



KAPPELER INSTITUTE RECORDINGS

ILLUSTRATIVE MATERIAL

**THE MODEL OF BEING:
It holds the key to the future of man**

A STUDY QUESTIONNAIRE

(Audio code JG-1)

Joel Jessen

The Model of Being: It holds the key to the future of man
A Study Questionnaire
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The Model of Being: It holds the key to the future of man

Dear friends,

World educators are seeking a radically new model of consciousness that will aid mankind in meeting the challenges of the “now” and help avoid “millennium shock.” **The Model of Being**—a model which is epitomized by the “Chart” (see “The Four Levels of Spiritual Consciousness” Max Kappeler, opposite page 1)—“**holds the key to the future of man.**”

Part I The Model of Being: “the theory of everything”

An explanation. This part of the class will focus on an explanation of why the Model of Being is the symbol of the form of consciousness of the 7th 1000-year period of the realm of Love, and why it is the symbol of the laws of universal Science. Here we will consider the meaning of the realm of Love and its all-embracing Science of God. We will see the impact that this Science is imposing on the world sciences, theology and medicine, causing a revolution of radically new concepts to spring forth in each of these disciplines.

Part II. Culturing consciousness in the tonality of The Model of Being—a consciousness of the realm of Love

A seminar-workshop. The main part of the class will be conducted as a seminar-workshop. In an atmosphere of mutual participation, each one will have the opportunity, if desired, to join in open discussion concerning how we can culture our consciousness in the tonality of The Model of Being. This will be accomplished by using the enclosed study questionnaire as an aid in:

- drilling ourselves in an understanding of the four levels of spiritual consciousness (Science itself, divine Science, absolute Christian Science and Christian Science).

Looking forward with great joy to our U.S.A. Summer School 1992.

Sincerely



Joel Jessen

The Class

The purpose of this class is to understand and experience why **the Model of Being holds the key to the future of man**. This aim will be accomplished in the following way:

I. The Model of Being: “the theory of everything”

Symbolizing the laws of universal Science, the model of Being:

- represents the consciousness of the 7th 1000-year period of the realm of Love,
- as envisioned by St. John in the book of “Revelation” and explained in “The Gospel of St. John,” (during the 5th 1000-year period in biblical history),
- as discovered by Mary Baker Eddy and reduced to human apprehension in “Science and Health,” (during the 6th 1000-year period in biblical history),
- is the textbook for the supreme Science of all sciences,
- represents the “new holistic Science” which takes as its object, method and aim the “whole” of spiritual reality,
- and explains the startling and rapid impact that the Science of God is imposing on the world sciences causing a revolution of totally new concepts to spring forth.

II. Culturing consciousness in the tonality of the Model of Being—a consciousness of the realm of Love

In a seminar-workshop atmosphere of mutual participation, students will be encouraged to join, if desired, in open discussion concerning the method of culturing consciousness in the tonality of the realm of Love—the realm of the all-embracing oneness of Being.

Building on the achievements of Max Kappeler’s Summer Schools U.S.A. 1987 on “The Model of Being—the laws of universal Science,” and the 1990, 1991 Summer Schools on “The Gospel of St. John,” a refining of our awareness of the four levels of spiritual consciousness (Science itself, divine Science, absolute Christian Science and Christian Science) will be achieved by nurturing:

- the tonality of the oneness of Being—the realm of Love,
- the logic of the levels,
- the “survey” of the levels,
- an understanding of the levels of Science as they apply themselves to the question of healing,
- the much sought after laws of universal Science,
- and dimensional “flow-charting” as it applies to everyday life-practice.

Preparing for the class

Study and ponder the subjects found in the study questionnaire. Let the subjects become warm and natural. This can be done by not forcing any answers to questions. If an answer does not come easily, spiritually, then it is wise to set it aside for the moment.

The Class continued

Make notes on each question. This should be done by using “the economy of being”—i.e. doing more with less. We do not need to make voluminous notes in order to answer each question, we need only use the art of epitomization and write down the key points of each subject.

If we come to class with a consciousness filled with the allness of Principle and its idea, then this is Christian Science practice—for against such a consciousness of the All-in-all “there is no law.” (see S&H 106:28) This is a consciousness of divine Science, a consciousness of the realm of Love.

