

# Education in *The Urantia Book*: Expanding our Views



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## Part I - Background

*“Material mind is the arena in which human personalities live, are self-conscious, make decisions, choose God or forsake him, eternalize or destroy themselves.” (p. 1216, 111:1.3)*

### Mind, Growth, and Spirit

*Introduction:* The importance of the mind is more often deemphasized than the opposite, especially when considering its central place in this, our first step in our eternal, evolutionary universe career.

To fully appreciate the significance of the mind in our experience, it is essential to put in perspective by viewing its relationship to other aspects of the self. The interconnections between matter, mind, and spirit together with personality resound in repeating pattern throughout the universe, including on the levels of the Supreme and the Absolutes. This relationship is described innumerable times but perhaps nowhere more clearly than in the second section of Paper 112, “Personality Survival”:

#### The Self

*It would be helpful in the study of selfhood to remember:*

- 1. That physical systems are subordinate.*
- 2. That intellectual systems are co-ordinate.*
- 3. That personality is superordinate.*
- 4. That the indwelling spiritual force is potentially directive. (p. 1227, 112:2.1)*

Another important reference showing this dynamic is in the sixth section of Paper 116, “The Almighty Supreme”:

#### Spirit Dominance

*In the evolutionary superuniverses energy-matter is dominant except in personality, where spirit through the mediation of mind is struggling for the mastery. The goal of the evolutionary universes is the subjugation of energy-matter by mind, the co-ordination of mind with spirit, and all of this by virtue of the creative and unifying presence of personality. Thus, in relation to personality, do physical systems become subordinate; mind systems, co-ordinate; and spirit systems, directive. (p. 1275, 116:6.1)*

## The Significance of Mind in Mortal Spiritual Growth

*Introduction: The mind, as a solitary messenger observes, is the arena in which humans live.*

*The universe fact of God's becoming man has forever changed all meanings and altered all values of human personality. In the true meaning of the word, love connotes mutual regard of whole personalities, whether human or divine or human and divine. Parts of the self may function in numerous ways — thinking, feeling, wishing — but only the co-ordinated attributes of the whole personality are focused in intelligent action; and all of these powers are associated with the spiritual endowment of the mortal mind when a human being sincerely and unselfishly loves another being, human or divine. (p. 1228, 112:2.3)*

*God-knowingness, religious consciousness, is a universe reality, but no matter how valid (real) religious experience is, it must be willing to subject itself to intelligent criticism and reasonable philosophic interpretation; it must not seek to be a thing apart in the totality of human experience. (p. 69, 5:5.12)*

The Paradise Deities not only act directly in their gravity circuits throughout the grand universe, but they also function through their various agencies and other manifestations, such as:

*The mind focalizations of the Third Source and Center. The finite domains of energy and spirit are literally held together by the mind presences of the Conjoint Actor. This is true from the Creative Spirit in a local universe through the Reflective Spirits of a superuniverse to the Master Spirits in the grand universe. The mind circuits emanating from these varied intelligence focuses represent the cosmic arena of creature choice. Mind is the flexible reality which creatures and Creators can so readily manipulate; it is the vital link connecting matter and spirit. The mind bestowal of the Third Source and Center unifies the spirit person of God the Supreme with the experiential power of the evolutionary Almighty. (p. 1270, 116:3.2)*



*The ability of mortal parents to procreate is not predicated on their educational, cultural, social, or economic status. The union of the parental factors under natural*

*conditions is quite sufficient to initiate offspring. A human mind discerning right and wrong and possessing the capacity to worship God, in union with a divine Adjuster, is all that is required in that mortal to initiate and foster the production of his immortal soul of survival qualities if such a spirit-endowed individual seeks God and sincerely desires to become like him, honestly elects to do the will of the Father in heaven. (p. 70, 5:5.14)*

*You cannot truly love your fellows by a mere act of the will. Love is only born of thoroughgoing understanding of your neighbor's motives and sentiments. It is not so important to love all men today as it is that each day you learn to love one more human being. If each day or each week you achieve an understanding of one more of your fellows, and if this is the limit of your ability, then you are certainly socializing and truly spiritualizing your personality. Love is infectious, and when human devotion is intelligent and wise, love is more catching than hate. But only genuine and unselfish love is truly contagious. If each mortal could only become a focus of dynamic affection, this benign virus of love would soon pervade the sentimental emotion-stream of humanity to such an extent that all civilization would be encompassed by love, and that would be the realization of the brotherhood of man. (p, 1098, 100:6)*

The volunteering Adjuster is particularly interested in three qualifications of the human candidate:

- 1. Intellectual capacity. Is the mind normal? What is the intellectual potential, the intelligence capacity? Can the individual develop into a bona fide will creature? Will wisdom have an opportunity to function?*
- 2. Spiritual perception. The prospects of reverential development, the birth and growth of the religious nature. What is the potential of soul, the probable spiritual capacity of receptivity?*
- 3. Combined intellectual and spiritual powers. The degree to which these two endowments may possibly be associated, combined, so as to produce strength of human character and contribute to the certain evolution of an immortal soul of survival value. (p. 1186, 108:1.3-6)*

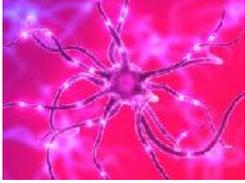
*Though the work of Adjusters is spiritual in nature, they must, perforce, do all their work upon an intellectual foundation. Mind is the human soil from which the spirit Monitor must evolve the morontia soul with the co-operation of the indwelt personality. (p. 1216, 111:1.1 )*

*Material evolution has provided you a life machine, your body; the Father himself has endowed you with the purest spirit reality known in the universe, your Thought Adjuster. But into your hands, subject to your own decisions, has been given mind, and it is by mind that you live or die. It is within this mind and with this mind that you make those moral decisions which enable you to achieve Adjuster likeness, and that is Godlikeness. (p.1216, 111:1.4)*

*Mortal mind is a temporary intellect system loaned to human beings for use during a material lifetime, and as they use this*



*mind, they are either accepting or rejecting the potential of eternal existence. Mind is about all you have of universe reality that is subject to your will, and the soul — the morontia self — will faithfully portray the harvest of the temporal decisions which the mortal self is making. Human consciousness rests gently upon the electrochemical mechanism below and delicately touches the spirit-morontia energy system above. (p.1216, 111:1.5)*



*Mind is the cosmic instrument on which the human will can play the discords of destruction, or upon which this same human will can bring forth the exquisite melodies of God identification and consequent eternal survival. (p.1217, 111:1.6)*

