

HOW THE URANTIA BOOK HELPS US UNDERSTAND THE CONTEMPORARY WORLD

EDUCATION TODAY

by

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EDUCATION - SEVEN STRANDS

Introduction

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CERTAIN CHARACTERISTICS OF EDUCATION IN THE NATION AND IN THE WORLD
ILLUMINATED BY INSIGHTS FROM THE URANTIA BOOK

by
Julia Fenderson

The assignment given to me was titled: "Education in the Nation and World Today Illuminated by Insights from the Urantia Book and from Your Own Experience." I am very grateful to Dr. Kenton Stephens for this wide umbrella-type topic under which I could find and select certain areas or strands. I prefer the term "strands" because these topics are so interwoven in this fabric called education. With Dr. Stephens' permission I have chosen 7 strands from the immense tapestry called education.

What is education? I believe that educators in general would subscribe to the broad definition given in the Dictionary of Education: "Education is the aggregate of all processes by means of which a person develops abilities, attitudes and other forms of behavior of positive value to the society in which he lives." This is far more than the term "schooling" implies. A thrust is given toward the idea of developing the whole child -- physically, mentally, and spiritually.

What does the Urantia Book say about education? *On page 412.3, a Brilliant Evening Star tells us that "The entire universe is one vast school." That is broad enough to suit the strongest liberal and we can consider the Urantia Book the best education handbook we could find.

*On page 192.5, a Universal Censor states: "The purpose of education is to develop and sharpen innate endowments of the human mind; of civilization to express them; of life experience to realize them; of religion to ennoble them; of personality to unify them."

How gratifying it is to those of us who are educators to perceive the high regard and real joy that the Urantia Book places upon education, and to what glorious purposes and goals the total universe education is dedicated! It is a real challenge to all of us to change the present view and attitude toward education on this planet.

Typical of that current attitude toward education is this squib from the May issue of the Phi Delta Kappan magazine: "Public television used to be known as educational television. The change in name was made because education has become synonymous with dullness." This is a characteristic indictment made against education and it is partially deserved and we must change this picture.

Strand 1. CHANGE

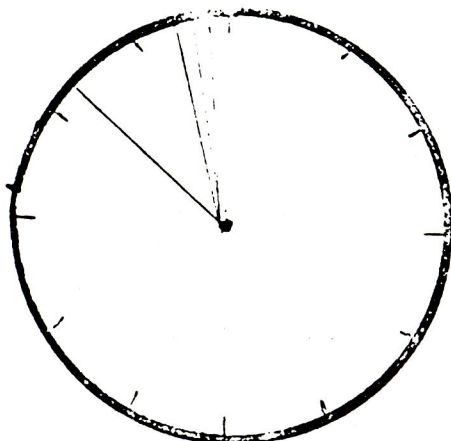
But change is upon us -- it is here! Radical, vital, and dynamic change is demanded by a young society which wants relevance in terms of realistic and modern life needs. Youth demands participation in every educational process as they know they learn only through participation. Education should reflect its society and society is undergoing tremendous changes. The usual reply to any comment about the need for change in education is, "Oh, well, change isn't new, we have always had change." To such replies, Norbert Weiner has a useful answer: "The difference

between a fatal and therapeutic dose of strychnine is only a matter of degree." In other words, change isn't new. What is new is the degree of change.

Postman and Weingartner show a clock face metaphor which illustrates graphically what is happening in the communication area of change. The chart might be called: The Change Revolution in Communication, and communication is the bedrock foundation of education. About three minutes ago there developed a qualitative difference in the character of change. Change changed. (Continued on page 3)

CHART - THE CHANGE REVOLUTION IN COMMUNICATION

Charles Weingarten
Neil Postman
Teaching as a Subversive
Activity--p.10



This clock face represents 3000 years of written communication. Each minute on this clock represents 50 years. There are 60 minutes on the clock.

Written communication was very limited and slowly developing until about 450 years ago.

But suddenly about 9 minutes ago things began to happen. The Gutenberg press reached western civilization at the Harvard School and spread rapidly from then on.

- 9 minutes ago the printing press came into use in western culture.
- 3 minutes ago the telegraph, photograph, locomotive came into general use.
- 2 minutes ago the telephone, rotary press, motion pictures, automobiles, and airplanes appeared.
- 1 minute ago pictures with sound, talking pictures, came in.
- The last 10 seconds brought television.
- 5 seconds ago the computer was developed.
- A fraction of a second ago the laser beam -- perhaps the most potent of all communication media -- came into general use and is still being explored for further uses.
- These laser beams carry radio, television, and telephone waves.

Existing communication lines are becoming overloaded. Transoceanic lines sometimes have waiting lists of 2-3 hours.

Lasers can carry all these waves and more. In a recent experiment, all 7 New York television stations transmitted over the same laser. One laser can carry eight hundred million telephone conversations - four for each person in the United States.

*This quotation by an Archangel, p.503, doesn't seem so far away now: The ability to translate thought to records is so speeded up that the equivalent of over half a

million words, or thought symbols, can be registered in one minute of Urantia time. The laser beam can transmit messages now in just a matter of seconds.

As communication is the backbone of education, we can see some far more exciting and revolutionary changes in how we use books. In our Culver City schools we are already using the Microfiche to aid us in very fast retrieval of facts from certain reference books. Between data processing, the computer, Microfiche, Ultrafiche, and other new developments, it is within the realm of possibility to have immediate retrieval of facts from the Urantia Book in a very few years.

Research has shown rather conclusively that schools should not teach facts per se, but should teach youngsters how to look up or retrieve facts quickly. Library skills will soon include these fast fact-finding devices.

(Continued from page 2)

We in education have noted big changes occurring in the various disciplines. For example, if you are over 25 years old the mathematics you were taught is now almost obsolete; the grammar you were taught is now in disrepute and considered old; biology is completely out of date, and history is seriously open to question. The joke goes: "Assuming you could remember most of what you were told and read, you are simply a walking encyclopedia of out-dated information."

The postscript I would add to this sad tale is that there is definitive research to show that people do not remember facts anyway, perhaps only a small portion of them, unless they are actively involved in using these facts. (Consider how we would fare if a group of testing experts came in 6 months from this summer study session and gave each one of us an exhaustive, detailed test on every lecture.) We note that the methods of teaching and learning used throughout the long ascension trail do involve participation in the assigned task and then reinforcing that learning by immediately teaching what is learned to one on the step just behind you. In fact, we learn how to learn, an excellent goal for education, and one we can use no matter what changes occur or how fast they happen. We hope to teach what we learn here, in our local study groups in various places.

*In the Urantia Book on page 1772, Rodan states: "If man becomes so ingenious that he more rapidly adds to the complexities of society, the art of living will need to be remastered in less time, perhaps every single generation." When we consider that indeed one generation has passed since these papers were indited in 1934-35, and when we think of the cataclysmic changes that have occurred and their rapid rate of acceleration right now, we know that in today's world the goals of education must include the developing of individuals who are open to change, who are flexible, tolerant, innovative, and who can face uncertainty and ambiguity without disorientation. Don't those goals (which have been stated by many top educators) remind you of the many stated in the Urantia Book, such as *p.291:3? "Long before reaching Havona, these ascendant children of time have learned to feast upon uncertainty, to fatten upon disappointment, to enthuse over apparent defeat, to invigorate in the presence of difficulties, to exhibit indomitable courage in the face of immensity, and to exercise unconquerable faith when confronted with the

challenge of the inexplicable. Long since, the battle cry of these pilgrims became: 'In liaison with God, nothing -- absolutely nothing -- is impossible!'" It is this last phrase that is so needed by this young and pressured generation and it is coming. They are searching!

