARY	Technical	Rhythmic					
		C	D	P	L	Z	P	LITERARY	Sacred	Plastic					
	REFLECTION	C	D	P	L	Z	P	LITERARY	Esthetic	Rhythmic					
		C	D	P	L	Z	P	LITERARY	Represent	Plastic					
	RITUAL	C	D	P	L	Z	P	LITERARY	Funct'l	Literary					
		C	D	P	L	Z	P	LITERARY			O/W CHART	JOURNAL		MONTAGE	REFLECT & EVALUATE
		C	D	P	L	Z	P	LITERARY			SPIRIT CONVERS ⁿ	CHART DAY	INCENSE		
		C	D	P	L	Z	P	LITERARY			Radio Recordings	Musical Instr Voice	Gym Equip Costume	SEND OUT TO EMERGE LIFE	

GLOBAL

O B J E C T I V E
 O B J E C T I V E
 R E F L E C T I V E
 I N T E R I V E
 O B J E C T I V E
 R E F L E C T I V E
 I N T E R I V E

The language form	Cultural Perspectives	National Patterns	Basic structure	Family Culture	Cultural Perspectives	Global Patterns
The language Happening	Seminar Movie	Workshop Movie	Seminar Movie	Workshop Movie	Seminar Movie	Workshop Movie
Tue-Fri	Chart Ortega	Seapac Workshop	Chart Bonh. R943 -5.7	Political Workshop	Paz "fiesta" Chant	Indicative Battlepla.
Mon-Thurs	Hospital	Cromwell	Requiem	Lion in Winter	2001	Japan
The language Discussion	Literary Artform	Plastic Artform	Rhythm Artform	Literary Artform	Plastic Artform	Rhythm Artform
Tue-Fri	Poetry CS-1 poems Reading	Arch. Montage creation	Song Song Creation	Drama Consensus on firing loyal but inefficient employee	Pictorial Corporate Mural	Dance Folk Dance
Mon-Thurs	Movie	Movie	Movie	Movie	Movie	Movie

SOUNDS & LISTENING

OVERALL	BASIC SOUNDS	SPOKEN SOUNDS	CONVERSATION SKILLS	VERBAL CHARTING	LANGUAGE COMPREHENSION	DEPTH LISTENING
LISTENING SKILLS	Direct Conversation	Corporate Discussion	Listening & Speaking	Listening & Gestaltling	Understanding & Interpreting	Listening for Issue
	<ul style="list-style-type: none"> 1) 2 people - informal 2) telephone 3) telegram 4) Application 5) invitation 6) Message 	<ul style="list-style-type: none"> Debate Panel Discussion Argument Conference Town Meeting Consensus 	<ul style="list-style-type: none"> Broadcast - radio T.V. Lecture Poor Speech Requests Imitate Accent 	<ul style="list-style-type: none"> Lecture City Sounds Remember & list News cast Messages Instructions. 	<ul style="list-style-type: none"> Charting book Different Accent Child's Play/Cry Report from/to boss Quiz Directions 	<ul style="list-style-type: none"> Real Question Real Problem News Appropriate Action Request Struggle
CONSONANTS	Exploded Sounds	Nasal Sounds	Blown Sounds	Curled Tongue Sounds	Consonants	Compound Consonants
	<ul style="list-style-type: none"> p - put b - big t - tell k - king g - go 	<ul style="list-style-type: none"> m - many n - not ng - ink sing 	<ul style="list-style-type: none"> f - full v - very s - son z - zoo h - hat sh - shell zh - measure th - thing th - this 	<ul style="list-style-type: none"> l - later r - red 	<ul style="list-style-type: none"> y - you w - week wh - wheel ch - charm j - jam qu - queen 	<ul style="list-style-type: none"> spr - spring fl - flat dr - drive sw - swim sk - sky x - xerox exact expect gn - gnat kn - knife
VOWELS	Front Vowels	Back Vowels	Central Vowels	The Diphthong	Long Vowels	Short Vowels
	<ul style="list-style-type: none"> e - eel i - sit e - egg a - after 	<ul style="list-style-type: none"> oo - pool oo - book au - law ou - bought oo - ooze ar - arm a - father 	<ul style="list-style-type: none"> u - cup a - alone y - cycle y - baby aw - poor 	<ul style="list-style-type: none"> a - rate i - ice oi - toy ou - now eu - feud o - coat u - new ur - girl air - their 	<ul style="list-style-type: none"> ai - ey - ay - ei - er - a - e ee ie ea y 	<ul style="list-style-type: none"> a - e y ie o - e ow oa ou ue - e ew eu
SPOKEN LANGUAGE	Emphasis Shift	Stress	Pitch	Rising - Falling Intonation	Sustained Intonation	Word Junctures
	<ul style="list-style-type: none"> CONTENT - content DARK room - dark ROOM HE is going He is GOING He IS going 	<ul style="list-style-type: none"> Primary - Secondary sunshine accent Weak - Primary above con fuse Prim/Second/Weak apartment 	<ul style="list-style-type: none"> She is a teacher? She is a teacher. She is a teacher! (ques fact disbelief) 	<ul style="list-style-type: none"> Rising - Falling He is go¹ing What is the² matter Are you going² tonight You can have^{Falling} cake or pie. 	<ul style="list-style-type: none"> I knew where to buy the book, but I didn't have the money 	<ul style="list-style-type: none"> I scream - ice cream Mike Earl - my girl White House - white house
Mod/ie Rationale	1 / 9 / 19 / 27 / 37 / 45	2 / 10 / 20 / 28 / 38 / 46	3 / 11 / 21 / 29 / 39 / 47	4 / 12 / 22 / 30 / 40 / 48	5 / 13 / 23 / 31 / 41 / 49	6 / 14 / 24 / 32 / 42 / 50