*Mind is your ship, the Adjuster is your pilot, the human will is captain. The master of the mortal vessel should have the wisdom to trust the divine pilot to guide the ascending soul into the morontia harbors of eternal survival. Only by selfishness, slothfulness, and sinfulness can the will of man reject the guidance of such a loving pilot and eventually wreck the mortal career upon the evil shoals of rejected mercy and upon the rocks of embraced sin. With your consent, this faithful pilot will safely carry you across the barriers of time and the handicaps of space to the very source of the divine mind and on beyond, even to the Paradise Father of Adjusters. (p. 1217, 111:1.9)*

“Intelligent worship” or “Intelligent prayer” are mentioned at least seven times in  
*The Urantia Book.*

## **The Impact of Environment, Education, and Material Experience on the Capacity To Learn and To Grow**



*Introduction:* There is no question that our brains and our intellectual growth are influenced by our experiences, including our advantages or disadvantages. A related question is whether these factors consequently also influence our spiritual growth. *The Urantia Book* seems to say yes, no, and maybe.

*Intellectual deficiency or educational poverty unavoidably handicaps higher religious attainment because such an impoverished environment of the spiritual nature robs religion of its chief channel of philosophic contact with the world of scientific knowledge. The intellectual factors of religion are important, but their overdevelopment is likewise sometimes very handicapping and embarrassing. Religion must continually labor under a paradoxical necessity: the necessity of making effective use of thought while at the same time discounting the spiritual serviceableness of all thinking. (p. 1121, 102:3.1)*

*Classes in society, having naturally formed, will persist until man gradually achieves their evolutionary obliteration through intelligent manipulation of the biologic, intellectual, and spiritual resources of a progressing civilization, such as:*

- 1. Biologic renovation of the racial stocks — the selective elimination of inferior human strains. This will tend to eradicate many mortal inequalities.*
- 2. Educational training of the increased brain power which will arise out of such biologic improvement.*
- 3. Religious quickening of the feelings of mortal kinship and brotherhood. (p. 793, 70:8.14-17)*

*Biologic evolution and cultural civilization are not necessarily correlated; organic evolution in any age may proceed unhindered in the very midst of cultural decadence. But when lengthy periods of human history are surveyed, it will be observed that eventually evolution and culture become related as cause and effect. Evolution may advance in the absence of culture, but cultural civilization does not flourish without an adequate background of antecedent racial progression. Adam and Eve introduced no art of civilization foreign to the progress of human society, but the Adamic blood did augment the inherent ability of the races and did accelerate the pace of economic development and industrial progression. Adam's bestowal improved the brain power of the races, thereby greatly hastening the processes of natural evolution. (p. 905, 81:5.1)*

**However,**

*Eternal survival of personality is wholly dependent on the choosing of the mortal mind, whose decisions determine the survival potential of the immortal soul. When the mind believes God and the soul knows God, and when, with the fostering Adjuster, they all desire God, then is survival assured. Limitations of intellect, curtailment of education, deprivation of culture, impoverishment of social status, even inferiority of the human standards of morality resulting from the unfortunate lack of educational, cultural, and social advantages, cannot invalidate the presence of the divine spirit in such unfortunate and humanly handicapped but believing individuals. The indwelling of the Mystery Monitor constitutes the inception and insures the possibility of the potential of growth and survival of the immortal soul. (p. 69, 5:5,13)*

*Though the cosmic circles of personality growth must eventually be attained, if, through no fault of your own, the accidents of time and the handicaps of material existence prevent your mastering these levels on your native planet, if your intentions and desires are of survival value, there are issued the decrees of probation extension. You will be afforded additional time in which to prove yourself. (p. 1233, 112:5.6)*

*There can be no handicap of human heredity or deprivation of mortal environment which the morontia career will not fully compensate and wholly remove. (p. 508, 44:8.3)*

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*Perhaps this seeming contradiction as to whether our natural and environmental endowments will impact us in a larger sense is resolved by a solitary messenger:*

*While the hereditary legacy of cerebral endowment and that of electrochemical overcontrol both operate to delimit the sphere of efficient Adjuster activity, no hereditary handicap (in normal minds) ever prevents eventual spiritual achievement. Heredity may interfere with the rate of personality conquest, but it does not prevent eventual consummation of the ascendant adventure. If you will co-operate with your Adjuster, the divine gift will, sooner or later, evolve the immortal morontia soul and, subsequent to fusion therewith, will present the new creature to the sovereign Master Son of the local universe and eventually to the Father of Adjusters on Paradise. (p. 1199, 109:5.5)*

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**Does this mean inherited or learned levels of intellectual achievement do not matter?** One only look at Part 1 of *The Urantia Book's* insistence on the importance of our continual need to try and improve ourselves, to grow, to learn, to evolve, to develop, to know this is not true: This magnificent and universal injunction to strive for the attainment of the perfection of divinity is the first duty, and should be the highest ambition, of all the struggling creature creation of the God of perfection.

*This is the true meaning of that divine command, "Be you perfect, even as I am perfect," which ever urges mortal man onward and beckons him inward in that long and fascinating struggle for the attainment of higher and higher levels of spiritual values and true universe meanings. (p.22, 1:0.6)*



## **Intelligence**

The importance of intelligence in human existence is discussed several times in *The Urantia Book*.

*Intelligence grows out of a material existence which is illuminated by the presence of the cosmic mind. Wisdom comprises the consciousness of knowledge elevated to new levels of meaning and activated by the presence of the universe endowment of the adjutant of wisdom. (p. 1949, 180:5.3)*

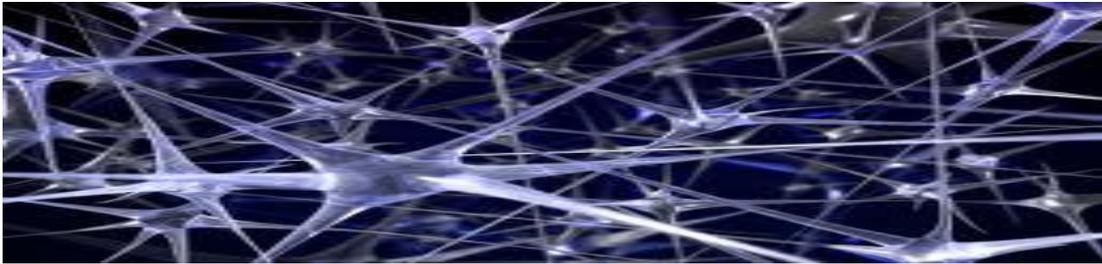
*Mankind does not ascend effortlessly in the universe, neither does the Supreme evolve without purposeful and intelligent action. Creatures do not attain perfection by mere passivity, nor can the spirit of Supremacy factualize the power of the Almighty without unceasing service ministry to the finite creation. (p. 1284, 117:4.7)*

## JESUS ON INTELLIGENCE

*Love, John, is the supreme reality of the universe when bestowed by all-wise beings, but it is a dangerous and oftentimes semi-selfish trait as it is manifested in the experience of mortal parents. When you get married and have children of your own to rear, make sure that your love is admonished by wisdom and guided by intelligence. (p. 1922, 177:2.3)*

*The will of man is the way of man, the sum and substance of that which the mortal chooses to be and do. Will is the deliberate choice of a self-conscious being which leads to decision-conduct based on intelligent reflection. (p. 1431, 130:2.7)*

**One way to view intelligence** is that it is ability to perceive true relationships amidst facts, concepts, and systems of ideas.



