**Traditional Education**

* Scripture Study
* Learning Methods
* Best Books & Teachers
* Traditional Philosophies
* Homeschool Advocacy
* Government Education’s Control Waste & Harm
* Individualizing Education Based on Ability & Interests

A person reading a book

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# **PART 1: LERANING METHODS**

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# Scriptures Study Techniques from Elder Bednar

Sequential Scripture Study: <https://www.lds.org/media-library/video/2015-01-0900-studying-the-scriptures-sequentially?lang=eng>

and here’s some more how-to scripture study advice from Elder Bednar

<https://www.lds.org/media-library/video/2012-07-1050-advice-for-studying-the-scriptures?lang=eng>

Here is an excerpt from Elder Bednar addressing 3 ways to study scripture:

“I now want to review with you three basic ways or methods of obtaining living water from the scriptural reservoir: (1) reading the scriptures from beginning to end, (2) studying the scriptures by topic, and (3) searching the scriptures for connections, patterns, and themes. Each of these approaches can help satisfy our spiritual thirst if we invite the companionship and assistance of the Holy Ghost as we read, study, and search.  
  
Reading a book of scripture from beginning to end initiates the flow of living water into our lives by introducing us to important stories, gospel doctrines, and timeless principles. This approach also enables us to learn about major characters in the scriptures and the sequence, timing, and context of events and teachings. Reading the written word in this way exposes us to the breadth of a volume of scripture. This is the first and most fundamental way of obtaining living water.  
  
Studying by topic typically follows, grows out of, and builds upon our reading of the scriptures from beginning to end…

Focusing upon such questions and studying by topic, using the Topical Guide and index to the triple combination, allow us to dig into and explore the depth of the scriptures and obtain a much richer spiritual knowledge. This approach **increases the rate** at which living water flows into our lives.  
   
Both reading from beginning to end and studying by topic are prerequisites to the third basic method of obtaining living water from the scriptural reservoir. Whereas reading a book of scripture from beginning to end provides a basic breadth of knowledge, studying by topic increases the depth of our knowledge. Searching in the revelations for connections, patterns, and themes builds upon and adds to our spiritual knowledge by bringing together and expanding these first two methods; it broadens our perspective and understanding of the plan of salvation.  
  
In my judgment, diligently searching to discover connections, patterns, and themes is in part what it means to “feast” upon the words of Christ. This approach can **open the floodgates** of the spiritual reservoir, enlighten our understanding through His Spirit, and produce a depth of gratitude for the holy scriptures and a degree of spiritual commitment that can be received in no other way...”

(Elder David A Bednar, “The Scriptures: A Reservoir of Living Water”, CES Fireside for Young Adults, February 4, 2007 BYU; <https://speeches.byu.edu/talks/david-a-bednar_reservoir-living-water/>)

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# Prophets Say an Hour of Scripture Study Daily is Ideal

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It is the privilege and duty of every latter-day saint to spend an hour in the scriptures each day. This is my opinion. I have heard brethren declare that an hour in the scriptures is ideal. Let us reach for that ideal. Though circumstances could justify a different standard, let us take time to be holy, then boldly kneel before the Lord and say “Lord, thou hast assigned me this task which I have completed. Now, help thou me in the rest.” Then the power of God is activated, and all things work together for good for this soul who loves God.

“I promise you that as you consistently give the Lord a generous portion of your time, He will multiply the remainder.” (Russel M Nelson, “Becoming True Millennials”, An Evening with President Russell M. Nelson, Worldwide Devotional for Young Adults, January 10, 2016, Brigham Young University–Hawaii, https://www.lds.org/broadcasts/article/worldwide-devotionals/2016/01/becoming-true-millennials?lang=eng)

Here are 3 quotes of the brethren suggesting an hour or half hour for scripture study each day:

-“We should not be haphazard in our reading but rather develop a systematic plan for study. There are some who read to a schedule of a number of pages or a set number of chapters each day or week. This may be perfectly justifiable and may be enjoyable if one is reading for pleasure, but it does not constitute meaningful study. It is better to have a set amount of time to give scriptural study each day than to have a set amount of chapters to read. Sometimes we find that the study of a single verse will occupy the whole time… It would be ideal if an hour could be spent each day; but if that much cannot be had, a half hour on a regular basis would result in substantial accomplishment. A quarter of an hour is little time, but it is surprising how much enlightenment and knowledge can be acquired in a subject so meaningful. The important thing is to allow nothing else to ever interfere with our study (President Howard W. Hunter, Ensign, Nov. 1979, 64, emphasis added).

– “You should care more about the amount of time you spend in the scriptures than about the amount you read in that time. I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of God, and He will be speaking to you” (Elder D. Todd Christofferson, Ensign, May 2004, 11).

-“If possible, set a consistent time and place to study when you can be alone and undisturbed…As I think about your schedules and the pressures you face at this time in your lives, I can understand why scripture study can so easily be neglected. You have many demands pulling at you. In some cases, just maintaining your social life is a full-time occupation. But I plead with you to make time for immersing yourselves in the scriptures. Couple scripture study with your prayers. Half an hour each morning privately studying, pondering, and communicating with your Heavenly Father can make an amazing difference in your lives. It will give increased success in your daily activities. It will bring increased alertness to your minds. It will give you comfort and rock-steady assurance when the storms of life descend upon you” (Elder M. Russell Ballard, “Be Strong in the Lord…” http://speeches.byu.edu).

Supposedly Elder Bruce R McConkie said we should study the scriptures 4 hours a day, one hour for each of the standard works. Love it!

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# Scripture Study – Teachings of the Prophets

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-Studying one verse of scripture for 45 minutes is often the most enriching form of scripture study. (Elder Neil A. Maxwell of the 12 Aposltes; ask Stake President Chad R. Wilkenson of Saratoga Springs for the reference)

-“Perhaps you may ask me why I dwell on this . . . subject. In answer, why did the Lord dwell upon it forty-two years ago, if he did not want us, in some measure, to understand it? Would he speak at random? Would he give a revelation without expecting that the people would even try to understand it? If the Lord wished us to understand something, and condescended to reveal something, why should we . . . think that we are stepping over our bounds in trying to comprehend approximately what the Lord desired us to understand . . . It is an old sectarian whim and notion, to suppose that we must not try to understand revelation.

. . . . Do not suppose, however, that those first principles [of the gospel] are the only ones to be learned; do not become stereotyped in your feelings, and think that you must always dwell upon them and proceed no further. If there be knowledge concerning the future, . . . the present, . . .[the] past, or any species of knowledge that would be beneficial to the mind of man, let us seek it; and that which we cannot obtain by using the light which God has placed within us, by using our reasoning powers, by reading books, or by human wisdom alone, let us seek to a higher source—to that Being who is filled with knowledge, and who has given laws to all things and who, in his wisdom, goodness, justice and mercy, controls all things according to their capacity, and according to the various spheres and conditions in which they are placed.” (Orson Pratt, March 14, 1875, Salt Lake City, 16th Ward, reported by David W. Evans)

-“It is impossible for a man to be saved in ignorance.” (D&C 131:6)

-“When God offers a blessing or knowledge to a man, and he refuses to receive it, he will be damned.” (Teachings of the Prophet Joseph Smith, p. 323)

-Elder Holland said nothing substitutes for time in the scriptures themselves regardless of good commentaries we can read (from his “Christ and the New Covenant” book recently published)

-“It is a paradox that men will gladly devote time every day for many years to learn a science or art; yet will expect to win a knowledge of the Gospel which comprehends all sciences and arts, through perfunctory glances at books or occasional listening to sermons.” (Elder John A Widstoe, Evidences and Reconciliations, 1951)

– “It is a paradox that men will gladly devote time every day for many years to learn a science or an art; yet will expect to win a knowledge of the gospel, which comprehends all sciences and arts, through perfunctory glances at books or occasional listening to sermons. The gospel should be studied more intensively than any school or college subject. They who pass opinion on the gospel without having given it intimate and careful study are not lovers of truth, and their opinions are worthless.” (John A. Widtsoe, [1872–1952] of the Quorum of the Twelve Apostles, Evidences and Reconciliations, p.16-17)

-“Let there be study of the scriptures at least thirty minutes of each day” (Teachings Of Presidents Of The Church: Harold B. Lee, p.59).

-“We should not be haphazard in our reading but rather develop a systematic plan for study. There are some who read to a schedule of a number of pages or a set number of chapters each day or week. This may be perfectly justifiable and may be enjoyable if one is reading for pleasure, but it does not constitute meaningful study. It is better to have a set amount of time to give scriptural study each day than to have a set amount of chapters to read. Sometimes we find that the study of a single verse will occupy the whole time… It would be ideal if an hour could be spent each day; but if that much cannot be had, a half hour on a regular basis would result in substantial accomplishment. A quarter of an hour is little time, but it is surprising how much enlightenment and knowledge can be acquired in a subject so meaningful. The important thing is to allow nothing else to ever interfere with our study (President Howard W. Hunter, Ensign, Nov. 1979, 64, emphasis added).

-“There is a power in the book [of Mormon] which will begin to flow into your lives the moment you begin a serious study of [it.] You will find greater power to resist temptation. You will find the power to avoid deception. You will find the power to stay on the strait and narrow path. The scriptures are called ‘the words of life’ (see D&C 84:85), and nowhere is that more true than it is of the Book of Mormon. When you begin to hunger and thirst after those words, you will find life in greater and greater abundance (President Ezra Taft Benson, Ensign, Nov. 1986, 7).

-“The only way you can be sure that a busy schedule doesn’t crowd out scripture study is to establish a regular time to study the scriptures” (President Henry B. Eyring Ensign, July 2005, 24).

-“You will be taught more easily as you approach the scriptures if you search with a question and with a determination to act on the answer. We can receive what seems to us new truth when we go back to the same scripture with new questions” (President Henry B. Eyring, Ensign Jan. 2002, 32).

-“We are counseled and urged to read the four standard works from beginning to end. You should do that—read each of the four books of scripture from beginning to end more than once. You could hardly use your time to more advantage” (Elder Boyd K. Packer, Ensign, Dec. 1985, 50).

-“We often hear…that the scriptures have the answers to all of our questions. Why is this so?…Reading…the scriptures will…put us in a position where we can obtain inspiration to answer any doctrinal or personal question, whether or not that question directly concerns the subject we are studying in the scriptures. That is a grand truth not understood by many….Again, even though the scriptures contain no words to answer our specific personal questions, a prayerful study of the scriptures will help us obtain such answers” (Elder Dallin H. Oaks, “Studying the Scriptures,” Fireside given November 24, 1985).

-“I have heard many well-intentioned Church leaders and teachers instruct congregations to find time for daily scripture study, ‘even if it’s only one or two verses per day.’ Though I understand the point they are trying to teach and applaud the sincerity of that conviction, may I gently suggest that if we are too busy to spend at least a few minutes every day in the scriptures, then we are probably too busy and should find a way to eliminate or modify whatever activities are making that simple task impossible” (Elder M. Russell Ballard, When Thou Art Converted, 68).

-“If possible, set a consistent time and place to study when you can be alone and undisturbed…As I think about your schedules and the pressures you face at this time in your lives, I can understand why scripture study can so easily be neglected. You have many demands pulling at you. In some cases, just maintaining your social life is a full-time occupation. But I plead with you to make time for immersing yourselves in the scriptures. Couple scripture study with your prayers. Half an hour each morning privately studying, pondering, and communicating with your Heavenly Father can make an amazing difference in your lives. It will give increased success in your daily activities. It will bring increased alertness to your minds. It will give you comfort and rock-steady assurance when the storms of life descend upon you” (Elder M. Russell Ballard, “Be Strong in the Lord…” http://speeches.byu.edu).

-“I suggest that you memorize scriptures that touch your heart and fill your soul with understanding. When scriptures are used as the Lord has caused them to be recorded, they have intrinsic power that is not communicated when paraphrased. Sometimes when there is a significant need in my life, I review mentally scriptures that have given me strength. There is great solace, direction, and power that flow from the scriptures, especially the words of the Lord” (Elder Richard G. Scott, Ensign, Nov. 1999, 87).

-“Please…read more slowly and more carefully and with more questions in mind…Ponder, [and] examine every word, every scriptural gem…Hold it up to the light, and turn it, look and see what’s reflected and refracted there…such an examination may unearth a treasure hidden in a field: a pearl of great price; a pearl beyond price” (Elder Jeffrey R. Holland, Summer 1992 CES Satellite Broadcast, 4).

-“My experience suggests that a specific and scheduled time set aside each day and, as much as possible, a particular place for study greatly increase the effectiveness of our searching through the scriptures” (Elder David A. Bednar, “Understanding the importance of scripture study,” http://byui.edu/presentations).

– “You should care more about the amount of time you spend in the scriptures than about the amount you read in that time. I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of God, and He will be speaking to you” (Elder D. Todd Christofferson, Ensign, May 2004, 11).

# Slogans to Share on Education

Great for hats, shirts, bumper stickers, magnets, flags, pins, etc.

If Ball is Life, What is Afterlife?

“I would challenge you to a battle of wits, but I see you are unarmed.” (Shakespeare)

A sign on a wall

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# Introductory Quotes on Education

“I shall not cease learning while I live, nor when I arrive in the spirit world; but shall there learn with greater facility; and when I again receive my body, I shall learn a thousand times more in a thousand times less time; and then I do not mean to cease learning, but shall still continue my researches.” (Discourses of Brigham Young, second edition, p. 248)

"There is no other one item that will so much astound you, when your eyes are opened in eternity, as to think that you were so stupid in the body." (Brigham Young, JD 8:30)

'No one understands you; being with you for just two hours is exhausting.' (said of Charles Dickens, see film 'The Man Who Invented Christmas')

“As with companions so with books. We may choose those which will make us better, more intelligent, more appreciative of the good and the beautiful in the world, or we may choose the trashy, the vulgar, the obscene, which will make us feel as though we’ve been “wallowing in the mire.”” (David O. McKay, Pathways to Happiness (Salt Lake City: Bookcraft, 1957), 15.)

“The sure mark of an unliterary man is that he considers “I’ve read it already” to be a conclusive argument against reading a work. . . . Those who read great works, on the other hand, will read the same work ten, twenty or thirty times during the course of their life.” (C. S. Lewis, chapter 1, paragraph 4, in An Experiment in Criticism (New York: Harcourt Brace Jovanovich, 1982), 2.)

“To be vulgar is to do that which is not the best of its kind. It is to do poor things in poor ways, and to be satisfied with that. . . . It is vulgar to wear dirty linen when one is not engaged in dirty work. It is vulgar to like poor music, to read weak books, to feed on sensational newspapers, . . . to find amusement in trashy novels, to enjoy vulgar theatres, to find pleasure in cheap jokes.” (David Starr Jordan (Former President of Stanford University), The Strength of Being Clean: A Study of the Quest for Unearned Happiness (New York: H. M. Caldwell Co., 1900), 25.)

“Let us . . . show to the world that we have talent and taste, and prove to the heavens that our minds are set on beauty and true excellence, so that we can become worthy to enjoy the society of angels.” (Brigham Young, JD 11:305.)

# Expect Great Things of Young People: Examples of Excellence

We should expect great things of young people. Our society has become much too permissive and indulgent in our parenting. All children have different gifts and personalities, and parents should help those children to excel, and not shun the work that it will require for them to master themselves. The age of adulthood and responsibility is continuously pushed back. I used to be marked by the onset of puberty. Then it was 18. Now it’s legally 18, but a new stage of adult transition has been coined for the age of 18-25. Then they say, ‘ok by 30 it’s time man’, and so on.

Lets take a look at what young people are capable of!

Book of jasher says Rebecca was 10 years old when betrothed

Several Hebrew sources say Mary was 12 or 13 or 14 years old when she had the son of God several sources say 12 when betrothed

William Bradford was 12 when he started secretly against the will of his parents attending Separatist Puritan meetings

Thomas Jefferson had learned 5 languages by the time he was 9 years old <https://youtu.be/tY6TLw-LFY4>

-Joseph Smith had a section of the bone in his leg removed without anesthetics. He was also sincere enough to seek deeply for correct religion at age 14, including many hours studying the bible, and when the revelation did come to him, that great first vision, he endured much persecution from the religious leaders of his day, still at the young age of 15. Around age 23, he translated the Book of Mormon in about the span of 1 semester’s time.

-Joan of Arc was having visions at a very young age, and was a martyr at age 18.

-Some of the great composers were writing better music in their teens and preteen years than other great musicians could at the height of their careers.

-Several modern prophets have spoken of reading The Book of Mormon from cover to cover at a very young age, such as 8 years.

-Joseph F Smith was a full time missionary at age 16, and an Apostle in his late 20’s.

-Listen to Mozart’s story, including what he played at age 6, and what he composed at age 8, etc. <https://youtu.be/Dau-mKCGKXI> ; he composed first piece at age 5; age 6 toured Europe; age 10 international fame; age 11 composed his first opera

-Howard W Hunter played 7 instruments competently when a teenager. (see Presidents of the Church book by Truman G Madsen).  
-Joseph Fielding Smith speaking of his father Joseph F. Smith, he said “My father never had time to be a boy.” (p58 of In The Company of Prophets by Arthur Haycock). He had driven an ox team across the plains with his mother when he was just a boy, at age fifteen, orphaned, he was sent on a mission to Hawaii where he served for four and a half years.

-When a 12-Year-Old Plays Better Than You (Two Set Violin) <https://youtu.be/yq08X_8BI8c>

-Teen (Tim Doner) speaks 20 languages: <https://www.youtube.com/watch?v=Km9-DiFaxpU>

-There are a series of Ted Talks particularly by teens called “Tedx Teen”.

-Here is a short presentation showing that the idea of adolescence is a new idea; it used to be that children would take on maturity at a younger age, and use the teen years for preparation of adult roles, but now that era is largely one of post-poning maturity. “UnHoly Hollywood 3 - This is Why They Call It Programming” <https://youtu.be/25llo_ol3ns>

A pocket watch on a table

Description automatically generated with medium confidence-Thomas S Monson was a bishop at age 22. We don’t seek this office but it demonstrates that young adults are capable of overseeing sizable stewardships.

-It was common to have 14 year old ship captains in days past.

# The (Occasional?) Duty of Polyphasic Sleep: Expectations & Strategies

“My life like my shoes, worn out in the service of God.” -President Spencer W. Kimball

“Have a sense of urgency.” -Thomas S. Monson, Russel M. Nelson, etc.

-when much is at stake, you ust lose the calendar, and just go full throttle. This means you sleep when you must, not when a clock says something. And when you must sleep, you do so incrementally, then get back to work, as a little sleep can be restorative.

-stock up on sleep so when you can’t, you have reserves. The science shows that it indeed works like this, the use of stored energy, and the power to renew one’s self with a reasonable night’s sleep even if you’ve been without for a few days.

-in seasons of critical performance, get all you need to do completed, then rest a season. It’s feast or famine. You can’t wait until it’s convenient in your schedule to get your work done.

In my full-time college student years, I also worked a full time job maintained a marriage, and raised a number of children. I have thought much about where the line is for giving one’s all for the betterment of society. Though this line (as well as one’s ability to move that line in a per needs basis) varies from person to person, here are some generalities I’ve come to believe from much trial and error, much success, and much failure.

My soul cries out, Oh God, how strict are thy ways, and how high are thine expectations! I tremble to think of what trials lie ahead, and I tremble to look at what we have already gone through in this life and what we have gone through in the pre-mortal existence. We know not if we could do now and tomorrow what we could and did then. Nevertheless, we know thou wilt sustain thy servants in the hour of their need. As our days shall demand, so our succor from thee, our constant aid, shall be. Though we may not KNOW that we in our flesh shall conquer this selfsame hour, we can surely BELIEVE.