JOINERS	LINK and or	DIRECT to from	POS II. under over middle	TIME before after	REASON because	RELATION who
	but also	down up	on off at in	while during middle	for	which
	if	across backward forward	behind in front of next to	when later as earlier	since	that
	as	toward away	near by against	for since	as	whom
	although though	around about	among where between	till through until throughout	so	whose
	then	behind in front of	beside below above	as soon as afterward	therefore	to whom to which

OPERATIONS	PRES	PAST	FUTURE	CONDIT ^L	AGREEMENT	SPECIAL
	Pres "to be"	Past "to be"	Fut "to be"	Pres Condit	Actor/ Action	Past + Past Perf
	Pres Simple	Past simple	Fut simple	Past Condit	Collective Action	Having + past partic
	Pres Contin	Past Contin.	Fut contin	Fut Condit	Pres/Past Infin + "to go"	Pronoun Antecedent
	Pres Perf	Past Perf	Fut Perf	Probability	Singular Agreement	Direct Indirect
	Pres Auxiliary	Past Auxil.	Fut Auxil.	Pres Condit	Joining Phrase "as well as"	Subjunctiv
	Pres Passive	Past Passive	Fut Passive	Past Condit.	Plural/Sing "bread & butter" is	Condit. Passive

QUALITIES	INDICATORS	NOUN DESC.	VERB DESCR.	PREPOS. Phrase/Clas	POSSESS. PRON.	PREFIX/SUFFIX
	Articles A, an, the	Common Adj.	Common Adv.	Time	Personal Subj my, egg	Prefix -Neg
	This, That	Complementary Positive	Adv Phrase	Quality	Personal Obj It is mine	Suffix -Nouns
	These, Those	Derogatory Negative	Adv Clause	Quantity	General Its... Its egg	Prefix -Contrary
	Its Its mine!	Adj Phrase	Common Adv	Position.	Myself yourselves etc	Suffix -Verb
	Here/There	Comparitive Superlative	Adv Phrase	Direction	Whose	Prefix -Pos.
	One, Some all	Adj Clause	Adv. Clause	Speed Rate	Possessive -Subj -Obj.	Qualifier

COMMON VOCABULARY

EMPH. SHIFT	QUALITY	RISING/FALLING	RISING/SUST.	PAUSE	DELIVERY
Fear Anger	Rapid Drawled	Statement of Fact	Ques - Yes Statement Ques	Between Ideas	Facial Expression
Question doubt	Loud Quiet	Command	In Series	For Emphasis	Body Movements
Exclamation Affection	High/ Low Pitch	Question (not yes/no)	Sustained (central pause)	Engage Group	Speech Rhythm
(27)					
(37)					