What a wonderful week we will experience together!

The Study Questionnaire

The following study questionnaire is an adaptation of one that was originally prepared by Max Kappeler for use during his classes on the Model of Being. Gaining an understanding of the subjects covered by these questions gives us the key to comprehending the form of “the future of man.” The questions only indicate a method of study, they do not present an exhaustive account of the study.

Texts for the class:

- *The Four Levels of Spiritual Consciousness (Science itself, divine Science, absolute Christian Science, Christian Science)* Max Kappeler (198 pages)
-This is the main text for the class.
- *A Study Aid for the Science of Christian Science*, Max Kappeler (119 pages)
-This work should be considered only as an aid in gaining understanding of “The Four Levels of Spiritual Consciousness.”
- *Science and Health with Key to the Scriptures*, Mary Baker Eddy
-The Textbook is always our major reference book.

Abbreviations:

Sc: Science itself
dSc: divine Science
aCS: absolute Christian Science
CS: Christian Science
Textbook: *Science and Health with Key to the Scriptures* (Mary Baker Eddy)
level-book: *The Four Levels of Spiritual Consciousness* (Max Kappeler)
study-aid: *A Study Aid for the Science of Christian Science* (Max Kappeler)

The Study Questions

The Four Levels of Spiritual Consciousness

Science itself
divine Science
absolute Christian Science
Christian Science

1. Describe the main characteristic of each level?
2. How are the following subjects dealt with on the four levels:
 - Evil;
 - Matter;
 - Healing?
3. What is the main difference between the ascending way of understanding and the descending way of demonstration on each of these levels?
4. Why are all four levels needed?
 - A. What would be missing on the ascending way if:
 - We considered only the level of CS and disregarded the other levels?
 - We considered only the levels of CS and aCS and disregarded the other levels?
 - We considered only the levels of CS, aCS, and dSc and not Sc itself?
 - B. What would be missing on the descending way if:
 - We considered only the level of Sc itself and disregarded the other levels?
 - We considered only the levels of Sc itself and dSc and not the others?
 - We considered only the levels of Sc itself, dSc and aCS and not CS?
5. On the basis of point 3 and point 4:
 - What is the difference between Science and mysticism?
 - As there are many kinds of mysticism, it is difficult to formulate the questions precisely. The following can only give us a lead:
 - Obtain some definitions on “mysticism.”
 - Does mysticism have an ascending and descending way? If it has, how does it differ from the way in Science?
 - Does mysticism have levels of consciousness? If not, what is missing?

The Word-Vertical

1. What is the meaning of the Word on the levels of dSc, aCS and CS?
Give some references to each level from the Bible (“Survey” *level-book*, p. 92; *study-aid*, p. 65).
2. What is the place-value of the synonymous terms for God in the Word on the levels of dSc, aCS and CS? (See the “Chart” opposite page 1 *level-book*; *study-aid* p. 65)
3. Why does only one synonym appear in the Word on the level of dSc?
4. What is the meaning of the place-value of the synonyms in the Word on the level of aCS as the law of divine impulsion? (*study-aid* p. 83)
5. The Word-order on the level of CS:
 - What is the aim of the Word-order?
 - Why are the synonymous terms for God in this order as the law of creativity? (*study-aid* p. 47)
 - In what way does the Word-order coincide with the biblical account of the seven days of creation and 1000-year periods? (*study-aid* p. 29)
 - What is the purpose of the inverted Word-order?
6. The law of interdependence in the Word between the levels of aCS and CS: -How is this law stated? (*study-aid* p. 85)
 - How is it illustrated in the Bible through the seven days of creation? (*study-aid* p. 87)
 - How is it illustrated in the Bible through the layout of “Matthew”? (*study-aid* p. 88-91)
 - How is it illustrated through our everyday life-experience and in the healing practice?
7. How can the law of interdependence in the Word be elaborated: -in the aspect of the Christ;
 - in the aspect of Christianity;
 - in the aspect of Science (*study-aid* p. 86).
8. Can we envision how this law of interdependence in the Word is having its impact on the sciences of today?