Note: Surely a pregnant woman needs to be very cautious about guarding her health when it comes to sleep, etc.

Note: regularly resorting to medication and junk food (including soda, caffeinated or not) is a sign of an unsustainable lifestyle, and is not recommended for any substantial stage of life, including college semesters, new-born baby months, or times of extreme poverty, etc. For these seasons of great distress, other more sustainable options are available to those who seek them.  If these nutritively empty substances are to be used at all, it is in rare emergency or perhaps rare celebration (though surely we can think of more wholesome ways to celebrate). The seeker of greatest joy & service recognizes that it is best to never use them for either emergency or celebration. Even those who work a graveyard shift or heavy class/work/family load perform better when adopting healthy coping mechanisms. Those who resort to these unhealthy tools will likely soon look back and regret their poor choices as they face years of health issues as a result.

THE NUMBER OF SLEEP HOURS AND THE RESULTS:

This section shows what one can expect based on how many hours of sleep they get, ranging from 11 hours to 0 hours. Refer also to my similar article of compiled quotes and examples from prophets and other inspired individuals on sleep.

11: solution for 0-hour prior night

10: have you no dignity man? / open rebellion

9: there goes your life / probably depressed / complete restoration from a week of clearly diminished rest.

8: ready to do sustained intense focus / born again / easy to be optimistic; must exercise for max alertness. Missionaries sleep this amount (Note: missionaries are young and may need more sleep due to their age of development). Napoleon Bonaparte military genius suggested that for a mature adult to sleep this amount is wasteful.

7: going along just fine / let’s do this. No music is required for focused study.

6: I’m going to make it. Constant mental effort required for sustained focus; exercise boosts function if can conjure the motivation to exercise. 2nd episode of exercise mid-day gives equivalent of 1-hour nap. Napoleon Bonaparte military genius suggested this amount of sleep for men of ambition. Music is required for focused study. Comedic relief serves in this phase to boost the immune system and deflect depressive instincts. Jovial social interaction further serves to sustain usefulness in this sleep schedule. Menial tasks which require little to no thought are good to accomplish in this schedule, reserving one’s energy/time/prime for the more daunting tasks of designing, calculating, and so forth.

——-

crossing line of chronic health / sustainability; below this point will need nap for max function / economic point of diminishing returns

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5: life is pain; only sustainable with spiritual fortification; high risk for depression & bodily temptation; occasional relief from pain when highly distracted; you can perform mentally, but you won’t think you can; multiple episodes of physical fitness required to override mental fatigue. 1-hour nap 2/3 through day enhances remaining 3rd to 7-hour-like performance. Increase caloric intake by 400 to compensate strain on body. You can still have normal social interaction in this stage. If very interested in a topic, can carry on as though you had 8 hours of sleep therein, but performing begrudging tasks is most dreadful. If is likely that Dr. Hugh Nibley frequently used this sleep schedule, as he was known to suggest to students that they study until 2 or 3am to perform with excellence in school and lamented that the ‘lamps didn’t burn’ late into the night in BYU dorms. Nibley was famous for being the best in his field and being better than everyone else in their own fields. Participation in an economic society is virtually disabled at this sleep level, particularly meaningful and hearty participation.

4: “why did i do this”; “there is no mercy, no mercy!”; focus on nutrition (esp. vit. C) to avoid eminent sickness; I have a fighting chance of surviving without illness, but I’m not happy about it; must build time into schedule for staring into space and repeatedly pondering the question “why”; increase caloric intake by 700. Avoid stressful situations as to not lose your temper. You’re bent and almost to breaking, potential for “Dr. Jekyll Mr. Hyde syndrome” when encountering unexpected stress, particularly related to interpersonal interactions; “what happened?”; must write morals on palm of hand as they’re no longer in thoughts; this is the final stage of semi-reasonable sleep length. You can perform scheduled tasks, but time in between scheduled tasks is wasted in lament and grimace of pain. You will be easily distracted and use much of your limited fuel in creative rather than administrative tasks. The infamous Joseph Richardson who maintained a 4.0 in high school, always 18 credit semesters in college (still 4.0), and graduate school in computer science and physics (still 4.0), reported a particular semester of graduate school where he had an average of 4 hours of sleep per night, which he reported was most miserable & somewhat maddening, though succeed he did. One key to Joseph’s academic success is that he never allows himself to sleep if there is unfinished homework which is due the next day. It is to be noted that Joseph never used caffeine and had a diet high in milk beans and wheat bread from a young age. Joseph also reports some long-term negative health consequences which he correlates with these and similar times of his life. Generally speaking, it is unwise to expect to perform well academically on such diminished amounts of sleep.  I believe Brigham Young was on this average of sleep when doing last minute temple ceremonies before they had to leave in months soon to come. Onset of diarrhea is a key sign that debilitating sickness is eminent, retreat and fortify (although sometimes there are things worse than diarrhea, as evidenced by the courageous battles of George Washington, where he reported diarrhea during battle).

crossing the line of acute health: emergency status

3: sick; onset of an inflamed uvula upon waking indicates severe stress on the immune system. There is a small chance that sickness can be avoided in this schedule with the employment of a series of brief naps throughout the day; exercise decreases health; seek restful moments throughout day whenever possible, deliberate psychoactive self-restraint to decrease stress of constant pain; increase caloric intake by 1500. Social interaction requires full attention / is ineffective. Some temptations are diminished in this stage as extreme exhaustion brings a sense of humility and compassion for humanity which comes with inevitable resignation on account of one’s abilities to reach all personal goals. Some things can be maintained with this amount of sleep, such as clocking in and out of work on time, attending mandatory school classes, and completing assigned homework. Small infrequent medication to calm symptoms so as to complete needed social performances are considered, but with awareness of impending liver and other damage to those who medicate casually/frequently. As completion of homework is critical to maintaining a grade point average, the student is justified, as the provider is justified in making sufficient money to pay bills at this sleep level, in temporary heroic sprints in this phase to complete needed tasks. Time is such that some days are more important than others, and if you have only 3 hours of sleep to meet demands of the more crucial days, compensation/health reconciliation must be completed.  Note: emergency status can often be avoided with good planning, which evades the need of procrastinated workloads.

2: 5th dimension Leonardo Da Vinci / polyphasic sleep; sick, but not bedridden sick if execute naps

1: forestall impending doom. Insufficient naps; Increase caloric intake by 2000.

0: kamikaze. Timebomb. One becomes not only sick, but useless. However, if only employed once or twice a month and other days have a healthy amount of rest, including small repair in the aftermath, this schedule can be tolerated.

**POLYPHASIC SLEEP:**

Polyphasic sleep is sleeping in small increments rather than long periods. This is a questionable practice. However one thing is for certain – we sould rise early, and take power naps as needed. President Spencer W. Kimball was known for this. He would take 15 minute power naps and be ready to go.

Apparently Di Vinci and others have used this method, and retained their genius, and perhaps used it to develop their genius.

A picture containing dark, black, outdoor object, night sky

Description automatically generated(Going on 1-4 hours of sleep per day, with periodic 25 minute naps (a few per day).)

REM sleep happens in the 25 minute range, so the 25 min. naps provide quality sleep which eventually feels like hours of rest.  
The first few weeks are hard but then you get used to it.  
Several renown thinkers purportedly did this.  
It's supposed to not only give more time, but more health and energy including weight loss.

Caution: this is not sustainable for most people. I have seen people who have done something similar to this develop serious health issues. Use extreme caution with this method. Maintain high nutritional excellence, etc.

**Ways to Stay Awake on Graveyard Shift:**

(In a somewhat healthy way; staying up all night is inherently unhealthy, but sometimes required to provide for a family while going to school, etc.)

Stretching! Become a master of flexibility, you’ve got nothing but time. Can read in stretch positions too. Get a book on flexibility or print stuff to try lots of different stretches.

Avoid time fillers like video games and junk food.

Classic narrative and otherwise compelling literature.

Paperwhite kindle

Mp3 player

Phone with usb otg (for reading editing files and playing music and video)

Draw/paint landscapes.

Sculpt with clay, then bring home creations to cook into permanence.

Plenty of protein so not Hungary; low carbs so not tired

Hacky

‘desk cycle’ seated portable foot bike

Dumbbells

Flex cords

Gum, sun seeds

Dandelion ‘tea’ energizes

A picture containing cat, grass, green, domestic cat

Description automatically generatedReading with a purpose: to complete books; minimal highlighting, speed read

Minipiano with headphone jack, and bud headphones so not bulky, and printed ‘tabs’

Electric Acoustic guitar with headphone jack so as to play without noise.

Other instruments that can plug in headphones

Free weight workouts: squat, jj, su, pu, jump, ‘dry’ ollie (squat, jump up, tuck, land in squat)

Look sharp so you feel sharp, it’s energizing.

Journal freewriting. Spill ideas onto a page. Could write stories to tell the children too.

Construction books with lots of pics, its an active subject

Math; it’s an active participation thing.

Look at books on sport technique; an active subject.

Print out articles and edit them with red pen to later electronically update. Have a keyboard to type plugged into the phone where possible if computer not available.

Pomegranates: takes long time to peel, lots of little rewards.

Bring ice for your feet

Lotion hands and feet; this relieves pain/irritation so you can focus on other things

IBU Tylenol something so you can happily do something without focus on pain (will kill the liver & intestines if used too much)

Nuts, seeds

Healthy puzzle based games

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# Scheduled Sleep Routine Sketch

On this subject, one might refer to the book (series) “The Morning Miracle”. The book suggests that our mindset has much to do with it. That if we anticipate a poor sleep and bad day, thus it will be. And that if we anticipate a good sleep, even when not many hours, it will be good.

A picture containing indoor, person

Description automatically generated

Before going to bed:

-prayer and journal and write in planner/phone stuff for tomorrow’s doings

-phone charge in other room, use actual alarm clock. Helps avoid social media etc.

-set alarm for 6(?) hours after time of going to bed; while caring for infant, may set for 7(?) hours, since plan on an hour of tending baby; when under the gun in school etc., set for 4 hours (I know of straight A students who have proven that optimal brain function & health aren’t required for academic success; one in particular reported an entire semester of 4 hours of sleep on average. His health suffered, but he achieved his goal.)

Getting out of bed:

-not hit snooze lest you get into another sleep cycle; countdown from 5, and get up. If you don’t like waking up, why do it twice?

-use cold therapy to shock your brain into alertness via cold shower

-fitness for a set time or distance

-scripture study for a set time.

Don’t procrastinate these things for later in the day: later in the day is when you need to be getting deadline type things done. These things will launch the day effectively. Without these things, the rest of the day can easily astray.

Review the planner list of stuff to do throughout the day, perhaps at set times

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# Cease to Sleep Longer than is Needful: Courage of Prophets & Sages

Let us remember that not only scientific laboratories but wisdom from the ancients and insight from inspired individuals can give us information on matters of importance. To ignore historical and prophetic wisdom at the expense of focusing on the laboratory, or the opposite, to leave the laboratory to just listen to leaders and wise men, is to put oneself at risk of assuming radical views which will not lead to desired outcomes.

A person reading a book

Description automatically generated with medium confidenceThis is a collection of teachings on and examples of the prophets and other inspired individuals about sleep. We must serve God, and we look up to those who have gone before to help us be inspired about ways we can offer our whole souls as an offering to God. Sometimes this balance of service and self-care can involve less sleep. I would note that regular use of stimulants indicates that our sleep patterns are unstable and not suitable for a healthy long-term lifestyle. We will frequently consider as we review these teachings that there is more to life than sleep, and that much of what must be done can indeed be done on less sleep.

Isaac Newton: “Truth is the offspring of silence and unbroken meditation. I keep the subject constantly before me and wait 'til the first dawnings open slowly, by little and little, into a full and clear light.”

When in the throngs of important research, he ate and slept little. Once he went without sleep for 5 days (though it resulted in a mental breakdown).

Chemist accountant Antoine Lavoisier spent 3 hours in his chemistry lab before going to work as an accountant each day, then returned to work in his lab after work.

Brigham Young 4 hours of sleep on average per night only going home one day a week and they were getting Temple work in the Navoo temple before they had to leave.

“President David O. McKay was inclined to awaken at 4:00 a.m., skim read up to two books each day, and then commence his labors at 6:00 a.m. He could quote 1,000 poems from memory…He referred to the grand masters of literature as the “minor prophets.”” (Your Refined Heavenly Home by Douglas L. Callister, A BYU speech given September 19, 2006, <https://speeches.byu.edu/talks/douglas-l-callister/refined-heavenly-home/> )

-Gerald Lund in his book on hope relates that he had a habit of snoozing the alarm for years. He tried to wake early to study the gospel, but without success. Eventually he prayed for help and began to wake a minute before his alarm, feeling refreshed. He got better at this and went from success a few days a week to eventually everyday, and didn't even need to set an alarm anymore.

-Joseph Smith – The Lord comforts us by means of our dreams, even when they don’t make sense. (Note: It’s also been said by modern psychologists that dreaming is critical to our mental health.)

-Reportedly Hugh Nibley said he would rather get up at later and write good books than get up at 6am and write bad books. This shows how and when you sleep isn’t really the key to success, it’s just a minor and negotiable component which can’t be enlarged more than other more crucial components. There appears to be seasons of rest, seasons of little rest, etc., depending on the dictation of the Holy Ghost, our spiritual attunement to recognize that dictation, and our moral courage to answer the promptings of the Holy Ghost, as we tread the path toward become holy ourselves. He that is commanded in all things is not a slothful and not a wise servant the revelation says.

-“Give me that mountain to climb” said President Kimball. President Kimball and his wife were sick with a very high temperature fever, he was nevertheless the first ready in the morning, and  
went to all his meetings that day, and looked to the needs of others throughout the day. Though his various cancers and other serious Job-like health trials, we have never heard him complain. President Kimball didn’t expect those around him to keep up with him and work at his pace. He did expect people to do their best. He had a sign on his desk that said, “do it”. They couldn’t get President Kimball to rest before the long series of meetings of the day. He said that if they knew what he did, they would understand why he did what he did. There were gaps in the schedule, President Kimball pointed out the gaps and asked Elder Hales “what are these? Why am I not attending meetings in these times?” Elder Hales said “those are rest periods.” President Kimball said, “Are you tired, Elder Hales?” Elder Hales would express his **concern to his companions about the health of President Kimball considering how he could get Kimball to rest, his companions said, “you can try”**. When others would try to help him rest, he would tell them, “**I know you’re trying to save me, but I don’t want to be saved, I want to be exalted**.” (“Examples from the Life of a Prophet” by Elder Robert D Hales, about President Spencer W Kimball, Gen. Conf. Oct. 1981)

A picture containing mammal, big cat, lion, outdoor

Description automatically generated-Joseph Fielding Smith **all his life was up by 6am and in his office by 8am**. (see book ‘In the Company of Prophets by D. Arthur Haycock)

– Spencer W Kimball didn’t sleep much. If working hard could make up for his inadequacies he would. So he slept only a few hours each night and became a master of sneaking away every now and then for a **15-minute cat nap, then was back in action**. At **2am the lights were often still on the Spencer Kimball home**. He would be writing in his journal responding to letters and thanking them for any bit of faith they had in such letters. In his journals he not only wrote of the things of the day, but he opened his heart. There are **33 black binders of these journals** he kept. He said that **in journals don’t put your sins in neon but write you have weaknesses and quickly get on** to the good stuff, to the inspired. (see Truman G Madsen book on the Presidents of the church)

-“When I served with President Kimball, I never worked so hard in my life.” (see book ‘In the Company of Prophets by D. Arthur Haycock pg. 90)

-“I have learned that the best time to wrestle with major problems is early in the morning. Your mind is fresh and alert. The blackboard of your mind has been erased by a good night’s rest. The accumulated distractions of the day are not in your way. Your body has been rested also. That’s the time to think something through very carefully and to receive personal revelation. I’ve heard President Harold B. Lee begin many a statement about matters involving revelation with an expression something like this: “In the early hours of the morning, while I was pondering upon the subject,” and so on. He made it a practice to work on the problems that required revelation in the fresh, alert hours of the early morning… I counsel our children to do their critical studying in the early hours of the morning when they’re fresh and alert, rather than to fight the physical weariness and mental exhaustion at night. I’ve learned that the dictum “Early to bed, early to rise” is powerful. When under pressure—for instance, when I was preparing this talk—**you wouldn’t find me burning the midnight oil. Much rather I’d be early to bed and getting up in the wee hours of the morning, when I could be close to Him who guides this work.”** (Elder Boyd K. Packer, 1975 BYU Devotional “Self Reliance”, <https://speeches.byu.edu/talks/boyd-k-packer_self-reliance/>)

-Brigham Young said the man who honors their Priesthood will be exhausted. (Hugh Nibly, BofM/PoGP class referenced)

-Brigham Young said he felt his bones in him would consume lest he preached the gospel once he had found it, and left all temporal things so to do. He said he is not bound back by wife and child or nothing, but is living for the gospel. He said “I want you to ware your selves out (for the gospel cause).” (Hugh Nibly, BofM/PoGP class referenced)

-Elder Jeffrey R Holland said missionaries (etc.) collapse into bed at the end of the day “delightfully exhausted”

-“Eight hours work, eight hours sleep, and eight hours recreation – Brigham Young” (Susa Young Gates and Leah D. Widtsoe, The Life Story of Brigham Young (1931), 251)(also referenced in Ensign 2003 A Rock-Solid Foundation for Marriage By Brent A. Barlow <https://www.lds.org/ensign/2003/06/a-rock-solid-foundation-for-marriage?lang=eng>)

-“it is harder for the Spirit to shine in and through our physical bodies when we are dozy and dull from foolishly going to bed at 1:30 A.M. or 2:30 A.M. or later night after night after night (see D&C 88:124).” (By Elder David A. Bednar Area Authority Seventy From a devotional address given at Ricks College on 11 January 2000. Published also in the Ensign, September 2001 see https://www.lds.org/ensign/2001/09/ye-are-the-temple-of-god?lang=eng)

-Pres. McKay read 4-5 books a week. He would only sleep 4 hrs. per night, bed at 12am up at 4am

-President Boyd K Packer said that when he has a large project that must be done, rather than staying up late to do it, he will rise early to do it. He says he prefers this method so that he can do the task “with the Lord”.

-When I took classes from BYU Biblical Hebrew professor and prolific author Dr. Donald Parry, he would sometimes speak to us of how he would at times wake very early, sometimes even at 2am, he would pray for the Lord to let him rest a little more, and the answer would come that no, it’s time to get up and get to work.

-Cleon Skousen was asked a project by the First Presidency, they knew he had what today is 5 full time jobs; he to complete the assignment had to stay up till 4 or 5 AM some days.

-Brigham Young would only get 4 hours of sleep when he was involved in a great project temple work etc.

-one BYU News recent study shows students with 7 hours of sleep do better than those who get 9 hours of sleep.

-Holy Ghost be your guide

-Joseph Fielding Smith thought it immoral to be in bed past 6am

-Brigham Young said don’t use stimulants to stay awake. President Russel M Nelson has echoed this council.

-Missionaries get 8 hours

-Joseph Worthlin got up early to have 2 hours of gospel study each morning

-Pres. Kimball would oft. go home after work then go back to work after that to finish things when things were not done

-Julie Preece, the student management professor of BYU, says stay at work till work done then go home

-Pres. Monson says burn the midnight oil to get good grades

-Professor of Greek at BYU Steven Bay says go off only 5 hours sleep if it means getting your studying in

-a founding father / French revolutionist said those who want to make revolution can only sleep in their grave

-at times Pres. Eyring prays all night

-President Russel M Nelson has urged us to not use harmful stimulants.