Strand 2 - EARLY EDUCATION

When does this vast, educational regime begin on our planet? Authorities agree that it begins at birth or before. As the modern advertisements go: "Education from birth to death" or "Education from womb to tomb." But we students of the Urantia Book know a far more glorious truth. Education is forever! And not only do we know that it is forever, but that it is never dull. A Perfector of Wisdom presents this description, *p.159:6: "Each of these billion study worlds is a veritable university of surprises. Continuing astonishment, unending wonder, is the experience of those who traverse these circuits and tour these gigantic spheres. Monotony is not part of the Havona career." You have references, which I distributed, for many more intriguing descriptions of this unending education which begins right here on our planet of Urantia.

And that beginning is very important. The present exciting emphasis on early education in our country was initiated in part by the famous studies of Dr. Benjamin Bloom (University of Chicago) which were published in 1964 in his text, Stability and Change. These studies, corroborated by much research in Europe, indicate that about 50% of mature intelligence is developed by age 4 and another 30% by age 8. Some psychologists doubt whether any amount of remedial work later on will enable a child to develop intellectually to his full potential if he does not receive the proper stimulation at the proper time.

And this right time begins very early. This research and others have reactivated the custom of having babies stay with their mothers immediately following birth, and fathers as well as mothers are encouraged to fondle babies and to talk and sing to them and care for them. As I was writing this section, our Life Magazine was delivered with an article showing young fathers helping to deliver the baby and caring for it. Title: Fatherhood Begins the Moment of Birth. Boys are now encouraged to play with dolls in kindergarten and earlier, and to prepare for this father role.

Some hospitals, especially where there are motherless children, now employ a nurturing, motherly sort of person to cuddle and rock babies for a time each day as this has been found to be so important in their development. (What a great job to have. I'm on the waiting list.) One has only to walk through an institution for children without homes or parents to note that special blank look in their eyes which reflects that lack of loving parental, personal attention. (I don't know why these educators and psychologists concentrate all their attention on this need for loving attention of the early ages; we older people thrive on love and attention, too.)

Carl Delacato of Pennsylvania and Glenn Domain have years of careful studies and research which they maintain shows that reading skills and other learning skills are delayed if youngsters don't go through all the sequential physical steps in

proper order. There is much controversy over these statements, but also much success has been achieved by students going back and taking those missing steps and seemingly building up certain neural patterns necessary for mental development.

*On page 531, a Brilliant Evening Star relates the importance of this early training: "The infant-receiving schools of Satania are situated on the finaliter world." They are devoted to the nurture and training of the children of time. Further on that same page we are told that the Mansion World Teachers maintain extensive educational facilities for these infants. That tells us a lot!

Dr. Jean Piaget of France has also brought us much valuable information on how children learn and the origins of intelligence in children. He emphasizes the importance of perceptual activities and how mental faculties develop only through being used. He and Dr. Bloom are greatly responsible for the upsurge of pre-school programs in the United States such as Home Start, Head Start, and organized Child Care Centers funded by the Federal government. Sesame St. of national and now world fame was funded by Carnegie and Ford Foundations, and HEW.

It has been exciting to observe and to participate in some of these programs. For example, I worked closely with certain areas of Sesame St. where 3-5-year-olds watched this program daily. 12 million youngsters in the United States really participated in this learning situation prepared by education experts. These 12 million pre-school children learned most phases of the alphabet, counting, dancing, singing; they learned about people of other lands; they learned geography, weather, and many carefully checked pre-reading programs. The impact for education is tremendous. When we consider that there is a television aerial on almost every home from the ghettos of New York through the wilds of the Rocky Mountains, that power is staggering. *On page 909:#8 an Archangel states that man has the power by controlling the educational training of the younger generation greatly to modify the evolutionary course of civilization. We have one powerful tool in television and it must be used in a constructive way for the education of the very young, as well as for others.

Educational Testing Service undertook to test and evaluate the Sesame St. youngsters after one year and they found that astonishing gains had been made, and that better gains were made by those youngsters who had watched with their mothers and had discussed the program. We conducted a controlled study in Culver City with non-English speaking school children. One group watched the program and a matched group did not view the program, but took the ordinary school basic curriculum. The Sesame St. group scored high above the control group on the state school tests, for grade one. The problem now is to upstep the curriculum for all primary grades to care for these youngsters who have been watching Sesame St. and similar type programs.

Dr. Rudolph Dreikurs, Professor Emeritus of Psychiatry, Chicago Medical School, and who directs the Alfred Adler Institute of Chicago, states in the June issue of the Intellectual Digest that we have advocated for years the proposition that children could learn within ten years everything that presently a college graduate knows, and that we are all operating at about 15% of our potential ability. He attributes most of this to our mismanagement of the early years of children's lives.

Of course many of these statements arouse controversy, if not downright opposition. The matter of Early Childhood Education disputes arise more over what methods should be used and where this should be done, but all agree it must be done. Recently California has planned to start all 4-year-olds to school this fall and New York's Board of Regents recommends the age of 3. The famed Hewett Report by Moore, Moon and Moore, reviewed in the June issue of Kappan, takes a strong stand against so-called early schooling, but does agree that parents should be trained and that children should be "educated" at home at these early ages.

Let us note how they are handling these situations on a neighboring planet. *On p. 811:4 a Melchizedek relates that "These people regard the home as the basic institution of their civilization. It is expected that the most valuable part of a child's education and character training will be secured from his parents and at home, and fathers devote almost as much attention to child culture as do mothers." Par. 2 on the same page states that attendance of parents, both fathers and mothers, at the parental schools of child culture is compulsory.

*Another very pertinent quotation on the same page states: "All land and other property used for home purposes are free from taxation up to ten times the minimum homesite allotment." That would certainly help the people on our planet and would enable young people to own homes. Further, it would help young mothers to stay home to care for their very young children. At the present time 60% of our mothers are working, which is a sad indictment of our society.

An excellent guide, as always, is to study the infant years of Jesus and how he was lovingly cared for and trained. When the family moved to Alexandria, Egypt, there were two children his own age in the home where he lived and 6 others for playmates nearby. Therefore, the much-needed socialization was provided for during all of his early years, as well as the loving nurturing care of a devoted father and mother.

At the other end of the spectrum is education for the elderly, and for some time it has been observed that many people over 65 are going back to get a high school or college diploma. Now the Federal government is financing these programs and colleges are vying for them. We are planning an Emeritus program which will be under the new Dr. Andruss Gerontology Center at USC.

Strand 3 - CROSS-AGE TUTORING

A third strand I have selected is cross-age tutoring. There are many names for the tutoring programs which have swept across our country during recent years. They have been called the Big Brother programs, Cross-Age Tutoring, and several similar types of titles. Whatever the title, they are mushrooming in every area of school life and have been acclaimed as very successful.

One cold windy night (yes, we do have them in California) I was called to the University Student Union Building to train a small group of volunteer tutors. I planned for 20 and about 200 came. These young college students are eager to serve and wanted to help tutor the underprivileged students in nearby high schools.

I would like to refer briefly to the tutoring program in Culver City, not because it's the best (which it really is), but because Culver City is a grass roots community of some 35,000 and typical of small town schools all over America.

Our tutoring program involved youngsters at all grade levels in all schools. The program was voluntary and boys and girls of lower or average achievement were trained to tutor youngsters a grade or so below them on a one-to-one basis. It was amazing what it did for the tutor as well as the tutee. Youngsters were taking their lunch hours and time after school to go and do just a little more for their charges. Who do you think gains the most on achievement scores? The tutor, of course. It builds his ego, gives real meaning to his life, and then he responds better in all areas. We enlarged our program to include senior citizens, nearby college students (we have four colleges in our area), as well as specialists in certain areas such as art, music, and dancing who volunteered.