The Christ-Vertical

1. What is the meaning of “Christ” on the levels of dSc, aCS and CS? Give some references to each level from “Science and Health” (“Survey” *level-book*, p. 92; *study-aid*, p. 66).
2. What is the place-value of the synonymous terms for God in the Christ on the levels of dSc, aCS and CS? (See the “Chart” opposite page 1 *level-book*; *study-aid* p. 66)
3. Why does only one synonym appear in the Christ on the level of dSc?
4. What is the meaning of the place-value of the synonyms in the Christ on the level of aCS as the law of individualization? (*study-aid* p. 83)
5. The Christ-order on the level of CS:
 - What is its purpose?
 - Why are the synonymous terms for God in this order as the law of translation and reformation? (*study-aid* p. 52)
 - What does it mean:
 - from the divinely subjective/objective standpoint? (*study-aid* pp. 50, 52)
 - from the humanly objective standpoint? (*study-aid* pp. 50, 52)
6. What is the purpose of the Christ-translation? (*Science and Health* pp. 115:12–116:5; *study-aid* pp. 49, 50, 52)
7. How does the impact of the Christ-idea bring forth evolution?
8. How does the Christ-idea explain “good and evil”?
9. The law of interdependence in the Christ between the levels of aCS and CS:
 - How is this law stated? (*study-aid* p. 93)
 - What does this law imply in the healing practice?
10. Can we envision how this law of interdependence in the Christ is having its impact on the sciences of today?

The Christianity-Vertical

1. What is the meaning of Christianity on the levels of dSc, aCS and CS? Give some references to each level from “Science and Health” (“Survey” *level-book* p. 92; *study-aid* p. 67)
2. What is the place-value of the synonymous terms for God in Christianity on the levels of dSc, aCS and CS? (See the “Chart” opposite page 1 *level-book*; *study-aid* p. 67)
3. Why does only one synonym appear in Christianity on the level of dSc?
4. What is the meaning of the place-value of the synonyms in Christianity on the level of aCS as the law of eternalization? (*study-aid* p. 84)
5. The Christianity-order on the level of CS:
 - What is the development of the Christianity-order from the Word-order, to the Christ-order to the Christianity-order? (*study-aid* p. 53)
 - What is the derivation of the Christianity-order from aCS? (*study-aid* p. 53) -What is the purpose of the Christianity-order (*study-aid* p. 54)
 - Why are the synonymous terms for God in this order as the law of reflection and demonstration? (*study-aid* p. 54)
 - What is the purpose of the inverted Christianity-order? (*study-aid* p. 53)
 - What is the purpose of “the family law”? (*study-aid* p. 55)
6. How does the Christianity-vertical deal with the question of “man”?
7. The law of interdependence in Christianity between the levels of aCS and CS: -How is this law stated? (*study-aid* p. 94)
8. Can we envision how this law of interdependence in Christianity is having its impact on the sciences of today?

The Science-Vertical

1. What is the meaning of Science on the levels of dSc, aCS and CS? Give some references to each level from “Science and Health.” (“Survey” *level-book* p. 92; *study-aid* p. 68)
2. What is the place-value of the synonymous terms for God in Science on the levels of dSc, aCS and CS? (See the “Chart” opposite page 1 *level-book*; *study-aid* p. 68)
3. Why does only one synonym appear in Science on the level of dSc?
4. What is the meaning of the place-value of the synonyms in Science on the level of aCS as the law of prestabilized perfection? (*study-aid* p. 84)
5. The Science-order on the level of CS:
 - What is its purpose?
 - Why are the synonyms arranged in this order? (*study-aid* p. 56)
 - What is the meaning of this law of structured understanding? (*study-aid* p. 57)
6. The law of interdependence in Science between the levels of aCS and CS: -How is this law stated? (*study-aid* p. 95)
 - What does it mean for the healing practice?
7. Can we envision how this law of interdependence in Science is having its impact on the sciences of today?

IDEA

We have seen that reality consists of Principle and its idea. Through the study of the seven synonymous terms for God we have become familiar with “Principle”. But do we comprehend what “idea” is?

Let us make a thorough analysis of the term “idea” from the Textbook. For this purpose, references to “idea” in “Science and Health” are given.