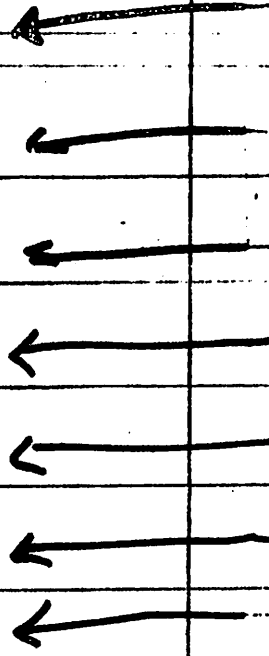
	INTRANS	TRANS	QUESTIONS	IMPERATIVE	INDIRECT SPEECH	TRANS FEAR
HE IS A STUDENT	I LIKE MONEY	ARE THERE TICKETS HERE	STOP MARCH!	SHE SAID THAT HE ATE RICE.		
S-V-PN (Be)	S V Obj	V-X-Sub	LIE DOWN	SHE SAID + NOUN CLAUSE		
HE IS UGLY	I give the man paper	ARE THEY SWIMMING	EAT YOUR BREAKFAST	SHE SAID TO GO		
IT IS FINE	S-V-Obj-Obj	IS IT RAINING	BREAKFAST	SHE SAID + INFINITIVE		
S-V-Adj (Be)	S-V-Obj-Obj	AUX-S-V	V-Obj			
IT IS A FINE DAY	The man was given 2 papers	ARE YOU HAPPY	TELL TOM TO TRY	SHE ASKED ME IF I HAD HEARD		
THERE ARE 3 IN MY FAMILY	S-V (Pass) Obj	IS HE HAIRY	V-Obj - Inf	IF + CLAUSE		
HE IS AT A GAME	I THINK THAT BLACK IS BEAUTY	CAN YOU TELL ME	Will you pay the bill	SHE TOLD ME THAT I'D		
S-V-Adv (Be)	S-V-N-Clas	AUX-Sub-V-Obj	Request	she told + ind. obj + rel. clause		
HE GOES TO WORK	THE MAN WAS PROMOTED	WHOSE PICTURE IS THIS	Can you come now	SHE TOLD ME HOW TO DO		
S-V-Adv	S-V (Passive)	Adj-Subj V-X	Request - able	she + told + ind obj + how + to do		
HE SEEMS A GOOD SPORT	I HAVE I WANT	WHAT DO YOU DO	Out of here!	SHE REPORTED HIM TO BE		
S SEEMS PN	+ ATTITUDE + INFINITIVE	Wh Aux S V	prep phr	she + v + D.O. + (inf + adj)		

HEAR WHOLE	DISCERN TYPE	GRASP KERNEL	DISCERN MOOD	BODY CLUES	DRAW CONCLUSIONS
A Read Passage	?/Stat/Command Employment	Subj. Matter	Affirm/ Negative	Passionate	Own Understanding
Group Discussion	Community	Implic.	Humorous/ Serious	Nonchalant	Group Partic
A Private Conversation	Home	Personal Interp	Joking/ Sarcastic	Nervous	Reporting

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Imaginal Rationale - Spiritizing (Interpretive Scheme)