The system of tutoring is used throughout the universe educational regime as we know -- immediately teaching others that which you just learned. *A Melchizedek tells us, p.428:#4, that morontia mortals are assigned as helpers to those of their kind who are just behind them in the scale of ascendant life. *And on a neighboring planet, p. 812: "...and after the first three years all pupils become assistant teachers, instructing those below them." *p.1387:1 Jesus continued his education and also taught his younger brothers and sisters.

Strand 4 - THE TEACHER

However the educators may disagree about many phases of learning, one beacon of unanimity seems to shine through. All appear to agree on the importance of the teacher. In very early learning this is the mother and father. In the primary grades the teacher assumes a most important role. As the youngster grows older he becomes more independent in his learning role, but the teacher still remains important as a guide or leader.

In the present demand by radical reformers for the "deschooling of society" (note Ivan Illich's movement from Guernavaca, Mexico, and other books you will find in your bibliography), it is comforting to remember the gifted and dedicated teachers who have kindled the desire for learning in class after class regardless of the varied abilities and the lack of materials in those classrooms. I see too many really great things going on in good schools to be as disheartened about the schools as the current literature proclaims. However, all of us agree that reforms are necessary.

It is heartwarming to know that the angels themselves are helping these dedicated teachers. *Listen to this quotation, p.429:1, by a Melchizedek: "Even the true and consecrated teachers of time are assisted, and often attended, by these counselors of the supreme seraphim." I know that all of us who are now teachers of this Urantia Book are comforted and sustained by this knowledge.

Consider some of the great human teachers mentioned in the Urantia Book. There are more than 50 who have left a definite mark in the history of our planet. Illustrious teachers such as Asoka, Buddha, LaoTse, Onagar, Onamonalonton, and the many others are listed in Clyde Bedell's Concordex and I refer them to you for reading and re-reading. They are too numerous to go into this paper.

Let us examine some of the great groups of teachers described in the Urantia Book and whom we hope we will be working with some day: First, those leaders and

superb educators, the Melchizedeks. *(p.385.5) They are midway between the highest Divinity and lowest creature life of will endowment. *(p.385.5) "All forms of intelligent life find in these Sons understanding friends, sympathetic teachers, and wise counselors." They seem to be sort of directors or supervisors of education in the local universe.

*The Chief of Archangels tells about them on p.387: There are over 10 billion Melchizedeks of record on their headquarters planet in Nebadon. This sphere, by name Melchizedek, is the pilot world of the Salvington circuit of 490 worlds called the Melchizedek University. The Melchizedek sphere is probably the most interesting place in all Nebadon to an ascender and never will you forget your reactions to the first day of life on this unique world, not even after you have reached your Paradise destination.

*Vorondadeks: After the creation of the personal aids and the first group of Melchizedeks, the Creator Son and the local universe Creative Spirit brought into existence the Vorondadeks (p.389) Under them the mortals secure their acme of education regarding universe legislation. The Chief of Archangels states that the instruction to be had in the Vorondadek Schools is unexcelled even on Uversa. (p.391) The ascending pilgrims will be introduced to numerous new activities on these worlds of study and practical work.

*The Trinity Teacher Sons are another great group of teachers, brought into being by the Paradise Trinity. They are the universal educators being dedicated to the spiritual awakening and moral guidance of all realms. They are affectionately devoted to the educational ministry to mortal creatures and lower orders of spiritual beings. They conduct an age-long course of training ranging from planetary courses up to the High College of Wisdom located on Salvington (pp.230,231)

*Much of this education is conducted by the patient and wise seraphic ministers assisted by mortals who have ascended to relatively higher levels of universe attainment, but all of this educational work is under the general supervision of the Melchizedeks in association with the Trinity Teacher Sons.

Who are the teachers on the mansion worlds, the very next place we hope to be after we leave this planet? And before we leave this planet, what is the most important knowledge we should have? *We are told, p.2090:4, that "Of all human knowledge, that which is of greatest value is to know the religious life of Jesus and how he lived it." That quote doesn't read one of the greatest or does it in any way qualify that statement -- it says unequivocally: "Of all human knowledge, that which is of greatest value is to know the religious life of Jesus and how he lived it." As he was the greatest of all teachers, his method of teaching should be carefully studied, and it is a joy to observe his art "as he passed by."

Then, to answer our first question: Who are the teachers after we leave this planet? The mansion worlds, our next destination, seem to be just teeming with understanding, sympathetic, and very efficient teachers. *First, those delightful Mansion World Teachers, the recruited and glorified cherubim. Their number is quite beyond the comprehension of mortal mind. They often visit the material worlds and function from the lowest mansion worlds on up to the universe headquarters. They usually work in pairs. p.550:#5)

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*Then, of course, there are the Melchizedeks, the directors, and the Teaching Counselors who are secretaries to all orders of teachers, whom we first see on the mansion worlds. Then too there are the assistant teachers who also work on Urantia and right now there is a marvelous corps here working for the fostering and furthering of the cause of truth and righteousness. (p.430) It is interesting that in team teaching used throughout our country, these same terms are used: Assistant teachers, associate teachers, teaching counselors. The only name we don't use is the name of Celestial Overseers. (I'd kind of like that name, but I guess we're not quite ready for it yet.) *These Celestial Overseers range the whole local universe and are a recruited group embracing all types of individuals. Before leaving Nebadon most Urantia mortals will be afforded the opportunity to serve as members of the Celestial Overseers.

This provides us with just an overview of some of the great groups of teachers who will help us as we work and learn. We never need to fear loneliness or lack of understanding help.

Strand 5 - METHODS OF TEACHING - WORK-STUDY PROGRAMS

(References on the above topic were distributed at the study session)

Research and studies on learning have consistently confirmed the fact that one learns best by actively participating in the learning act. This principle is used throughout the long ascendant career. I have selected some 36 references from the Urantia Book which illustrate this, and there are others. For example, on p.394:6, the Chief of Archangels states: "All the way in to Paradise the ascending pilgrims pursue their studies in the practical schools of applied knowledge - actual training in really doing the things they are being taught. The universe educational system...is practical, progressive, meaningful, and experiential." Amazingly, those are four words used continually by college youth on campuses in their demands for relevance in education.

In this time of "doing your own thing" it is thought-provoking to read that they can be fairly authoritative through the universe educational regime. *On p.412:5 a Brilliant Evening Star says: "You are given a definite task to perform, and at the same time you are provided with teachers who are qualified to instruct you in the best method of executing your assignment. The divine plan of education provides for the intimate association of work and instruction. We teach you how best to execute the things we command you to do."

It is noteworthy that such educators as Dr. Richard Suchman known for their "inquiry approach" (where you work toward discovery) advocate methods of participation by the students. Then, too, the present popularity of "Open Education" and the "Free Schools" approach, which began in England and is now being utilized in North Dakota and many areas of the United States, seems to augur an even greater use of a more permissive attitude. However, we predict that there will be a turn toward the methods outlined in the Urantia Book as being more practical and productive.

In fact, there is already a trend toward a more practical type of college education as evidenced by such college programs as the Boston Northeastern University. This cooperative program has 38,000 full and part-time students making it about the largest private university in the country. Many educators have come to look on Northeastern's work-study program as a solution not only to the prevalent financial ailments, but because this is regarded as the best way to learn.

