

THE BOULDER SCHOOL
FOR STUDENTS OF
The URANTIA Book



New Program
1987-1988

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Dear Friends,

It is a pleasure to present a new Boulder School. After five years in operation, we have taken a big step forward. Here are comments from the most recent student evaluations: "We're studying this book in a new way . . . I'm learning so much!" "This has been the most exciting fall of my life! Our instructor is a qualified and capable teacher for a school of thinking, feeling, and doing." "Discussions are well-managed." "Each day of learning at the Boulder School opens up new levels of meaning for day-to-day living."

Personally, I can say that this is the most spiritually satisfying experience I have had in my dozen years of teaching.

Would you like to learn a holistic way of studying *The URANTIA Book* that uncovers meanings in addition to the lessons that may be drawn sentence by sentence?

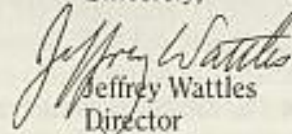
Would you like to develop skills as a study group leader or spiritual teacher?

Would you like an opportunity for advanced tutorials?

Are you interested in a careful look at what *The URANTIA Book* says and seems to imply about how the book itself is to function today—an examination of the principles of wise epochal revelation management?

If you have dedicated your life to the work of this new revelation, consider dedicating two years to studying *The URANTIA Book* with us.

Sincerely,


Jeffrey Wattles
Director

PURPOSE OF THE BOULDER SCHOOL

The purpose of the school is (1) to assist students in the progressive comprehension of **God**, the plan of **evolution**, and the **life and teachings of Jesus**, and (2) to assist people to prepare for lives of **enhanced service**. These goals are approached through the study of *The URANTIA Book* and related literature, and through student projects.

We are **primarily a school of religion**. Studies in other subjects are designed to complement that central interest. We are evolving a school of **thinking, feeling, and doing**—an approach that can heal tendencies to sterile intellectualism, shallow emotionalism, and fanatical activism. Our goal is to assist the student to grow in the new and fuller religion presented in *The URANTIA Book*.

THE NEW CURRICULUM

Each full-time student takes two courses per term—a 6-unit course in *The URANTIA Book* and a 3-unit course in either Theology and World Religions, Science and Religion, or Ethics and Philosophy.

The program covers *The URANTIA Book* over a two-year period. During the first year of the program cycle (academic year 1987-88) we focus on God and the plan of universal evolution, covering Parts I-III. The second year (1988-89) is devoted to the life and teachings of Jesus as presented in Part IV.

The class moves forward at a rate of an average of 3.6 papers per week during the first year and 2.3 papers per week during the second year. No attempt is made to master every detail of fact and concept. Holistic study of the papers, with emphasis on selected highlights, enables us to achieve our primary goals with relative efficiency.

Each term, each student designs and executes a project in consultation with the instructor. These projects are associated with the theme of the supplemental course for the term. They provide an opportunity for the student to develop a lifetime course of ministry.

To graduate from The Boulder School, it is necessary to complete the full two-year, 54-unit program with at least a C average.

Studies in *The URANTIA Book*

S1. GOD AND HEAVEN

A careful look at what *The URANTIA Book* teaches about the Universal Father and associated concepts of God. A survey of the personalities and worlds we may anticipate in the ascendant career. Papers 1-48. 6 units. Offered Fall 1987 and alternate years.

S2. SURVEY OF PLANETARY HISTORY

A close look at the first three epochal revelations to our planet. A survey of natural, social, and cultural evolution. Papers 49-88 (approximately). 6 units. Offered Winter 1988 and every other year.

S3. ADVANCING PLANETARY RELIGION

A study of the rise of the leading world religions before the time of Christ. The nature of religion and the indwelling spirit of God as portrayed in *The URANTIA Book*. A survey of high concepts of Deity. Papers 89-119. 6 units. Offered Spring 1988 and alternate years.

S4. JESUS FROM BIRTH TO MANHOOD

A study of the account presented in *The URANTIA Book* of how Jesus grew—the essential experiences, decisions, and achievements that led to his human maturity. The relatively quiet early phase of his public career. Papers 120-148. 6 units. Offered Fall 1988 and alternate years.

S5. THE HEART OF JESUS' PUBLIC CAREER

A full discussion of Jesus' gospel and associated teachings. *The URANTIA Book's* account of how conflict with the Jewish religious leaders led to confrontation and the open proclamation of the epochal fact—Jesus' divine Sonship. Papers 149-170 (approximately). 6 units. Offered Winter 1989 and alternate years.

