

1999-12-05-Teaching Mission vs. Urantia Book Comparison

Heading

Topic: *Teaching Mission vs. Urantia Book Comparison*

Group: Half Moon Bay TeaM

Facilitators

Teacher: Tarkas

TR: Susan Kimsey

Session

Note

Hi everyone,

Here is an excerpt concerning the Teaching Mission, and its distinctions from the Urantia Book. Enjoy!

Love, S.

Dialogue

Urantia Book, Teaching Mission

Student 1: In what ways would the Teaching Mission be considered different or dissimilar from the Urantia Book--the distribution, dissemination of the Urantia Book in terms of purpose or whatever?

Tarkas: Well, first of all, the Urantia Book is an expression of conceptual truth, and yet it is bound within the pages and restrictions of the book, and the English language, or other languages into which it has been translated. This Teaching Mission is one personality to another, communicating a desire to extend a hand and help you on your path to God. You are a fellow soul, beloved of the Father, as I am. I wish to show you the path I have already traveled and found most appealing. If you will come with me, we will walk together on this path, and I will point out to you the beauties I have already discovered. And, perhaps, as we walk together, we will both discover new beauty ourselves--that is the joy of companionship, this personality-to-personality capacity to experience kinship, a sense of brotherhood, a sense of care and camaraderie. We can blend our energies, our experience, our hopes. We can walk on this path and share the joy of savoring its beauty together! Is it not true that, at times, when you are alone in a beautiful landscape, you, certainly, enjoy its beauty, but at moments you say, "Oh, if only my children were here, now. Oh, if only my marriage partner could see this, also." There is always this longing in the human heart to share beauty. This is a capacity placed in us by God. And, all of us who labor in the Teaching Mission as your guides wish this very moment of sharing and kinship--those truths we have come to discover, we would like to see light up your eyes, also! Have I explained this concept adequately, my brother?

Student 1: Yes. Yes. In a sense I see it as a restoration of brotherhood, which is a true act of great mercy.

Tarkas: Yes. And, indeed, there has been enough hatred on this planet. There is much need for this sense of kindredship, compassion, community, support of each other's progress. How much there has, unfortunately, been acted out a desire to impede others' progress on this planet--indeed, the desire to wish evil, destruction, upon those you do not see as your brothers and sisters and Children of God. We wish, very much, to cultivate this sense of camaraderie and caring compassion for each other's progress. I feel it developing already among you, as do my fellow teachers. And, believe me, we savor every act of compassion and caring that we witness among all of you.

Student 2: Can I ask a question?

Tarkas: Certainly.

The Teachers

Student 2: When a Teacher is assigned to an individual, when you talk about companionship, does the Teacher have past experiences that are in accordance with the individual that he's assigned to that gives them understanding of the human that they are guiding? Is there some kind of relationship between the Teacher and the individual they're assigned to, that they have something in common from their life experiences, or why is a certain Teacher assigned to an individual? What characteristics are there? Do you understand my question?

Tarkas: I do understand your question, my dear. And, I would say, that the greatest common denominator in terms of Teacher-student assignment is that this has been Prince Machiventa's choice. There are many reasons why certain assignments are made. They surround issues of compatibility, common interest, or appropriate challenge for the Teacher. There is, always, a desire to assign Teachers who will be perceived by the students as appealing. But, remember that Teachers are also to be task-makers. They are to encourage the best within their students, and therefore, many other factors enter into a decision as to which Teacher will be assigned either, personally, or to a group. Is this sufficient information for you?

Student 2: Yes. Thank you.

Tarkas: You are welcome.

Student 1: Tarkas, I'd like to follow up a little bit, since we're in this general vicinity. What were the qualifications that were given for those who wanted to volunteer to participate as Teachers? And, part two of that question is, could you describe the volunteer qualification and selection process?

Tarkas: The basis on which a participant was chosen for this Teaching Mission was the willingness to serve. This was the primary criteria necessary for their involvement. The process of evaluation of any particular participant's capacity to carry out their assignment is a rather difficult concept for S to convey in any real detail,

at this time. May we instead, perhaps, conserve her energy for other questions which might be more all-encompassing?

Student 1: Yes.

Tarkas: Fine.