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20 May 1986

Steve Rohrbach
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Dear Steve,

It was great to be together last Thursday and wonderful to see Shawna. I am glad that you are the one to have provided me with my basic introduction to the Boulder School and that it is with you that I will coordinate primarily as we work out details of transition in the coming couple of months. Kindred minds, spirits, or something. Maybe just kindred.

Here are some of the ideas that I have been developing. I have written the trustees individually, expressing a number of these ideas (though not all the same to each one).

For the coming fall, I think I want to offer the class on Parts I-III as well as the one on Part IV. The dominant consideration appears to be that next year's incoming students should have an opportunity for a normal program. And I want to cover the Papers in numerical order.

Second, I am thinking of offering the supplemental courses in the evening. If enough people are interested, this would be worth doing, since graduates and others in the community could participate along with current students. I mentioned that possibility last Thursday evening, and there was some favorable response.

Suppose the first-year and second-year classes studying the Papers meet for two hours each Tuesday, Thursday, and Friday in the mornings (8:00-9:50 and 10:10-12:00) or afternoons (1:00-2:50 and 3:10-5:00).

The evening program could run Mondays (the three-hour seminar related to the first-year course that quarter) and Wednesdays (the three-hour seminar related to the second-year course that quarter).

The main advantages of this program are these:

1. It could significantly increase our student body. Many people in the area might be interested in taking a seminar one evening per week.
2. Our credibility would rise, since these seminars would be conducted just as in a university.
3. If this supplemental material were presented in immediate connection with the study of the Papers, e.g., as the third hour of class, there would be transition difficulties. It is hard to go from a more totally involving and informal experience (more like a study group) to a more intellectually focused classroom experience. And it is hard to jump, week after week, into a deepened study of a topic that may have been "covered" in the Papers for a span of one week during the previous month. A cushion of time between the study of the Papers and the rest of the curriculum would be nice.
4. It will be very good for a class of students to be interacting with a wider group of students. The experience will help heal some of the isolation of the students going through the program.

The main obstacle to this schedule is that it would make it hard for the students who need to work in the evenings. But even now there are students who have to miss the special invited presentations. The seminars could be taped and

listened to at the student's convenience. If we wanted to stretch things (and I would not propose such differentiation of the student body at least for the coming year), incoming students could elect either the minimal get-through-the-Papers program or the full academic course including evenings seminars.

I believe that the advantages substantially outweigh the disadvantages of this program.

Another point of concern that I mentioned to the trustees is that it would be premature at this time for the Board to make commitments to Brian's thirty-year plan. I would like a chance to develop and articulate my vision, the core of which I have expressed in the enclosure here.

I have asked everyone for their wisdom.

I raised with Joan the idea of an alumni association and asked her about her ideals for participation in the school.

I wrote the following to Errol about the integration of the intellectual and experiential components of education at the school:

1. First of all, I want to see a distinction, but not an opposition, between study and living the teachings of Jesus. Religion is all of life, not just a part, and life includes study as well as ministry and other experiences. Study, then, is a part of our total experience at the school. Even the academic side of student life has remarkable experiences in it: learning to get along with classmates, faculty, and staff for a concentrated two years of socialization focused on a small group of people; reading and classes which reflect upon and uncover added meaning to the experiences we have had prior to the school and to the experiences of the daily life which is the matrix for our study.

2. A school by nature emphasizes study. The associated practical experience is for the purpose of making the study real, raising the questions which the classes are designed to answer. School is primarily a preparation for practice.

3. Certainly one of the great challenges to modern education is to incorporate experience into study in an effective way. Academic work in a vacuum gets artificial and stale. Carl Rogers pioneered a movement to make the classroom experience itself more "experiential." I think some of his ideas are good. One can do things in class as well as listen to the instructor.