S6. JESUS LAYS DOWN HIS LIFE—AND TAKES IT UP; PENTECOST AND BEYOND

A consideration of Jesus' final entry into Jerusalem. His last week in the flesh. Resurrection appearances. *The URANTIA Book's* summary of developments since Pentecost. 6 units. Offered Spring 1989 and alternate years.

Theology and World Religions

TWR1. TRENDS IN CONTEMPORARY THEOLOGY

An introduction to selected topics such as feminism, liberation theology, process thought, and the new mysticism. 3 units. Given Fall 1987 and alternate years.

TWR2. INTRODUCTION TO THE NEW TESTAMENT

Old Testament background. The life and teachings of Jesus. Epistles. Revelation. Sampling from conservative and liberal scholarship. Emphasis on bases for spiritual unity between different groups of followers of Jesus. 3 units. Given Fall 1988 and alternate years.

Religion and the Sciences

RS1. ISSUES IN RELIGION AND THE NATURAL SCIENCES

Selected topics in cosmology and the natural and biological sciences, such as evolution, neurophysiology, and sociobiology. Articles will be read from *Zygon: a Journal of Religion and Science*. 3 units. Given Winter 1988 and alternate years.

RS2. TOPICS IN SOCIAL SCIENCE AND RELIGION

What do the social sciences have to teach a person who wants to share spiritual truth with others? Each year we will feature a specialized study in history, sociology, or another of the human sciences, such as Dayton and Fraser's book, *Planning Strategies for World Evangelization*. 3 units. Given Winter 1989 and alternate years.

Ethics and Philosophy

EP1. ELEMENTS OF PHILOSOPHY

A brief introduction to the philosophy of science and the philosophy of religion, e.g., of James or Whitehead. An extended unit on the philosophy of art and beauty. A brief look at ethics sufficient to assist the student to synthesize a personal philosophy of living from concepts of truth, beauty, and goodness. 3 units. Given Spring 1988 and alternate years.

EP2. MORALITY, ETHICS, AND CHARACTER ACHIEVEMENT

Theories regarding principles of morality. Selected topics in social ethics, e.g., on the distortion of truth or the manipulation of persons. Current work on character and the virtues, e.g., by MacIntyre or Hauerwas. A look at great teachers from different religions as symbols of character achievement. 3 units. Offered Spring 1989 and alternate years.

Religion and the Arts

RA1. PUBLIC SPEAKING

A course on how to come up with ideas for public speaking, how to develop them creatively, and how to present them appropriately. Texts include Jessica Somers Driver, *Speak for Yourself*—a spiritual approach to the fundamentals of creative expression—and some other standard text on the subject. 1 unit. This course is an elective; it is scheduled as needed, typically during the second year of the program, especially for those with a concentration in gospel outreach.

Independent Study

When special needs arise, a student may apply to earn up to three units per term by work not available in the curriculum.

Using the foregoing abbreviations, the curriculum offered beginning in Fall 1987 and required for graduation may be symbolized as follows:

| | Fall | Winter | Spring |
|------|----------|---------|---------|
| 1987 | S1, TWR1 | S2, SR1 | S3, EP1 |
| 1988 | S4, TWR2 | S5, SR2 | S6, EP2 |

SEMINARS

In addition to the courses done by our faculty, each term we have two or three invited presentations—seminars that run for two consecutive evenings. Past seminars have featured such scholars of *The URANTIA Book* and leaders in URANTIA Brotherhood as Julia Fenderson, Dan Massey, Bill and Kaye Cooper, David Kantor, Peter Laurence, Strider, Berkeley Elliott, Marvin Gawryn, and Meredith Sprunger. These seminars are part of the program required for all students.

CONCENTRATIONS

The above core curriculum is a demanding schedule, especially for those who must work to support themselves. Additional training is offered, however, for those with the time and commitment. The student can elect to pursue a concentration in Religious Philosophy, Gospel Outreach, or Study Group Leadership. Students may design a special concentration other than those mentioned above, so long as we can find faculty competent to supervise the program of extra study and experience.

Concentration in Religious Philosophy

Higher standards will be expected of the student in certain phases of the core curriculum, including (1) greater mastery of the higher concepts of Deity and (2) the philosophic correlation of science and religion. The quarterly projects will become, in part, tutorials designed to guide the student into the works of classical and contemporary authors. Training in written expression is part of the tutorials.

Concentration in Gospel Outreach

Higher standards will be expected of the student in certain phases of the core curriculum, particularly in (1) the mastery of the many-faceted teachings of the gospel, (2) associated religious teachings, (3) principles of wise epochal revelation management, and (4) the application of social science to the development of religious movements. The quarterly projects will become, in part, adventures in personal ministry and spiritual

outreach. A course in public speaking will be arranged for those pursuing this concentration and for others interested.

