

- I) Acknowledgement: Concerning the use of URANTIA Book quotes please bear in mind that I am at all times expressing my own viewpoint. While I have imbibed much from this marvelous book that is consciously reflected in that viewpoint, the passages quoted have been adapted to express my own ideas not those of the URANTIA Book. [To truly get the ideas of the URANTIA Book one must read the URANTIA Book itself not some human writing effort intended to fill in the thought-gaps and combine the idea-fragments ingeniously woven by super-humans into an apparently seamless mental garment.]
- II) This Study Aid intends to supply:
- 1) Some relevant and organized URANTIA BOOK references on "education". The following seven topics (III - IX) are believed to be fundamental to education and to the proposed URANTIA Brotherhood School. The sections quoted are related by topical heading and are important to an informed Urantian point of view on education.
 - 2) A preliminary reasoned viewpoint on "education" and the "URANTIA Brotherhood School" --- not as something to be attacked and defended --- but rather in the hope that you, my fellow Urantians, will quickly add your own thinking in a spirit of intelligent cooperation. In the spirit of super-summation, I am prepared to be surprised and thrilled by what we collectively discover.
- III) Present Day Education: It is unfortunately true that modern education is in a sorry state. Much that passes for education is "artificial and superficial." (941:2) It is "stereotyped" and "rigid" and makes students "alike" rather than allowing them to enjoy "separate experiences of learning how to live." (1548:2-4) "Improvements in education have not kept pace with the expanding social structure." (909:7) [The latest educational philosophy asks teachers to set clear "behavioral objectives" for students to accomplish. But all too often these have been shallow or artificial objectives in the cognitive (factual) domain while the affective (intellectual-spiritual) domain has been even more completely neglected.] Teachers are not really free to pursue wisdom in an academic context so

thoroughly dominated by profit-motivated economics and narrow-minded status seeking. (See 806:3) Please put education in the hands of philosophers and scientists not the businessmen and lawyers!

Question 1: Should the URANTIA Brotherhood School undertake the task of upstepping present day planetary education?

IV) The Context of Education: "The entire universe is one vast school." (412:3, 558:2) The URANTIA Book refers to education as the "business of living." (806:5) For us mortals this business begins here on Urantia and proceeds up to the morontia life, the superuniverse regime, the Havona worlds (each a "university of surprises"; 159:6), to the Paradise life, and on to the finaliter stage. (340-344) Not only do we continue to learn, we learn more quickly and more accurately. (303:3) There is never any danger of learning all there is to know about something, only the danger of thinking so.

V) The Purpose of Education: Universe education purposes

- 1) "...to effect the better co-ordination of the isolated child of the worlds with the larger realities of his expanding experience." (43:6)
- 2) "...to develop and sharpen these innate endowments of the human mind..." (192:8)
- 3) to enhance insight "into the significance of human relations, the meaning of reality, the nobility of values, the goals of living, and the glories of cosmic destiny." (806:2)
- 4) to make us self-supporting. (812:8)
- 5) to learn (discover) "the better methods of gratifying our natural and inherited urges..." (Jesus; 1573:1)
- 6) to facilitate life planning and character progression; "to foster and further the supreme purpose of life, the development of a majestic and well-balanced personality." (2086:3)

The purpose of education is therefore the intellectual, spiritual and physical uplift of individual learners. (See also 551:3, 806:5-6, 835:6)

VI) The Content of Education (The Curriculum): We might pattern the URANTIA Brotherhood School after the mansion world schools by dividing the curriculum into 3 categories --- doing, thinking and feeling. That is the initial organization of morontia education. (551:1)

Because the Jews of Galilee had a systematic program for rearing and educating their children from birth, their children were better prepared intellectually, morally and religiously. (1358:3) We are only just now beginning to take the importance of early education seriously. On the other hand "modern" child culture is impaired by artificial and superficial education; children are disadvantaged by the absence of parents (fathers?) from the family picture so much of the time; there are also genetic problems. (941:3) (See also 835-6, 850:6, 587:2, 630:3-4)

On our neighboring planet (paper 72) every child graduating from high school at 18 is a "skilled artisan." Only then does he specialize and begin the detailed study of books. (813:1, 816-7) [In this regard, many of us are over-specialized and under-skilled --- in need of remedial training to gain a measure of self-sufficiency.] On that other planet formal education continues throughout life. (806:5) (See, e.g., 1094:4)

But what should be the focus of our whole education curriculum? "...home building should be the center and essence of all educational effort." (931:1) The lessons of the family are of paramount importance because the universe (physically, intellectually and spiritually) is truly fatherly. It is no accident that the basic concept of Jesus' teaching is formulated in terms of the family image. The kingdom of heaven is really the family of God, and Jesus is the local universe father. (1603-5, 1711:5, 811:1-7)