-Jesus rose before others in the morning to go pray

-Jesus and other prophets have gone without food for 40 days and still been able to learn much in that time

-Jesus prayed all night when trying to choose which to call as the 12 Apostles

-Pres. George Albert Smith would rise at 3 am to go help a poor bum not commit suicide

-recent Gen. Conf. Elder Scott said get a reasonable amount of sleep

-recent Gen. Conf. Elder Holland said we must pay for health if not now then later

-Oath and Covenant of the Priesthood involves a renewal of the flesh

-The Holy Ghost quickens and strengthens all things in your body

-The D&C teaches that we are expected to follow the righteous desires of our hearts and do much good of our own will

-Napoleon Bonaparte was asked how many hours sleep people need, he is said to have replied: “Six for a man, seven for a woman, eight for a fool.” <https://www.bbc.com/news/magazine-22084671>

-The prolific inventor Thomas Edison slept **three** or **four hours** at night, regarding sleep as a waste of time, “a heritage from our cave days.”  <http://www.nytimes.com/books/first/m/maas-sleep.html?scp=63&sq=sleep&st=Search>

-there are many sources which suggest that Einstein, Tesla, Leo Da Vinci and many other past century geniuses did sleep for only a few hours per day or they took several naps of few minutes each, per day. <https://www.quora.com/Did-Einstein-sleep-for-three-hours-a-year>

Text

Description automatically generated-Leonardo **da Vinci’s sleep** schedule included 20-minute naps every four hours. **Da Vinci** followed an extreme form of a **polyphasic sleep** schedule called the **Uberman sleep** cycle, which consists of 20-minute naps every four hours.<https://www.independent.co.uk/news/people/14-bizarre-sleeping-habits-of-super-successful-people-a7002076.html>

-Every day at 5 p.m., the prime minister would drink a weak whiskey and soda before taking a two-hour nap. Churchill said this short “siesta” allowed him to get 1 1/2 days’ worth of work done every 24 hours. Churchill would often work through the night and became known as quite the night owl. Because of his irregular sleep schedule, he was said to hold War Cabinet meetings in his bath. <https://www.independent.co.uk/news/people/14-bizarre-sleeping-habits-of-super-successful-people-a7002076.html>

-The 19th-century novelist and poet Emily Bronte suffered from insomnia, and she would walk around her dining room table until she felt tired enough to fall asleep. <https://www.independent.co.uk/news/people/14-bizarre-sleeping-habits-of-super-successful-people-a7002076.html>

-Inventor Nikola Tesla got more out of the day with his limited sleep schedule. Like Da Vinci, Telsa also followed the Uberman sleep cycle and claimed to never sleep for more than two hours a day. He once reportedly worked for 84 hours straight in a lab without any rest. “I do not think there is any thrill that can go through the human heart like that felt by the inventor as he sees some creation of the brain unfolding to success … Such emotions make a man forget food, sleep, friends, love, everything,” he said.

<https://www.independent.co.uk/news/people/14-bizarre-sleeping-habits-of-super-successful-people-a7002076.html>

-I have a sibling who maintained heavy credit hours in heavy subject matter with a 4.0 throughout high school, college, and graduate school. At least 1 semester he reported to sleep 4 hours a night on average. I asked him, “you have a legendary semester when you slept 4 hours on average. What are some things you did during that time to not go crazy and stay focused? I know you don’t use caffeine (which actually disables focus and endurance etc.)” His response, “If by “legendary” you mean horrible…The best advice is don’t do it.  My health/habits are still wrecked from it. Who says I didn’t go crazy?  Who says I successfully focused?  And any time I could, I slept.  4 hrs. just isn’t enough sleep. I don’t think I have any pointers on how to make it less miserable, since it was making me pretty miserable.  And it definitely can’t be done very long term.” He also reported that you can do anything you put your mind to.

-researchers are now questioning whether it’s bad to have more or less than 8 hours of sleep ( see medical lies article from Ioannidis found by Ann Tracy)

-age plays a factor in amount needed

-Some monks or something get average of 2 or 3 hours for have trained their bodies such

-anatomic clock

-can anatomic clock be trained?

-have goals and go by their completion rather than a clock

-nurse Marguerite Richardson said eat healthy no sugars if want power to stay awake longer

-paleo diet people in ancient bible lived much longer than we do .

-economist Harold Douglas Morris says with sleep/late nights, that there comes a point of diminishing returns. AKA eventually getting less sleep does more harm than good.

-Dr. Hugh Nibley says to stay up until 2am doing studies, and laments how the lights don’t burn late at BYU. Nibley speaks of taking school more seriously. President Dallin H Oaks, Elder Neil A Maxwell, and others have spoken very highly of Hugh Nibley.

-When I took Biblical Hebrew classes from Dr. Stephen Ricks at BYU, he reported that he studied long and hard when in school, and that as a professor, he planned to remain teaching until he drooled. He and Dr. Donald Parry, another BYU Hebrew Professor, reportedly have a little game of who gets to campus earliest. They are usually there by 6am at the latest.

-Joseph Smith says ware out your lives in bringing hidden things to light

-LDS hymn more holiness give me says ‘more USED would I be’

-Joseph R. says don’t go to sleep until your homework due the following day is done

-President Packer says when he has a big project to do he goes to bed early and wakes up early to do it so he can be with the Lord

-the scripture says early to bed early to rise and cease to sleep longer than is NEEDFUL.

-varying circumstances probably alter what should be done

-if you feel bad continually about your current pattern, go get another one.

-we must work out our salvation, and do so until we feel that the Lord is satisfied with our efforts (and we find that out from the Lord by scripture study and especially prayer). Until then, it’s hand to the plow.

-it’s reported that the 12 Apostles work harder than anyone, why should this be? Indeed, they have instructed that we ought not wait for some big calling to come to us to give our all-in service

-the latter-day saints are long known for their industry

-Pres. Kimball went through many health trials, perhaps from wearing himself out, and this

shows life is more than meat; that truly there are more important things to accomplish

-do the commandments like caring to the poor despite all.

-Elder Scott in a recent Conf. Report (2013?) Said that scripture study is more important than sleep

-use the opportunities only available to an American

-less than 8 hours of sleep can, for a young person, cause them to not retain what they were learning the day prior; (but one may have duties to do, and not need remember everything.)

-having constant headaches could be very bad for the health

-men are responsible for providing for their family, preaching the gospel, giving their family a nice home, fixing it up, etc.

-Pathophysiology professor Mary Cook wakes up at 4am each day, and doesn’t respond to late night or late evening emails.

-Alzheimers is related to the toxins that build up in the brain from not getting sleep. But perhaps its more tied to foods eaten.

EITHER WAY,

SOME THINGS ARE SIMPLY MORE IMPORTANT THAN IDEAL HEALTH AND COMFORT!

# The Debate Finisher on Sleep from D&C 123

D&C says go to bed early and wake early, but what are the specifics?

Another D&C 123:12-17 says we are to wear out our lives in uncovering truth:

“12 For there are many yet on the earth among all sects, parties, and denominations, who are [blinded](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note12a) by the subtle [craftiness](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note12b) of men, whereby they lie in wait to [deceive](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note12c), and who are only kept from the truth because they [know not](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note12d) where to find it—

13 Therefore, that we should waste and [wear](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note13a) out our lives in bringing to light all the [hidden things](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note13b) of darkness, wherein we know them; and they are truly manifest from heaven—

14 These should then be attended to with great [earnestness](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note14a).

15 Let no man count them as small things; for there is much which lieth in futurity, pertaining to the saints, which depends upon these things.

16 You know, brethren, that a very large ship is [benefited](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note16a) very much by a very small helm in the time of a storm, by being kept workways with the wind and the waves.

17 Therefore, dearly beloved brethren, let us [cheerfully](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note17a) [do](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note17b) all things that lie in our power; and then may we stand still, with the utmost assurance, to see the [salvation](https://abn.churchofjesuschrist.org/study/scriptures/dc-testament/dc/123?lang=eng&adobe_mc_ref=https%3A%2F%2Fwww.churchofjesuschrist.org%2Fstudy%2Fscriptures%2Fdc-testament%2Fdc%2F123%3Flang%3Deng&adobe_mc_sdid=SDID%3D44C0A1F02CD627D4-6279B260E10DCC6A%7CMCORGID%3D66C5485451E56AAE0A490D45%2540AdobeOrg%7CTS%3D1631854317#note17c) of God, and for his arm to be revealed.”

This is the key! We are to exhaust ourselves in this intense focus on finding & sharing truth!

Surely this verse implies that as we “don’t run faster than we have strength”, we must check ourselves, and see what we are really made of. So much of our “tiredness” is psychological, and we must learn to push through.

# Researching Better Than Brain Teaser Puzzle Games

A person's hand on a book

Description automatically generated with low confidence

Sure, games which have you solve arbitrary puzzles are good for the brain. Depending on your interests and abilities these may be ideal.

I will suggest another alternative.

When you decode a text, when you put together a presentation, when you find clues and put together the puzzle pieces from various locations/sources, when you put together coherent ideas, all of these exercise the brain as much as any puzzle would (IMHO).

I find such exercises more prudent overall. They can be quite exciting, and include the element of doing the greater good, in discovering and teaching truths.

# David McColloch on The Problem with Modern Education: Ignorant Teachers

McColloch (who wrote many great biographies of the founders et cetera) said the problem with modern education is that we teach people how to teach but they don't know their subject matter!

He hit it right on the head. Its not so much about how you present as what you present. One or two classes in a subject hardly qualify someone to teach. Anyone can teach by learning as they go, but for goodness sake, if you have the opportunity for college training, spend that time learning your subject matter, not learning how to teach.

Further, theories on how to teach change like the wind, so drilling down into these theories is not of much use anyway.

It’s not inherently bad to learn “how to teach,” but David is right, we are a bunch of ignoramuses with teaching licenses.

Down with teaching licenses! As if they show any real ability or know how! They show that you know how to work the system.

Wholesome recreation is perhaps needed. Some take on puzzle games which others would loathe to attempt. Of course the researcher finds his studies become more thrilling to him than any other activity, and they become his chief recreation…

# Fire of the Covenant: Increasing Your Reading

Always carry a book. You could have a pocket size book, or bag size book, or printed manuscripts to keep in a portfolio.

Another tip along these lines is to put flashcards in a wallet version phone case, or just in a wallet you carry. It could be a flashcard wallet  
  
Have a specific time of everyday that you read.  
  
Read what you love, & what is your duty. When it comes to selecting a path, select one you can be passionate about. But don’t be too close minded about this, rigorous training in any worthy subject is a good education.  
  
Pg tabs of a few days ahead where you're goal is  
A tab for where you should get each day  
  
Not read all if nonfiction. Many of a genre repeat the same studies. If it's junk you don't have to finish it.  
  
Stop if it's bad. Read 10 percent of it if it doesn't interest you stop.  
  
Finger follow since eyes struggle to go in straight lines  
  
Skip dumb chapters  
  
Read more than one at a time  
Easier to keep attention. Swap between harder and easier ones.  
  
Don't say the words in your head  
  
Highlight and note taking may only be minimally helpful.

# Slogans & Short Quotes to Share on Education

Homeschooling for Zion  
Goodbye big brother, we homeschool  
I homeschool because I've seen the village and I don't want it raising my children!

"It would be just as bad for the government to control schools as it would to control churches"  
a founding father  
  
"Learning never exhausts the mind." Leonardo Da Vinci

# Benson: Work During School

Benson said students should work while going to school not just the summers, that it would help their study time be more effective, and help them appreciate their studies

# Career Determine by What You Value

What is your most prized possession?

Further the cause of that.  
Certainly foremost further the cause of truth, equality, and the innocent.  
Books then teach  
Cars then mechanic  
Etc

Note: We all love the gospel, but the Book of Mormon says the teachers of the gospel should also have a day job.

# Assorted Teaching Notes

Make a sign that says “I argue at noon and 4 o'clock, make an appointment” of course this is during lunch and after school so no one will. -Jim Fay, Love & Logic  
  
Let your students know that you grade papers when they are due and not after that.  
  
When a child breaks a rule don't tell them to stop just remind them of your rule  
  
When students try to argue and manipulate uh argue and manipulate ignore it and say nice try or something to that effect  
  
Teachers should not be just a friend they need to be a strong authority and they need to be a strong authority figure but also cultivate relationships  
  
A student was getting poor grades and under achiever often doesn't have chores at home; he hasn't learned that character trait of work so get him doing chores and he'll do better at school.

Figure out what the kid is naturally great at and help them with that this is a way of expressing love to them. Our job is to help them discover what they do well so they can focus on that And when a kid is focused on what he likes he'll be more willing to go through a couple hard things that he doesn't like to in order to make that happen.  
  
If you want your child to be a better student then built their character and eventually they may stumble upon a love of learning.  
  
When you show affection towards a child they know that when they get close to people they get hurt so they'll push back against you and make things even worse - but remember it's not about you, the behavior about them and their past.

Limits help us feel safe, even if they resist it, kids need limits.

# Calvin Learns About Taking Personal Responsibility for His Education



Perhaps the greatest thing about homeschooling is cultivating a love of education in the home. For the typical homeschool family, it isn’t just about 8-3 and taking summers off. It is the constant aim of life. Modern students (and parents) seem to have this idea that sending their children to school will make their children into genuine geniuses like magic while their priorities remain non-educational and uninvested.

# 

# Why We Prioritize Learning Despite Weakness of the Mind

A person standing on a beach

Description automatically generated with medium confidence  
  
Its discouraging that we forget what we learn so easily. The more we learn the better off we will be in the resurrection it says, but we also have BY saying in a later stage we will learn 1000x as much material in 1000x less time. That means university chemistry class in a half hour (I did the math). So what should we do? Wear ourselves out now seeking knowledge or be moderate and not worry about it? Should we cancel many endeavors and ambitions in order to have more time to learn, or does that come later?  
  
One says,  
  
Perhaps it’s more about learning discipline. Something that those with amazing natural ability still struggle with.  
  
See also Mormon 9:27-29  
  
Does God want us to live in fear of temporal preparations? Consider the lilies. I think some emergency prep is obviously important, but I don't think God expects us to be prepared for every circumstance. BY said the purpose of life is to learn (but learn what lol).  
I feel justified in spending time learning (arts, sciences, history, etc) even when I'm not totally prepped for disasters.  
  
True there's a learning curve to prep stuff but I'm referring to academia. Nibley said everyone has a full time job learning the history if this world.  
  
More Hugh Nibley on the subject  
(From Approaching Zion):  
  
"But why this crippling limitation [that we can only have one thing on our mind at any moment] on our thoughts if we are God's children? It is precisely this limitation that is the essence of our mortal existence. If every choice I make expresses a preference, if the world I build up is the world I really love and want, then with every choice I am judging myself, proclaiming all the day long to God, angels, and my fellowmen where my real values lie, where my treasure is, the things to which I give supreme importance. Hence, in this life every moment provides a perfect and foolproof test of your real character, making this life a time of testing and probation. And hence the agonizing cry of the Prophet Moroni, speaking to our generation: "I speak unto you as if ye were present, and yet ye are not, but behold, Jesus Christ hath shown you unto me, and I know your doing" (Mormon 8:35). He calls upon us, "Be wise in the days of your probation; . . . ask not, that ye may consume it on your lusts" (Mormon 9:28), in other words, that you may use up or consume your probation time just having a good time or doing what you feel like doing -- nothing could be more terrible than that: "But wo unto him . . . that wasteth the days of his probation, for awful is his state!" (2 Nephi 9:27). It is throwing our life away, to think of the wrong things, as we are told in the next verse, that the cunning plan of the evil one is to get us to do just that -- trying, in Brigham Young's phrase, to "decoy the minds of thy Saints" to get our minds on trivial thoughts, on the things of this world, against which we have so often been warned."  
(End of Nibley quote)

# A Millennial Education System

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My ideas about changes from the status quo that will take place in that day:

-Homeschool is the standard for all children under the age of 12. At the age of 12, the person becomes an adult (as the Jews have long done: The Bar Mitzvah at age 12 indicated the full adult status of the person). With adult status comes more opportunity to branch out into other areas of study without the same parental overseeing as was had during childhood.

-Core and introduction in all education is of religion, namely showing God made all.

-The first principals and ordinances of the gospel of Jesus Christ is another foundation core curriculum course.

-History courses are taught in perspective of how societies arose or fell based on how they treated God, God’s message, and God’s messengers.

-Sciences are taught in a pure scientific setting, false ideas are no longer taught. Students learn that God uses these tools. Darwinism is not taught.

-Those who will to move faster may do so, teachers on each level are offered. Those who struggle and need more time can do so without harsh punishments. The student chooses what to make of their education, and persons can be enrolled in the college indefinitely.

-The teacher will not be esteemed above the learner.

-Students are instructed that they will have to work for every penny they earn in life, and respect for others, and they will help other students in the learning process, teacher or no, because of their charity for all men.

-Social sciences are only based upon ideals that will yield righteousness. Norms are not focused on, rather the ideal is focused on.

-See Jewish schools for reference.

-Parents preach the gospel to their children.

-Teachers are primarily faithful Latter-day Saints, for such have the blessing of rulership in all fields because of their sacrifices to obey God.

-Graduation yields no temporal benefit, only opportunity to serve in more capacities. Temporal advantages are not to be had; the Lord has said that inasmuch as some have more than others, the world lieth in sin.

-Knowledge of all fields is not only pursued for children, but through college all are encouraged to study each topic in depth to develop all their brains.

-The students as well as the teachers employ much time in the evenings etc. working to build houses and take care of farms and ranches.

-The people dress similarly, not drawing attention to themselves.

-The spirit of revelation is taught and used in each hour of class, and the reception of visions is taught. The skills they apply unto are all prayed for earnestly in class and out of class.

-Holiness to The Lord is written on virtually everything, even the bells of the horses to keep our minds focused on obedience to God.

-All people learn the Adamic language to open communication of all persons between each other.

-Poetry and art have greater emphasis than marketing and economics. The economics of heaven are far different than the economics we are accustomed to.

-There is no unnecessary advertisement, only what is needed is sold.

-School advisors have an eye single to the glory of God. The board of directors of the school are holy men ordained unto that purpose. Each teacher is ordained by men of Priesthood to teach in their subject, or in all subjects.

-Students care for school grounds, make their own meals, pay for their own school supplies and books.

-Books are shorter only containing essential information as the authors do not get paid on how long or fancy their books are. Political correctness is also obsolete, as are lobbyists and political parties.

-Books are reviewed by High Priests before publishing to ensure all content is congruent with the spirit and mind of the Lord when it comes to attending the university of the Lord, where it’s proven that students learn 1000 times more material in 1000 times less time. Other schools are allowed but this is something special for those who believe and come and partake freely so long as they commit to obey the standards of the school.

-Much more temple attendance will go along with study, and holy books studied in the temple, and much teaching in the temple.

-Spiritual knowledge is priority all through the schooling, it quickens all things.

-No class is ever too full for you to enroll in it; if for some reason the class needs to be smaller, there will be plenty of teachers facilitating the class in a perfect system of free enterprise supply and demand, without any political stigmas, or unnecessary competition for enrollment, or greed on behalf of the educators.

-Merit to enroll is measured in willingness to learn, not past grades. We don’t even use grades anymore.

-Class sizes are small, and more and more classes are organized according to demand.

-No restrictions are made on the size of the school, as the students are the ones who volunteer to help build it.

-Jehovah speaks at the forums of the Lord’s university, namely the temple, and like edifices.