Morning - visit - God pole

Afternoon Spirit Conv X pole

Evening - 3pm - Freedom

Module 1 NO ABSOLUTES OW 3 Ground of Certainty is washed away and I am wandering in a thick fog - and know it as ultimate reality.	Module 4 ABSURD LIFE OW 2 Nothing makes sense, I go round in circles and feel the absurdity of my life in spite of rational patterns.	Module 9 DOUBLE IDENTITY OW 5 Feeling of being split in two - my feet on two floating ice flows - + awe abounds.	Module 12 PRIVATE LIFE OW 22 Isolated in my own experience. I find I can neither blame my plight on others or even share by telling.	Module 19 FINAL LIMITS OW 7 There is no way to finally win. I am racing in a field of tar and there is no escape.	Module 22 INTENSELY ALIVE OW 9 Pain of struggle makes you aware you are alive - rather enjoy the struggle + feel own power.	Module 27 FREE IN AMBIGUITY OW 20 I feel lost when I experience there are no limits to my ability to decide my destiny.	Module 30 TRAPPED OW 34 Feeling bound on all sides by my own situation as tho' there is a gun at my head. Even my heredity is against me.	Module 37 ON STAGE OW 47 People are always listening. I am always on stage. Like it or not, for good or ill, I impact others all the time.	Module 40 CONTINUAL CARE OW 39 I feel totally drained + long for a one way trip. Know not what - It's the continued sadness of a one way trip.	Module 45 STRANGE VICTORY OW 53 Endlessness of the task shows fidelity of aims - like being on an endless marathon.	Module 48 ENDLESS LONG OW 15 Discover you'll never be at home again - re a simple world - a you feel you've lost a golden security.
2	5	10	12	20	23	28	31	38	41	46	49
meditation Cities	contemplation Gifts	prayer Failure	meditation Proverbs	contemplation Water	prayer Freedom	meditation Enemies	contemplation Fire	prayer Descendants	meditation Heroes	contemplation Storms	prayer Needs
pearl - Even the stones of the city cry out with life	pearl Gifts reveal unfairness of life + my relation to it.	pearl Passion is the key to humanness	pearl Choose scenes those which you read the world	pearl Ecstasy + terror are twins.	pearl Freedom like breath is yours for you are freedom.	pearl question is what you care enough for to make enemies	pearl awe is subtle, affection	pearl No freedom without necessity of tomorrow's context	pearl Self-image is shown in those we admire + we become like them.	pearl Hamone depends understanding ones need.	
3 Satan = 1 OW 56	6 HAPPY DEATH OW 60	11 RAPTURE OF EXPENDITURE OW 59	13 I AM THE ONE OW 51	21 OW 33	24 PRIMAL SYMPATHY OW 37	29 DEPTH PERCEPTION OW 45	32 DEPTH MOTIVITY OW 48	39 OW 48	42 OW 62	47 OW 17	50 OW 23
Discover it is your personal struggle + only struggle + living your life. Exhilaration of un-	The long road becomes a ballroom the march a waltz. Your small effort is part of a great	Hard work + sheer joy + I glow with accomplishment like glowing from a mountain	I discover a universal secret, I am able to deal with every situation just as I	Everydayness of study often hides fact of real learning + I am surprised	Surprised to find himself identifying with another - thinking like + for	Suddenly free to trust intuition see thru a stone wall in brilliant	Becoming filled with incredible potential, I am the rock of Gibraltar unmovable	I am a miracle worker, I command mountains to move, I have done the impossible	Mastery of language a symbol of mastering all of life and I am waltzing on deep	Lightening strikes again as I become conscious of my conscious needs + me	For self conscious man - the future is a tent weight no end of possi

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Ritual: The Task Before Us Now If We Are...

C o n v e r s. S o n g s B y 2 C o n v e r s.	Meal in	Humility	5/c	Humility	5/c	Conting.	Hum/Grat	Contingency	5/c	Hum/Grat/	5/c Dialog.	Contingency
	Contingency	Grat/Leap.	Dialog	Intentional Compassion	Dialog	Free Free	Comp	Contingency	Dialogue	Comp.		
	Nevertheless	When... aware	On top of	Nevertheless	On top of	Free Free	New Day	Comp + Co	When you ride.	Cult.	New Day	Cult
	A New Day	Lam the One	Comp + Co	Lam the One	Free dm d	Years	Years	On Top of	Day by Day	Impress Dear	Nevertheless	Day by Day
Einsteins	Revolving	Nehru	Mao	Ghandi				Black	Brown	Ancient	Pol	
	Relat.	Medien						Beat	Spirit	Lar		
	News		News		News		News		News		News	

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Ritual: Action will Remove the Doubt That Theory Cannot Solve...

C o n v e r s. S o n g s B y 2 C o n v e r s.	Spectro	Primary	Primal	Prim	Prim.	Depth	Prim	Depth	Primal	Primal R.	Primal	Depth
	Drama	Rehearsal	Comm.	Rehearsal	Comm.	Drama	Rehearsal	Drama	Comm		Comm.	Drama
	When you ride	Nevertheless	Comp + Co	On Top of that	Free/Comp	Free Free	New Day	Lam the One	Comp + Co	Cult.	Free 2	Freeman
	A New Day	Lam the One	On the St.	Comp + Co		Impress Dear	More	Years	Should have	More	His Aband.	On Top of
Diaspora	Saul	Comm	Churchill	Dirig Hamm	MLK			Red	Yellow	Co Leader	Cult leader	
	City Planning	Comm Street						Time	Grace			
	The Cultural Shifts	The Educated Man	The World Citizen	The Global Nation	The Responsible Friend	The 20th Cen. Vacation	The Family Today	The Family Rites	The Cultural Art forms	The Cultural Gifts	The Nations Heritage	The Nations Future

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Ritual: We have arrived at an Historical Vantage Point...