They alternate a semester of classroom learning with a semester of work related to the studies. For example, a chemistry major may work as a laboratory technician; a mathematics major as a computer programmer. It is called a co-op because it entails the participation of 1,600 Boston area employers.

Culver City recently secured a Federal grant of one quarter million dollars for a similar type of program for our high school. Culver City industries are cooperating and the goal is to provide every high school graduate with what we call an "entry job skill." These students will work as they study and will have some job skill regardless of whether or not they will go on to college. I imagine this is going on all over the United States and it sounds very much like education on a neighboring planet where the goal of education *(p.812:8) "is to make every pupil a self-supporting citizen."

Controversy has raged in the educational fields from kindergarten through college and adult education on whether or not to give grades, honors, stars on papers for the primary youngsters, or any extrinsic motivation. Most colleges operate certain classes now on a pass-fail basis. The opposition decries any type of competition and resultant recognition.

*We note that the Trinity Teacher Sons conduct all examinations and tests for universe service and "Recognition indicative of effort and attainment is granted to all, ascending mortal or ambitious cherubim, who complete these adventures in wisdom and truth." (p.231:3) There are many references on the use of "Competition" and "Recognition" throughout the educational regime of the universe. (See bibliographies) It is interesting to note that both of the practices have been strongly condemned by certain educators on this planet in recent years. They express the fear that underachievers will be hurt.

In all of this superb training of mind and spirit through the universe education system we are told on p.413:1: "...you are forever free from the handicaps of mortal flesh...At last you are qualified to enjoy the unified urge of a glorified mind long since divested of primitive animalistic trends toward things material." This quotation, written by a Brilliant Evening Star, affords great comfort to so many of us who have had to cope with a long siege of illness.

In studying Jesus' method of teaching and his way of working, we discover more than 100 references, and I would refer you again to Clyde Bedell's Concordex for detailed study. The essence of how Jesus' work was carried on is on *p. 1874: "As Jesus Passed By." On p. 1875 we read: "Most of the really important things which Jesus said or did seemed to happen casually, 'as he passed by.'...He dispensed health and scattered happiness naturally and gracefully as he journeyed through life...And it behooves the Master's followers in all ages to learn to minister as 'they pass by' -- to do unselfish good as they go about their daily duties."

Strand 6 - INTERNATIONAL EDUCATION AND THE EXCHANGE STUDENT PROGRAM

There is one place that I believe our planet Urantia has an advantage over our sister sphere, our neighboring planet, and that is in our International Education Programs. A Melchizedek mentions on *page 808 regarding the neighboring planet "...a superior civilization is evolving on an isolated continent about the size of Australia" and furthermore, on that same page he continues, they "have little foreign trade owing to the universal hostility of their less progressive neighbors." Also "that the various peoples of Urantia are not set off from each other by such disparity of culture as separates the continental nation from its planetary fellows."

Quite the contrary! On Urantia we have many, very well-organized and effective world organizations in education. The International Council on Education for Teaching meets this week in the 1972 World Assembly in London. Their theme, "Challenge and Innovation in Teacher Education" drew speakers from all over the world. ICET is composed of individuals and groups from 45 countries of the world. It has consultative status with UNESCO.

The widespread interest of the Federal government and universities is indicated by the sharply increasing interchange of students across national boundaries. I expect that every town in America is or will be involved in one of the many exchange student programs. In Culver City there are several homes each year opened to students from another country and these students are royally treated and taken every place (always Disneyland). These programs have had excellent results in building world understanding and world unity. We do not end up feeling that "ours" is the best or that our country is the superior place we once thought it to be. We learn much from others.

Dr. John Goodlad, Dean of the UCLA Graduate School and one of the educational leaders of national and international repute (right from our own city of the Angels), has recently brought forth a very provocative paper entitled "Mankind and International Education." A major theme he presents is that men and women of all persuasions, natural scientists, writers, religious thinkers, artists, are becoming articulate and action-minded about the mankind dilemma and the mankind theme, and Goodlad maintains this must be carried into schools for grass roots action.

The exchange student ideas, the intermingling of various kinds of personalities, is carried on throughout the universe educational regime. *One example of this is seen on the Melchizedeks' home world where the various universes send exchange students. "The Melchizedek colleges are thronged with student visitors and observers from other realms." (p.388:10)

Dr. Harold Taylor, an internationally respected educator, states in his book "The World as Teacher" that "the concept of education itself must now be one which locates man in a universe described by scientists, artists and writers and in a cultural setting as big as a globe. To enjoy any longer the luxury of defining one's nation, one's society, or oneself in terms of pride of ancestry, social superiority or power of destruction is not only supremely dangerous to the survival of the race but is now intellectually and socially obsolete." (I strongly recommend this book which is now in paperback. It's great!)

*Jesus received his "real education" we are told from mingling with his fellow men from all parts of the world. On p.1862, in discussing his "schooling" we are told: "Jesus began to make contact with human nature from the four quarters of the earth as men from many lands passed in and out of his father's repair shop." And he invited this intermingling throughout his life.

Strand 7 - NEW VALUES OF AMERICAN YOUTH IN EDUCATION

It has been a joyful experience for me to observe the change of values that the youth from ages 18-28 hold today compared to those of say 10 years ago. I have been surprised and exhilarated time and time again at the new depth of thinking and feeling among these young people, not only in my classes at the University of Southern California, but in many places such as our Urantia study groups where I am in contact with their thinking. This youth has some place to go. They are moving toward world thinking and mankind thinking -- they have less love of material things and objects -- they abhor stilted convention and they have a reason! They want to get to the fundamental, bedrock facts of life which have true meaning -- and they want to get there fast. There is more joy and more love and they are not afraid to express it. Remember that these are very bright and able young people -- and they are Honor Corps students in their fifth year of college and they have come from many disciplines and from many experiences to secure their Master's Degree and state teaching credential in one year. So they are workers and superior thinkers.

They want classes that are meaningful in terms of true life values. They want education that will prepare them for living and for earning a living -- and immediately, not in some dim future. They discuss values and changing values and they are very articulate. I am the one who learns from them. They have changed me and my methods of teaching.

I always ask this question sometime during our term and ask for the answers in written form: "What are three of the most valuable things you have ever learned, and under what circumstances and where did you learn them?" I assure them that identification will be kept confidential, but that we will discuss this interchange of ideas on values and its relation to schooling. "Ask yourself how you came to learn the things you believe are worth knowing!" The answers are a revelation and arouse deep involvement in discussion.

Very significant is the fact that though they have spent 18-20 years of their young lives in school, none of the learnings they consider of top value ever took place in "school," with the possible exception of one and that is reading! Even there, many said they learned to read before entering school, as many bright youngsters do. However, the incidents which changed their life style thinking and were of value did occur in the social setting or milieu related to the school, which tells us a lot in terms of the Urantia Book and its continual emphasis on socialization and interchange of ideas with peoples of all kinds. *The paper on Adam and Eve, p.835, states that the entire purpose of the west garden was socialization and on p.1363 we read that Jesus' real education came from mingling with his fellow men.

I would like to read to you a couple of answers from my class on what they considered the most valuable learnings of their lives. One girl wrote:

"The most valuable lesson that I have learned and I am trying to implement is that of really appreciating what other people are and their individual ways of doing things. I came to realize some of these things in a college dorm situation where for four years I had a combination of black, white, and Chinese roommates (four in a suite). As I am of Mexican background, the experience and theirs in this time of racial crisis especially, reached into all facets of my life and theirs. It required much analysis of who I was -- spiritually, intellectually and emotionally."

Another wrote:

"The importance 'to give and take' and the interactions with friends, starting with my boy friend. The great importance of talking openly with people, sharing ideas, experiences and problems. I cannot be a complete worthwhile person if I isolate myself."