*But the concept of the personality as the meaning of the whole of the living and functioning creature means much more than the integration of relationships; it signifies the unification of all factors of reality as well as co-ordination of relationships. Relationships exist between two objects, but three or more objects eventuate a system, and such a system is much more than just an enlarged or complex relationship. This distinction is vital, for in a cosmic system the individual members are not connected with each other except in relation to the whole and through the individuality of the whole. (p. 1227, 112:1.17)*

Thus, an important aspect in the development of the human mind and brain is the need to be able to integrate concepts.

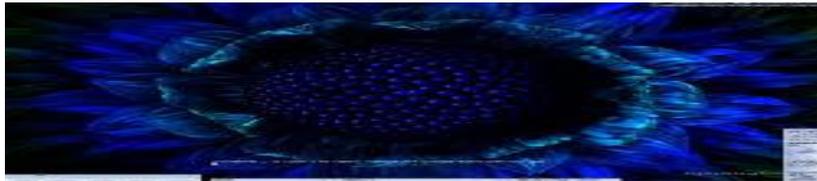
### Relativity of Concept Frames



Partial, incomplete, and evolving intellects would be helpless in the master universe, would be unable to form the first rational thought pattern, were it not for the innate ability of all mind, high or low, to form a universe frame in which to think. If mind cannot fathom conclusions, if it cannot penetrate to true origins, then will such mind unfailingly postulate conclusions and invent origins that it may have a means of logical thought within the frame of these mind-created postulates. And while such universe frames for creature thought are indispensable to rational intellectual operations, they are, without exception, erroneous to a greater or lesser degree.

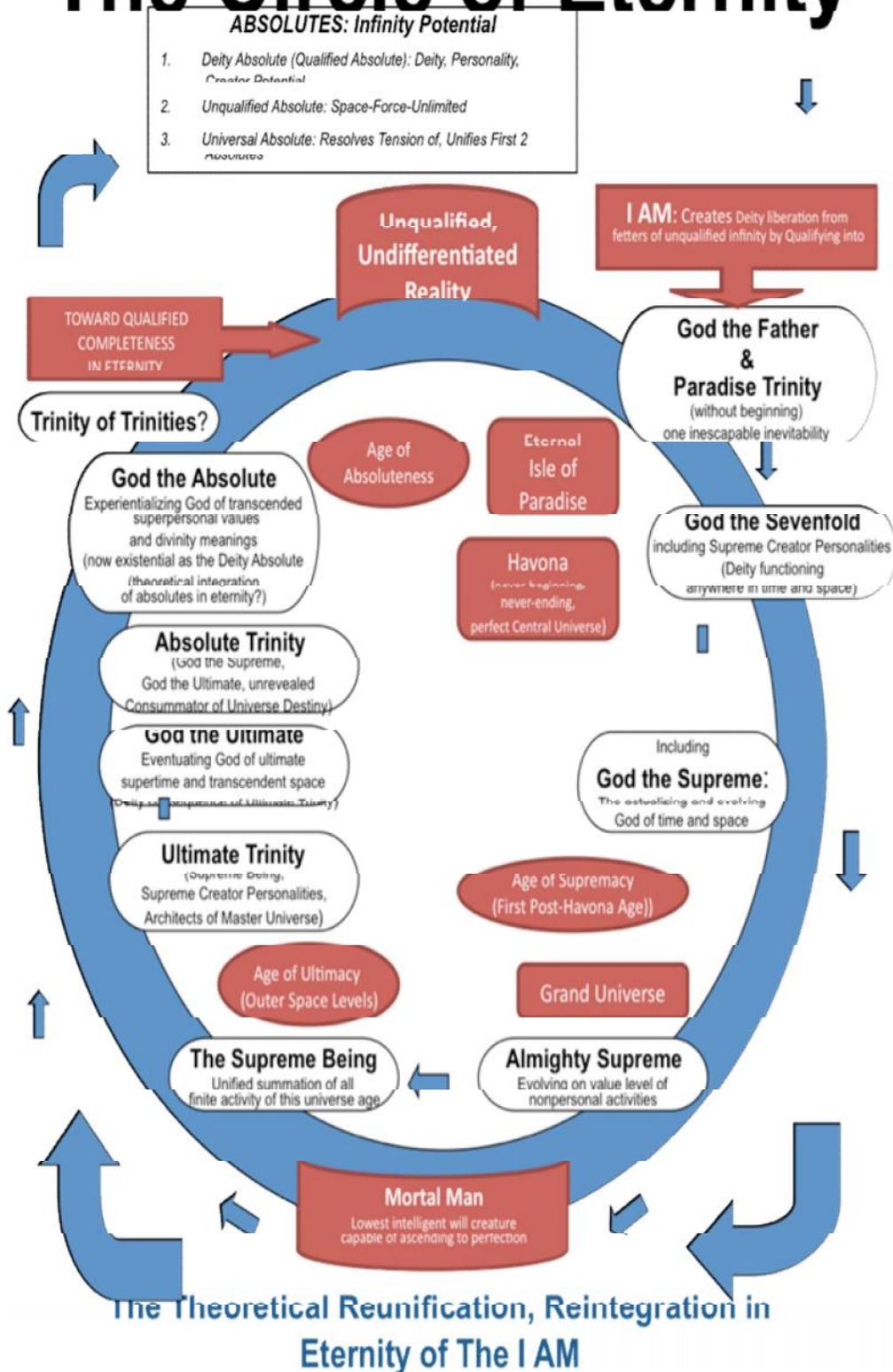
Conceptual frames of the universe are only relatively true; they are serviceable scaffolding which must eventually give way before the expansions of enlarging cosmic comprehension. The understandings of truth, beauty, and goodness, morality, ethics, duty, love, divinity, origin, existence, purpose, destiny, time, space, even Deity, are only relatively true. God is much, much more than a Father, but the Father is man's highest concept of God; nonetheless, the Father-Son portrayal of Creator-creature relationship will be augmented by those supermortal conceptions of Deity which will be attained in Orvonton, in Havona, and on Paradise. Man must think in a mortal universe frame, but that does not mean that he cannot envision other and higher frames within which thought can take place.