-Just as currently it’s important that our teachers are people of faith, so will all the teachers be men and women of God.

-Children will not be left to babysitters, but their parents will take full care of them. Children will be trained to behave in public, and public places will better accommodate the presence of children accompanying their parents. Children will also learn more obedience to parents, making the children less of a burden upon the parents, and more self-reliant. Older siblings will help the family by helping take care of younger siblings. Parents will be able to have a vast number of children and yet not be overwhelmed by them because of a society structured favoring children.

-There are many options for homeschooling not only for young people but for all ages.

-Personal tutors comprising your parents etc. help you to progress with speed and comprehension.

-Studies are not only a few hours a day but are the focus of the entire day.

-Dancing every night.

-Only 2-3 hours a day will be spent on working, the rest of the day will be spent learning. This is what Brigham Young has prophecies will be the case when everyone is doing their part.

-Books are only the price of printing cost

-All sorts of classes are offered all the time any time- it’s a huge school; a global school.

-There is no night, and you have more energy and psychological stability to study for longer hours.

-Brains work better since all live God’s law of physical health and care to their body as well as their minds.

-Since there will be no pride, there will be no competition. All who qualify for something will attain it. There is no limit in availability.

-All will study primarily what they like. Learning all things is the end goal of all, and they will “eat as they are hungry”, coming for more knowledge as they desire it. It will be an open table. Pausing to serve others will be alright, for when we are done with the service or the building of our family home or crop, we can go back to school, pick up with a class that is right where we left off.

-The use of Urim and Thumim to who qualify will be core to “learning 1000 times as much material in 1000th of the time”, as Brigham Young taught (See Teachings of the Presidents of the Church: Brigham Young) With some rough figures, one can conclude that the material of a rigorous college chemistry text book can be understood in approximately 30 minutes rather than 3 months. Well did Brigham Young say, "there is no other one item that will so much astound you, when your eyes are opened in eternity, as to think that you were so stupid in the body" (Journal of Discourses, 8:30).

-The Holy Ghost as our constant companion will be a mighty tutor. Further, because of the righteousness of the people, Satan will have no power. This will be a season of learning without the distractions of vice so common to our time. Further, marriage will not be prolonged to unnaturally old age as is common in our society, so students will be able to focus on their schooling rather than trying to show off to the opposite sex constantly.

-Everyone is expected to teach. In God’s kingdom, you are always teaching, no matter the level, you always teach. Teaching is a core aspect of charity, and all who abide on the earth in that day must have charity. The rest are burned as stubble and are in hell suffering for their sins during the Millennium.

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# Why We Study Various Key Fields

Religion – to be faithful, and spread faith, to have peace

History – to know things so as to not an idiot; this helps everything

Family science – to heal families, successfully parent, build strong marriages

Government – to be ready to help, to defend my morals and gather others to them, to know what’s going on

Music – instruments, dance, joy is a commandment, and prolongs life, and solidifies relationships

Philosophy – to see what people’s questions are, and answer them

Language – to speak to people & read ancient and foreign texts

Math – to have pure joy, to be like God, to teach children, to build, to push limits and improve oneself

Botany – all things gardening to bless one’s household and have joy in working it as a family

Physics – learn how to build, and apply math

Chemistry – godly knowledge, and useful

Astronomy – to prepare for more knowledge, and the joy of knowing the stars, and the religious implications & seasons

Microbiology – godly knowledge

Civil Engineering & architecture – have the joy of building stuff. The Millennium will be a time of much building.

Mechanical, electrical, and chemical engineering –build stuff, help critical thinking, applied science

Concrete, framing, electric, basic construction trades – build much in the millennium

Medicine/health/nutrition/anatomy – to promote health at home & elsewhere

Some have pointed out ‘father’ sciences:

Sociology is applied psychology

Psychology is applied biology

Biology is applied chemistry

Chemistry is applied physics

Physics is applied math

Math is applied logic

Some suggest the most plain of these (math) is the highest, others suggest the reason we have the higher sciences (like math) are so that we can have the lower sciences (sociology), which would suggest that the most glorious subjects are the lower (sociology). Others suggest that the lower you go, the less majestic the science.

# Joy: The Key to Learning

Here are ways to ensure that any training has joy at its center, so the learner remains motivated and rewarded for his efforts. We will look at just a few subjects:

Language: Teach speaking skills so some even if small communication can take place, long before details of grammar, conjugations, declensions, etc. are understood and mastered.

Instruments: teach songs by tabs or some other beginner means so the student can feel the power of creating music and gain a love for the instrument before focusing on theory, composition, method, technique, sheet music, etc.

Nutrition: immediately employ dietary changes which are calculated to bring great health, then study why they do so. Use the words of wisdom from the prophets to inspire the direction to take, then get into the science. This way you're gaining physical rewards, not just mental knowledge.

History: stories showing the detail of the personal lives of those involved; overviews of time periods, historical non-fiction narratives (which resemble historic events while adding some color and personality into a story format)

Sport: lots of scrimmage and sparring so the students feel the joy of competition on the field. When drills are needed, make them competitive. "You should always be competing" my brilliant soccer coach told me.

Math:

-the big story problems can just slow you down and confuse you. I suggest making many drills where the student easily identifies where his strengths and weaknesses are, and only after competency in that is shown to introduce story problems. This way we know if the student's issue lies in mathematics, or reading skills.

-I suggest a focus on the basics of arithmetic and algebra being mastered before moving on to higher topics which confuse when attempting to perform in without the foundational preparations.

-Doing math quickly is a key, so that when the student moves onto the next level of math, he can focus on the new theories rather than getting caught up in putting to practice the sub-parts of the equation which could have been mastered earlier. Students must be able to perform basic addition subtraction multiplication and division in their heads without the aid of a calculator. As a great engineer once told me, "never do math in a calculator which you can do in your head." This is how he stays sharp and able to solve complex problems.

-The nice thing about math is that it is easy to simplify into bite size and beginner level material. A student can have the rush of joy that comes from understanding a small concept and applying it over and over, proving that he has mastery of that concept.

# 

# Keys to Successful Studying

* No amount of time is too small to study
* No task is so small that it justifies postponing; usually things take a long time, deal with it, start now do get those things done
* No caffeine or junk food, it makes one anxious and scatterbrained, particularly in the long run; the power of the body is closely related to the power of the mind
* Card key items
* Go on walks with flashcards until they are known. The movement helps one to remember and focus.
* Ignore all other duties when class grade etc. isn’t where it needs to be
* Let’s face it this study is often depressing, so take time to work on hobbies.
* Make audio of study guides or flash cards, or guide in card format with order
* learn all things UNDERSTANDING not just memorizing
* think and act like A student; all is on the line; they require my soul, fine, I’m giving it.
* you’re not ready for exam until you have mastery of all flashcards from outline
* stop expecting your teacher to teach you
* stop caring about what’s on the test and start mastering the material

# Math Learning Keys by Mathnasium MA

See https://www.youtube.com/watch?v=dftNr6NbN3s

Here are highlights from the lecture:

Often the curriculum for math changes, this isn't helping.

Elementary teachers are often poor at math, and don't specialize in math.

Other countries have elementary teachers for each subject.

If you need a refresher, you didn't really understand in the first place.

In America we teach many math concepts quickly.

In Asia they teach a few concepts repeatedly. The Asians are way better at math.

Classrooms have too many students.

If a student consistently needs help with homework they are missing fundamental concepts. Teach these fundamentals, not just helping with the current assignment.

Note: I’m not against one room schoolhouses as writer is, I typically suggest a home school approach, where the student would have increased time exposure to content as compared to public schools. The home schooled math student also has the benefit of the parent who knows their needs better, and the smaller class size. One of the greatest benefits of home schooling is the student learning how to learn for themselves. As it was said in the lecture, those who constantly need help are not doing well. Students should learn to learn from books, not just tutors. This book learning is a typical strong trait of home schooled children.

# Advice for Freshman College Students

“Don’t ask what the world needs. Ask what makes you come alive, and go do that, because what the world needs is people who have come alive.” – Howard Thurman

-Business isn't necessarily evil. It's a wild card, but most use if for evil in that they ignore knowledge in other critical fields, and spend all their time chasing money. Their views become skewed by their peers, thinking that 'he is rotten, but if I just do a bit more for Christ than him, I'll be good'. Another fallacy is thinking that God needs you to make money for him to build his kingdom, wrong, God needs you to find something useful to do with your mind and heart, money is a side topic not the core. Beware, most think they're good but they're average. Beware, many think that just because it isn't pure evil that they are justified in focusing on it and avoiding all other important things. I think a business student would need many classes on other subjects to end up well rounded, or he will, without knowing it, be a disaster. And I'm talking about more than just the university based required classes.

-As BYU literary professor Larry Peer said, genius is anything you become great at.

-Beware doing 18 hours of classes, working, and having a family life. It can be done but you'll need to beware your grades.

-Beware thinking you must wait to be done with school to marry and have children.

-Beware thinking you can't learn a new language, instrument, anything. It just takes time. If you're willing to invest the time, you can master it. Some people have a certain nack for certain topics, but you can master that topic too if you're ok with being slower than some others around you.

-Social sciences reveal many of the mysteries of the gospel, but picking up a book on the subject will do you about as much good as getting a degree in the stuff. 75% of material in these classes are hype.

-Don't think that doing assignments and getting A's makes you educated. Those who overly focus on grades are often the least educated. They don't dare veer into curiosity, as the exam doesn't cover that.

-Excellence in a field is way beyond good grades, but you'll have to seek those for a start, sadly.

-Don't change the major many times, you'll run out of funding, and your kids will get hungry. You can reenter a college for another bachelor degree quite easily if you wish.

-You can't always get a job in where your heart is, at least not immediately, even if you have a degree in the subject; you may have to do side jobs as your core job for years before you can enter into your dream work, as entrance is often quite limited. Don't be in too big a hurry, make sure your family is taken care of, but don't let go of this dream, you can work it out if you really want it, but the time table may be a little off. Remember, the Millennium is coming soon, it's not like you only have 50 years more to live; make very long term plans, that span even into the Millennium, 1000 years it will be.

-Jordan Peterson says only about 3% of people have careers; the rest have jobs. And many of them. Brilliant minds would do well to get a job they can tolerate, and do their brilliant thing on the side, at least for now so everything doesn't fall apart.

-Nobody cares what gender predominantly does the field you want to enter. Follow your genius.

-Pre-med people, consider nursing career path, it's smaller steps, avoid the too intense medical school and it's bills. Nursing pays plenty and has ample opportunity for advancement.

-Debt is hardly needed, work as you go, and don't worry about going too fast, God says not to run faster than you have strength; if you want to please God, do things without being frantic. This includes allowing yourself to marry and have children on the way, not at the end of your vocational seeking adventure. Further, Dave Ramsey says no one cares which school you went to, so go to an inexpensive one.

-Larry Peer BYU literary professor says don't think literary analysis and other fields in humanities are easy; that's the myth, and some professors are sucked into that myth and don't push their students, but real excellence in that field is most difficult, so don't think you're weak if you want to become a master in one of those fields.

# Writing Academic Papers: 5 Step Beginners Guide

It’s more trick than tricky when it comes to writing academic papers. Here’s how to get it going:

1. read academic articles, take notes on themes

2. get reference stuff from abstracts of academic articles (~6 references /page); multiple authors in each section, mix them up.

3. expound on it

4. relate it to theories you're operating on

5. write an intro sentence before each reference paragraph, and an outro-sentence on the same.

(6. Edit it with all the fancy (pharisee) formatting rules.)

# The Temple as Model Schoolhouse

-1 room schoolhouse: teach the same lesson to all ages, let them grow unto understanding as they are ready.  
-Teach adults not children: teach the same curriculum, don’t dumb it down for people with less understanding. Include symbolism to further this method.  
-Gender segregation: separate the males and females onto different sides of the room so learning will not be distracted  
-Repetition: teach the core curriculum time and again so students memorize it and learn insights into it. Don’t soften it down.  
-Dress Code: Strict dress codes in clean, non-form revealing non-tight clothing. One uniform for all men, and one uniform for all women.  
-Strictest modesty, no ‘sexy’ clothing. On the modesty-sexy continuum, go all the way to the right to the modesty side. Don’t allow one person to stand out more than another person from their dress, don’t let dress be a distraction from learning in any way, not in sexuality, not in status symbols or various fads.  
-Big Picture: Rather than teaching isolated events and laws, teach the entire narrative of why we have laws. Paint the past to understand the present and foresee the future.  
-Require good behavior: anyone being disrupted is promptly excused from the classroom. Quiet reverence and order prevail.  
-Light music: light music in the background often stimulates the mind into thinking deeply and curtails distracting and mindless thinking.  
-No distracting gadgets: no electronics are allowed in the classroom as utmost focus on the presentation is required.  
-Scripture focus: Scriptures are considered the best literature and are to be given highest priority in academic pursuit of truth and reason.  
-Priesthood leadership: Organize via the priesthood. Let your teachers be appointed to their stations. Choose righteous teachers who possess the spirit and power of God.  
-Teach the creation – explain where we came from, what has brought us to this point, our heritage, and the historic battles between good and evil  
-Teach the fall – illustrate in specific and general terms what our society is doing which is not in keeping with Gods commandments  
-Teach redemption – illustrate the potential of the human race as they apply gospel principles, especially including faith in Jesus Christ.  
-Arm with truth: use truth to prepare students for wars of words and opinions which they will face in life. Cover all controversial and all basic concepts with logic and revelation.  
-Set standards of conduct: affirm standards which the students should adhere to be morally intelligent citizens  
-Teach chastity: create an environment of respect for bodies, and reverence for the creative potential of bodies, and the proper union of male and female in creative family units to satisfy human soul and the plan of God.  
-Teach service: teach students to give all their best efforts to building God’s kingdom above personal selfish pursuits. Teach students to live within the bounds the Lord has set.  
-Teach the eternal nature of family relationships: teach students that family is the central unit of society, and the key area of focus in life. Teach them that family relationships are enduring beyond the grave. Teach the resurrection and the joy of mankind in family units. Emphasize the special role of children and child bearing as key priorities above economic and academic pursuits.

# Only Study General Authorities & Conferences? A Rebuttal

This is a response to a letter from a friend. I had sent him several of my compositions on gospel and social issues and theories (including information on the dangers of the CSE (Comprehensive Sex Ed program), and some resources on how to combat it with a better/appropriate method.). The friend seemed concerned that I encouraged people to read my writings rather than merely pointing them to the writings of the prophets. He said he doesn’t feel inclined to read what I write because I’m not a General Authority in the Church with direct Priesthood office stewardship over him. He further expressed that my topics should not go beyond the scope of basic gospel principles as taught in General Conference.

I will illustrate how it is an act of compassion to try and help someone understand religious principles in the lens of logic and reason, in a way that they can understand. We hope, we pray, we study, we think long painful hours, about ways to help others find a connection to God, even if it is a roundabout way; we are meeting them where they are, and walking forward with them, because it’s never up to us to say someone is beyond hope, it is our duty to help others, and all judgement of salvation is left to God. Never give up on anyone. Therefore, I write my website. It is to help people. Yes, the church official materials are the core and the key, but writing spelling things out, explaining things in ways that the spirit of the Lord has shown to us for the welfare of ourselves and others, these are divine things.

…

Response:

Yes, the prophets are our leaders.

Are you suggesting we shouldn’t read anything unless a prophet wrote it?

As a family science student, the subject of pornography and sex ed in school is something I deal with in studies, and which I deal with more as a therapist.

…

The things I find in my research are materials which I think would help parents in their efforts to raise strong oriented children. You may find it interesting that I have disassociated myself with many theorizers and postulators whose ideas step beyond the bounds of church councils. I’ve used caution with the “Two Churches Only” books; vol 1 was great, vol 2 was mostly apostate. I threw out the apostate material. Many “last day” obsessors get too carried away and put too much stock in theories. All topics need to be studied with carefulness.) Same thing with music, I can teach my children that pop music is ok so long as they don’t have music with vulgar lyrics or suggestive tones and words etc. etc. We can help people be happy in their own way, and learn in their own way, so long as it’s within the bounds of the prophet’s councils. Joseph Smith said that there are many superstitions, and that he would pull them down. Monson is a good example of this with his motorbike billboards advertising a biker guy in the I’m a Mormon campaign. Many thought that this type of person should not be advertised as the billboard Mormon, I might have even been one who would think such a thing strange, but as soon as the church officially began to do it in their official billboards, I embraced it full heartedly, and the church teaches me about tolerance, love and appropriate boundaries. I love the church and wouldn’t leave it for anything. When I go on official priesthood duty like home teaching, I’m very careful to load them full of pure doctrine and to not theorize. That pure doctrine strengthens them in the appointed way of course.

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When I study the gospel my favorite source materials are the official (and current) manuals of the church. You can’t go wrong with those. If an idea in an old church manual is removed from a current church manual, then I focus on promoting the current not the old idea. Of course, the current prophet trumps old prophets. the current one is the living mouthpiece for Christ whom can clarify his teachings to us in a way that we can understand.

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President Lee I think it was called searching the scriptures good clean fun. My study of scripture and words of prophets and topics related thereto like social sciences which can help families is good clean fun you might say.

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Further I do not study or promote research which has teachings contrary to the messages of the prophets. If you’ve found a teaching of mine which is against the prophets, let me know and I’ll eradicate it. The Book of Mormon which Monson just urged us to read says that those who receive will get more, and those who won’t receive, what they have will be taken from them until they have nothing. The prophets teach the doctrine and set the bounds, and so long as we keep our passions within the bounds the Lord has set via his prophets, we are free and even encouraged to do much good of our free will, not being commanded in all things like slothful servants. One of the bounds Elder Cook reminded us about this conference was extremism, and to an extent it’s up to each of us to decide what that means. Occasionally I venture to postulate on doctrinal theories. When I do that, I note to the audience that the ideas are mine alone. Sometimes it’s appropriate to share your ideas. Other times it’s not, and I try very hard to be guided by the spirit in the separation of those two types of thoughts. When a certain train of thoughts occur to me and fill me with great joy, how can I help but share those thoughts? Like Lehi at the tree, he sought that this family (and perhaps his associates whom he deemed brothers and sisters) should also partake. What was the fruit? Christ. And at the end of the day, Christ is the center of the messages I share on my website and in emails. Appendages to messages of Christ which I teach deal with things which help us follow Christ. Elder Maxwell also taught that gospel scholarship is a type of worship of God. That is a quote on the wall in the Maxwell Institute building on campus if you’re interested.

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If you are disinterested in a scientific study of the effects of modern sex ed on our children (and other pressing social issues, that being the one of our current discussion), I’m fine with that, but for those who do want to study it, feeling called by the spirit to help society in that realm, good for them too. Certainly, you don’t need to feel duty bound to read things I send, unlike how you are duty bound to read what the prophets send. Many a time have modern prophets condemned pornography and homosexuality and underage out of wedlock sex, Hinckley even rebuked the public-school sex ed obsessive system. We’re encouraged to be civically engaged, and in the public square, to change policy we often need an armory of facts/scientific studies to show that our case is valid. That’s what we’re working at here.

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Another thing to think about is that while the Book of Mormon says make sure your teachers are men of God, we also see the life of Joseph Smith. He hired a non-LDS Rabbi to teach him and others Hebrew language. We can learn from people who have expertise in their field even if they don’t have a priesthood calling over us. There’s also a D&C passage which tells us to study geography politics foreign affairs biology etc. etc. implying a need to study all things important to the wellbeing of man.