Another student wrote this:

"One of the most beautiful and valuable things I ever learned happened recently. I had been reared in Alabama and I suffered many indignities to my soul and spirit, and then I learned that black is beautiful."

So we see and know that the truly valuable things were not found in school, but they were found in socialization or social settings so strongly recommended in the Urantia Book lessons. I am sure that if everyone of us had to answer that question I asked we would all answer that of all valuable things that happened in our lives the Urantia Book is the greatest.

Some very interesting comments on values of the young college group come from a distinguished philosopher and writer from India, Dr. Raja Rao. "We may be," he says, "at the turning point in Western civilization, and therefore world civilization, because of the remarkable and revolutionary culture and philosophy being spawned by American youth. When this youth settles down to itself 10 or 15 years from now, you will see a change in civilization."

Dr. Rao is a citizen of India, the son of a family whose forbears have been philosophers for 700 years. Educated in India and at the Sorbonne in Paris, he teaches philosophy for a semester each year at the University of Texas. Currently he is a fellow of the Woodrow Wilson Center at the Smithsonian Institution. He is known to scholars throughout the world. (Wonder if he could be a descendant of Ganid and Gonod?)

When Rao first came to the United States in 1950 and made the rounds of Columbia, Harvard, and other universities, he said he found American youth deplorably stodgy. The change during the intervening years has been so extraordinary that Dr. Rao thinks "perhaps it has been caused by genetic mutation." He said: "The human race makes biological leaps now and then inexplicably," (he discovered "the suddenlys") and went on to say: "I don't understand the cause of these leaps unless it could be mutations because it is on such a large scale." (Won't some of you Texans give him a Urantia Book with all "the suddenlys" marked with red ink?)

"The young of today are more mature than you and I were at that age. Their maturity gives them a wider perspective with a deeper understanding of life. They have a revolutionary concept of education and life which has nothing to do with communism or anti-communism. They are little interested in either. They have a feeling of astonishing depth and are seeking for the bigger meanings of life. Youth in France and over Europe are copying them because they admire them. All this is too big to vanish. Too universal." When Dr. Rao was asked if he didn't think this was a minority in number, he answered: "Lenin said the active minority changes life. That will be the case."

Everything Rao writes rings an affirmative bell in my own experience with many young college people. They have changed and are more mature. They have evolved in their own thinking to world truths and world viewpoints. They seem ready for the great truths of the Urantia Book.

*On p. 2086 we are told: "The great hope of Urantia lies in the possibility of a new revelation of Jesus with a new and enlarged presentation of his saving message which would spiritually unite in loving service the numerous families of his present-day professed followers. Even secular education could help in this great spiritual renaissance if it would pay more attention to the work of teaching youth how to engage in life planning and character progression. The purpose of all education should be to foster and further the supreme purpose of life, the development of a majestic and well-balanced personality."

*The greatest teacher of all was Jesus and we are told (p.2090.4) that one of the most important things in human living is to find out what Jesus believed, to discover his ideals, and to strive for the achievement of his exalted life purpose.

*in this paper on education, let me repeat the highest goal of all: "Of all human knowledge, that which is of greatest value is to know the religious life of Jesus and how he lived it." (p.2090.4)

See listed pages
for more
information.

SELECTED URANTIA BOOK REFERENCES

Annotated Bibliography

- 43:6 - Real purpose of all universe education to effect better coordination of isolated child of worlds with larger realities of his expanding experience. Reality is finite on human level, infinite and eternal on higher, divine levels. Nature of God: Divine Counselor - authority of Ancients of Days.
- 69: - God's Relation to the Individual. Divine Counselor.
- 158:5 - On seven circuits of Havona, attainment is intellectual, spiritual, and experiential. Definite task to be achieved on each of the worlds of these circuits. Central and Divine Universe: Perfector of Wisdom.
- 159:6 - Each of billion study worlds is veritable university of surprises. Continuing astonishment, unending wonder, is experience of those who traverse these circuits. Central and Divine Universe: Perfector of Wisdom.
- 192:3 - Seven Master Spirits. Sponsored by a Universal Censor from Uversa.
- 192:5 - Purpose of education is to develop and sharpen innate endowments of human mind; of civilization to express them; of life experience to realize them; of religion to ennoble them; of personality to unify them. Seven Master Spirits: Universal Censor from Uversa.
- 209:3 - Supreme Trinity Personalities. Presented by a Divine Counselor of Uversa.
- 213:4 - Educational ministry to pilgrims of ascension on architectural spheres surrounding constellation headquarters is under supervision of Vorondadek Sons. Supreme Trinity Personalities: Divine Counselor of Uversa.
- 231:2 - Many heads of departments in Melchizedek schools belong to Teacher Sons order. Paradise Sons of God: Perfector of Wisdom from Uversa.
- 231:3 - Teacher Sons conduct an age-long course of training ranging from planetary courses up to high College of Wisdom located on Salvington. Paradise Sons of God: Perfector of Wisdom from Uversa.
- 274:5 - On superuniverse service . . . Havona Servitals serve only on educational worlds surrounding capitals of S/U. 138 billion serve on educational worlds comprising superuniversities of Orvonton. Messenger Hosts of Space: One High in Authority from Uversa.
- 278:#6- "The higher a creature's education, the more respect he has for the knowledge, experience, and opinions of others." Messenger Hosts of Space: One High in Authority from Uversa.
- 296:4 - Rich situational environment provided by commingling of manifold types utilized in furthering education on last circuit. Ministering Spirits of the Central Universe: Perfector of Wisdom from Uversa.
- 300:#3- Ethical awareness is simply the recognition by any individual of others' rights. Taught all the way in long ascent. Ministry of Primary Supernaphim: Perfector of Wisdom from Uversa.
- 342:#4- Morontia progressors serve on countless assignments with their teachers
#5- and more advanced brethren. Practice giving out to others that which they imbibed. Personalities of the Grand Universe: Mighty Messenger from Uversa.

- 343:3 - Cross reference 158:5 (Instruction: Intellectual, spiritual, experiential.)
- 387:5 - Sphere Melchizedek common meeting ground for all beings engaged in educating
2 - and spiritualizing ascending mortals. 490 study worlds often called Melchizedek University. Local Universe Sons of God: Chief of Archangels.
- 388:4 - Highest course in universe administration is given by Melchizedeks on own home world. Various universes send exchange students. Throngs of visitors and observers from other realms. Local Universe Sons of God: Chief of Archangels.
- 389:1 - All this educational work under general supervision of Melchizedeks in association with Trinity Teacher Sons for progressive morontia career. Local Universe Sons of God: Chief of Archangels.
- 391:6 - Instruction in Vorondadek schools surrounding Salvington unexcelled even on Uversa. New activities on worlds of study and practical work. Local Universe Sons of God: Chief of Archangels.
- 394:6 - Ascending pilgrims pursue studies in practical schools of applied knowledge -- actual training in really doing things they are being taught. Education practical, progressive, meaningful, experiential. Local Universe Sons of God: Chief of Archangels. acting by authority of Gabriel of Salvington.
- 412:2 - Celestial Overseers effect maintenance and upbuilding of education in local
3 - universe. Entire universe is one vast school. Personalities of the Local Universe: Brilliant Evening Star of Nebadon, No. 1146 of the Created Corps.
- 412:5 - You are assigned task and provided with teachers qualified to instruct you in best method of executing assignment. Personalities of the Local Universe: Brilliant Evening Star of Nebadon, No. 1146 of the Created Corps.
- 413:1 - In superb training of mind and spirit you are forever free from handicaps of mortal flesh. Personalities of the Local Universe. Brilliant Evening Star.
- 417:1 - Enormous training schools . . . wherein pilgrims advance from life to life, world to world, until lovingly dispatched from borders of their universe to higher regime of superuniverse. Personalities of Local Universe: B/E Star.
- 421:1 - Melchizedeks have large part in education and training local universe angels -- seraphim, cherubim, sanobim. Ministering Spirits of the Local Universe: Melchizedek by request of Chief of Seraphic Hosts of Nebadon.
- 428-29- Teaching Counselors secretaries to all teacher orders in local universe. These associate teaching seraphim first seen on mansion worlds. "Even true and consecrated teachers of time are assisted and often attended by these counselors of supreme seraphim." The Seraphic Hosts: Melchizedek by request of CSHN.
- 430:#4- Assistant teachers are helpers and associates of fellow seraphim, the Teaching Counselors. The Seraphic Hosts: Melchizedek by request of CSHN.
- 439:#6- Transition ministers direct greatest effort toward education on seven mansion worlds. The Seraphic Hosts: Melchizedek by request of CSHN.
- 493:2 - Univatatia are permanent citizens of Edentia and surrounding 770 worlds.
3 - They preside over progressive occupational or socialization training. The Constellations: Malavatia Melchizedek.