*IT IS not enough that the ascending mortal should know something of the relations of Deity to the genesis and manifestations of cosmic reality; he should also comprehend something of the relationships existing between himself and the numerous levels of existential and experiential realities, of potential and actual realities. Man's terrestrial orientation, his cosmic insight, and his spiritual directionization are all enhanced by a better comprehension of universe realities and their techniques of interassociation, integration, and unification. (p. 1162, 106:0.1)*



An example of this is *The Urantia Book's* presentation of “**The Circle of Eternity**,” which the book emphasizes several times is not a literal truth so much as “a universe frame in which to think.” Note, however, the relationships between universe epochs, deities, and locations which give us the beginnings of a perspective on universe reality:

# The Circle of Eternity



II.

## Part II – Educational Teaching Strategies For Study Groups and Outreach

### I. EDUCATION

*Introduction:* The concept of education as presented in *The Urantia Book* is in contrast with some of the more popular conceptions of education. What often dominates our thinking about education are the experiences that we have had with schools. Educational institutions have been our primary means to understanding teaching, learning, and instruction. But the approach to education in *The Urantia Book* provides a much fuller perspective.

*Definitions of Education:*

#### 1. **Encarta World Dictionary**

- a) educating: the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution
- b) knowledge: the knowledge or abilities gained through being educated
- c) instruction: training and instruction in a particular subject

#### 2. **<http://en.wikipedia.org/wiki/Education>**

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.

#### 3. **The Urantia Book\***

- a) 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. (p. 2086, 195:10.17)
- b) It is the purpose of education to develop and sharpen the... innate endowments of the human mind; of civilization to express them; of life experience to realize them; of religion to ennoble them; and of personality to unify them. (p. 192, 16:6.1)
- c) The purpose of education should be acquirement of skill, pursuit of wisdom, realization of selfhood, and attainment of spiritual values. (p.806, 71:7.1)
- d) Education is the business of living; it must continue throughout a lifetime so that mankind may gradually experience the ascending levels of mortal wisdom. (p. 806, 71:7.5)
- e) Education aspires to the attainment of meanings, and culture grasps at cosmic relationships and true values [in an advanced civilization]. Such evolving mortals are genuinely cultured, truly educated, and exquisitely God-knowing. (p. 577, 50:5.9)

## Research Based Strategies\*\*

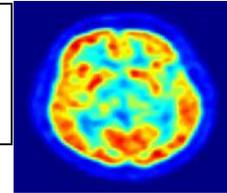
1. **Advanced organizers** – Helps learners focus on what is important.
  - a. Use the three descriptions of education to create a diagram of the relationships between education and the list the most important outcomes of the educational process ?
  
2. **Identifying Similarities and Differences** – Using the process of comparing deepens understanding.
  - b. Think about the three definitions of “education.” How are they similar or different?

\*\*Research-Based Strategies from “A Handbook for Classroom Instruction that Works,” Robert Marzano, 2001

## II. THE HUMAN BRAIN

*Introduction:* We know that the characteristics of the physical brain are gatekeepers in terms of learning. *The Urantia Book* describes the one, two, and three-brained types. This helps us to understand the differences in the types of thinking expressed by mortals. Much of the knowledge about the human brain comes from research using a Petscan (Positron Emission Tomography) and other new tools. These show the parts of the brain that are activated when various tasks are being completed or if a specific part of the brain is injured.

Petscan of a normal functioning brain.  
[http://en.wikipedia.org/wiki/Positron\\_emission\\_tomography](http://en.wikipedia.org/wiki/Positron_emission_tomography)

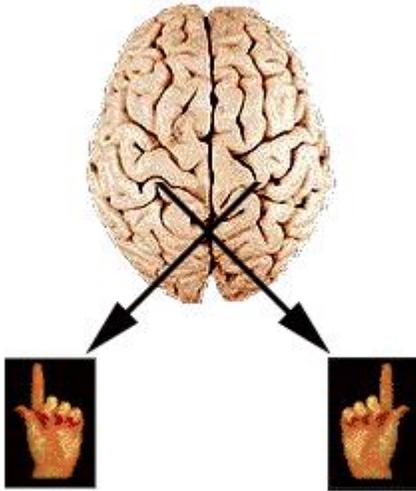


*The one physical uniformity of mortals is the brain and nervous system; nevertheless, there are three basic organizations of the brain mechanism: the one-, the two-, and the three-brained types. Urantians are of the **two-brained type**, somewhat more imaginative, adventurous, and philosophical than the one-brained mortals but somewhat less spiritual, ethical, and worshipful than the three-brained orders. These brain differences characterize even the pre-human animal existences. (p. 566, 49:5.6)*

*From the two-hemisphere type of the Urantian cerebral cortex you can, by analogy, grasp something of the one-brained type. The third brain of the **three-brained** orders is best conceived as an evolvment of your lower or rudimentary form of brain, which is developed to the point where it functions chiefly in control of physical activities, leaving the two superior brains free for higher engagements: one for intellectual functions and the other for the spiritual-counterparting activities of*

*The discriminative operation of the spirit-gravity circuit might possibly be compared to the functions of the neural circuits in the material human body: Sensations travel inward over the neural paths; some are detained and responded to by the lower automatic spinal centers; others pass on to the less automatic but habit-trained centers of the lower brain, while the most important and vital incoming messages flash by these subordinate centers and are immediately registered in the highest levels of human consciousness. (p. 84, 7:3.4)*

Diagram 1



Each of the two cerebral hemispheres integrate and control different functions. In 90% of the population, the left cerebral hemisphere specializes in or dominates the ability to speak and write and the capacity to understand spoken and written words. The areas that control these activities are situated in the frontal, parietal, and temporal lobes of the left hemisphere. In the other 10% of the population, either the right hemisphere or both hemispheres dominate the speech and writing abilities. The right cerebral hemisphere dominates the integration of certain sounds other than those associated with speaking, such as sounds of coughing, laughter, crying, and melodies. The right cerebral hemisphere perceives tactile stimuli and visual spatial relationships better than the left cerebral hemisphere does.