Seminary internships and work-study programs are patterned around the idea of beginning in a small way what one will later do in a bigger way. To me, this is the single most important way in which we need to incorporate practical experience into the program at the school. If people intend to go forth to plant study groups or if people intend to engage in spiritual ministry (and this list is neither exhaustive nor mutually exclusive), then these are the kinds of things in which we should be engaged--as soon as we are ready. Such activities include leading study groups, developing friendships which can lead to the introduction of The URANTIA Book, proclaiming the gospel, and spiritual ministry.

I wrote to John some ideas about administrative responsibilities:

I find that I'm moving somewhat closer to Mo's concept of what this position involves. Here's how I see myself involved in the categories of administrative work that Brian detailed:

Co-ordination with the Board of Trustees--I expect to be the man on the spot, providing information to the Board about the operation, seeking advice and counsel, and receiving it, and being responsible to implement the Board's directives.

Long-range planning--here we all have a great responsibility. I don't want to move too quickly, but within a year or two we should be ready to make some long-

range commitments.

Co-ordinating groundwork for department building—I do not seriously doubt that the school will grow considerably. I will give great attention to the proper articulation of the expanding structure of the school.

Planning and scheduling activities—I'm looking forward to this, and I'm sure I will need to establish one or more committees to do this planning well and to establish a smooth continuity with existing traditions of the school. I see at least three categories of activities: regular teaching of the central curriculum, service activities, and summer intensives.

Representation of the School at conferences, workshops, and societies—in the past I have been a regular participant in the activities of the local Society (though not an officer), and traveled to the General Conferences, the summer Study Sessions, and local conferences. I would not plan presently to upstep that level of travel. Certainly all associated with the school will be part of this effort.

Correspondence—as a former correspondence department head at The Family of God Foundation, I enjoy this work; but I gather that Lou Meyer is there to help with correspondence.

Recruitment—this we will do partly the previous activity and through the "newsletter."

Publication of a newsletter. This will be designed to communicate a bit of the fruit of current work at the school, to raise funds, and to attract students. I intend to write extensively for this, and would welcome other writing and production assistance.

Admissions—I am glad to supervise this as soon as I arrive on the scene, though again assistance will be most welcome.

Video operations, especially editing seminars—on this one I hope that someone else can take charge.

Budgeting—I'll learn, and I'll welcome assistance.

Fund raising—I am looking forward to using the newsletter and personal contacts for fund raising; of course the more the merrier on this team.

Now, on to matters which I have not put in the other letters. Last night I got a call of congratulations from Julia Fenderson and Charles Arterburn in Los Angeles. Charles wanted information for an announcement in the Monitor. He intends to write up something of my educational background and teaching experience, my vision of the root structure of the school (as expressed in the statement I am enclosing here), along with the address of the school where students can write for information about admission.

It occurs to me that to build enrollment for the fall, a "press release" would be appropriate, sent to the various newsletters for students of The URANTIA Book. I am enclosing a draft of a proposed statement. If the powers that be like the idea, I would be happy to do the footwork of getting it out.

As we think about admissions for the coming year, let's limit the incoming class to 15 students unless you think a larger number would fit comfortably in our present seminar room. Acceptance could be given early for strong candidates. Maybe we will end up taking everyone who applies.

Tuition for the evening seminars should be kept low until they are well established. And I hope we'll be attracting money for scholarships before long.

One last important item. In my previous statements to the trustees, my statement of concept specified that "exclusively" spiritual ministry would make little public use of The URANTIA Book. That is an implication that I have drawn in the past, but it is not part of the essential concept itself. It is up to the individual (insofar as these are individual matters) and up to the school (insofar as these are school matters) to decide on appropriate policy to implement one's chosen

concept of service.

Thank you for the stamina to read this letter. You did ask for a copy. Please share whatever parts you like with whoever you choose. And please give me your advice. I realize that I am not only not the director (nor has a title even been mentioned) yet but also that I have very much to learn about the experience of the school and the people involved. I welcome your response and any wisdom you have to pass along as I enter this new community with its remarkable potentials. Congratulations on your upcoming marriage. I look forward to expanding teamwork.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jeff".

Jeff Wattles