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Once (as related to me by a social science professor of mine) Elder L Tom Perry was teaching a group of BYU teachers and asked them if they had any issues with his messages. One social science person raised his hand and said ‘stop telling couples to never go to bed upset. Some issues need a night’s rest to resolve where we can sort things out with a revived mind in the morning.’ Perry said, ‘oh well I guess I better stop saying that then.’ Now Porter I would never say such a thing to a prophet, that was I think man was out of place in saying that (though science supports what he said to a degree, although we know science is often fragmented while revelations of Christ are more pure), but the fact that Perry asked this question to the faculty, and the fact that he responded in that way does illustrate that prophets value the opinions of people whom have expertise in their field. The role of a prophet is to declare the word of God, not to study theories of men, but still there is something to all this. Prophets quote people like Shakespeare and C S Lewis at conference etc. C S Lewis often wrote about gospel theory, probably not too different than I do, though I’m not claiming to be as talented a writer as he. Even though Lewis is not a prophet, apparently several (Lewis is I think the most quoted non-LDS author in General Conference) prophets find his writings as interesting and uplifting. Those who don’t want to read Lewis don’t have to, but those who do might be blessed with little jewels, beautiful jewels of light and truth from the spirit of God as impressed upon that man. Perhaps my writings will share some jewels with interested persons. My writings are focused on sharing with others things which I wish were shared with me. I’ve sought out these things, people haven’t so much approached me about it. But if they did approach me about them, all the more joy I would have, both to have a friend interested in them, and to have found the knowledge they shared! I have several people whom have communicated to me that they indeed benefit from time to time with the things I compile etc. etc.

…

Apparently, we see things a little differently, and that’s ok. Elder Joseph Worthlin said a man filled with the love of God isn’t satisfied seeking to save those around him, he seeks to bless and save the whole world. We each have our different ways of accomplishing that.

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The studies I do which focus on core gospel doctrines are the most important, the others I still think important though less so. Upon returning from my mission my Stake President told me to study the gospel by topic instead of just reading cover to cover. That continues to be a very sweet experience. Study cover to cover is also good (prophets have told us to do it etc.) but by topic to me at least brings extra power to preach the gospel etc. Every member a missionary, right? Also, Elder McConkie had a practice of compiling discourses on certain topics in case called upon at church to speak thereon. I think this was before he had any position in the church. One of my favorite documents I’ve compiled is called Scripture Study, and it compiles quotes of prophets teaching how to study the scriptures. I like to make doctrinal quote summary documents, and book summaries, etc. I put them on a blog, mainly so I don’t lose them and can review them, and secondarily so that a few others might benefit from it. Same with the audio files I make of those; I review them myself! My memory is so bad (everyone’s is) that I can listen to a document I wrote and learn from it later. In a way it’s like how the prophets have counseled us to keep a journal and review it from time to time. I also believe the prophets have encouraged the saints to gather together in independent groups and have discussions about the gospel. I’m thrilled when I get the chance to do that, but with living far apart and busy families, it’s often only possible to share documents and news articles etc. with each other.

# Study Smarter Not Harder by Kevin Paul – Introductory Book Highlights

(these notes cover Ch’s 1&2 of the text)

–carry the tools to study better \*i.e. notecards notepad always a book etc.

-all may be genius, it’s a matter of investment

-watching TV decreases intelligence, and hence we can do things to increase our intelligence.

-3 foundations for super learning: preparation, memory, concentration; pg. 8

-train different intelligence categories as athlete trains aerobic muscle and flexibility; namely these excursive each a different part: math, history, chemistry, music, art; pg9

-in becoming educated, education on mere skill training is a waste of time pg9

-takes a month to begin seeing much results with this

-earlier centuries it’s been about muscle strength, now it’s about brain strength in the workforce.

-learning is natural and fun, ask any infant.

-false is the notion that as you get older your ability to learn new things and to learn them as fast decreases.

-brain is a supercomputer that did not come with an instruction manual

-repetition is mother of skill, how things get into long term memory.

–sing math formulas to memorize equations

-we use only 2-10 % of the capacity of our brain for higher thought; pg. 17

-lower the stress the better for studying; p17 for why

-brain size and capacity not vary much between individuals; the real difference is the number of connections between neurons which we make; p19

-p 19 on losing intelligence by not continually learning and practicing.

-p21 problem of left sided brain dominance from our society’s emphasis on those type characteristics.

-our energy and focus are fragmented as we try to deal with thousands of things competing for our attention. p21; \*so don’t listen to music while studying.

-regular meditation after study enhances memory storage and focus p22 on why and Zen meditation.

-doing then hearing then seeing are the order in which we learn best; but in school they reward and punish to the opposite order. p 24

-can’t learn with radio or TV or at place other than designed study place where you only study

# Learning Faster & Morning Routines by Jim Kwik – Lecture Notes

Here are notes on 2 lectures, one on learning faster, one on morning routines, both by Jim Kwik. Links to the full lectures will be presented.

Learning Faster: (Full lecture [click here](https://www.youtube.com/watch?v=uT_GcOGEFsk))

-attention is key to learning

-be bewildered

-play like a child

-info + emotion = long term memory

-we’re emotional not logical, because we’re biological not logical

-start with state; all learning is state dependent; emotional state you feel when learning gets anchored to learning

-boredom is 0 on a scale of 1 to 10, 0 x anything is 0, hence not remember

-the ability to learn quickly is a key advantage in the 21st century, because there’s so many distractions

-7th key to effective people by Covey is sharpen the saw; this means learn how to learn.

-playing more creates neurogenesis and neuroplasticity

-the theta brain wave state of creativity is the relaxed state, i.e. when in the shower; Einstein put himself in this often

-over info fatigue and digital distraction, become unable to focus and be present and get things done

-as you take on more responsibility you get more power

-procrastinators are in a state of procrastination, that’s the feeling

-as your body moves, your brain grooves

-common since is not often common practice

-learning isn’t a spectator sport

-you control how you feel; you’re a thermostat not a thermometer, you act not acted upon; you raise the temperature and the environment responds to accommodate it.

-Henry Ford “if you believe you can or if you believe you can’t, you’re right”. point your arm and rotate far as you can, the close your eyes and consider yourself going much further and how it would feel, then rotate again and you can go further because your belief has changed. You can also go more than you thought you could in your business, your body, etc.

-all behavior is belief driven

-energy, focus, memory, are not things you have, they are things you DO. You have control over it. It’s a strategy. There’s no such thing as a good or bad memory, only a trained memory, and an untrained memory.

-you can learn a strategy and it won’t help you unless your belief has changed

-your brain is like a super computer, and your self-talk is the program you will run. If you fight for your limitations, you get to keep them. Your mind is always eves dropping on your self-talk. Monitor your self-talk.

-Being ‘too busy’ is seen as a badge of honor, it’s not.

-the worst thing you could do in the first hour of your day is touch your phone. Beta brain wave state is most alert. Then Theta (relaxed, creative), then Delta (asleep). Between Theta and Beta is Alpha, being a state for meditating, TV, entrancement, not filtering just taking it all it. Alpha is a good state to learn language, facts, etc.

-he was told 20 numbers and he repeated them back in order, and in reverse order.

-it was believed a 4-minute mile would kill you, but one person envisioned himself crossing the finish line at 3:59 and was able to do it. All behavior is belief driven. After he did it, though no one had before, now dozens of people were doing it.

-some waiters recall an entire order without writing it down.

- ‘the same level of thinking that’s created the problem won’t solve the problem’ -Einstein

-‘there is no learning without remembering’ -Socrates

-BE FAST: 6: Believe, Exercise, Forget (preconceived notions, prior knowledge; brain is like parachute, only works with open), Active (learning isn’t a spectator sport; you must create; get out what you put in), State (never learn in a bored state), Teach (learn with intension to teach it to someone else; when teach, you learn it twice)

-you have an inner child which is genius and can learn

-if you forget someone’s name it communicates to them that they are not important to you

-what would you tell your past self? What would your future self tell your present self?

-like a hatching egg, you must break it yourself or you won’t survive; the best ideas come from within

10 Morning Habits Geniuses Use to Jump Start the Brain by Jim Kwik (Full lecture [click here](https://www.youtube.com/watch?v=1sGyNx44Xw4))

Win the morning, and you’ll win the rest of the day.

This is the order of what Jim Kwik does each day:

-recall your dreams

-make your bed

-drink water

-brush your teeth with your opposite hand

-deep breathing exercise to get oxygen in your body

-make a drink with helpful ingredients

-journal, plan your day, gratitude (via counting what you have that money can’t buy). Da Vinci, Einstein, many geniuses write in journals, perhaps it is making them genius

-3-4 min of high intensity workout; whatever is good for your heart is usually good for your head, it gives more oxygen to your brain

-brain power smoothie

-read 30 minutes. 1 book per week. A CEO reads 4-5 books a month

# 

# Without Vision, The People Perish

We buy books on the most advanced studies of our field of interest, lest the insane introduction classes bore us so thoroughly that we lose hope. Therefore, the Doctrine and Covenants insists that when we seek learning (notice the instruction to focus on learning rather than getting degrees, certifications, recognitions, etc.) "Out of the BEST books".

We study hard things, we learn not the novice material. Even the children can be expected to read increasingly challenging things rather than popcorn novels day in and day out.

We seek for the top skills and knowledge in our field so that we can expand that field and invent machinery and methods to improve that scientist. Any industrialist should also be a scientist, and any scientist should also be an industrialist. The creation and the created, the theory and the implementation, these must remain as close to one another as possible, and the person who can connect the two, creating both, is the most invaluable worker in that field.

We always seek excellence, and to push the work along, leaving both the product and the method in a more refined form than they were when we came. We seek to use the time of our lives to exponentially improve matters for generations.

This improvement doesn't mean writing more laws and regulations, but rather getting rid of those. It doesn't mean writing longer textbooks, but shorter ones. Eliminate the fluff and make all things clear and useful.

To obtain vision, we must expand also to an eternal view, and thus we must obtain and maintain families. We must marry and bare children at any cost. This organization is the eternal organization, and it enlivens, orients, and gives meaning to all things. Wisdom seen outside of a family scenario could and would be better if it were in a family scenario. We would eliminate much wasted time if we organized ourselves into family structures early on in life (as the prophets gave long plead) and sought to build up those structures first and foremost, for this is the root and bedrock of society.

Have you, or have you seen others, who lose the fire of faith, the passion and devotion, for their chosen field of study and labor (or God forbid for their wife and children)? Let that man regain his footings by renewing his vision. Passion isn't something one finds, but something one develops. Holy passion can be obtained in any field of honest work as one "applies himself unto it". Prophets have taught that we don't find a soul mate, but you select someone and make them into your soul mate. They're taught that there isn't just 1 right person, but that any male and female living the gospel can be compatible. Similarly, choice of vocation isn't an eternal deal breaker. Matthew was a tax collector. Luke a physician. We could go on and on of the vary different vocations apostles (prototypical saints) have had. Of course, you can feel your way through and find something that fits your tastes and desires to give and receive in a certain way in your work. Research well your choices before you plunge into them, then be a finisher, because finishing is perhaps even more important than what it is you finish. And most often divorces are not from selecting the wrong person, but from failing to maintain a marriage. Career work can be similar, we can fail to remember the big picture or fail to have the patience to go through the mundane seasons. Elder Holland has encouraged students to stay in their chosen career oath since if it was ok with God before, it's till ok with him now.

Look to the temple for the outline of success: there we learn the eternal method of redemption which is creation, fall, atonement. These 3 things in that order. We must remember our creation, the beginnings, so that we can leave our fall, our failures and lows, and gain redemption through the atonement of Christ the Lord our God. We must see the creation, or we will never reach atonement, we will never have the faith the work our salvation with fear and trembling. We would never have the faith to become excellent in our vocation and research. Let the man look at the excellence of the field which once inspired him, lest the days of slow mediocrity (which our schools and colleges insist upon) drown us in estranged despair. Since mediocrity is so commonly presented at schools, the main and best hope for younglings is to be exposed to excellence in their homes before they ever go off to school. It is wide to post pone their going off to school through home education in the years before adulthood, or at least until the teen (high school) years. Fill your homes with books about the greatest minds. Teach the children of greatness, not of averages. Instill to them a fighting spirit of conquest industry science liberty and adventure rather than a feeling of being wronged, underprivileged, disadvantaged, wanting special rights and privileges. Purify the child of the entitled dogmas of our time which insist that they are enough and teach them to be more. Show their potential rather than leaving them to wallow in their current knowledge and skills. The trend in school is to find the average number of performance, and seek to bring everyone to that level, which lowers the standards every time another evaluation is performed.

If a person does not work in the highest platform if his chosen career, this is ok. There are no bad jobs, only people bad enough to think they are above them. A person in a basic position can do that job well and can study the trade to learn all about it. A natural consequence of learning more knowledge and skills in your field is often advancement, including desire for whatever other opportunities there are, and ability to obtain therein. Knowledge of one's field also gives perspective to how important their role is in the operation.

It is also regular and honorable for a person to work in a field of choice and go into the business side of that work. Business is how we live. It's how we get bread. It's how we fund things. It's how we exchange. The only shame in business is if the product you are promoting is one that appeals to men's vices, or if the business is performed by means of theft. But oh, how dreadful is the man whose only knowledge is how to squeeze profits! Especially if he produces nothing, and only cuts cream from another person’s milk. Yes, services are valuable just like products, but some of these supposed services could hardly be called that. Many a middle man has traveled through life putting on a facade rather than being worth his salt.

It is also very dangerous to work in businesses which have been taken over by government, as government operations usually are unconstitutional, and involve unfair play via grants, subsidies, and all manner of other modes of operation which undermine the work of competitors in that field. Competition is good, but unfair play against them isn't. Government is the guys who bring the guns to the party. Make no mistake about it, they always carry with them their only incentive: force (and its close cousin, blackmail). Government operations have unbalanced budgets from being virtually unlimited in their funding. They feed into the work of lobbyists and moochers rather than operating on the rule of law. They stress democratic mob rule rather than republican representation, and thus slowly give way to the masses who have learned that they can vote their way into ease and idleness, and soon after that, their economy goes to ruin, and government becomes their king (and never a nice one) rather than their servant. Loud are the voices which call for jobs for the sake of being employed rather than jobs for the sake of giving one's skill to a company. It is demoralizing to fill positions with needy people rather than skilled people. Only government could afford to operate at such inevitably large loss of profit. Yes, there are positions of work for unskilled laborers, but those jobs are often difficult. 1 man willing to work has 3 jobs whilst being around 10 lazy men who say they can find none. Thus, the scripture reads that to him that hath more shall be given - if is the man himself who allows himself to receive or forbids himself from receiving based on his choices. A man must be willing to have humble beginnings if he is to gain career advancement.

Another disease is the unwillingness to work while going to college, and the fruit of that is a mountain of debt with its decades of slavery, or an unwillingness to enroll in a college, claiming that such is impossible in their situation. The collage one attends need not be the loftiest of names, let it be one which is affordable, and which will provide training adequate to enter the work force at a position which will better meet one's needs.

Hugh Nibley taught that we should seek not only depth, but breadth. It was said of Nibley that he not only excelled in his field but knew more than others of their fields. To know in only your field is vanity and will taint your views unnecessarily. The master must be something of what was called "a renaissance man", who sought to know not only industry, not only science, not only literature, not only persuasion if the mind, not only the fields, not only the pen, not only the machine, not only the sport, but all of those. Today we think this is strange and wonder how such could be done without running into mediocrity. But if a person can learn financial strategies to pull himself out of abject poverty, and if he is willing to use some of his free time (rich or poor we all have it, but especially if we are rich) to learn and practice these constructive things, he can succeed in learning them well.

Let man learn his trade and earn his training for that but let him also gain an education history economics good government art sciences music and other blessed things which, as money is taken care of, can be magnified. The uneducated man is one who will fall for the pressures of his day, and his money will slip through his hands as he votes for higher taxes for the supposed public good.

While we don't have faith in money as a provider for all our needs, we can use money to serve others joyfully. Those who aren't joyful cannot give full hearted service. Thus, using our money not only to serve others but to bring ourselves joy is important.

# Steps to Make a Website

Making a website can be useful to share your views, market your products, journal your story, connect with others, make progress toward writing a book, and can be quite therapeutic.

1. buy a domain name (we use [namecheap.com](http://namecheap.com/), cheapest we’ve found) (costs like $10 the first year if you use namecheap, then $20/ year after that)

2. next buy a host (we use [namecheap.com](http://namecheap.com/)). There should be a link to do it on [namecheap.com](http://namecheap.com/). (costs $25 first year, and like $6/mo. after that)

(\*and if you don’t care about your site having something else in the name like [spencer.wordpress.com](http://spencer.wordpress.com/) or [spencer.blogspace.com](http://spencer.blogspace.com/) instead of just [spencer.com](http://spencer.com/), then you don’t need to buy a domain name or a host.)

(\*if you buy from namecheap to be your host, then namecheap enables you to access your cpanel facilitator. (Some hosts don’t let you control your cpanel, namecheap does)

3. when the host sends you the welcome email, follow the link to cpanel, and from there use softaculous (which is an ap installer)

to install wordpress (wordpress is included as part of the package when you chose namecheap for your host)

4. you can use this to chat with someone from namecheap <https://www.namecheap.com/support/live-chat/general.aspx>

5. once you’re in wordpress you have to install a theme. If you want a menu at top of your site, you’ll need to pay for one that has that feature.

6. to connect social media to your website, you use a plugin, or, if your theme has that built in, you can, once you’ve created those social media places i.e.. [spencer.com](http://spencer.com/) Facebook page and twitter page, you will be able to attach those to your website.

7. to make an email associated with your site, create an email in your cpanel, ie editor@spencer.com (mine is editor@richardsonstudies.com). From cpanel, click email, create an email. You can make those emails show up in your gmail etc. account by creating a forwarder. Setup the email first, them create the forwarder. Make the forwarder via namecheap too.

8. one fun thing to do is on the settings of your email, put a link to your website to your website, as you see below.

9. One place we like to use for legal pictures to use canva.com. It’s also a good place to create a logo, or merge pictures together, as you’ve seen I’ve done below.

10. with wordpress, to make menu’s, you’ll need to use “pages” not “posts”. A post is a standard article you write. A page is a bit more for permanent things. For example, your menu could lead readers to a page called “about” which tells about your website. Menus can also be pages with links in them to guide people to certain posts by topic.

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# Education & Mental Illness: Brilliant Examples of John Nash & Temple Grandin

First a look at John Nash, then Temple Grandin.

A Beautiful Mind: The Schizophrenic Math Genius John Nash

Beautiful Mind is a movie about the inspiring true story of John Nash, Nobel prize winner, genius mathematician, who suffered from paranoid schizophrenia. It tells the story of his challenges, and how his wife helped him pull through, finding himself, finding how to cope with his illness and make a meaningful contribution in life.

Here are some good messages from the presentation:

Follow your dream.

You can participate and contribute to the community if your excellence.

Your work is art no matter what they say.

You must deal with your limitations/your illness.

Don't let your limitations keep you from being involved in the community of your excellence. 

Help those who suffers to find solutions that work for them in a way they are comfortable with so they don't feel they are compromising their gifts and their ability to contribute. 

Your method of problem-solving is how you need to solve your problems despite experts coming in telling you to do it their way. Confess that you have a problem get a grip on what your problems are and start working on them before they get out of control, and your constrained to have others force you to do it their way. 

Sometimes there are multiple correct solutions to a problem. 

You must identify to discern between illusion and reality or you'll spend your life wasted chasing fantasy.

“Genius is the answer before the question.” (J. Robert Oppenheimer)

“All our nightmares and all our dreams, to stay alive, we need to keep feeding them.” -John Nash

Everyone is haunted by their past, don't let that bother you. It's not a unique feature.

