

STUDENT EVALUATION QUESTIONNAIRE ON THE BOULDER SCHOOL MIDTERM, FALL 1986

1. Do you feel that the purposes of The Boulder School are being adequately developed and communicated? Are you content with the purposes as thus far expressed in the Bulletin and articulated in the classroom?
2. What do you think are the main strength(s) and weakness(es) of the instruction (a) during the first two hours (b) during the third hour? Comment, if you like, on lecturing, handling discussion, creativity, rapport, mastery of the relevant material, and the appropriate use of that mastery. Use other sheets of paper for these comments.
3. To what extent would you like to have students in charge of the discussions of the papers? Volunteers? Every one take a turn? Once a quarter? Half the time? Increasingly as the year develops? More for second-year students than for first year students? With exceptions made for the gifted? If one of our purposes is to develop the ability to form and lead study groups, what experience should we provide to support this goal?
4. Comments on our period of prayer/meditation/worship before class? Do you like having it led, typically, by a different student each day? Would you prefer a different duration or time, e.g., twenty minutes at the end of the second hour?
5. Comments regarding the physical environment. Would it be better to replace the table with some regular desks for oval seating and small group flexibility? Lighting adequate? Should we restrict the number of students in a given class to the number that can comfortably be around the table? Any other reason, for the present time, to restrict the number of students?
6. Comments on the library which we are just beginning to organize. What types of materials would you like to see acquired? Realistically, how much do you think you would use it if we had a good collection?
7. Comments on the evening seminars. Please evaluate the speakers you have heard in terms of major strength(s) and weakness(es). Do these events occur too often? About the right frequency? Comment on your interest in different types of invited presenters: (a) speakers prominent among students of The URANTIA Book (b) experts in a field relevant to our study who may have little or no interest in The URANTIA Book; (c) presentations at a high intellectual level; (d) presentations that reinforce basic spiritual truths.
8. How enthusiastically do you support the plan of instituting supplemental courses to build bridges between The URANTIA Book and other materials? Comment.
9. How strongly do you feel the need for a third hour to be used to discuss the Paper of the day? Would you be interested to schedule such an extended discussion in addition to the supplemental class (i.e., so that we would have twelve hours per week in class). If you want more hours per week, would you be willing to begin at 8:00? To stay to 2:00 (with a half hour for a sack lunch)? To come one or two evenings for the supplemental classes?
10. Is the rate at which we cover material so fast as to ensure "artificial and superficial education" or is it usually about right?
11. Does the proportion of stability and experimentation in the school's program feel about about right?
12. Is there anything else you would recommend that we should be doing now to build a better present and future for the school?

Midterm exam, Fall 1986 The Boulder School

Answer all questions. Give about twenty minutes to each answer. Do not write your answers on this sheet. Then, after handing in your paper and after the break, there will be time to begin the evaluative questionnaire on the opposite side.

1. Why was Jesus counseled to "in every possible manner seek to avoid the formal establishment of an organized cult, a crystallized religion, or a segregated ethical grouping of mortal beings" (1330.2)? Are there implications here for students of the fifth epochal revelation?
2. How did Jesus make progress during the two crucial years (Paper 126) in preparing for his later mission?
3. Tell a story about one of Jesus' encounters on the trip to Rome that explains what happens if we run away from duty.