*Mosby's Medical Dictionary, 2009*

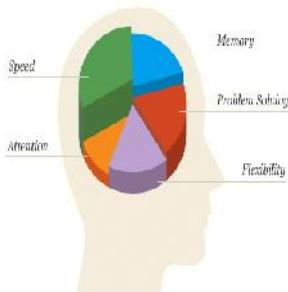


Diagram 2

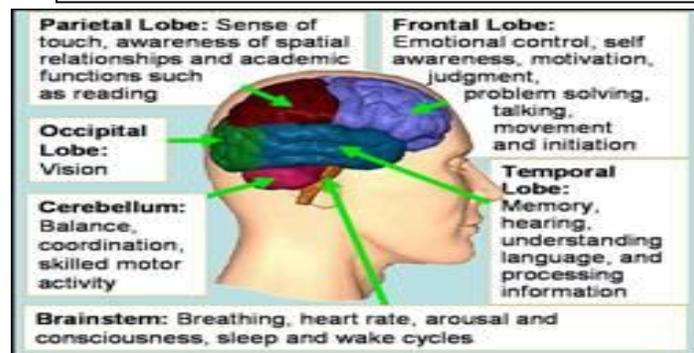


Diagram 3

<http://www.farmagain.com/braininjury.html>

*Research-Based Strategies\*\**

1. **Representing Knowledge** - The association of words with images leads to improved recall.
  - a. *How might we change diagrams 1, 2 and 3 above if we incorporated The Urantia Book concept of a three brained order?*
2. **Identifying Similarities and Differences** - Using the process of comparing deepens understanding.
  - b. *How does a three-brained order compare to a two and one brain order?*
3. **Note Taking** – Identifying the most important knowledge and stating it in one's own words helps learners construct meaning.
  - c. *Read the two paragraphs (above) on brain order. Make a list of the most important information in these passages.*

\*\*Research-Based Strategies from "A Handbook for Classroom Instruction that Works," Robert Marzano, 2001

### III. THE MORTAL MIND

*Introduction* – An individual not only needs to have the physical “software” in order for the brain to function, but he or she also needs to understand the characteristics of its partner “mind.” Mind is the mediator between the material and the spiritual. According to researchers there are many different kinds of intelligence. These types help us understand why learning and teaching is not so simple! We also know that the adjutant mind circuits are swirling thoughts around the planet and universe. The mind is our chief vehicle for understanding and for developing our souls.



#### Frames of Mind\* Multiple Intelligences Howard Gardner

1. **Linguistic intelligence** ("word smart")
2. **Logical-mathematical** ("number smart")
3. **Spatial intelligence** ("picture smart")
4. **Bodily-Kinesthetic intelligence** ("body smart")
5. **Musical intelligence** ("music smart")
6. **Interpersonal intelligence** ("people smart")
7. **Intrapersonal intelligence** ("self smart")
8. **Naturalist intelligence** ("nature smart")

[http://www.thomasarmstrong.com/multiple\\_intelligences.php](http://www.thomasarmstrong.com/multiple_intelligences.php) \*Frames of Mind "The Theory of Multiple Intelligences, Howard Gardner, 1983

*We are handicapped for words adequately to designate these seven adjutant mind-spirits. They are ministers of the lower levels of experiential mind, and they may be described, in the order of evolutionary attainment, as follows:*

1. *The spirit of intuition* -- quick perception, the primitive physical and inherent reflex instincts, the directional and other self-preservative endowments of all mind creations; the only one of the adjutants to function so largely in the lower orders of animal life and the only one to make extensive functional contact with the nonteachable levels of mechanical mind. (p. 402,

36:5.6

2. *The spirit of understanding* -- the impulse of co-ordination, the spontaneous and apparently automatic association of ideas. This is the gift of the co-ordination of acquired knowledge, the phenomenon of quick reasoning, rapid judgment, and prompt decision. (p. 402, 36:5.7)

3. *The spirit of courage* -- the fidelity endowment -- in personal beings, the basis of character acquirement and the intellectual root of moral stamina and spiritual bravery. When enlightened by facts and inspired by truth, this becomes the secret of the urge of evolutionary ascension by the channels of intelligent and conscientious self-direction. (p.402, 36:5.8)

4. *The spirit of knowledge* -- the curiosity-mother of adventure and discovery, the scientific spirit; the guide and faithful associate of the spirits of courage and counsel; the urge to direct the endowments of courage into useful and progressive paths of growth. (p. 402, 36:5.9)

5. *The spirit of counsel* -- the social urge, the endowment of species co-operation; the ability of will creatures to harmonize with their fellows; the origin of the gregarious instinct among the more lowly creatures. (p. 402, 36:5.10)

6. *The spirit of worship* -- the religious impulse, the first differential urge separating mind creatures into the two basic classes of mortal existence. The spirit of worship forever distinguishes the animal of its association from the soulless creatures of mind endowment. (p. 402, 36:5.11)

7. *The spirit of wisdom* -- the inherent tendency of all moral creatures towards orderly and progressive evolutionary advancement. This is the highest of the adjutants, the spirit co-ordinator and articulator of the work of all the others. This spirit is the secret of that inborn urge of mind creatures which initiates and maintains the practical and effective program of the ascending scale of existence; that gift of living things which accounts for their inexplicable ability to survive and, in survival, to utilize the co-ordination of all their past experience and present opportunities for the acquisition of all of everything that all of the other six mental ministers can mobilize in the mind of the organism concerned. Wisdom is the acme of intellectual performance. Wisdom is the goal of a purely mental and moral existence. (p. 402, 36:5.12)

***Mind**....is the thinking, perceiving, and feeling mechanism of the human organism. It is the total conscious and unconscious experience. The intelligence associated with the emotional life reaches upward through worship and wisdom and moves to the spirit level. (p.8, 0:5.8)*

*The physiologic equipment and the anatomic structure of all new orders of life are in response to the action of physical law, but the subsequent endowment of **mind** is a bestowal of the adjutant mind-spirits in accordance with innate brain capacity. **Mind**, while not a physical evolution is wholly dependent on the brain capacity afforded by purely physical and evolutionary developments. (p.670, 58:6.7)*

*The physical brain with its associated nervous system possesses innate capacity for response to **mind** ministry just as the developing mind of a personality possesses a certain innate capacity for spirit receptivity and therefore contains the potentials of spiritual progress and attainment. Intellectual, social, moral, and spiritual evolution is dependent on the mind ministry of the seven adjutant spirits and their superphysical associates. (p. 738, 65:6.10)*