The diet of the mind must be restrained, certain things it fancies aren't always good to indulge in.

It is only in the mysterious equations of love that logic and reason can be found.

Temple Grandin: A Brilliant Autistic Mind

A movie was made on Temple Grandin, simply called “Temple Grandin. It is a fun & compelling family movie about an autistic woman who developed humane and effective methods of handling cattle, due to her unique ways of thinking. She could see many angles which others could not.  This film is a brilliant demonstration that we need all different types of minds. Temple, typical of autism, was able to intensively focus on the science she was passionate about. She also had a hero mother who continued pushing her forward when Temple wanted to give up.

Temple “goes through doors”. She learns how to handle life one door at a time. She had a brilliant science teacher who took interest in her and helped her a lot to see that she was brilliant. She had deep struggles with her relationships, and people did not take her seriously. She had to push through much prejudice and mockery.

She could see in pictures and see views that others could not. She eventually had a master’s degree and it says she was working toward a doctorate. People thought she was cured, but she just learned to cope with her autism. She found meaning in her life through having a limited number of friends and working closely with animals. She struggled with physical touch and built a cattle pressing a machine to hug her.  She was good with concrete machines and things she could visualize, such as biology. Hers is a very inspiring story about how people are different, but not lesser, and how we each have unique contributions to make.

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# Additional Educational Resources

-ultimatebiblereferencelibrary.com free complete Josephus etc.

-UsefulCharts.com has brilliant history charts, family tree charts of various regions, bible charts, timelines of various regions, etc.

-Organic farming pest and disease control: Marshall Bradley

-Theodore Gray: chemistry books illustrated user friendly: Molecules, Reactions, Elements, etc.

-Truman G Madsen on philosophy and religion

-Wooden Books Series – on various classic education topics

Storytelling:

Sheryl Duvall fairie tale theatre series  
Jim hensen select Muppet  
Jim Jensen the story teller series

# Resources on Classical Education

-Neil Flinders: Teach the children: an agency approach to education; Joseph Smith: America's Greatest Educator

-Oliver DeMille: Thomas Jefferson Education

-The lost tools of learning: Symposium on Education by Dorothy L Sayers

-Douglas Wilson: The case for classical Christian education; recovering the lost tools of learning: an approach to distinctively Christian education

-Richard Gamble: The Great Tradition: classic readings on what it means to be an educated human being

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# Resources on Art History

-Ross King: florence paintings

-Anja Grebe: the vatican all paintings

-Frank Zollner: Michelangelo complete works

-Giorgio Vasari: the lives of the most excerllent painters sculptors architects

-Vincent Pomarede: The Louvre: All the Painings

-Tim Blanning: The Romantic revolution: a history

-Kathryn Calley Galitz: the Metropolitan museum of art masterpiece paintings

-Sebastian Schijtze: Caravaggio complete works

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# **PART 2: IDENTIFYING TRADITIONALIST PHILOSOPHIES TEACHERS & BOOKS**

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# Introductory Notes: Awakening to the Great Divide

\*I invite you to consider some higher ways as presented in this essay. Many of the comparisons here are manifestations of the progressive movement. Many do not even know that this dichotomy exists, much less know how and where to take a stand in it. This essay doesn't give reasons for these stances, it just lists things. A treatment of reasons behind these things is considered elsewhere in my writing. Though some of the ideas presented in this essay are not strictly traditionalist vs progressive, they seem to fit in here well in a general discussion of standing up for truth in the face of overwhelming pressure to fit in with corrupt mainstream ideas.

\*One major purpose of this essay is to bring truth to those who want it, but don't know where to find it. This is a grand overview of a traditionalist viewpoint on many major (and controversial) subjects. Truth is like a giant jig saw puzzle. At first we have only a few pieces and don't see the big picture. Eventually we find bits of truth, and things begin to come together. Like the New Testament says, how can we know without someone to teach us? For those already well on their way to discovering these things, this essay will help them take the next steps in the right direction. I'm not perfect at living the things taught here, but as Elder Holland recently said, just because I walk the path drunkenly, doesn't mean the path isn't correct.

\*In college etc. you'll be constantly tempted to believe in progressive ideas. Many teach these ideas as truth, and claim to have great evidence. Eventually you can learn, as I have, that many of these narratives are false, and driven by agenda more than by evidence or faith. Have the courage to take a stand on controversial issues, and take that stand on the right side.

\*Some have criticized this essay as being mean or unfeeling, divisive and therefore un-Christlike. But I remind the reader of the words of Christ, that he came not to bring peace, but a sword. This means that He is willing to stand for the right, even when it makes a division. Recall also the words of the 2020 October General Conference, where it was specifically spoken of that there is or will soon be no longer middle ground, but that all must make a choice. Beware putting off this choice and doing the needed research and prayer, for at some point, refusing to take a side is in and of itself taking a side. Obviously, we have the sin, love the sinner. When President Spencer W. Kimball published his book The Miracle of Forgiveness, it awakened a lot of people to the reality of sin. If this essay does that to some extent, don't tremble in your boots, just pray for discernment, and do your best. The responses provoked by this essay lead me to say like Elder Bruce R. McConkie was known to say, "Tell them to bring out the tar & feathers, I'm coming to speak." I don't claim to be as good of a teacher as he nor to speak with the authority he had, but I am willing to suffer the consequences of declaring truth, whatever those consequences be. As someone put it well after reviewing this essay, "Tolerance of evil isn’t love. It’s evils wildest dream...The humble followers of Christ aren’t offended at all. They already realize they are wicked and are thankful for anything that might point them to recognizing Satan's attempts to lull them into carnal security in their own wisdom over Gods. "

\*I do not suggest that this is church doctrine, but rather wise counsel. The bar for having a temple recommend is much lower than the ideal. For example, 300 pound fast-food junkies can go in if they are trying to repent. God works with people who try. God has great patience for those who sin ignorantly, and who just struggle long term for their own reasons. But the fact remains that we can declare high standards, and let people live them to their best. We don't teach semi-high standards based on what we think people can reach. Sister Wendy Nelson in her book 'The Heavens Are Open' talks about this. She uses the analogy of the "zero fatalities: the only acceptable goal" often used by miners, road workers, etc. She relates this to contention. She says, like Jesus said, that no contention is the only acceptable goal.

\*We rely on modern revelation to living prophets of The Church of Jesus Christ of Latter-day Saints to discover the will of God, not just the myriad of historians, philosophers, and cultures.

\*We confess the divide between traditionalist & progressive. The following are 2 separate world views. They aren't just opinion, but represent a real divide taking place in modern society.

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(Progressive philosophies on the left ---VS--- traditionalist philosophies on the right)

**Subjects:**

PERSONALITY

FEELINGS

DRESS

EDUCATION

SCIENCE

CHRISTIANITY

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

DISCIPLINE

RECREATION

SEXUALITY

DATING

HEALTH

GOVERNMENT

# Progressive VS Traditional: Personality

-Be whatever you want ---VS---  be like Christ

-Be yourself ---VS--- improve yourself

-Live for yourself ---VS--- dedicate yourself to building Zion

# Progressive VS Traditional: Feelings

-Express yourself in any way, including vulgarity, yelling, rudeness ---VS--- express yourself while remaining in control & polite

-Get your anger out ---VS--- keep it in, handle it with maturity. As Brigham Young said, quench the bad, don't feed the dark side.

-Ok to go to bed angry with your family---VS--- resolve issues before the day's end

# Progressive VS Traditional: Dress

-Dress in whatever way you feel expresses yourself ---VS--- dress modestly, your body is a limited access private holy temple

-Dress in brand clothing so you don't feel excluded ---VS--- don't base your identity on clothing. Be elegant & beautiful, but not conceited. Use your character not your body to gain friends.

-Dress doesn’t lead to rape ---VS--- Dress does contribute to societal norms and attitudes, which inadvertently may increase rape culture

# Progressive VS Traditional: Education

-Load schedule with extracurriculars to be a superstar college applicant ---VS--- have free time for family, service, reading, etc. Some things are more important than top colleges.

-Seek Ivy League liberal colleges ---VS--- Go to affordable college, especially faith based

-Allowance ---VS--- Work for money

-College > Mission ---VS--- College < Mission

-Public school ---VS--- Homeschool (several prophets have praised homeschooling and rebuked what takes place in public schools)

(Note: yes I'm aware many prophets have been to public schools and Ivy League schools etc., I'm just pointing out what I see to be ideal.)

# Progressive VS Traditional: Science

-Organic macroevolution is true, it's how Christ made things ---VS--- Organic macroevolution is false, has never been observed in strata, and is inherently anti-Christ.

-All the studies support organic macroevolution ---VS--- organic macroevolution is a carefully protected state religion, and is not backed by solid scientific evidence, but rather political machinations. See the Universal Model textbooks by Dean Sessions, Kent Hovind & Ken Ham lectures, etc.

-Strive to fit your religious belief with scientific fact ---VS--- Strive to fit religious fact with scientific belief

-Climate change justifies restricting access to electricity & air conditioning etc. ---VS--- though humans should be mindful of their environment, the solution should not be greater than the problem. Man-made climate change is minuscule & if our doom is impending, it's from how we treat each other more so than how we treat the earth. Any restrictions should be binding on both rich and poor, etc., elite must obey law same as average citizens.

-Noah's flood was local, no scientific data supports a global flood ---VS--- it was global, completely baptising the earth by immersion, and is supported by enormous amounts of data, scientific & historical

-The Red Sea tide went back for Israelites to conveniently escape Egypt ---VS--- there was a wall of water on either side (as the bible says). Miraculous intervention in nature.

-Academic journals are the sure-fire way to know what is good research ---VS--- these journals have very politicized boards who decide what will and will not be allowed in the journal.

-Billions of years old earth ---VS--- Earth created in 7 days (2 places in scripture it says 1000 years to man is a day to God, so it could be 7000 years to create earth.

-D&C statement about 7000 year temporal life span of earth is figurative ---VS--- it's literal; Adam & Eve lived around 4000BC (according to the bible dictionary), that puts us at around 6000 years, and the final set of years will be the millennium where Christ rules, which is soon approaching. Then earth will die, be resurrected, and receive it's eternal celestial glory.

# Progressive VS Traditional: Christianity

-Scriptures supplement education ---VS--- scriptures are the core of education

-Sabbath is to laze and play ---VS--- Sabbath for gospel study & service

-Love has no limits ---VS--- tough love is an essential component of love

-Moses didn't write the Torah ---VS--- yes he did

-Garden of Eden narrative is symbolic not literal, no real Adam, no real Fall, no real creation by God, no real need for a divine Savior ---VS--- Eden, Adam, the Fall, the divine Savior all literal

# Progressive VS Traditional: The Church of Jesus Christ of Latter-day Saints

-The Church of Jesus Christ of Latter-day Saints is one of many 'true' churches, each having some truth ---VS--- it is the only true church. Many have some truth, but it is the only organization with proper priesthood authority to preach the gospel, and administer the ordinances thereof such as baptism and temple rites.

-It's ok to have honest differences with the prophets ---VS--- you might as well have honest differences with the almighty (this was said in defense of temporal programs designed by leaders of the early church); Like President Nelson said, instead of putting a "?" at the end of what prophets say, but a "!"

-Early temporal institutions set up by the brethren failed due to flawed leadership ---VS--- they failed due to saints being unwilling to implement councils of the prophets

-Prophets speak God's will mixed with their culture & language & opinions, so scripture is more guidelines than divine will ---VS--- Prophets are mouthpieces of God. God is fully capable of expressing himself through the languages that existed in the past, and the languages of today. Joseph Smith declared he never said he was perfect, but that there are no errors in the revelations he has taught.

-Hoffman forgeries contain some truth ---VS--- it was all garbage

-Whitmer and other anti-Mormons who promoted seer stones, magic, etc. related to Joseph Smith should be considered as church history sources ---VS--- they're all Satanic propaganda

-Seer Stone ---VS--- Urim & Thummim (note: the use of a seer stone does come up in some recent church publications such as the Saints church history series, but the sources for said stone are questionable. There is a progressive historian movement in the church which several presidents of the church have attempted to deter.)

-Prophets have no right speaking about temporal things & politics, only spiritual things ---VS--- through all history of Earth, this has not been the case

-Prophets give good advice ---VS--- prophets give the word of God, to be taken literally as from the mouth of God

-Book of Mormon is myth ---VS--- historical

-Book of Mormon is not to be applied to science ---VS--- it rebukes evolution repeatedly and plainly

-Book of Mormon took place in Mesoamerica, but it doesn't matter anyway. Insufficient evidence. ---VS--- it took place in the heartland of the US, and it matters deeply on many levels. Overwhelming evidence. (Note: The Church has no official position on Book of Mormon Geography other than that it happened somewhere on the western continent. However, to the spiritually keen and those familiar with the research, they will be able to discern the truth of these things.)

-We can't know the signs of the times, they're far off ---VS--- We can know and should know, as mandated in scripture in multiple passages, his plagues & coming are eminent.

# Progressive VS Traditional: Discipline

-Many chances ---VS--- Warning, then execution of established consequences when warnings are not heeded

-Let criminal behavior go unchecked ---VS--- Press charges for criminal behavior

-Swearing when used as a form of expression is tolerated ---VS--- Only appropriate language is tolerated.

-Parents should expect to be ignored ---VS--- Parents should command respect, and a response from their children whenever spoken to. Yes father/dad/sir & yes mother/mom/ma'am.

-Ignore much bad behavior, occasionally yell "enough!" ---VS--- Prompt frequently on even minor behavior

-A parent is primarily the friend of the child ---VS--- A parent is a parent primarily, a friend secondarily (be willing to set limits)

-Kids chose limits ---VS--- Parents set limits

-Vague threats ---VS--- Specific consequences routinely enforced

-Spanking is not ok in any circumstance ---VS--- In extreme circumstances, spanking may be occasionally warranted for small children (emphasis on the word extreme; this should not be a daily go to discipline method)

-Meal time should not involve any prompts on behavior, just bonding time. ---VS--- give prompts to children at any time it is warranted. Teach table manners.

# Progressive VS Traditional: Recreation

-Contention is a part of the plot of movies ---VS--- turn off a movie if the characters are contentious. Sister Wendy Nelson in her book 'The Heavens Are Open' talks about this. She uses the analogy of the "zero fatalities: the only acceptable goal" often used by miners, road workers, etc. She relates this to contention. She says, like Jesus said, that no contention is the only acceptable goal. She testifies that President Nelson walks out of movies when there is contention! She also testifies that President Nelson has personal meetings 1:1 with Jesus Christ Himself!

-Be a rock star ---VS--- be rock solid in your faith in Christ

-Be a sports star ---VS--- play sports but aspire to greater things than professional athleticism

-Worship athletes, memorize their statistics, etc. ---VS--- Worship God, memorize his scripture etc.

-Watch sports ---VS--- play sports

-Weak limits on cell phones, video games, computers ---VS--- Little to no electronics, focus on books, relationships, nature, creativity, instruments, high limits & surveillance of electronics.

-All non-R-rated movies are ok ---VS--- Most PG-13 movies aren't ok (for adults or children) \*Some argue that there is the occasional appropriate R movie, such as Schindler's List, Passion of the Christ, Unplanned, etc., whose ratings are more driven by agenda than content.

-Movies are just fun ---VS--- all movies are made to support a religion

-Music is just fun ---VS--- all music are hymns, but to who?

-Rock & rap music are just fun ---VS--- Rock & rap music are of the devil

-Music on the radio is ok ---VS--- Popular music is seldom appropriate

-Music without bad lyrics is fine, no matter the tempo, rhythm, etc. ---VS--- There is much more to music which is morally dangerous than the mere lyrics. Certain genres should be avoided entirely.

-Separate the art from the artist when it comes to music ---VS--- "Death of the artist" can only be operative when the artist is not known for great evil. Culture of an artist can quikcly lead a listener to that culture.

-That something is fun is reason enough to use it ---VS--- Only Godly, uplifting, educational entertainment resources should be used.

-Adults & children can handle different entertainment ---VS--- Christ says we should become as children, shun evil, flee from sin

-Sleepovers ---VS--- Nothing recreationally constructive happens after 10pm, no sleepovers even with cousins

-Kids roam the village in evenings ---VS--- parents know where their children are, who they are with, what they are doing

-It's unsafe to let kids walk to school, go to the park alone, etc. ---VS--- so long as parents know the plan, kids can execute the plan with sovereignty as permitted by their personal maturity level

-Kids need lots of friends ---VS--- kids don't need lots of friends. Siblings are the main friends. When there is no one with the same values as your family, stand alone.

-Recreation based family ---VS--- education & discipleship based family. Study the Bruce McConkie family for more on this.

-Magic as safe allegory of good versus evil in alternate worlds ---VS--- magic is spiritually dangerous in any form, even as seemingly modest entertainment, and acts as a portal to the dark side.  
-Avatars, free superpowers, warring superhero's ---VS--- reality, real abilities which take work to harness, real heroes who use words  
-Halloween a celebration of darkness, disguises, witchcraft, junk food ---VS--- Shekinah a celebration of light, true identity  
-Santa Claus, spoiling others ---VS--- Jesus Christ, serving others in ways that really matter  
-Easter Bunny ---VS--- Resurrected Christ

-Pagan holidays ---VS--- biblical holidays

-Disney makes fun family movies ---VS--- Disney is corrupt on many levels and should not be used.

# Progressive VS Traditional: Sexuality

-God loves you so it's ok to be gay, God has a gay plan for your life & eternity ---VS--- God loves you but it is not His will that you follow a gay lifestyle, nor can exaltation be obtained in gay lifestyles.

-What your children do sexually is private ---VS--- Children must be accountable to parents. Children & adults alike should disclose serious sexual sin to the bishop as part of the repentance process.

-Abstinence is one option ---VS--- abstinence is the only option aproved by God before marriage

-Testing sexual chemistry with someone is pre-requisite to marriage ---VS--- the more people you have sexual relations with before marriage, the statistically greater chance your marriage will end in divorce.

-I'm not gay but others should have the right to marry gay ---VS--- gay marriage has monumental societal implications & ramifacations effecting everyone, and should be illegal in all civilized nations

-Some are born gay ---VS--- homosexuality is by and large acquired by brainwashing or trauma, with the possible exception of a strange defect related to malnutrition etc., and, if they exist at all, "born this way" gays are an exception to the rule rather than the rule itself.

-Being gay is healthy ---VS--- being gay is (or recently was) listed as an official disability

-Family planning limitations on children ---VS--- welcome all the children the Lord sees fit to bless you with. Keep the door open to them.

-Distribute condoms at schools to prevent teen pregnancy ---VS--- teach abstinence & morals to prevent teen pregnancy

-CSE comprehensive sex ed for small children, including tolerance for all sexual lifestyles ---VS--- keeping sexuality a private subject at least until puberty, then teaching abstinence until marriage then fidelity between man and wife, & the rejection of alternate sexual lifestyles as abominations unto God.  
-Any form of sexuality is permitted in marriage ---VS--- gross sexual deviations are forbidden, even in marriage, procreation is a sacred eternal ordinance to be performed in the right way

-Masturbation is a healthy release ---VS--- Masturbation can lead to homosexuality & other sexual deviance/obsessions (as taught by President Kimball, etc.)

-Homosexuality is for life ---VS--- with proper teaching and counseling, it can be eliminated (President Kimball was asked about his interviews with hundreds of gays. He said something to the effect of, 'we pretty well sorted that out')

-The APA says homosexual parenting is as effective as being parented heterosexually ---VS--- this was a major scandal; it compared homo-parented kids only to kids in divorced families, single parent families, etc., claiming those were the only fair comparisons.  It NEVER compared homo-parented kids to kids parented by 2 biological parents, Biologically parented children outdid any other form of parenting by a long shot on every comparison.

