

# Week 3 Monday - given out on trip to Old Bailey.

Dear People who know Faversham,

OK, so 8.00 am is too early to be reading things, but I really want to know from you what you think this course is about. I am wondering what it is about for me in the part of me that is a participant, not the facilitator.

Within the humanistic frame of thinking it is far from daft to ask the participants what the course is about for them. I have no idea what course A and D and M have been on over these two weeks but I am 100% sure they have each been on different courses.

Let me run a few hypotheses past you:

- participant A may have been living the course mainly in relation to their inner life - so a visit to Age Concern for this person might be mainly about her own relationship to older family members back home. One person, at the end of that visit, did speak to me about their own dread of old age....

- participant B may really want to know just how many Brits own their own houses ( around 69 % ) and may further want to know what proportion of this ownership is freehold and what leasehold. This person will feel that knowing that 60% of UK folk still use the Public Libraries, despite savagely slashed funds, is significant cultural and institutional information, especially when you compare this statistic with figures for US, Uruguay and Brasil.

- Participant C may feel that the substance of this course is anthropological awareness and analysis of micro-encounters with UK natives and semi-natives. So the discussion we had about "thankyouing" and "pleasing" was in this area. On Friday we watched several native "self-presentations". What did we learn about Mr L ( garage ) or S ( estate agent ) both individually and as Brits. What predicatble differences would there have been had we interviewed an estate agent, a mechanic or a Pool manager in Rio, or Sao Paulo or Manaus? [ I intend these as three quite separate comparisons, given the continental size of Brasil. ]

For Person D the course is maybe about exploration of their personal relationship with their own culture and set of convictions/ prejudices.: eg Sonia started with a evolutionist position on rinsing dishes or not and then moved to a relativistish one.

Maybe Person E is doing a continuous comparison between UK and UK- this seems to be what is happening to the guy who weighs in at 17 stone ( he'd use lbs ) and who, when he wants to find an offie ( off-licence [ place where you can buy alcohol to drink elsewhere ] asks me about "liquor stores". Of course , as a colonial subject

the course is about  
spend in court. off  
an out of time they  
place comparison of the

like Calkin leader  
maybe face a  
The per London  
photocopying queue  
maybe they have the  
forgets!

the judge seems  
Some times to be  
almost irrelevant  
in inner monologue,  
talking to himself.

I think the P.C.  
is from the North  
East, but he is  
speaking very fast

in the Imperium Americanum I know what he means, but does it feel distant and off-putting to me as a Brit! You know "rapariga" but you gave me stick when I got "a garrota de Iponema" wrong. Words which claim to be synonymous never ever are.

Maybe Person F is really keen on viewing the course thru the eyes of their students. This person may be wondering how s/he can use the Maggie Wyles tape with her class.

All the above is teacher-speculation.... I ain't got no firm idea. [ notice use of dialect as a softener ]

Please write me a full letter in which you let me know what course you happen to have been on. If you do this it will be very useful for Pilgrims teachers in planning future courses. The only useful approach to course-planning/ fantasising is to guide it from student perception.

Language: have you noticed how many Friday speakers said things like:

" there's five girls who ....."

The language is changing all the time under our un-seeing noses.

" do you have a loyalty card, at all ?"

The tag: "at all" is now very very frequent in service encounters, used by the "server". Acho que this is very much a UK oral phenomenon.

Your Projects: On Thursday and Friday do you want to have time to present something from your personal project to the others? Do you want to find out what they have learnt? Maybe the project is just for you and you don't want to share it? Does the group want to find out about town hall politics and organisation, the police, single parent families, 3 families from different classes, how modern languages are taught, UK "black pedagogy"/ discipline, the functioning of a boarding school etc... ( methinks I have left one or two projects out )

We need some decisions on this.

Enjoy the looney traffic jams as we edge towards London.

Mario.

and a lot of  
a very run-down  
Redblair is a leader  
is only informal  
for the defendants  
Use of first names  
upper middle  
just as Jones is  
making this name  
straw by accident  
"Dawn" is a

on your  
One Black guy  
of his words  
judge and country  
Notice a sort of

physically  
leader, of  
a good sense of  
The Banister has  
Nets taken at old Bailey.

7 H at it up so Jerry  
can see

over the luncheon

very posh

Is it bluff

or is it taking without permission

the judge wants the jury to  
decide on this and to  
forget about bluff

Sanister to judge

"I'm not sure, off the top of  
my head, if it is or less  
than that."

Advice respectful  
softening

"Learned friend"

The barrister makes every thing verbally explicit so it goes into the record

3 youths (notice negative weight)

3 Lord is very different resonance

"This is bollocks, I never touched  
no money" is odd in  
the barrister's mouth  
custody = arrest

"Thank you" has the pragmatic  
force of dismissing the witness

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Though this guy has left the  
police he still has to testify -  
this morning is part of his last job.

"~~then~~ is the defendant given a  
copy, at all? a JUDGE