C o n v e r s. S o n g s B y 2 C o n v e r s.	Meal as	Meal as	Meal as	Meal as	Meal as	Meal as	5/c	Primal	Contingency	Depth	Hum/Grat	Primary
	5/c dialog	Primal Comm	Contingency	Depth	Comm	Primary R.	Dialogue	Comm.		Drama	Comp	Rehearsal
	Journeys	Journeys	All Earth	Ancestors	Earth	Manchests	Folk	(Chicago)	Cult	Cult	Traditional	National
	On	On			Belongs	The Future	Song	is about	Song	Song	Songs	Songs
	20th Cent	New Society	Local Man	Global Man	Freeman	Revelat.	New Births 100 years	Thinning	Aboriginal Civiliz.	Past/Fut Gene.	Ancients	Future of hand

The Audience

Robert L.S.
July 1974

Types Sch. Duration	Prospective Participants			
	International	Business	Community	Students
Residential 3 weeks	Olympics Personnel	Established Businessmen - up + coming	Social Services employees (vacation teachers)	Semester break & grade
44 hr 8 week-ends	Embassy Personnel	Intending Migrants	Social Services Workmen Church Related	Collo. & High Sch. Students Teachers
3/1hr/3 units (1 unit per wk)		Business men & wives Internat'l Airlines Personnel	Church employees housewives store clerks houseworkers	Students
1 module per wk.			Farmers houseworkers Store clerks	Children

The demand for conversational English comes from people engaged in every walk of life. Many places of employment will pay the tuition for employees to become more proficient in conversational English. Individuals also seek this type of course both for employment advances or for keeping a good job. We see the necessity for teaching this course to participants from similar employment backgrounds, thereby providing the terminology necessary to that field - for example, medical, technical, legal, business vocabulary. This school should not be offered for any time less than the residential course for the power that comes from such intensity. However, when a group of consistent students can be guaranteed by either the company or the particular situation, refer to chart, are promised, the duration can vary for a minimum of 120

B L S
Week 7

Decor Possibilities

Aug '74
Chicago

Pompeii - During The Golden Age of Greece

N

Lycium
the literature & arts

The Style



- articulate the deep grooves
- cut out the discs
- without attack from the people

Temple

the
holy
place

E

Forum

the
public
square

W

Common Square at the
Town's Center

Market Place

the daily procurement, provisions etc

S

Could this be the definitudes of the GLS major "classroom"?

RECOMMENDED ARENAS

TO BE DISCUSSED AND CONSENSUED UPON:

1. OVERALL PROPOSAL: A Global Language School
as a major fund-raising venture.
2. 4-YEAR TIMELINE: Reduplication on 9 continents
by 1978
3. BUDGET: Allowing for sophisticated equipment,
decor, a facility, and pedagogue travel.
4. STAFF: A combination of top pedagogues from
Nexus Chicago, Bombay (Hyderabad) and
Manila (Tokyo).

August 23, 1974

THE PROPOSAL

Global Language School

It is recommended that the GLOBAL LANGUAGE SCHOOL, a modern, imaginal, technological course in English conversation, designed to raise funds through an intensive three week residential program for high-paying personnel be undertaken by a staff assigned from Chicago nexis beginning in October. A corresponding extended course of three simultaneous groups meeting for four sessions a week for two months is recommended to begin in India in November. To initiate the program in Japan, an advance or loan from the Ecumenical Institute or the Order would be required to the amount of \$19,850. To initiate the course in India with its own equipment, (allowing the possibility of two courses in Japan in the second quarter and thereby realize a profit which would repay the initial advance within three months) a further advance for video tape equipment of \$5,250 would be needed. We would recommend that a total of \$25,000 be advanced so that the work may be begun commonly in SEAPAC and Sub Asia.