# Progressive VS Traditional: Dating

-Prolonged dating shows marriage eligibility ---VS--- people with honest intentions don't take long to get to know

-Flirt to convert ---VS--- no temple recommend, no date (that's how it rolls in the Bruce R. McConkie family)

-Hang out ---VS--- arranged activity

-Shoot the breeze, date for prolonged period, "fall" in love  ---VS--- ask the difficult questions, find someone else if they aren't serious about marriage, "chose" to love a worthy partner

-Any age begin paired off dating ---VS--- not until 16 to begin group dates, then paired dating when it's the season of marriage

-Dating should involve lots of holding hands, kissing, hugging ---VS--- Dating is not a time for much if any physical contact

# Progressive VS Traditional: Health

-Vaccines are safe & necessary herd immunity ---VS--- vaccines cause autism, decrease the immune system, etc.

-Depression warrants antidepressant drugs ---VS--- Depression warrants work, responsibility, repentance, relationships, dietary changes, hardly ever drugs

-Animal products are essential for protein, etc. ---VS--- animal products are unnecessary when you have access to fresh fruits, vegetables, beans, nuts, etc.

-Junk food, whatever is preferred ---VS--- nutritional accountability

-Fitness optional ---VS--- fitness needed

-Hone body constantly at the gym ---VS--- some gym time is fine, but don't neglect family duties, playing with your children, etc.

-Wild music to pump you up for exercise ---VS--- invigorating but wholesome classical-style music for any occasion

-Eat whenever ---VS--- eat at mealtimes

-Soy disturbs hormones ---VS--- soy is one of the healthiest foods for everyone

-Reward children's sport events with junk food ---VS--- reward with affection. Always healthy food. Healthy treats on special occasions.

-We should do whatever well intended advisors tell us when it comes to health ---VS--- we should never violate the conscience about what we put in our bodies

# Progressive VS Traditional: Government

-respond to mass looting with stern warnings & angry television ads ---VS--- respond with shoot to kill on spot. Seems harsh but it will quickly eliminate the issue. NOTHING else will.

-Socialism ---VS--- Capitalism

-Minimum wage ---VS--- free market

-Living expenses covered ---VS--- work for your keep

-Hard times, ask the government ---VS--- hard times, ask family, then ask church

-Government is to take care of our needs ---VS--- government is to protect borders & protect us via police as we are too busy to do this ourselves

-Constitution is a living document, needing new interpretation ---VS--- interpret by original intent

-Constitution is racist and highly flawed ---VS--- it is divine,

-Founding fathers were evil slave owners ---VS--- they were  the wisest men of the age

-Voting 3rd party is a waste ---VS--- vote for the right person, regardless of whether they will win

-conspiracy theorists look beyond the mark ---VS--- it's not conspiracy theory, it's conspiracy fact says President Benson. This is replete in the Book of Mormon & modern times, and it's not just foreign terrorists.

-9/11 was by foreign terrorists ---VS--- it was an inside red flag operation by the deep state to bring citizens into further control; perhaps played out by foreigners, but allowed to happen by US leaders; lots of pre-arranged demolitions, foreknowledge of the attack, etc.

-The 2020 Corona virus is a serious threat justifying masks & social distancing ---VS--- it is a government coverup, cases of flu are misdiagnosed, hospitals have financial incentives to report more cases, those who die with it had other serious co-morbidities (note: this doesn't mean the virus couldn't morph into something more serious in the future). Masks and social distancing are anti-human government overreach, and trample on the constitution. Those concerned about their health can make the personal choice to wear masks and social distance.

# 

# Key Books & Teachers

Seek learning out of the best books

The mark of a truly educated man is in what he does NOT read

A picture containing tree, outdoor, person, sculpture

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**Introductory Notes:**

\*The following are traditionalist (not progressive) authors & teachers among the Latter-day Saints who have made significant contributions to the righteous education of the saints.

\*Some of these have written at length on the subjects they're mentioned in, others are people in positions of authority who have made strong traditionalist statements in the subject they are listed in.

\*Like how Samuel the Lamanite was a contemporary prophet with Nephi, let's make sure we don't forget about the important messages that these teachers bring, despite their sometimes informal callings.

**Categories**:

Church history doctrine and standards  
Signs of the Times  
Science  
Book of Mormon (Heartland) Geography  
History & Government  
Family & Social Sciences  
Education & Homeschool  
Business & Finance  
Health

# 

# **Prominent Traditionalist Voices: Church history doctrine and standards**

-Joseph Smith & Brigham Young  
-Joseph Fielding Smith  
-Bruce R McConkie

-Joseph Smith Foundation Stoddard's

-Kimberly Watson Smith (writes with Joseph Smith Foundation)

-Rod Meldrum BookofMormonEvidence.com

# 

# **Prominent Traditionalist Voices: Signs of the Times**

-Joseph Smith & Brigham Young  
-Russell M Nelson  
-Dwayne S Crowther  
-Bruce R McConkie  
-Joseph Fielding Smith

-Orson Pratt

-Micah English “The II LDS Archives”

-Blake Surerus “Defending Zion” (now on Discord only)

-Rod Meldrum BookofMormonEvidence.com   
-James T Prout

# **Prominent Traditionalist Voices: Science**

-Universal model textbooks by Dean sessions  
-Russell M Nelson  
-Bruce R McConkie

-David Barker (Science & Religion: Resolving the Conflict)

-Kent Hovind (though disregard his protestant dogmas against the saints)

-Ken Ham

# **Prominent Traditionalist Voices: Book of Mormon Heartland Geography**

-Joseph Smith  
-BookofMormonevidence.org by Rod Meldrum (a few others on his site)  
-Russell M Nelson & L Tom Perry have made statements affirming this.

# 

# **Prominent Traditionalist Voices: History & Government**

-Ezra Taft Benson  
-J Reuben Clark  
-Timothy Ballard  
-Hugh W Nibley  
-Joel Skousen  
-Cleon Skousen  
-David Barton-Brian Mecham latterdayconservative.com -Kate Dalley http://katedalleyradio.com/  
-Scott Bradley http://freedomsrisingsun.com/

-BenMcClintock <https://www.defendingutah.org/>

-Stephen Pratt <https://www.libertyandlearning.com/>

-Jack Monnett (Awakening to Our Awful Situation)

-Ammon Bundy

-Ayn Rand (though disregard her dogmas against religion & God)

# **Prominent Traditionalist Voices: Family and social studies**

-Joseph Smith & Brigham Young  
-Spencer W Kimball  
-John Thill  
-Glen Latham  
-Joseph Smith Foundation by the Stoddard family  
-Neal Anderson

# **Prominent Traditionalist Voices: Education & homeschool**

-Joseph Smith & Brigham Young  
-Michelle Stone  
-Jacl Monnett  
-Hugh Nibley

# **Prominent Traditionalist Voices: Business & Finance**

-Hugh Nibley  
-Ezra Taft Benson

# **Prominent Traditionalist Voices: Health**

-Ann Blake Tracy drugawareness.org (against SSRIs)

-Jane Birch discoveringthewordofwisdom.com latter-day saint perspective of WFPB

-Joel Fuhrman

-Neal Barnard

-Michael Gregor

-Dr. Michael Clapper

# 

# ~3 Books of Each Genre Suggested by Dr. Peter Kreeft

Kreeft is a Catholic professor of philosophy and does much work in Christian apologetics. Listening to him he seems to have a humble and instructive spirit about him which I quite enjoy. He says the problem why the humanities keeps getting worse is that people deny objective truth, bravo Kreeft!

The follow texts he suggests are not all by Catholic authors, only a handful are.

See the full lecture from which this list is derived at <https://www.youtube.com/watch?v=bLm5RggbhlE&list=LLu0lqitLzCtL1eZkAAMuQCQ>

Kreeft has authored several books as well.

He selected these to be not too difficult but difficult enough to be challenging.

The material in parenthesis are also analysis and commentary by Kreeft from the lecture.

Above all of these, he says The Bible is the best book!

**Autobiographies**

-Confessions, by Augustine with translation by Sheed

-A Severe Mercy, by Sheldon Vanauken

-Seven Story Mountain, by Thomas Merton

-Surprised by Joy, by CS Lewis

(CS Lewis is his favorite modern author)

**Novels**

-The Brothers Karamazov, by Fyodor Dostoevsky

(says novels are the best way to learn psychology and sociology, they’re more tangible, and that Dostoevsky does this masterfully)

-Till We Have Faces, by CS Lewis

-A Tale of Two Cities, by Charles Dickens

**Plays**

-A Man For All Seasons, by Robert Bolt (the movie very good too)

-Our Town, by Thornton Wilder (looks at life from the perspective of death)

-Hamlet, by William Shakespeare

**Epics**

-Lord of the Rings, by J.R.R. Tolkien

(says it’s the greatest book of the century, defends western civilization)

(movie good but not as good as the book)

(He says everyone agrees on these books being great except the literary critics, which shows the critics are full of themselves)

(says when he feels something is missing in his life, its that he hasn’t read these recently enough)

-Chronicles of Narnia, by CS Lewis

(all 7 are a great achievement.)  
(He makes Christ character very interesting, which is very hard to do. He is terrifying but good, just like Christ)

-Silmarillon, by J.R.R. Tolkien

**Fantasy**

-The Great Divorce, by CS Lewis (Like divine comedy of Dante but clearer and shorter.)

-The Screwtape Letters, by CS Lewis

-Descent into Hell, by Charles Williams (terrifying psychology of damnation)

**Science Fiction**

-A Canticle for Leibowitz, by Walter Miller

-Brave New World, by Aldous Huxley (the BNW is stable but not happy)

-The Martian Chronicles, by Ray Bradbury

-says 50 years old and 100 years old are 2 good science fiction books.

-says he doesn't like technology it bores him.

**Spirituality**

-The Practice of the Presence of God, by Brother Lawrence

-Story of a Soul: The Autobiography of St. Therese of Lisieux

-Abandonment to Divine Providence, by de Caussad

-The passion of the Christ an amazing movie

**Apologetics**

-Pensees, by Blaise Pascal

-The Problem of Pain, by CS Lewis (on why evil exists and God)

-In Defense of Miracles, by CS Lewis (on nature science and God)

**Philosophy**

-The Apology of Socrates, by Plato

-The Consolation of Philosophy, by Boethius

-Republic, by Plato

**Popular Philosophy**

-The Introduction to Thomas Aquinas, by G.K. Chesterton

-Orthodoxy, by G.K. Chesterton (its about everything, a masterpiece)

-Ethics, by Aristotle

**History**

-The Everlasting Man, by G.K. Chesterton

-Our Lady of Guadalupe: And the Conquest of Darkness, by Warren Carroll

-The City of God, by Augustine

**Theology**

-Mere Christianity, by CS Lewis (unites many branches of Christians; inexhaustible)

-Summa Theologiae, by St. Thomas Aquinas, with a condensed, edited version by Peter Kreeft called “Summa of the Summa”

-The Theology of the Body, by Christopher West (theology against sexual revolution, perhaps Satans chief weapon, great for our time in particular)

**Poetry**

-Lepanto, by G.K. Chesterton (good sound & sense, unlike modern poetry)

-The Waste Land, by T.S. Eliot

-The Dream of Gerontius, by John Henry Newman (on dying and going to heaven)

**A few mentions from Kreeft from the lecture:**

The greatest discoveries are found by asking dumb questions  
  
You can't force one to cry. Tears mean it's a great author.  
The job description of a great artist is to break the human heart.  
  
He likes short books.

Says those who are passionate even going in the wrong direction God can work with; its easier to turn them around than to get someone not moving at all to get going. This is how it was for Alma and Paul. God wants energetic passionate servants.

# Away Babylon Textbooks, Here are Best Books to Re-Read Through Life: Introduction

Here we will consider several books which ought to be read and re-read though life. First a few quotes on reading the best books time and again:

A picture containing indoor, room, dark, lit

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“[Education] has produced a vast population able to read but unable to distinguish what is worth reading.” (George Macaulay Trevelyan, *English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria* (London: Longmans, Green and Company, 1942), 582.)

“Clearly one must read every good book at least once every ten years.” (Lewis, letter of 17 August 1933, in Letters to Greeves, 458.)

“The sure mark of an unliterary man is that he considers “I’ve read it already” to be a conclusive argument against reading a work. . . . Those who read great works, on the other hand, will read the same work ten, twenty or thirty times during the course of their life.” (C. S. Lewis, chapter 1, paragraph 4, in An Experiment in Criticism (New York: Harcourt Brace Jovanovich, 1982), 2.)

Well did someone say that the mark of a truly educated man is knowing which books NOT to read.

**Sections**:  
  
Scriptures  
Religious Doctrine  
Life of Joseph Smith  
Religion Manuals  
Religion & Temples in Antiquity  
End Times Prophecy  
Marriage & Parenting  
Education  
Government  
Conspiracy  
History  
Economics  
From the Reformation  
Classical Literature  
Poetry  
Science  
Nutrition  
Psychology  
Philosophy

# Best Books: Scripture

-The Holy Bible  
-The Book of Mormon  
-The Doctrine and Covenants  
-The Pearl of Great Price

-Semi-Annual General Conference

-Journal of Discourses

# Best Books: Religious Doctrine

-Lectures on faith by Joseph Smith  
-Teachings of the prophet Joseph Smith  
-Doctrines of Salvation by Joseph Fielding smith  
-Jesus the Christ by James E Talmage  
-Discourses of brigham young  
-The Miracle of Forgiveness by Spencer W Kimball  
-Faith peceeds the miracle by Spencer W Kimball  
-The Messiah series by bruce R mcconkie  
-Mormon Doctrine by Bruce R Mcconkie  
-Approaching Zion by high Nibley  
-Autobiography of Parly P Pratt  
-Life everlasting by Duane S Crowther  
-The Lord's way by Dallin H Oaks  
-Brother Brigham Challenges the Saints by High Nibley  
-Doctrines of the Kingdom series by hyrum andrus  
-BH Roberts Defender of the Faith by Truman G Madsen  
-The Infinite Atonement by Ted R Callister  
-Angels by Donald Parry  
-Echos and Evidences of The Book of Mormon by Donald Parry  
-Life of Wilford Woodruff

Autobiography of BH Roberts  
Mere Christianity, C.S. Lewis

History of the Saints

# Best Books: Life of Joseph Smith

-The Teachings of Joseph Smith by Joseph Fielding Smith

-They Knew the Prophet by Hyrum Andrus  
-History of the Church by Joseph Smith

-The Personal Writings of Joseph Smith by Dean C Jessee

-The Life of Joseph Smith the Prophet by George Q Cannon  
-Lucy Mack Smith book on Joseph Smith

There are also books and authors to avoid who say they are faithful saints but yet use unfaithful sources in their writing. Chief of these is Richard Bushman’s “Rough Stone Rolling”. Also beware Leonard Arrington’s work. See “Faith Crisis” vol. 1 and 2 by Hannah & James Stoddard available at josephsmithfoundation.com to purchase the volumes. These identify apostate writers in sheep’s clothing who give as much or more credence to the words of criminals and apostates in their writings as they do the brethren, and they paint false negative pictures of Joseph Smith and the miraculous divine nature of the restoration.

# Best Books: Religion Manuals

-Gospel Principals Manual  
-Preach My Gospel Guide to Missionary Service

-Teachings of the Presidents of the Church (series)  
-Institute Manuals on the

standard works

marriage

parenting

finance

industry

doctrines of the gospel

teachings of the living prophets

etc.

# Best Books: Religion & Temples in Antiquity

-The World and the Prophets by Hugh Nibley  
-The Message of the Joseph Smith Papyri by hugh Nibley  
-Temples of the Ancient World by Donald Parry

# Best Books: End Time Prophecy

-Signs of the Times by Joseph Fielding Smith  
-Prophecy Key to the Future by Duane S Crowther  
-The Millennial Messiah by Bruce R. McConkie  
-Coming of the Lord by Gerald Lund (a new version just came out)  
-As a Thief in the Night by Roger K Young  
-Understanding the Signs of the Times by Donald Parry

# Best Books: Marriage & Parenting

-Positive parenting by Glenn Letham  
-Strengthening Marriages and Families: Proclamation Principles and Research Perspectives  
-Stand for Family by Sharon Slater  
-Women and the Priesthood by Rodney Turner  
Teaching Self-Government by Nicholeen Peck (uses Joseph Smith principles and applies them to parenting)

-[The Connected Parent: Real-Life Strategies for Building Trust and Attachment](https://www.amazon.com/Parenting-Trust-Connection-Strategies-Adopted/dp/0736978925/ref=sr_1_4?dchild=1&keywords=karyn+purvis&qid=1609649105&sr=8-4) by [Lisa Qualls](https://www.amazon.com/Lisa-Qualls/e/B084VD75W8?ref=sr_ntt_srch_lnk_4&qid=1609649105&sr=8-4)and Dr. Karyn Purvis

**-**[The Connected Child: Bring Hope and Healing to Your Adoptive Family](https://www.amazon.com/Connected-Child-healing-adoptive-family/dp/0071475001/ref=sr_1_3?dchild=1&keywords=karyn+purvis&qid=1609649105&sr=8-3)by Karyn B. Purvis, David R. Cross, et al.

-John Gottman, a renowned researcher of marriage relationships & parenting, has written many books.

-The Nurtured Heart Approach ?  
-A House United ?

-The Choice/ Principles of Leadership ?

-The Child Whisperer by Carol Tuttle ?  
-Papa married a Mormon ?

# Best Books: Education

-Joseph Smith America's Greatest Educator  
-Revealed Educational Principles by Jack Monnett  
-The Deliberate Dumbing Down of America by Charlotte Thompson Iserbyt  
-Child Abuse in the Classroom by Phyllis Shlafley  
-Teach Ye Diligently by Boyd K Packer

# Best Books: Government

-Founding US documents  
-The Federalist Papers  
-The Naked Communist by Cleon Skousen  
-Tragedy and Hope by Carol Quigley  
-1984 by George Orwell  
-Brave new world by Aldous Huxley  
-Principles of freedom and national survival  
-Lessons on liberty by Brian Mecham  
-The American Covenant series by Timothy Ballard  
-To Preserve the Nation by Scott Bradley  
-The Great and Abominable Church of the Devil by H Verlan Andersen  
-Prophecies and Promises by Porter and Meldrum  
-The Majesty of God's Law by Cleon Skousen  
-The Making of America by Cleon Skousen  
-The Real Thomas Jefferson, George Washington, Benjamin Franklin series by Parry, Allison, & Skousen  
-The 5000 Year Leap by Cleon Skousen  
-The Politically Incorrect Guide to the Presidents series by Schweikart & Heyward  
-Everything written by Ezra Taft Benson  
- Montesquieu (inspired the founding fathers)

-Locke (inspired the founding fathers)

-Hobbes (inspired the founding fathers)

-The Magna Carta (inspired the founding fathers since that was the first known constitutional document written) 

# Best Books: Conspiracy

-Hiding in Plain Sight by Ken Bowers  
-None Dare Call it Conspiracy by Gary Allen  
-Awakening to our Awful Situation series by Jack Monnett

# Best Books: History

-The Making of America by Cleon Skousen, written at the request of President David O. McKay

-Empires that Shook the World by Andrew Taylor  
-The King fisher Illustrated History of the World  
-Hiding Place by Corrie Ten Boom

-Up From Slavery by Booker T. Washington ?

