



**KAPPELER INSTITUTE RECORDINGS**

## **ILLUSTRATIVE MATERIAL**

**SYLLABUS III**  
**(Audio Code A-6III)**

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ABBREVIATIONS

M, Sp, So, P, Li, T, Lo	= Mind, Spirit, Soul, Principle, Life, Truth, Love
W, X, Xty, Sc	= Word, Christ, Christianity, Science
M/M – M/P	= means Mind in its subtone of M, Sp, So, P (Mind as Mind, etc.)
W/W, W/X, W/Xty, W/Sc	= means the Word in its subtone of Christ, Christianity, Science



## Study Syllabus III

A. The ordered development of the seven synonyms in the Word-order

The main purpose of the syllabus program is to ground students in the fundamentals of the Science of Christian Science on the basis of the Christian Science textbook and the Bible.

**Syllabus I** focused on the meaning of the seven synonymous terms for God as defined in the Textbook, on gaining a right concept for the synonyms for God through a right concept of their characteristic ideas, and on gaining a tonality of these synonyms through understanding the coherency of all ideas of one synonym as one tone.

**Syllabus II** took the study one step further with the method of combining the synonyms and their ideas according to the principle of synonymy, thus bringing into focus the blending of synonyms and ideas. Only after Syllabus I and II do we have our tools: the elements and the method of combining them.

**Syllabus III** has a twofold purpose:

- B. to consolidate Syllabus I and II through a variety of means;
- C. to see the ordered development of the seven synonyms in the Word-order.

### Outline

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- A. Students should familiarize themselves more intimately with those portions of Syllabus I and II that have been covered in the summer school classes. This includes:
  - 1. reading closely the references to each synonym in the Textbook, according to the rules presented in Syllabus I, so as to see what the text itself reveals about each synonym (Syllabus I, points 1 and 2);
  - 2. reading fluently through these references to gain in consciousness the tonality of each synonym (Syllabus II, point 1);
  - 3. blending the synonyms and ideas according to the four ways of reflection presented in the “Guide for Syllabus Study II” (B1–B4), taking the rule of thumb which shows how the blending specifically offsets noumenal and phenomenal counterfeits;
  - 4. culturing in greater depth the spiritual story of David presented in I and II Samuel, translating the Biblical symbols into their metaphysical and scientific significance. The Bible is an excellent means for culturing tonality; though it does not use the symbols of the Textbook or the Compendiums, nonetheless it conveys the tonality of the synonyms.

Ask, for example: Why, in the Bible text, is I Samuel 1:1–12:25 the Mind tone; why is 1:1–19:28 Mind as Spirit, 2:1–36 Mind as Soul, etc? (Syllabus II, point 9);

5. pondering mental anatomy and scientific obstetrics (Science and Health 462:20) as forming a right inner attitude toward our subject (Syllabus II, point 6);
6. taking the laws for handling animal magnetism from the standpoint of the fifth chapter of the Textbook (Syllabus II, point 7).

In these ways, a solid foundation is laid for the first fundamental category of reality: the seven synonymous terms for God. Our tools are defined: (a) in what they mean, and (b) in their relationships — their modes of combination.

B. From the seed of the meaning of the seven synonyms and their interrelations grows a natural ordering of these spiritual tones. The second fundamental category of the divine system of reference (Word, Christ, Christianity, Science) is introduced when the seven synonyms are first understood as an ordered statement of the Word of God — namely: Mind, Spirit, Soul, Principle, Life, Truth, Love. This *Word-order* can be seen through many examples — the greater the number of examples, the more the generalized sequence can be discerned and cultured.

1. Ponder the following sequences to discern the inner spiritual logic which runs through them. The emphasis is on spiritually understanding the creative flow from one idea to the next. Ask:
  - Why are these ideas in this order?
  - Why can this order not be changed?
  - Why is the preceding stage necessary for the succeeding one?
  - Why is each not possible without the one before and not complete without the ones after?
    - a) *the order of the seven days of creation*. Study help: Compendium No. 2.
    - b) *the order in the third degree* in the “scientific translation of mortal mind”: wisdom, purity, spiritual understanding, spiritual power, love, health, holiness.
    - c) *the order of the creative process*, which John Doorly has given: creative ability, unfoldment, identity, classification, individualization, consciousness, unity with God.
    - d) *the Word-order of the synonyms*: Mind, Spirit, Soul, Principle, Life, Truth, Love.
    - e) *the order in the four great Bible teachings*: (1) the days of creation, (2) the Commandments, (3) the Beatitudes, and, (4) the Lord’s Prayer. Study help: Compendium No. 3.

Also consider the spiritual relationship of the first day of creation with the first statement of the Commandments and with the first Beatitude, and with the first statement of the Lord’s Prayer, and so on, with the second to the seventh statements.

2. How do the days of creation compare with the *numerals of infinity*? See Science and Health 520:10–15. Discussions of this can be found in “God and Science” by John W. Doorly, chapter 3, pp. 36–48, and Appendix I pp. 216–217. Ponder this distinction and its meaning.
3. How are the days of creation reflected in the *thousand-year periods*? Discussions of this can be found in “The Four Levels of Spiritual Consciousness” (Max Kappeler), chapter 3, pp. 29–32; see also “John W. Doorly and the Scientific Evolution of Christian Science” (Peggy M. Brook), pp. 75–81.
4. How do these seven fundamental tones appear in an ordered way in Lecomte du Nouy’s theory of *evolution*? See “A Recent Theory of Evolution and Its Implications” (Max Kappeler).

What are the implications of such an ordered evolution?

5. The *inverted Word-order*: Love, Truth, Life, Principle, Soul, Spirit, Mind. When do we apply the inverted Word-order scientifically? Practice it?

Study help: “The Four Levels of Spiritual Consciousness” (Max Kappeler), p. 182, and “Christian Science Practice” (John Doorly), pp. 346–355.

6. *Exercises in text interpretation*: as the tonality of the synonyms becomes clearer and more present to consciousness, the layout of the revealed text can be discerned. Consider the following references from “Science and Health”:

472:23 – 475:4	“Is there no sin?”
488:14 – 493:8	“Do the five corporeal senses constitute man?”
493: 9 – 495:24	“Will you explain sickness and how it is to be healed?”

Read through the text multiple times. Ask yourself: What is the ordered line of reasoning? How can it be epitomized through the synonyms?

This assignment should be done by the individual student, not by a group.