*The adjutant **mind**-spirits experientially grow, but they never become personal. They evolve in function, and the function of the first five in the animal orders is to a certain extent essential to the function of all seven as human intellect. This animal relationship makes the adjutants more practically effective as human mind; hence animals are to a certain extent indispensable to man's intellectual as well as to his physical evolution. (p. 403, 36:5.13)*

*The normal functioning of the human **mind** under the directive influence of the sixth and seventh mind-adjutants of universal spirit bestowal is wholly sufficient to insure development of primitive worship. (p.950, 86:01)*

*There are three groups of **mind** design as related to contact with spirit affairs. This classification does not refer to the one-, two-, and three-brained orders of mortals; it refers primarily to gland chemistry, more particularly to the organization of certain glands comparable to the pituitary bodies. The races on some worlds have one gland, on others two, as do Urantians, while on still other spheres the races have three of these unique bodies. The inherent imagination and spiritual receptivity is definitely influenced by this differential chemical endowment. (p. 566, 49:5.12)*

*Intelligence alone cannot explain the moral nature. Morality, virtue, is indigenous to human personality. Moral intuition, the realization of duty, is a component of human mind endowment and is associated with the other inalienables of human nature: scientific curiosity and spiritual insight. Man's **mentality** far transcends that of his animal cousins, but it is his moral and religious natures that especially distinguish him from the animal world. (p.192, 167.1)*

*Adjusters should not be thought of as living in the **material brains** of human beings. They are not organic parts of the physical creatures of the realms. The Thought Adjuster may more properly be envisaged as indwelling the **mortal mind** of man rather than as existing within the confines of a single physical organ. And indirectly and unrecognized the Adjuster is constantly communicating with the human subject, especially during those sublime experiences of the **worshipful contact of mind** with spirit in the superconsciousness. (p. 1203, 110:1.1)*

*All these activities of mind are grasped in the absolute mind-gravity circuit which focalizes in the Third Source and Center and is a part of the personal consciousness of the Infinite Spirit. (p. 103, 9:6.1)*

#### *Research-Based Strategies\**

1. **Generating and Testing Hypotheses** – Learning is enhanced when a learner explains his or her hypotheses and conclusions.
  - a. *Choose one or two of the “Multiple Intelligences” that best describes you. Explain the reasons that you chose that specific intelligence. How has it impacted your ability to learn?*
2. **Comparing** –Deepens the understanding of the knowledge that is being learned.
  - b. *What is the relationship between the adjutant mind spirits and their role in the development of human mind?*
3. **Identifying Similarities and Differences** - Using the process of comparing deepens understanding.
  - c. *The three groups of mind design are presented in The Urantia Book. Generate a list of the ways that mortals on planets with groups 1, 2, and 3 might be different.*

\*Research-Based Strategies from “A Handbook for Classroom Instruction that Works,” Robert Marzano, 2001

## **IV. EVOLUTION OF THE MIND**

*Introduction* - The mind of humans on Urantia today is not what we might have observed even a hundred years ago. This section provides background as to where the scientific community has helped to accelerate our understanding of the brain and mind. We know that the Adjutant Mind Spirits are hard at work supporting the spiritualization of all mortals on Urantia. We also know the Spirit of Truth is helping mortals to move forward. Today, Urantia is witnessing an intellectual evolution. One half of the world is grasping eagerly for

the light of truth and the facts of scientific discovery, while the other half languishes in the arms of ancient superstition and thinly disguised magic.

The following is a brief overview of the historical context of mind as suggested by Howard Gardner:



Gardner in his book "Frames of Mind." \*\*describes that:

- The Egyptians located thought in the heart and judgment in the head or kidneys.
- Pythagoras held mind to be in the brain
- Aristotle thought that the seat of life is in the heart
- Descartes placed the soul in the pineal gland

The view of intelligence was simple in the 18<sup>th</sup> and early 19<sup>th</sup> century, Franz Joseph Gall was at the center of a discipline call **phrenology** which hypothesized that the size of human skulls determined the size and shape of the brain, determining an individual's intellect. Along with this view came the idea that the brain mediates different functions. (Gardner, p.12)

In the 1860's, Pierre-Paul Boca demonstrated for the first time, that certain parts of the brain impaired certain cognitive functions. (Gardner, p. 13)

At the beginning of the 20<sup>th</sup> century Alfred Binet began the "psychology" of the general laws of human knowing – what might be called the beginning of human information processing. The development of the **IQ** or **g** factor defined this theory of intelligence. (Gardner, p.17)

Jean Piaget began his research career in 1920 and proposed a "radically different and extremely powerful view of cognition" that all human thought begins with the idea that the individual is constantly attempting to construct hypotheses to generate knowledge. His **Theory of Cognitive Development** suggests that individuals are best able to engage in certain kinds of thinking during certain stages of his or her life. (Gardner, p. 21)

The information-processing psychology or cognitive sciences began in the 1940's and 1950's and grew in popularity during the 1970's with the development of computers. New concepts such as intakes, access, retention, and encoding, transferring, and transforming data described the mechanics of learning. This science has lead to much of the knowledge we now hold about the brain and how it functions. (Gardner, p. 23)

An alternative to information-processing theory has been proposed primarily through the study of psychology during the 20<sup>th</sup> century. David Feldman and

Howard Gardner have been among the researchers examining **The Symbol Systems** approach. The use of symbols has been key in evolution. It has given rise to myth, language, art, and science as humans use symbolic vehicles in expressing and communicating ideas. (Gardner, p. 25)

*\*Frames of Mind "The Theory of Multiple Intelligences, Howard Gardner, 1983*

*Culture presupposes quality of **mind**; culture cannot be enhanced unless **mind** is elevated. Superior intellect will seek a noble culture and find some way to attain such a goal. Inferior **minds** will spurn the highest culture even when presented to them ready-made. (P. 578, 50:6.4)*

*Gradually science is removing the gambling element from life. But if modern methods of **education** should fail, there would be an almost immediate reversion to the primitive beliefs in magic. These superstitions still linger in the **minds** of many so-called civilized people. Language contains many fossils which testify that the race has long been steeped in magical superstition..., And intelligent human beings still believe in good luck, evil eye, and astrology (p. 972, 88:6.7).*

*The story of man's ascent from seaweed to the lordship of earthly creation is indeed a romance of biologic struggle and **mind** survival. Man's primordial ancestors were literally the slime and ooze of the ocean bed in the sluggish and warm-water bays and lagoons of the vast shore lines of the ancient inland seas, those very waters in which the Life Carriers established the three independent life implantations on Urantia. (p. 732, 65:2.1)*