- 502:2 - Divine Builders function in 7 groups. Among them are vocational builders who build and contribute to vocational enhancement of worker. The Celestial Artisans: Indited by an Archangel of Nebadon.
- 503:
#1,2,3- Expert recorders register equivalent of half million words in one minute. Language of Nebadon has 48 basic symbols or alphabet. Concept Recorders preserve concept pictures or idea patterns. By this method of recording, one gains more knowledge in hour than in 100 years of perusing ordinary written language. Ideograph Recorders preserve thought and can improve 1000-fold upon work of concept recorders. The Celestial Artisans: Indited by an Archangel of Nebadon.
- 504:1 - Orations are burning concepts "like gems of beauty in diadems of glory." The Celestial Artisans: Indited by an Archangel of Nebadon.
- 517 #7 - Melchizedeks are directors of large corps of instructors on Jerusem and its associated worlds, especially 7 mansion worlds.
- Brilliant Evening Stars frequently serve as teachers. Trinity Teacher Sons also collaborate. Local System Administration: Melchizedek of T/A on Urantia.
- 518:4 - Examinations in morontia wisdom, spirit insight and experiential attainment of socialization. Local System Administration: Melchizedek of T/A on Urantia.
- 526:#5- Activities of Jerusem of three varieties: work, progress, play; or service, study and relaxation. Local System Headquarters: Archangel of Nebadon.
- 531:#2- Probationary Nursery situated on finaliter world: devoted to nurture and training of children of time. Extensive educational facilities. The Seven Mansion Worlds: Sponsored by a Brilliant Evening Star.
- ~~530~~ -40- Seven satellites of transition world #1 are mansion worlds exclusively devoted to ascendant training activities. You resume your intellectual training and spiritual development exactly where you left off as a mortal at death. Seven Mansion Worlds: Sponsored by a Brilliant Evening Star.
- 550:#5- Mansion world teachers are glorified cherubim and sanobim. Work in pairs.
- 551:3 - Billions on Satania our local system. Three groups: schools of thinking, schools of feeling, schools of doing. You master lessons of one sphere before proceeding to another. One of purposes of morontia career is to effect permanent eradication of such animal vestigial traits as procrastination, equivocation, insincerity, problem avoidance, ease seeking. The Morontia Life: Presented by an Archangel of Nebadon.
- 554:#4- Morontia Counselors assigned to teach, direct and counsel surviving mortals who seek insight into experiential unity of divergent life levels. Morontia mota has stereoscopic effect on meanings and values. The Morontia Life: Archangel of Nebadon.
- 554#5,6- Technicians are instructors concerning energies and environment of transition spheres. Recorder-Teachers instruct in efficient and effective fact recording. The Morontia Life: Archangel of Nebadon.
- 555:#7- Ministering Reserves in large corps on first mansion world. Next to destiny guardians they draw closest to humans of all orders of seraphim. "Nothing can take precedence over the work of your status sphere." The Morontia Life: Archangel of Nebadon.

- 556-57- Morontia Mota taught on first mansion world to less advanced students by parallel techniques. Lower planes of morontia mota join with higher levels of human philosophy. More advanced pupils on later worlds master higher levels of cosmic insight and morontia mota. The Morontia Life: Archangel of Nebadon.
- 558:1 - Long course of training best carried forward by having the surviving mortal climb up gradually and by actual participation in every step. The Morontia Life: Archangel of Nebadon.
- 575:2 - Prince's corporeal staff organizes planetary schools of training and culture where cream of evolutionary races instructed, then sent forth to teach these better ways to their people. New and potent centers of learning and culture thus established in native groups. The Planetary Princes: Secondary Lanonandek Son of the Reserve Corps.
- 576:1
- 577:#4- The quest for knowledge and wisdom is 4th stage of progressive civilization. "Every child is provided an opportunity to learn by doing; education is the watchword of these ages." The 6th stage of spiritual striving finds mortals seeking for spiritual satisfaction and cosmic understanding. "Education in this stage aspires to the attainment of meanings, and culture grasps at cosmic relationships and true values." The Planetary Princes: Secondary Lanonandek Son of the Reserve Corps.
- #6-
- 586:5 - You must now work out your planetary problems of race improvement by other and largely human methods of adaptation and control. The Planetary Adams: Secondary Lanonandek Son of the Reserve Corps.
- 586:7 - On normal worlds, Garden and Prince headquarters set pace for civilization for centuries. Planetary Adams: Secondary Lanonandek Son of the Reserve Corps.
- 587:2 - Garden schools devoted to practical arts, fundamental intellectual training, social culture, economic development, trade relations, physical efficiency, civil government. Planetary Adams: Secondary Lanonandek Son.
- 596:3 - On Urantia, bestowal Son established "new and living way." He was our greatest teacher. Planetary Mortal Epochs: Mighty Messenger temporarily attached to the staff of Gabriel.
- 598:#7- Sons of next order to arrive on average evolutionary world are Trinity Teacher Sons. They may return many times to same world. Planetary Mortal Epochs: Mighty Messenger temporarily attached to the staff of Gabriel.
- 599-
- 625: - Children magnificently trained by competitive systems of keen striving in advanced domains and diverse achievement in mastery of truth, beauty, goodness. Spheres of Light and Life: Mighty Messenger temp. assigned to A/C on Uversa.
- 630:3 - Schools vastly improved- devoted to training of mind, expansion of soul. Art centers exquisite; musical organizations superb. Provisions for competitive play and HUMOR. Spheres of Light and Life: Mighty Messenger.
- 739:2 - Acquisition of potential of ability to learn from experience marks beginning of functioning of adjutant spirits; from lowliest to highest types of humans. Source and pattern for incompletely understood quick reactions of mind. Overcontrol of Evolution: Life Carrier of Nebadon resident on Urantia.
- 740:1 - "Although survival may not depend on possession of knowledge and wisdom, progression most certainly does: Overcontrol of Evolution: Life Carrier of Neb.