THE TIME LINE OF GLS

1974 -75	1975 - 76	1976 - 77	1977 - 78
Initiation and Training SEAPAC Sub-Asia intensive & extended	Evaluation and expansion add EUROPE AFRICA LATIN AMERICA	Demonstration and Social Sign add CHINA USSR NAME	Replication and Publication

1974 - 75

Quarter 1	Quarter 2	Quarter 3	Quarter 4
prepare curriculum set up courses est. corporation train teachers publish manual	pilot projects in Japan (3wk intensive) India (extended) evaluation	3wk - 2 in SEAPAC extended - India SEAPAC Africa	3wk - 2 in SEAPAC 1 in EUROPE extended add North America (sign)

PROPOSED STAFF USAGE FOR GLS

October	November	December
Assigned to Japan 3wk 3 from Chicago 2 from Tokyo 2 from Bombay	Assigned to Japan 3wk 2 from Chicago 2 from Tokyo Assigned to India extended 1 from Chicago 2 from Bombay	Assigned to evaluate 3 from Chicago 2 from Tokyo 2 from Bombay

ANTICIPATED EXPENDITURES (in advance)

for TOKYO		additional for INDIA	
video tape camera		video equipment	3,500
tapes, playback,		tapes, etc.	250
case, etc.	\$3,500	duplicate decor	250
Additional tapes, etc.	250		
Decor	250		
Site deposit ($\frac{1}{2}$ cost)	10,000		
Marketing expenses	500		
Insurance			
Travel	<u>6,500</u>	additional from Tokyo	<u>1,000</u>
	\$20,000		5,000

ANTICIPATED INCOME

Tokyo 20 partic @ 3,000		\$60,000
less costs of site, etc.	10,000	
additional costs	1,000	
advance repayment	<u>20,000</u>	
		<u>31,000</u>
net profit		\$28,000
2nd Tokyo course antic profit		39,000
(no travel, equip)		
India antic. profit (gross)		
\$ 5 x 3 courses x 15 partic.		<u>1,575</u>
Total profit		\$68,575
less India advance		<u>5,000</u>
(Possible) Net profit quarter 2		\$63,575

THE PRESUPPOSITIONS

1. The Global Language School is a PROFIT-MAKING CORPORATION.
2. The Global Language School is a SOCIAL DEMONSTRATION SIGN.
3. The Global Language School immerses the participant in a TOTAL ENGLISH-SPEAKING ENVIRONMENT.
4. The Global Language School is conducted as a CORPORATE LEARNING EXPERIENCE.
5. The Global Language School engages the participant in the EXISTENTIAL METHODOLOGY of Imaginal Education.

THE CURRICULUM

THE GLOBAL LANGUAGE					
1 20th CENTURY		2 HUMAN DEEPS		3 GLOBAL STYLE	
CULTURAL TRANSITION	I N T E L L E C T J A L	LIFE MEANING	S O C I A L	HUMAN CONSCIOUSNESS	F U T U R E
UREAN ENCOUNTER		CULTURAL ENCOUNTER	M E T H O D S	GLOBAL ENCOUNTER	P R O J E C T I O N
GLOBAL NATIONS	M E T H.	MOLECULAR SOCIETY		NATIONAL HERITAGE	

THE TIME DESIGN

The Global Language curriculum consists of 54 teaching modules (or sessions), which can be taught in any of the following time designs:

1. A 3 week residential
2. A 3 month extended (e.g. 3 nights a week)
3. On 6 consecutive weekends.

THE CLIENTELE

It is anticipated that in most cases the participants would be drawn from the international business and academic communities.

GUILD 8 : LANGUAGE SCHOOL
(Name)

INTRODUCTION

To build the new earth, men who speak a variety of languages must be able to corporately build practical models in a common language. Using conversational English, global language training is designed to develop the skills of global communication and the possibility of authentic engagement in the social process. The program is for those of the local community with limited English; including businessmen, women, migrants and international visitors. Marketing the Language School to the global business community will help build a solid financial base for the global movement.

RELEASING HUMAN MOTIVITY

The curriculum uses Imaginal Education to release motivity for effective engagement in society. The course focuses on the 20th century cultural revolution, the nation in the world today, the meaning of existence, the individual and the family, the Ur images and national heritage. Urban, cultural and Ur encounters are an integral part of the curriculum, as well as intellectual, social and secular spirit methods.

PROVIDING ORDERED FLEXIBILITY

This program may be taught by house members and movement colleagues in a variety of situations: a three week residential setting, a series of week-ends, or extended over a period of several months. This curriculum is a carefully ordered set of 54 time blocks which can be taught in a variety of patterns, making it possible to adapt the training to any part of the globe.