Concentration in Study Group Leadership

Higher standards will be expected of the student in certain phases of the core curriculum, including (1) methods of study and teaching and (2) principles of wise epochal revelation management. Quarterly projects will become, in part, an exploration of how the material of the 3-unit class for the term may be used as a resource to enliven a study group. In addition, some study of principles of leadership, group dynamics, discussion of effective methods for introducing *The URANTIA Book* to others, and experience leading study groups is provided. Much of this extra work will be done as part of the project associated with the winter of the second year of the program.

FACULTY

A new chapter in the history of The Boulder School began in the Fall of 1986 as Dr. Jeffrey Wattles took on the role of Director. Jeff's academic background includes a Ph.D. in philosophy and a dozen years of teaching in a wide variety of subjects: philosophy, ethics, logic, world religions, English, world history, psychology, public speaking, and the arts—painting, literature, and music. He has studied at Stanford University, Northwestern University, The Catholic University of Louvain, Belgium, and Fuller Theological Seminary. He has taught at institutions public and private, religious and secular, large and small, including Stanford University and Santa Clara University. Jeff's article, "Levels of Meaning in the Golden Rule," has been accepted for publication by the *Journal of Religious Ethics*, and he continues to be active as a scholar in the field of philosophy of religion. He is experienced in preaching and in a variety of methods of outreach ministry.

In addition there are many individuals in this area who have served or who are capable of serving as faculty in the evolving program of The Boulder School. Their services will be integrated as they are needed and available to serve as teachers and project supervisors. Moreover, experienced counselors are available to assist the student, and help with personal problems is very willingly given when it is asked for.

ORGANIZATION AND GOVERNANCE

The Boulder School was founded by John D. Hay, President, and Merrit C. Horn, Advisor. Jeffrey Wattles is the Director; Lou Meyer is the

Secretary. The school is a service-outreach of the Rocky Mountain URANTIA Society of Denver. Members of the Board of Trustees must belong to that Society; they are Joan Batson, Don Green, John D. Hay, Jill Hull, Tom Pfeiffer, Mo Siegel (President, RMUSD), and Errol Strider.



FACILITIES AND LOCATION

The Boulder School is an older, remodeled house with one main classroom where a dozen people can comfortably study together, a library, an office, and a conference room. It is located in the center of town and is within walking distance of ample housing, numerous shopping centers, the downtown district, and the University of Colorado. The campus here is the main branch of the state university system and has over 20,000 students. On campus is a library containing some two million volumes.

Boulder is a college town of about 100,000 people; it has many high technology industries. Living expenses in Boulder are higher than average. Nonprofessional wages are low—averaging \$4.00 per hour—due to university student competition.

SCHEDULE

Classes are held each Monday, Tuesday, and Thursday from 9:00 a.m. to 12:30 p.m.

The calendar year for the 1987-1988 school year is as follows:

Fall: Sept. 7, 1987 - Dec. 10, 1987
Winter: Jan. 4, 1988 - Mar. 18, 1988
Spring: Apr. 5, 1988 - Jun. 17, 1988

ADMISSIONS

The entering student must have completed one complete reading of *The URANTIA Book* and have the personal maturity for teamwork in study and the financial ability to sustain himself or herself. It is not necessary to apply for the whole program: **prospective students may apply to take just a single course.** Tuition is \$200 per quarter, due at the beginning of the term. For part-time students the tuition is \$30 per unit.

TO APPLY FOR ADMISSION, send your name, address, phone number, and responses to the following questions by July 15, 1987, to The Boulder School, 1622-18th Street, Boulder, Colorado 80302. For additional information, write or call (303) 443-8154.

1. Have you read the entire *URANTIA Book* at least once?
2. What is your experience with study groups?
3. Please describe your education and work experience.
4. Why do you want to attend The Boulder School?
5. Please have letters of reference sent from two persons who are willing to comment on your maturity and your ability to participate in advanced study.

EVERY STUDY GROUP COULD BENEFIT FROM ONE OF ITS MEMBERS SPENDING TIME AT THE BOULDER SCHOOL. IF YOU CAN'T DEVOTE TWO YEARS, DECIDE HOW MUCH TIME YOU CAN LIBERATE, AND CALL OR WRITE US. PROGRAMS ESPECIALLY TAILORED TO INDIVIDUAL NEEDS MAY BE WORKED OUT.

Notice of nondiscriminatory policy as to students: The Boulder School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic or other School-administered programs.

The Boulder School
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