- I. We can analyze these references in two ways:
 - a. **How is “idea” characterized in each chapter of the Textbook?** Study the references for idea in each chapter and ask: Which specific characteristic of the term idea is emphasized in each chapter (except “Glossary”)? This shows us how each chapter brings out a different characteristic of the term idea.
 - b. **What is the general analysis of the nature of “idea”?** The answers to the following questions can be found in the Textbook:
 1. How is idea defined?
 2. What is the origin of idea, what is not?
 3. How is idea related to Christ?
 4. How is idea related to Christ Jesus?
 5. How is idea related to man?
 6. What is expressed by God and its idea?
 7. What is expressed by Mind and its idea?
 8. What is expressed by Principle and its idea?
 9. What is “ungodliness” in regard to idea?
 10. What is our attitude toward idea in the healing practice?
 11. How does idea react on concrete error (like sin, disease, death)?
 12. What does the idea do to the world as a whole?
 13. Take some references which show that idea is omnipotent both in the realm of Truth and in belief.
 14. See how the spiritual idea can also take the form of a mental, visible, and incorporeal idea.
 15. Take some pertinent references which show how the idea is dynamic and changes its form (unfolding, using, expanding, etc.).
- II. There is an important difference between the meaning of “the idea,” which cannot be put into the plural, and “ideas.” Can you discern spiritually this difference and define what it is?

IDEA Continued

List of references to idea in “Science and Health with Key to the Scriptures” (Mary Baker Eddy)

All references are arranged in columns in chronological order.

Prayer

-no references

Atonement and Eucharist

29:17 29:28 30:2 39:26 45:17 50:12 54:10 55:8
29:27 29:30 38:26 43:15 47:5 54:8 55:4 55:15

Marriage

-no references

Christian Science versus Spiritualism

Part I 71:2 71:5 76:17
Part II 88:18
Part III 90:25

Animal Magnetism Unmasked

103:16

Science, Theology, Medicine

Science 109:6 112:17 115:17 119:22
109:24 115:15 116:9 123:3

Theology 132:14 132:21 132:25 133:15

Medicine 151:27

Physiology

Part I 167:25
Part II 191:1 191:12 194:4 195:15 200:11

Footsteps of Truth

Part I 205:20 233:21
Part II 235:26 235:31

Creation

255:17 257: 1 258:7 258:19 259:4 262:14 266:28
256:29 257:13 258:12 258:21 259:13 263:22 267:2

IDEA Continued

Science of Being

Part I 268:8 279:31 284:32 286:17 299:24 303:29
279:18 281:30 285:22 289:12 301:24

Part II 314:21 316:13 320:19 324:2 325:2 326:31
315:15 316:16 320:26 324:8 325:3 327:26
316:12 316:24 323:24 324:28 325:7

Platform 331:30 332:20 333:26 334:4 337:20
332:9 333:20 334:1 336:9 339:21

Some Objections Answered

344:3 345:22 345:32 347:15 353:28 361:4

Christian Science Practice

Part I -no references
Part II 372:9
Part III 406:24 420:17
Part IV -no references

Teaching Christian Science

463:7 463:10 463:12 463:14

Recapitulation

465:17 467:31 470:22 473:14 475:13 476:5 477:17 495:6
467:22 468:2 471:1 473:16 475:14 476:10 482:21 495:15
467:27 468:24 473:13 475:4 475:15 477:12 492:20 496:15

Genesis

Part I 503:9 506:25 508:4 510:19 518:13
503:20 507:18 508:23 515:7 518:19
504:1 507:31 509:15 517:13 520:9

Part II 524:9 534:15 534:29 536:25
526:18 534:28 534:30 542:4

Part III 543:6 546:14 546:17 555:32

The Apocalypse

560:14 560:31 561:23 562:6 562:24 565:12 566:6 576:22
560:18 561:4 561:25 562:7 562:27 565:14 567:22 577:3
560:28 561:9 561:26 562:11 563:21 565:18 570:22 577:15
560:29 561:14 562:1 562:13 564:20 565:24 573:23
560:30 561:21 562:4 562:18 564:30 565:25 575:3

Glossary

581:8 582:15 584:1 585:16 590:9 593:10 595:7 597:17
582:11 582:19 585:8 589:10 591:5 595:3 595:26