PROJECTING NEXT STEP

An initial draft of the teaching manual will be completed in the second half of the Research Assembly. This manual will contain the models necessary to implement the program by September 1st in any city with a Religious House.

CONCLUSION

The global impact of the Language School finally rests on the rationality and common thrust with which it is implemented across the globe, in response to the human cry for a common mode of communication and a common vision of the new society.

PURPOSES OF GLOBAL LANGUAGE TRAINING

TEACH CONVERSATIONAL ENGLISH		DISCLOSE TRANSCULTURAL HUMANNESS		CATALYZE AUTHENTIC ENGAGEMENT		UNDERGIRD MOVEMENT PROGRAMS	
REVIEWING BASIC COMPONENTS	basic vocabulary	EXPLODING	Global Context	FOCUSING	Time Sensing	ESTABLISHING	Exploded Income
	Grammatical Forms	LIMITING	Social Processes	HUMAN	Space Utilization	FINANCIAL	Staff Mobility
	Social Idioms	HORIZONS	Sexual Ontology	MOTIVITY	Comprehensive Symbol	BASE	Visa Sponsorship
	Specialized Terminology		Future Thrust		Existential Vision		Global Development
PRACTICING PHYSICAL SKILLS	Spoken, Pronunciation	EXPLODING	Heritage Appropriation	CREATING	Common Context	RELEASING	Servant Image
	Rhythm, Intonation	HUMAN	Selfhood Affirmation*	CORPORATE	Common Task	PARISH	Recaptured Time
	Speech Patterns	DEEPS	Possibility Explosion	STYLE	Common Methods	PRIORSHIP	Local Contacts
	Gesture Control		Solitary Reflection		Common Style		Released Finances
USING CONVERSATIONAL PRACTICES	Informal Conversation	CHANNELING	Social Engagement	DEMONSTRATING	Trend Analysis	TRAINING	Language Competence
	Formal Presentation	NEW	Released Initiative	HUMAN	Contradiction Formulation	MOVEMENT	Pedagogical Training
	Practical Enablement	LIFE-STYLE	Intensified Intentionality	STRATEGY	Proposal Formulation	COLLEAGUES	International Sophistication
	Social Graces		Life Celebration		Tactical Implementaries		Global Assignment
PROVIDING WINNING METHODS	Art Form Method	APPROPRIATING	Global Grid	SUGGESTING	Language Practice	EXTENDING	Corporation Sanction
	Oral Charting	CULTURAL	Ur Understanding	FUTURE	LENS	AUTHORIZATION	Invisible Demonstratn
	Contradiction Naming	IMAGES	Custom Honoring	TRAINING	SMS		Informal Accreditatn
	Strategic Planning		Cultural Exposure		ITI	NET	Government Recognition

TEACH
CONVERSATIONAL
ENGLISH

1. Global language training is designed to teach conversational English, disclose transcultural humanness, catalyze authentic engagement, and undergird movemental programs.

2. Conversational English is the vehicle for global language. The modules enable the participant to achieve a powerful hearing and speaking knowledge of fundamental vocabulary, sentence forms, social idioms and specialized terminology. The participant will learn a set of methods for generating and engaging in conversation and to accomplish his task without being victimized by his language skills.

DISCLOSE
TRANSCULTURAL
HUMANNESS

3. The disclosure of transcultural humanness for each participant is intended to explode limiting horizons, to implode human deaps, and to open up possibilities for living a comprehensive, intentional and futuristic life style. Modules enable the participant to articulate his life meaning and his struggles with being the new family. This is intended to shove his self-consciousness into the deaps in order that he be enabled to authentically decide where his vocational thrust needs to be.

CATALYZE
AUTHENTIC
ENGAGEMENT

4. A glimmer of possibility for authentic engagement within the social processes will be revealed as modules focus human motivity, create corporate style, and demonstrate human strategy. This glimmer of possibility will sustain the participant throughout rigorous language training. Moreover, in some instances modules will catalyze guilding after global language training.

UNDERGIRD
MOVEMENTAL
EXPANSION

5. Movement expansion around the globe will be undergirded by the income received for providing training in the global language. An authorization net which opens doors to other movemental programs will be created. Moreover, colleagues will be able to effectively complete a broader range of assignments with facility in conversational English.

6. Global language training will enable the building of the new earth.

Aug 7, 1974

Rational Basis for
Global Language Learning