- 756-57- Seven years of waiting was time of heart searching and soul discipline. Such crises demonstrate tremendous influence of mind in choosing. Education, training, and experience are factors in most of vital decisions of evolutionary moral creatures. (Van and Amadon) The Planetary Rebellion: Melchizedek of Nebadon.
- 777:#6- The household fire was first educator and forever separated man from animal. Andon conceived idea of building fire. (712) Fire great civilizer providing man with first means of being altruistic. Primitive Human Institutions: Melchizedek of Nebadon.
- 793 -- Need biologic renovation of racial stocks -- selective elimination of inferior human strains. Educational training of increased brain power resulting from such biologic improvement and religious quickening of feelings of mortal kinship to finally obliterate social classes. Evolution of Human Government: Melchizedek.
- 794 -- "Culture demonstrates conclusively the inherent inequality of men by their very unequal capacity therefor." Evolution of Human Government: Melchizedek.
- 802:1 - "Education of public opinion is the only safe and true method of accelerating civilization; force is only a temporary expedient, and cultural growth will increasingly accelerate as bullets give way to ballots." Development of the State: Sponsored by a Melchizedek of Nebadon.
- 806:#7- Education. "The enduring state is founded on culture, dominated by ideals, and motivated by service. The purpose of education should be acquirement of skill, pursuit of wisdom, realization of selfhood, and attainment of spiritual values." Education should continue through life and philosophy the chief pursuit of its citizens. Teachers must be free beings, real leaders to the end that philosophy, the search for wisdom, may become the chief educational pursuit. . . an enhancement of insight into significance of human relations, meanings of reality, nobility of values, goals of living and glories of cosmic destiny. Education is the business of living. Development of the State: Sponsored by a Melchizedek.
- 810:4 - The socioeconomic courts on a neighboring planet function in the three following divisions: (1) Parental courts. (2) Educational courts. (3) Industrial courts. Educational courts are the juridical bodies connected with the state and regional school systems and associated with the executive and legislative branches of the educational administrative mechanism. Government on a Neighboring Planet: Melchizedek of Nebadon.
- 811 -- Attendance of fathers and mothers at parental schools of child culture is compulsory. Homes are free from taxation up to ten times the homesite allotment. Expected that most valuable part of child's education and character training will be secured from parents at home. Sex instruction and religious training at home by parents and moral training at school during rest periods by teachers. Government on a Neighboring Planet: Melchizedek of Nebadon.
- 811:6 - Spiritual teachers and examiners are under direction of Foundation of Spiritual Progress supported by voluntary contributions. Govt. Neighbor Planet: Mel.
- 812:#4- Education compulsory ages 5-18. No classrooms -- one study pursued at a time. After three years all pupils become assistant teachers, instructing those below them. Books used only to secure information in solving problems arising in school shops and on school farms. School open 9 months out of 10. $\frac{1}{4}$ of school time devoted to play - competitive athletics. Chief object of education on this planet is to make every pupil a self-supporting citizen. Every child graduating from pre-college system at 18 is a skilled artisan. Government on a Neighboring Planet: Melchizedek of Nebadon.

- 814 -- This nation is making a determined effort to replace the self-respect destroying type of charity by dignified government-insurance in old age. Every child is provided an education and every man a job. Government of a Neighboring Planet: Presented by a Melchizedek of Nebadon.
- 816 -- The Special Colleges are provided for students above the age of 18 as follows:
- 817
1. The Statesmanship Schools: three classes - national, regional and state - with specific training for each class. Office grouped in four divisions.
 2. Schools of Philosophy: affiliated with temples of philosophy and religion as a public function.
 3. Institutions of Science: technical and coordinated with industry. 15 divisions.
 4. Professional training schools provide technical training for 12 learned professions.
 5. Military and naval schools are for volunteer citizens 18-30 years old.
- 818 -- Graduates of federal military schools may be commissioned as guardians of civilization. Courses pursued by officers are 4 years and correlated with mastery of some trade or profession. Government of a Neighboring Planet: Presented by a Melchizedek of Nebadon.
- 819
- 835:5- The children of Adam were trained in east garden until 16 in accordance with the methods of Jerusem schools. Also served as teachers in lower grades from 16-20 at other end of Garden. Entire purpose of west garden was socialization. Competitive play in afternoon and practical agriculture and horticulture in forenoons. Adam and Eve: Narrated by Solonia, the seraphic "voice in the Garden."
- 848:7- Good social environment and the proper education are indispensable soil and atmosphere for getting the most out of a good inheritance. The Second Garden: Presented by Solonia, the seraphic "voice in the Garden."
- 850 -- Adamites produced third alphabet and maintained arts of writing, metalworking, pottery making, weaving and advanced architecture. Home life of violet peoples was for their day and age ideal: children were trained in agriculture, crafts, animal husbandry, or to be a priest, physician and teacher. The Second Garden: Presented by Solonia, the seraphic "voice in the Garden."
- 908:8- A universal language promotes peace, insures culture, and augments happiness.
- 9 All international relations should be fostered, whether they involve language, trade, art, science, competitive play (Olympics) or religion. Development of Modern Civilization: Sponsored by an Archangel of Nebadon.
- 909:#8- The home will ever be the basic institution in this work of passing on the cultural torch. The play and social life comes next with the school last but equally indispensable in a complex and highly organized society . . . The baby is born without an education; therefore man possesses the power by controlling the educational training of the younger generation, greatly to modify the evolutionary course of civilization . . . But education has NOT kept pace with the expanding social structure; neither has ethics kept pace and modern civilization is at a standstill in spiritual development and the safeguarding of the home. Development of Modern Civilization: Archangel of Nebadon.
- 910 -- Place-finding devices are needed. Before training in highly specialized techniques citizens should be trained in one or more methods of labor, trades, or callings. Some technique for directing individuals to suitable work must be devised. Development of Modern Civilization: Archangel of Nebadon.

- 1094:4 Give every developing child a chance to grow his own religious experience; do not force a ready-made adult experience upon him. Remember, year-by-year, progress through an established educational regime does not necessarily mean intellectual progress, much less spiritual growth. Real educational growth is indicated by enhancement of ideals increased appreciation of values, new meanings of values, and augmented loyalty to supreme values. Religion in Human Experience: Presented by a Melchizedek of Nebadon.
- 1121:4 Foundations of Religious Faith: Melchizedek of Nebadon.
- 1135:2 Pressure may deform personality, but it never stimulates growth. Even educational pressure is only negatively helpful in that it may aid in the prevention of disastrous experiences. Reality of Religious Experience: Melchizedek of Neb.
- 1219:5 The mortal career, the soul's evolution, is not so much a probation as an education. Faith in the survival of supreme values is the core of religion. The Adjuster and the Soul: Presented by a Solitary Messenger of Orvonton.
- 1256:2 Urantia is now receiving help from the third corps of seraphim, the angels of enlightenment, dedicated to the fostering of planetary education. These angels are occupied with mental and moral training as it concerns individuals, families, groups, schools, committees, nations and whole races. Seraphic Planetary Government. Presented by the Chief of Seraphim stationed on Urantia.
- 1358 There were few homes in the gentile world of those days that could give a child a better intellectual, moral, and religious training than the Jewish homes of Galilee. These Jews had a systematic program for rearing and educating their children. Early Childhood of Jesus: Midwayers under supervision of Mel.
- 1362#5 When Jesus was 7 years old he began formal education in synagogue schools. He
1363 was already a fluent reader, writer and speaker of Aramaic and Greek and now he learned to read, write and speak Hebrew. He graduated in his 13th year. Jesus received moral training and spiritual culture chiefly in his home; his intellectual and theological education from his chazan; but his real education from mingling with his fellow men. Early Childhood of Jesus: Midwayers under supervision of Melchizedek Revelatory Director.
- 1387:1 Jesus continued his education and also taught his younger brothers and sisters as they grew up to suitable ages. Jesus at Jerusalem: Midwayers.
- 1573:1 Education should be a technique of learning (discovering) the better methods
2 of gratifying our natural and inherited urges, and happiness is the resulting total of these enhanced techniques of emotional satisfaction. Ordination of the
12: Midwayers.
- 1604#3 Jesus stated that a true family is founded on 7 facts, among which were: Edu-
cation and training. Wise fathers carefully plan for education and adequate training of their sons and daughters. When young they are prepared for the greater responsibilities of later life. Passover at Jerusalem: Midwayers.
- 2086:2 The great hope of Urantia lies in possibility of new revelation of Jesus with
3 new and enlarged presentation of his saving message which would spiritually unite in loving service numerous families of his present-day professed followers. Even secular education could help in this great spiritual renaissance if it would pay more attention to work of teaching youth how to engage in life planning and character progression. The purpose of all education should be to foster and further the supreme purpose of life, the development of a majestic and well-balanced personality. There is great need for the teaching of moral discipline in place of so much self-gratification. Upon such a foundation religion may contribute its spiritual incentive to the enlargement and enrichment of mortal life, even to the security and enhancement of life eternal. After Pentacost Midwayers, under supervision of a Melchizedek Rev. Director.

