

P.279 - §13 Those mortals and midwayers who serve transiently with the advisers are chosen for such work because of their expertness in the concept of universal law and supreme justice. As you journey toward your Paradise goal, constantly acquiring added knowledge and enhanced skill, you are continuously afforded the opportunity to give out to others the wisdom and experience you have already accumulated; all the way in to Havona you enact the role of a pupil-teacher. **You will work your way through the ascending levels of this vast experiential university by imparting to those just below you the new-found knowledge of your advancing career. In the universal regime you are not reckoned as having**

P.339 - §5 4. Extension-School Instructors. **The next higher residential world of the ascendant career always maintains a strong corps of teachers on the world just below, a sort of preparatory school for the progressing residents of that sphere;** this is a phase of the ascendant scheme for advancing the pilgrims of time. These schools, their methods of instruction and examinations, are wholly unlike anything which you essay to conduct on Urantia.

P.339 - §6 **The entire ascendant plan of mortal progression is characterized by the practice of giving out to other beings new truth and experience just as soon as acquired.** You work your way through the long school of Paradise attainment by serving as teachers to those pupils just behind you in the scale of progression.

P.342 - §6 There are three orders of student spirits in accordance with their sojourn upon the minor sector, major sectors, and the superuniverse headquarters worlds of spirit progression. As morontia ascenders studied and worked on the worlds of the local universe, so **spirit ascenders continue to master new worlds while they practice at giving out to others that which they have imbibed at the experiential founts of wisdom.** But going to school as a spirit being in the superuniverse career is very unlike anything that has ever entered the imaginative realms of the material mind of man.

P.412 - §2 This training of mind and education of spirit is carried on from the worlds of human origin up through the system mansion worlds and the other spheres of progress associated with Jerusem, on the seventy socializing realms attached to Edentia, and on the four hundred and ninety spheres of spirit progress encircling Salvington. On the universe headquarters itself are numerous Melchizedek schools, the colleges of the Universe Sons, the seraphic universities, and the schools of the Teacher Sons and the Union of Days. Every possible provision is made to qualify the various personalities of the universe for advancing service and improving function. The entire universe is one vast school.

P.412 - §3 The methods employed in many of the higher schools are beyond the human concept of the art of teaching truth, but this is the keynote of the whole educational system: character acquired by enlightened experience. The teachers provide the

enlightenment; the universe station and the ascender's status afford the opportunity for experience; the wise utilization of these two augments character.

P.412 - §4 Fundamentally, the Nebadon educational system provides for your assignment to a task and then affords you opportunity to receive instruction as to the ideal and divine method of best performing that task. You are given a definite task to perform, and at the same time you are provided with teachers who are qualified to instruct you in the best method of executing your assignment. The divine plan of education provides for the intimate association of work and instruction. We teach you how best to execute the things we command you to do.

P.559 - §1 All mortal-inhabited worlds are evolutionary in origin and nature. These spheres are the spawning ground, the evolutionary cradle, of the mortal races of time and space. **Each unit of the ascendant life is a veritable training school for the stage of existence just ahead, and this is true of every stage of man's progressive Paradise ascent;** just as true of the initial mortal experience on an evolutionary planet as of the final universe headquarters school of the Melchizedeks, a school which is not attended by ascending mortals until just before their translation to the regime of the superuniverse and the attainment of first-stage spirit existence.

P.751 - §1 Fad sponsored the Dalamatia plan of teaching that was carried out as an industrial school in which the pupils learned by doing, and through which they worked their way by the daily performance of useful tasks. This plan of education did not ignore thinking and feeling in the development of character; but it gave first place to manual training. The instruction was individual and collective. The pupils were taught by both men and women and by the two acting conjointly. One half of this group instruction was by sexes; the other half was coeducational. Students were taught manual dexterity as individuals and were socialized in groups or classes. They were trained to fraternize with younger groups, older groups, and adults, as well as to do teamwork with those of their own ages. They were also familiarized with such associations as family groups, play squads, and school classes.

P.812 - §3 The educational system of this nation is compulsory and coeducational in the precollege schools that the student attends from the ages of five to eighteen. These schools are vastly different from those of Urantia. There are no classrooms, only one study is pursued at a time, **and after the first three years all pupils become assistant teachers, instructing those below them.** Books are used only to secure information that will assist in solving the problems arising in the school shops and on the school farms. Much of the furniture used on the continent and the many mechanical contrivances--this is a great age of invention and mechanization--are produced in these shops. Adjacent to each shop is a working library where the student may consult the necessary reference books. Agriculture and horticulture are also taught throughout the entire educational period on the extensive farms adjoining every local school.

P.1657 - §6 Peter, James, and Andrew were the committee designated by Jesus to pass upon applicants for admission to the school of evangelists. All the races and nationalities of the Roman world and the East, as far as India, were represented among the students in

this new school of the prophets. **This school was conducted on the plan of learning and doing. What the students learned during the forenoon they taught to the assembly by the seaside during the afternoon.** After supper they informally discussed both the learning of the forenoon and the teaching of the afternoon.

(1658.1) 148:1.2 Each of the apostolic teachers taught his own view of the gospel of the kingdom. They made no effort to teach just alike; there was no standardized or dogmatic formulation of theologic doctrines. Though they all taught the same truth, each apostle presented his own personal interpretation of the Master's teaching. And Jesus upheld this presentation of the diversity of personal experience in the things of the kingdom, unfailingly harmonizing and co-ordinating these many and divergent views of the gospel at his weekly question hours."

Internet research:

Benard (1990) describes the value of peer tutoring:

"Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper and the helpee role (Riessman, 1990). In fact, most studies find the tutor receives the most gains! Diane Hedin's review of students as teachers summarized the literature as 'replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students.' She describes this phenomenon as follows: 'The experience of being needed, valued, and respected by another person produced a new view of self as a worthwhile human being' (1987, p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for 'at-risk' youth is changing how they perceive themselves (1988). Programs that label youth 'at-risk,' etc., only further stigmatize and discourage positive outcomes....

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the hundreds of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson, et al., 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo, et al., 1989; Greenwood, et al., 1989). Furthermore, according to a Stanford University study, peer tutoring is consistently more cost-effective than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1989, p. 152). The Johnsons summarize the findings on achievement gains as follows: 'Currently, there is no type of task on which cooperative efforts are less effective than are competitive or individualistic efforts, and on most tasks (and especially the more important learning

tasks such as concept attainment, verbal problem-solving, categorization, spatial problem-solving, retention and memory, motor, guessing-judging-predicting), cooperative efforts are more effective in promoting achievement" (1983, p. 146).

According to Damon and Phelps, peer learning approaches that focus on peer collaboration (an intense cooperative approach) to solve a problem are especially effective in fostering creativity, experimentation, problem-solving skills and the learning of deep concepts, a 'discovery learning' approach especially effective in science education. These are the critical thinking skills that report after report and commission upon commission warn us are not being learned in schools and yet are a necessity for meeting our future workforce needs. Findings from their two-year study showed, 'Gains were made with virtually no instruction from adults other than the initial instructions to work together toward correct solutions. Feedback on right and wrong answers was given only by a programmed computer. The children managed their own interactions, invented their own problem-solving procedures, and discovered their own solutions' (1989, p. 151). Furthermore, they concluded, 'Our emerging picture shows peer collaboration creating an atmosphere of social stimulation and support (p. 153)--the two environmental attributes essential for healthy development to occur (see discussion in Benard, January 1989, p. 9)."