*Urantians should get a vision of a new and higher cultural society. Education will jump to new levels of value with the passing of the purely profit-motivated system of economics. Education has too long been localistic, militaristic, ego exalting, and success seeking; it must eventually become world-wide, idealistic, self-realizing, and cosmic grasping. (p. 806, 72:7.3)*

*The human 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 (p. 909, 81:6.24).*

*Civilization is a racial acquirement; it is not biologically inherent; hence must all children be reared in an environment of culture, while each succeeding generation of youth must receive anew its education. The superior qualities of civilization--scientific, philosophic, and religious--are not transmitted from one generation to another by direct inheritance. These cultural achievements are preserved only by the enlightened conservation of social inheritance. (p. 763, 68:0.2)*

#### *Research-Based Strategies\**

1. **Prediction** –Enhances understanding of a system, which helps learners understand what might happen if the system changed.
  - a. *If you were to awake up one day and find out that culture had been elevated, what might be some attributes of the human minds around you?*
2. **Analogies** –The process of identifying relationships between pairs of concepts.

- b.** Compare the different stages of intelligence as presented in “Frames of Mind” to our current concept of mind as presented in *The Urantia Book*. *Can you complete the following analogy?*

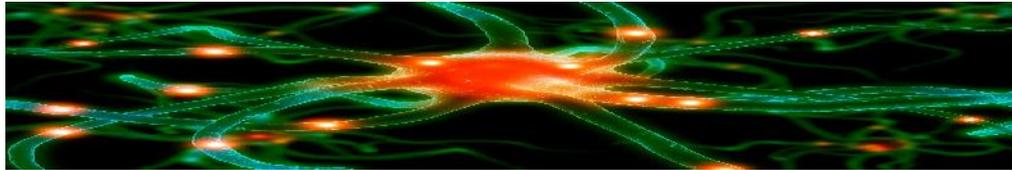
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The “Symbol Systems” is to intelligence as:

\_\_\_\_\_ is to *The Urantia Book* concept of mind.  
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\*Research-Based Strategies from “*A Handbook for Classroom Instruction that Works*,” Robert Marzano, 2001

## V. THE HUMAN MIND AFTER DEATH

*Introduction:* How does education relate to the death of the human mind? This might be seen as a silly question EXCEPT that *The Urantia Book* clearly distinguishes between intellectual (mind) death and physical (brain and mind) death. The spiritual agencies work with us to untiringly coordinate intellectual and physical death. Death of the mind is important to understand as we minister to our fellow Urantians.



*Intellectual (mind) death. When the vital circuits of higher adjutant ministry are disrupted through the aberrations of intellect or because of the partial destruction of the mechanism of the brain, and if these conditions pass a certain critical point of irreparability, the indwelling Adjuster is immediately released to depart for Divinington. On the universe records a mortal personality is considered to have met with death whenever the essential mind circuits of human will-action have been destroyed. And again, this is death, irrespective of the continuing function of the living mechanism of the physical body. The body minus the volitional mind is no longer human,..., the soul of such an individual may survive. (p. 1230, 112:3.3)*

*Physical (body and mind) death. When death overtakes a human being, the Adjuster remains in the citadel of the mind until it ceases to function as an intelligent mechanism, about the time that the measurable brain energies cease their rhythmic vital pulsations. Following this dissolution the Adjuster takes leave of the vanishing mind, just as unceremoniously as entry was made years before, and proceeds to Divinington by way of Uversa. (p. 1220, 112:3.4)*

*At death the functional identity associated with the human personality is disrupted through the cessation of vital motion. Human personality, while transcending its constituent parts, is dependent on them for functional identity. The stoppage of life destroys the physical brain patterns for mind endowment, and the disruption of mind terminates mortal consciousness. The consciousness of that creature cannot subsequently reappear until a cosmic situation has been arranged which will permit the same human personality again to function in relationship with living energy. (p. 1234, 112:5.14)*

### *Research Based Strategies\**

**1. Classifying** –Involves classifying things into definable categories based on like characteristics.

- a. Use a table, chart, or graph to show the characteristics of the intellectual (mindal) and physical (body) death.

\*Research-Based Strategies from “*A Handbook for Classroom Instruction that Works*,” Robert Marzano, 2001

## VI. BUILDING BRIDGES TO THE MIND



*Introduction* - This section examines the research and *The Urantia Book* insights that can help us transform our minds and enhance our ability to live together as cosmic citizens. The bridges to the mind include:

Education, Worship, Art, Music, Beauty, Humor, Emotions, Friendship, Jesus, Researchers

### Education Transforms Mind

*In the ideal state, education continues throughout life, and philosophy sometimes becomes the chief pursuit of its citizens. The citizens of such a commonwealth pursue wisdom as an enhancement of insight into the significance of human relations, the meanings of reality, the nobility of values, the goals of living, and the glories of cosmic destiny. (p. 806, 71:7.2)*

*Education is the business of living; it must continue throughout a lifetime so that mankind may gradually experience the ascending levels of mortal wisdom, which are*

1. *The knowledge of things.*
2. *The realization of meanings.*
3. *The appreciation of values.*
4. *The nobility of work—duty.*
5. *The motivation of goals—morality.*
6. *The love of service—character.*
7. *Cosmic insight—spiritual discernment. (p. 806, 71:7.5)*



**Education**, training, and experience are factors in most of the vital decisions of all evolutionary moral creatures. (p. 756, 67:3.7)

**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 (p. 802, 71:2.2)



### **Worship Transforms the Mind**

*Sincere worship connotes the mobilization of all the powers of the human personality under the dominance of the evolving soul and subject to the divine directionization of the associated Thought Adjuster. The **mind** of material limitations can never become highly conscious of the real significance of true worship. Man's realization of the reality of the worship experience is chiefly determined by the developmental status of his evolving immortal soul. The spiritual growth of the soul takes place wholly independently of the intellectual self-consciousness. (p.65, 5:3.7)*

*Nonspiritual mind is either a spirit-energy manifestation or a physical-energy phenomenon. Even human **mind**, personal mind, has no survival qualities apart from spirit identification. **mind** is a divinity bestowal, but it is not immortal when it functions without spirit insight, and when it is devoid of the ability to worship and crave survival. (p. 403, 36:5.17)*

### **Art and Philosophy Transforms the Mind**



*The domains of philosophy and art intervene between the nonreligious and the religious activities of the human self. Through art and philosophy the material-**minded** man is inveigled into the contemplation of the spiritual realities and universe values of eternal meanings. (p.67, 5:4.4)*