VII) Methods and Techniques of Education: The basic technique of the universe educational system is two-fold: First the student is assigned a task. Second the student is instructed on the "ideal and divine method of best performing that task." (412:4-5) Work and instruction are thus intimately associated. Practical applications precede and motivate theory. Students are provided with "... actual training in really doing the things they are being taught." (394:6) (See also 577:3)

[Since a student succeeds by accomplishing a practical and definite task, public recognition of successful learning is not confused with the learning itself. Public recognition, titles and degrees are not allowed to replace knowledge and truth as the object of education. (See, e.g., 231:3)]

Another basic educational technique of the universe of universes is student-teaching. So important is the teaching of just-acquired

knowledge and truth that "you are not reckoned as having possessed yourself of knowledge and truth until you have demonstrated your ability and your willingness to impart this knowledge and truth to others." (279:7) At the same time "the true teacher maintains his intellectual integrity by ever remaining a learner." (Jesus; 1433:3) (See also 428:7, 812:4, 498:1)

Whether we are teaching the Gospel or not, we are asked to refrain from pressuring students. This refers to psychic force as well as to overpowering logical arguments. (See 1135:2, 1765:4)

Yet competition is used to spark the creative energies of everyone. (See, e.g., 805:2-5, 625:7)

Question 2: If the best way to learn is to do and the worst way to teach is to talk, what activities should we be doing and therefore learning to teach?

Question 3: If activities should be learned, taught and mastered, how can a person's learning and teaching levels be determined for any given subject?

VIII) Planetary Philosophy of the Proposed URANTIA Brotherhood School:

On our neighboring planet the advanced nation is considering sending missionaries to the surrounding backward peoples. This, a Melchizedek of Nebadon claims, is an often made mistake. Instead of trying to force culture on other people, he advises that the best of the less cultured outsiders be brought within the advanced culture, educated, and then sent back as emissaries of culture. (819:7) [In the very next paragraph, this Melchizedek explains that the intent of telling us about affairs on a neighboring planet is to advance civilization and augment governmental evolution on Urantia. Perhaps we should take the hint.] Both the Planetary Prince and the Material Son of a normal planet establish such an "emissary scheme of planetary uplift. (575:2, 833:5) The URANTIA Brotherhood School could evolve into a world recognized institution of learning to which the cream of the Urantian races would come, learn, and return to teach their fellows the better ways of living being practiced and perfected at the school. (See Addendum.)

IX) Epochal Revelation and the URANTIA Brotherhood School: The fact that the URANTIA Book constitutes epochal revelation to this world implies that

the proposed URANTIA Brotherhood School will be primarily devoted to religious education not secular education. This poses a special challenge. Upon a foundation of morally enlightened secular education "...religion may contribute its spiritual incentive to the enlargement and enrichment of mortal life, even to the security and enhancement of life eternal." (2086:3) Thus the URANTIA Brotherhood School would need religious leaders "exclusively devoted to the spiritual regeneration of men." (2082:10)

It is no exaggeration to say that "of all human knowledge, that which is of the greatest value is to know the religious life of Jesus and how he lived it." (2090:4) At the same time the URANTIA Brotherhood School could display a refreshing open-mindedness with regard to present day Christian denominations, Eastern religions and other cults for the purpose of augmenting "...the religious brotherhood of spiritual worship among the many followers of the differing intellectual theologies which so characterize Urantia of Satania." (1010:5) (See also "The Urmia Lectures"; 1485)

X) Bibliography:

- 1) Bedell, Clyde; Concordex of the URANTIA Book; 2nd. Ed.; 1974.
- 2) Fenderson, Julia K.; "How the URANTIA Book Helps Us Understand the Contemporary World Education Today"; URANTIA Brotherhood Summer Study Session; July, 1972. (Available upon request.)
- 3) Fenderson, Julia K.; "Selected URANTIA Book References (Education)."
- 4) Fenderson, Julia K.; "Brotherhood School." (Available upon request.)
- 5) URANTIA Book, The; URANTIA Foundation (publisher); Chicago, Ill.; 1955.

Addendum to VIII (Planetary Philosophy): The point of the comparison is that it would be a mistake for the more progressive citizens of any given nation on Urantia to try to force high culture on the less cultured citizens of that nation. Or to put it positively, the more progressive people of any given country on Urantia should form centers of culture in which, among other things, the best of the less cultured are educated and commissioned as emissaries of culture. Another name for such a "center of culture" is "school."