EDUCATION

Annotated Bibliography

- Bloom, Benjamin. Stability and Change In Human Characteristics. Wiley and Sons: New York:1964
Psychologist Benjamin Bloom estimates that about 50% of mature intelligence is developed by age four and another 30% by age eight. Studies in Europe corroborate many of his famous studies, which were one impetus for several early childhood programs, such as Head Start, Home Start, Sesame Street.
- Glasser, William. Schools Without Failure. Harper and Row: New York: 1969
A critical appraisal of American schools, showing how teachers, grading, and imposed curricula contribute to children's failure. Certain alternatives.
- Gordon, Thomas. Parent Effectiveness Training. Peter H. Wyden: New York: 1970
A "no lose" program for helping parents, teachers and children better understand each other and how to work together. Techniques of group interaction. Groups utilizing these techniques springing up over the nation.
- Cross, Ronald and Beatrice. Radical School Reform. Simon and Schuster:New York: 1960
A comprehensive and sharp examination of the school crisis by the radical thinkers such as: Jonathan Kozal, Paul Goodman, Marshall McLuhan, George Dennison, James Herndon, Herbert Kohl, A.S. Neill, George Leonard and others. These writers would dismantle schools and reorganize along basically different lines. They all start with some kind of radical criticism of America as a sick society with its competitive ethos; its cultural vulgarity, its neglect and suppression of minority groups, its failure in compassion. Emphasis on major needed changes.
- Kubler-Ross, Elisabeth. On Death and Dying. MacMillan Company: New York: 1970
The University of Chicago Billings Hospital supplied the environment and facilities for the original interviewing of terminally ill patients in the presence of students. Many further studies spread over the nation helped to identify the five stages of dying and the great need for more help and conferences and understanding during this period. This appears to be one of the first studies of its kind. Education needed.
- Piaget, Jean. The Origins of Intelligence in Children. Translated by Margaret Cook. International Universities Press, Inc. New York:1965
Piaget deals with the origins of intelligence in children with observations on young children. He emphasizes the importance of perceptual activity which he maintains has been neglected by the too static Gestalt theory of form. He believes that mental faculties develop through being used. He integrates his scientific findings with a view of man's role in the universe.
- Postman, Neil, and Weingartner, Charles. Teaching as a Subversive Activity. Delta: New York: 1969
The authors discuss many current problems which they point out are related to or seriously affected by the communications revolution. They maintain that we must design school environments which can help young people master concepts necessary to survival in a rapidly changing world. The old is outmoded.

Rogers, Carl. Freedom to Learn. Charles E. Merrill: Columbus, Ohio: 1969
Demonstrates how teachers can create a classroom climate of freedom and help students learn how to be self-directing and fully functioning.

Silberman, Charles. Crisis in the Classroom. Random House: New York: 1970
Points out that to study education one must study society and culture and in doing so we find that we are not meeting the needs of our students. His thesis is that we must remake education. This book is the result of a three and one-half year study commissioned by the Carnegie Corporation to examine education. He points out that the widely publicized remedies of the past two decades have proven ineffective, and why.

Taylor, Harold. The World as Teacher. Doubleday Anchor Book. New York: 1970
Dr. Taylor, the former president of Sarah Lawrence College and an internationally known educator, points out that colleges and universities educating teachers should use the world as the campus and move the world into its curriculum and into the life of students. He, too, believes in a radical reform of the whole style of instruction. Involvement in life is a requisite to good teaching.

National Society for the Study of Education. NSSE. The Curriculum: Retrospect and Prospect. Part I. 1971

National Society for the Study of Education. NSSE. Leaders in American Education. Part II. 1971. Eleven, over 70 years of age, were selected.

John S. Brubacher
William G. Carr
James Bryant Conant
George C. Counts
Arthur I. Gates
Sidney Leavitt Pressey

George N. Shuster
George D. Stoddard
Ruth M. Strang
Robert Ulich
Carleton Wolsey Washburne

Havighurst, Robert J. Educational Leadership for the Seventies. "Phi Delta Kappan", March, 1972.

A list of 10 leaders was produced recently by Antioch College freshmen, who were asked to respond to the question: What prominent human being who has lived during the 20th Century do you most admire? Their first 10 choices:

1. Mohandas Gandhi
2. Martin Luther King
3. Malcolm X
4. Bertrand Russell
5. A. S. Neill (Educator)

6. Albert Schweitzer
7. Ralph Nader
8. Caesar Chavez
9. Pablo Picasso
10. John F. Kennedy

The following are examples of certain references on methods of teaching and learning used throughout the long ascension experience. Some principles of learning as we know them are listed. The first eight are annotated. This list is not comprehensive.

1. Rich Situational Environment

296:4 - "The commingling of these manifold types provides the superaphic complements of rest with a rich situational environment which they effectively utilize in furthering the education of the ascending pilgrims." by a Perfectioner of Wisdom.

2. Motivation by Competition

625:6 - "On these worlds they are magnificently trained by the competitive systems of keen striving in the advanced domains and divisions of universe achievement in the mastery of truth, beauty and goodness. by a Mighty Messenger.

3. Immediate Reinforcement of Learning

342 #5 - "As morontia ascenders studied and worked on the worlds of the local universe so the spirit ascenders continue to master new worlds while they practice at giving out to others that which they imbibed at the experiential founts of wisdom." by a Mighty Messenger from Uversa.

4. Learning by Doing (Experience)

394:6 - "All the way in to Paradise the ascending pilgrims pursue their studies in the practical schools of applied knowledge - actual training in really doing the things they are being taught." "Education is the business of Living." by the Chief of Archangels acting by authority of Gabriel of Salvington.

5. Socialization

835 #7 - "The entire purpose of the western school system of the Garden was socialization. by Solonia the seraphic "voice in the Garden".

6. A Practical Continuum of Learning Based on Successive Steps Graduated in Difficulty

558 # 8 - "A long course of training is best carried forward by having the mortal climb up gradually and by actual participation in every step of the ascent" by an Archangel of Nebadon.

7. Appropriate Recognition (Various Motivation Techniques)

231:3 - "Recognition indicative of effort and attainment is granted to all, ascending mortal or ambitious cherubim." by a Perfectioner of Wisdom.

8. Self-Evaluation - Pre-Tests

517#7 - "The Melchizedek Sons conduct upward of thirty different education centers on Jerusem. These training schools begin with the college of self-evaluation and end with the schools of Jerusem citizenship." by a Melchizedek

EDUCATION

Certain References on Methods

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