*Before ascending mortals leave the local universe to embark upon their spirit careers, they will be satiated respecting every intellectual, artistic, and social longing or true ambition which ever characterized their mortal or morontia planes of existence. This is the achievement of equality of the satisfaction of self-expression and self-realization but not the attainment of identical experiential status nor the complete obliteration of characteristic individuality in skill, technique, and expression. (p. 508, 44:8.5)*

### **Music Transforms the Mind**

The human mind is the mediator between material and spirit. It is interesting to think about the emotions that music can evoke depending on the mood it conveys. Educators have long known that songs provide an inedible pathway into long-term memory. How many of us could sing the "ABC" song (in whatever language we learned) or remember a nursery rhyme that we

memorized when we were young? And we should not be surprised that music is such a powerful tool for learning since "*music is the universal language of men, angels, and spirits.* (p.500)



*"Appreciation of music on Urantia is both physical and spiritual; and your human musicians have done much to elevate musical taste from the barbarous monotony of your early ancestors to the higher levels of sound appreciation. The majority of Urantia mortals react to music so largely with the material muscles and so slightly with the **mind** and spirit; but there has been a steady improvement in musical appreciation for more than thirty-five thousand years..." Harmony is the speech of Havona. (p.500)*

## Beauty Transforms the Mind

*The existence of beauty implies the presence of appreciative creature **mind** just as certainly as the fact of progressive evolution indicates the dominance of the Supreme **mind**. Beauty is the intellectual recognition of the harmonious time-space synthesis of the far-flung diversification of phenomenal reality, all of which stems from pre-existent and eternal oneness. (p. 647, 56:10.11)*



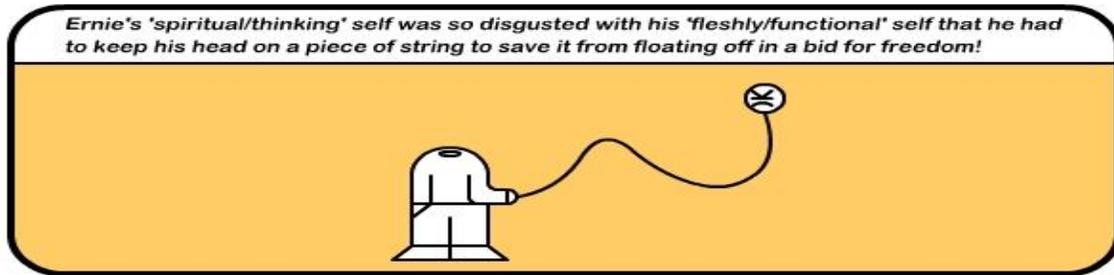
<http://www.public-domain-photos.com/ocean/coast-4.htm>

## Educational Institutions Transform the Mind

*In the schools of the morontia life these teachers engage in individual, group, class, and mass teaching. On the mansion worlds such schools are organized in three general groups of one hundred divisions each: the schools of thinking, the schools of feeling, and the schools of doing. When you reach the constellation, there are added the schools of ethics, the schools of administration, and the schools of social adjustment. On the universe headquarters worlds you will enter the schools of philosophy, divinity, and pure spirituality. (p.551, 48:5.6)*

*The schools of the Planetary Prince are primarily concerned with philosophy, religion, morals, and the higher intellectual and artistic achievements. The garden schools of Adam and Eve are usually devoted to practical arts, fundamental intellectual training, social culture, economic development, trade relations, physical efficiency, and civil government. Eventually these world centers amalgamate(p. 587, 51:6.4)*

## Humor Transforms the Mind



Dualism leads to misery.

<http://andymoore.wordpress.com/tag/cartoons/>

*All Satania, during times of play, those times when its inhabitants refreshingly resurrect the memories of a lower stage of existence, is edified by the pleasant humor of a corps of reversion directors from Urantia. The sense of celestial humor we have with us always, even when engaged in the most difficult of assignments. It helps to avoid an overdevelopment of the notion of one's self-importance. But we do not give rein to it freely, as you might say, "have fun," except when we are in recess from the serious assignments of our respective orders. (p. 549, 48:4.14)*

## Emotions Transform the Mind

*Introduction:* Brains are power plants for learning. They fire off and receive electrical energies. Emotion functions as a switch, whether closing or opening pathways to thinking and learning. In order to promote emotional and intellectual learning, there needs to be: prompting motivation; sparking curiosity; nourishing intellect, talent and power; encouraging connections,; assessing growth and accepting special



consideration. Pricilla Vail in her book *Emotion: The on Off Switch for Learning* has lots of great ideas for helping learners leave their past learning experiences behind.

## Friendship Transforms the Mind



*Train your memory to hold in sacred trust the strength-giving and worth-while episodes of life, which you can recall at will for your pleasure and edification. Thus build up for yourself and in yourself reserve galleries of beauty, goodness, and artistic grandeur. But the noblest of all memories are the treasured recollections of the great moments of a superb friendship. And all of these memory treasures radiate their most precious and exalting influences under the releasing touch of spiritual worship sometimes does not occur until the times of the first Magisterial Son. (p. 1779, 160:4.6)*

## Jesus Transforms the Mind

*Even on Urantia, these seraphim teach the everlasting truth: If your own **mind** does not serve you well, you can exchange it for the **mind** of Jesus of Nazareth, who always serves you well. (p. 553, 48:6.15)*

## Researchers Transform the Mind

- The brain performs many functions so you need a rich learning environment.
- The search for meaning is innate.
- The brain is designed to perceive and generate patterns
- Emotions and cognition are inseparable. It is crucial to storage and retrieval.
- The brain perceives and creates parts and wholes.
- One understands best when facts and skills are embedded in natural spatial memory.
- Learning is enhanced by challenge and inhibited by threat.

Caine, R.N., Caine, G. (October 1990). Understanding a Brain Based Approach to Learning and Teaching. *Educational Leadership* 48, 2, 66-70. (Excerpts).

### Research Based Strategies\*

1. Setting Objectives – This means that the learning activity has a more focused or intended outcome. This will increase learning.
  - a. Choose one of the bridges to mind: Education, Worship, Art, Music, Beauty, Humor, Emotions, Friendship, Jesus, Researchers and ask “Which bridge do I want to cross over the next few months and how do I plan to cross it.”
2. Decision Making – This means that a predication and weighting the prediction against other predictions is made.
  - A. Which of the bridges to the mind do you think is the most powerful in changing your life?
3.
  - B. Which of the bridges to the mind do you think is the most powerful in changing your life?

\*Research-Based Strategies from “*A Handbook for Classroom Instruction that Works*,” Robert Marzano, 2001

## Notes

## Notes