-History of the Saints

-Foxes Book of the Martyrs

-The History of Christianity

-books by Erik Larson for supplemental history such as Devil in the White City ?  
- American History Stories you never read in school ... But should have. By Mara L. Pratt Vol. 1&2 ?

-Politically Incorrect Guide Series

# Best Books: Economics

-Capitalism by Ayn Rand

# Best Books: From the Reformation

-Foxes book of the martyrs  
-History of the Christian Church by Samuel Cheetham

# Best Books: Classic Literature

-Divina Comedia by Dante  
-Don Quixote by Miguel Cervantes   
-Parzival  
-Odyssey by Homer  
-Aeneid by Virgil  
-The Three Musketeers by Alexander Dumont: great adventure and philosophy

-Phantom of the Opera, about what happens when we treat people like monsters, & despair, & passion  
-Crime and Dunishment

-Sense and Sensibility by Jane Austen  
-Emma by Jane Austen  
-Persuasion by Jane Austen  
-Pride & Prejudice by Jane Austen 

-Candide by Voltaire   
  
-Great Expectations by Charles Dickens  
-Bleak House by Charles Dickens  
-A Christmas Carol by Charles Dickens  
-Oliver Twist by Charles Dickens  
-Davy Copperfield by Charles Dickens  
  
-Twelfth Night by William Shakespeare  
-Mid Summer Nights Dream by William Shakespeare  
-Hamlet by William Shakespeare  
-Romeo & Juliet by William Shakespeare

-King Lear by William Shakespeare

-The Merchant of Venice by William Shakespeare

-Julius Caesar by William Shakespeare

-Little Britches Series ?  
  
-The Hunchback of Notre Dame by Victor Hugo

-Les Misérables by Victor Hugo (great story of redemption, a man who choses righteousness despite persecution)

-The Portrait Dorian gray (great story of why to not be a narcissist)   
-The Strange Case of Dr. Jekyll & Mr. Hyde (great story of why to not abuse substance)  
-Faust by Goethe (2 Vols.)

-Sherlock Holmes?

-Beau Geste?

-To Kill a Mockingbird?

-Little Women

-HG Wells sci-fi ?   
  
-Anna Karenina by Leo Tolstoy

-War & Peace by Leo Tolstoy  
  
-The Pilgrim’s Progress

-Nathaniel Hawthorne: The Scarlet Letter

-Charles Dickens

-Jane Austen

-Emily Bronte

-Charlotte Bronte

-F Scott Fitzgerald: The Great Gatsby

-Leo Tolstoy: Anna Karenina, etc.

-Mark Twain

-Herman Melville

-William Faulkner

-George Eliot

-Louisa May Alcott: Little Women

-Miguel De Cervantes: Don Quijote

-Robert Louis Stevenson: Dr Jekyll and Mr Hyde

-EM Forester

-Victor Hugo

-John Bunyan: pilgrim's progress

-Daniel Defoe: Robinson Crusoe

-Jonathan Swift: Gulliver's Travels

-Alexandre Dumas: The Count of Monte Cristo

-Homer: Odessey

-Virgil: Aenead

-Dante: Dinina Comedia

-James Joyce: Ulysses; The Portrait of the Artist as a Young Man

-Ayn Rand: Atlas Shrugged, The Fountainhead, etc.

-Aldous Huxley: Brave New World

-George Orwell: 1984, Animal Farm, etc.

-William Golding: Lord of the Flies

-Thomas Moore: Utopia

-Caroll Quigley: Trajedy & Hope

-Bram Stoker: Dracula

-Paulette Collet: Le Famtome de l'Opera

-Sir Arthur Conan Doyle: Sherlock Holmes

-Robert Louis Stevenson: children stories, treasure island etc.

-Jonathan Swing: Gulliver's Travels

-Thomas Bulfinch: Bulfinch's Mythology

# Best Books: Poetry

-Wordsworth  
-Robert Frost  
-LDS Best Loved Poetry book

-Keats ?

-Milton ?

-EE Cummings ?

-1828 Webster's Dictionary (has original words that are not listed today. Useful in understanding literature. It is more comprehensive as well.)

# Best Books: Science

-Universal Model textbook series by Dean Sessions  
-Using the Book of Mormon to Combat Falsehoods in Evolution by Clark A Peterson  
-Mathematicians are people too (2 vols) ?  
-The fallacy detective (a logic book) ?  
-The eternal argument for literature ?  
-The story of mathematics ?

# Best Books: Nutrition

-Eat to Live by Joel Fuhrman  
-How to not die by Michael Gregor  
-Voices of the Food Revolution by Robbins  
-The China Study by Campbell  
-Is There Any Sick Among You? By LeDean Griffin

# Best Books: Psychology

-Spiritual Exodus by Mark Butler  
-Turning Freud Upside Down by BYU Studies  
-Dr. Jekyl & Mr. Hyde

-Portrait of Dorian Gray

# Best Books: Philosophy

-Classics of Western Philosophy edited by Steven M. Cahn  
-The Story of Philosophy by Will Durrant

-Jordan Peterson’s Maps of Meaning & 12 Rules for Life

Sort in:

# 

# Best Books: Textbooks

Textbooks are typically 90 percent fluff, and are narrowly constrained by a grade-age system.

Here are some ideas for books from some friends of mine that are no nonsense:

-CS Lewis' essay Men Without Chests. It's not super long, but it helped me clarify what I want in an educational book  
  
-Living books; classics. Don’t use textbooks, they are corrupted with progressive ideology and false paradigms.  
  
-curriculums that use real books like Book Shark and Moving Beyond the Page. They are on the pricy side but you can also just buy the workbooks and get most of the other books from the library.  
  
-Brigham Young said that the scriptures should be the textbooks for Latter Day Saints.  
  
-Kimber Curriculum: <https://kimbercurriculum.com/?v=7516fd43adaa> There is an actual school in Lehi, Ut and online school but you are welcome to just buy the books. The history and religious studies are amazing with real and true information, nothing sugar coated. The Sciences all require much study and reflection. Children look up terms in secular books and also scripture. It really brings God back into their studies uniting science and religion. In the Junior Physiology for instance, compares the body systems to “body kingdoms” and teach the importance of both physical and spiritual aspects of our bodies.   
  
- math text books from the early 90's. Beyond that date the math texts are very watered down. I love a strong, difficult math course to enhance thinking skills. Try Prentice Hall. Of course skip outdated technology parts.  
  
- Life of Fred math books  
  
-The Making of America by Cleon Skousen, written at the request of President David O. McKay.  
  
-Saxon Math  
  
-I prefer classics not text books. That includes God's first classic- nature. And his second classic, the scripture and words of the prophets.  
Then build on this foundation with classics in the arts, literature, and history.  
Then Hands-on practical intellectual skills in a mastery format. Working from foundational concrete hands on to the more abstract as they are ready.

# Versions of the Talmud

Some information on the versions of the Talmud a friend shared with me:

As far as translations of the Talmud, you first have to realize that you can spend hundreds or thousands of dollars for complete editions. Here is my thoughts on each major set.

The best copy of the Talmud is the

Complete Full Size Schottenstein Edition of the Talmud English Volumes (73 Volume Set)

Current Price: $2500

This is by far the best edition ever printed. The Aramaic text is presented on one page with the translation on the alternate. It is considered the best edition but with that price I could never justify buying it.

Next is the...

Koren Talmud Bavli (38 Volumes)

This is a good edition to start with because it contains a ton of commentary with pictures and diagrams to help you understand. It is sold as individual volumes about $40 each. So the price is about $1,520.

Next...

Soncino Hebrew/English Babylonian Talmud (30-Volume Set)

This is another excellent translation with the original language and the English. I don’t know much about it besides it costs around $900.

Next...

Rodkinson Talmud.

This Talmud is a 1903 translation. It is incomplete but is is about 20 volumes. This translation is not only old, but it is controversial because the translation is very poor and inaccurate. It is available online for free and a print copy might cost $300-$500 dollars.

I personally have a copy of Jacob Neusner’s

The Babylonian Talmud: A Translation and Commentary (23 Volumes)

Current Price: $650

This is the copy owned by BYU’s library. It is good scholarly translation but a little unconventional with how the mishnah and gemara are presented. I could send you pictures of it if you are interested.

I got mine for $100 a while ago so the price does go up and down.

That about does it for complete or almost complete editions of the Talmud.

You can also get abridgments such as the

Everyman's Talmud: The Major Teachings of the Rabbinic Sages - $20

Or

The Talmud: A Selection (Penguin Classics) -$20

If you do not know much about the Talmud these volumes might be a good place to start.

The Talmud is, at is core, a legal text. It can be super dull, but rewarding if you like to spend hundreds of hours to understand Jewish legalism of the 2nd- 5th century AD.

Editions of the Talmud go up and down in price a lot, so if you wait, you can get a edition for a much more reasonable price. I got my copy for $100 after months of looking.

# Storytelling Quotes

"Let me tell the stories and I care not who writes the textbooks."  -G. Stanley Hall  
 "When the world is in chaos, and ​not able to locate its identity, its the storytellers that bring it back to center.  Because storytellers are the keepers of the culture."  -Michael Meade  
 “Stories have to be told or they die, and when they die, we can't remember who we are or why we're here.” -Sue Monk Kidd, The Secret Life of Bees  
 “If history were taught in the form of stories, it would never be forgotten.” -Rudyard Kipling

“Stories are the secret reservoirs of values. Change the stories individuals and nations live by, and you change the individuals and the nations.” -Ben Okri, Poet & Novelist

The world is forgetting about the all sources of knowledge but the laboratory, we must fight to keep alive the schoolmaster of fine literature.

# Resources for Your Library

- Libraries of Hope <https://www.welleducatedheart.com/>

-heterodoxacademy.org shows that the social sciences are increasingly bias toward liberal views

-britannica.com

-Online Liberty Library - free pdf etc. - oll.libertyfund.org

-librivox.org - free public domain audiobooks

-archive.org - free public domain texts, movies, audiobooks

-largepdf.com – good source for public domain books in PDF free

-survivorlibrary.com (public domain PDF book downloads on many topics)

-openculture.com/freeonlinecourses - Free Online Courses from Top Universities (movies, eBooks, audiobooks, textbooks, language lessons, business courses, K-12 Ed, etc.)

-Deseret Industries books

-Good Will books – see also website with virtually free shipping

-Gutenberg project (Puts in the public domain books written over ~100 years ago),

-Provo Library book sales (approximately quarterly), free podcasts (from iTunes etc.); garage sales.

-“For Dummies” books are also excellent introductions to many topics.

-For legal inexpensive movies: wowboxx.com

-For legal and inexpensive music: mp3million.com

-Overdrive is an audiobook rental app which is free when you sign up associated with a local library membership.

-Reading lists for various ages <http://www.hearthstoneplan.org/reading-lists.html>

# **PART 3: HOMESCHOOL ADVOCACY**

Fleeing Babylon, & taking primary responsibility for the education of your children

* Pacing, Individualizing
* Protecting from Dangerous Teachings & Attitudes
* Religious Tolerance & True History
* Resisting Evolution Dogma
* Resisting Government Control, Excess, & Tyranny
* Fostering Family Relationships
* Focusing on Natural Interests

# A child sitting on the grass reading a book Description automatically generated with medium confidence

# Introduction to Homeschooling

Isaac Newton, arguably the greatest scientist of all time, was known for his reclusive nature. He would sit in his home library studying for 18 hours a day, 7 days a week. This illustrates an important point: when you want to get into the big leagues, into really knowing things, you have to make that journey alone.

Homeschooling is based in teaching a child to read, and guiding them in their personal studies. Sure, there is some lecturing, some drilling, etc., but there is certainly no time for the waste seen at public schools, nor the trivial curriculum and lackadaisical approach to behavior management seen at the public schools.

If we want to be truly great learners and pass that on to the next generation, they must learn to focus and generate knowledge from self-investigation.

# 10 Correct Educational Principles (Centered in Home Educating) by Julie Smith

**From** [**https://ldsanswers.org/healing-motivating-youth-with-revealed-educational-principles-julie-smith-kimber-academy-lehi/**](https://ldsanswers.org/healing-motivating-youth-with-revealed-educational-principles-julie-smith-kimber-academy-lehi/)

1) Temporal and spiritual cannot be separated  
2) The Lord’s ways are not always practical or popular  
3) All curriculum should be in harmony with revealed truth  
4) No true science without religion  
5) Taxes should never support education  
6) Sacrifices always bring about blessings 100 fold  
7) The home environment is the true seed of knowledge. School is only an extension of the home.  
8) Scriptures are the primary textbooks  
9) Teachers must be examples and teach with the spirit of God  
10) An academy based on revealed principles, but methods are line upon line

# Taking Responsibility for the Training & Educating of Your Children

I recently spoke with an experienced educator about why this generation is largely failing. I asked if the parents need to be stricter. Her answer surprised me. She said the reason for the failing generation is that the parents have relied on others to raise their children. Reliance on public schools, on church schools, on youth groups, on a number of people places and things.

This reminds me of something Elder Robert D Hales pointed out not long ago, that the standards of society and the church which used to be similar are now very far apart. Parents cannot rely on others to train their children.

# Prophets Encourage Homeschooling

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“May our homes be a library of learning. An essential part of our learning library will be good books. Reading is one of the true pleasures of life. In our age of mass culture, when so much that we encounter is abridged, adapted, adulterated, shredded, and boiled down, it is mind-easing and mind-inspiring to sit down privately with a congenial book. James A. Michener, prominent author, suggests: “A nation becomes what its young people read in their youth. Its ideals are fashioned then, its goals strongly determined.” The Lord counseled, “Seek ye out of the best books words of wisdom; seek learning, even by study and also by faith” (D&C 88:118). Of course, the standard works offer the ultimate library of learning of which I speak. Let us read from them often, both privately and with our families, that we may be enlightened and edified and draw closer to the Lord.”  
(Thomas S Monson "A Sanctuary From The World", February 9, 2008 Worldwide Leadership Training Meeting: Building Up a Righteous Posterity)

# The Heart of Homeschooling

Teaching children to read and telling them what to read, giving them time to read it, talking with them about it, pushing them in the right direction.

This is the key. Much can be done, but this is the key, the focus, the path to greatest outcomes.

Only those who learn an independent love of learning will ever find greatness in education.

# Should Adults Teach at Public Schools? The Debate (Emphasizing “No”)

Keeping our kids home from public schools is one thing, but should adults refrain from teaching at public schools as well?

**Why some say yes teach at public schools**: It could make them a better place, and involvement in the community is typically a good thing.

**Why it may be unwise to teach at public schools**:

-Dogmatic evolution teaching as policy

-Poor dress standards

-Poor enforcement of class attendance

-Poor enforcement of class participation

-Poor enforcement of student behavior

-Racist teachings as policy

-Sexually deviant teachings as policy

-C average grades as policy, blaming teachers if not

-Supporting a corrupt system

-There are other ways to be involved in the community schools without actually teaching at them such as attending meetings where policy is decided, or voicing complaints to the school district board about certain policies.

# Public Education Fraud by Joel Skousen

The following is an excerpt from the World Affairs Brief by Joel Skousen dated 4-27-18

The entire world of both military and educational standards are falling as both public institutions succumb to political correctness and fail to support good judgment and discipline that are the key to success in every aspect of real life. I’ve covered in the briefs the problems in the various branches of the military as they force normal soldiers, airmen, sailors and Marines to accept women, gays and transgenders into the combat ranks, where trust in equal competency and unit cohesion is essential. Despite service denials, standards have been lowered to accommodate women; if not outright, then by overlooking sub par performance or forcing stronger males to carry the load. Worse, all forms of dissent against these policies has been suppressed.

This week, Walter Williams documented how the public education system, including public universities have become a fraud upon the taxpayers—as curricula is dumbed-down, and teachers teach the test in a vain attempt to show progress when there is only increasing failure for a large sector of students. Part of the blame goes to social notions like falsely declaring “everyone a winner.”

Earlier this month, the 2017 National Assessment of Educational Progress, aka The Nation’s Report Card, was released. It’s not a pretty story. Only 37 percent of 12th-graders tested proficient or better in reading, and only 25 percent did so in math. Among black students, only 17 percent tested proficient or better in reading, and just 7 percent reached at least a proficient level in math.

The atrocious NAEP performance is only a fraction of the bad news. Nationally, our high school graduation rate is over 80 percent. That means high school diplomas, which attest that these students can read and compute at a 12th-grade level, are conferred when 63 percent are not proficient in reading and 75 percent are not proficient in math. For blacks, the news is worse. Roughly 75 percent of black students received high school diplomas attesting that they could read and compute at the 12th-grade level. However, 83 percent could not read at that level, and 93 percent could not do math at that level. It’s grossly dishonest for the education establishment and politicians to boast about unprecedented graduation rates when the high school diplomas, for the most part, do not represent academic achievement. At best, they certify attendance.

Fraudulent high school diplomas aren’t the worst part of the fraud. Some of the greatest fraud occurs at the higher education levels — colleges and universities. According to the Bureau of Labor Statistics, 70 percent of white high school graduates in 2016 enrolled in college, and 58 percent of black high school graduates enrolled in college. Here are my questions to you: If only 37 percent of white high school graduates test as college-ready, how come colleges are admitting 70 percent of them? And if roughly 17 percent of black high school graduates test as college-ready, how come colleges are admitting 58 percent of them?

It’s inconceivable that college administrators are unaware that they are admitting students who are ill-prepared and cannot perform at the college level. Colleges cope with ill-prepared students in several ways. They provide remedial courses. One study suggests that more than two-thirds of community college students take at least one remedial course, as do 40 percent of four-year college students. College professors dumb down their courses so that ill-prepared students can get passing grades. Colleges also set up majors with little analytical demands so as to accommodate students with analytical deficits. Such majors often include the term “studies,” such as ethnic studies, cultural studies, gender studies and American studies. The major for the most ill-prepared students, sadly enough, is education. When students’ SAT scores are ranked by intended major, education majors place 26th on a list of 38 (https://tinyurl.com/pjmga9y).

The bottom line is that colleges are admitting youngsters who have not mastered what used to be considered a ninth-grade level of proficiency in reading, writing and arithmetic. Very often, when they graduate from college, they still can’t master even a 12th-grade level of academic proficiency. The problem is worse in college sports. During a recent University of North Carolina scandal, a learning specialist hired to help athletes found that during the period from 2004 to 2012, 60 percent of the 183 members of the football and basketball teams read between fourth- and eighth-grade levels. About 10 percent read below a third-grade level. Keep in mind that all of these athletes both graduated from high school and were admitted to college.

How necessary is college anyway? One estimate is that 1 in 3 college graduates have a job historically performed by those with a high school diploma. According to Richard Vedder, distinguished emeritus professor of economics at Ohio University and the director of the Center for College Affordability and Productivity, in 2012 there were 115,000 janitors, 16,000 parking lot attendants, 83,000 bartenders and about 35,000 taxi drivers with a bachelor’s degree.

I’ve long believed that we push too many student toward college, instead of acknowledging the value of the trade schools. I felt most of my college education was a waste. I’ve learned numerous professions and skills on my own since I was freed from the busywork of getting a degree filled with social garbage.

# Evolution: A Great Fraud of Our Time

I have an entire book against evolution and showing the true methods used in the divine creation, but I wish to mention a few things here in this book on education.

Evolution is a false Satanic theory without solid scientific evidence. The lies and deception to uphold evolution are many and deep. This theory would be dead by now if it weren’t upheld relentlessly by tax dollars.

A belief in evolution is belief in a fairy tale. Somewhere a long long time ago, animals changed into totally different kinds of animals. You’ll never observe it, but believe them, it happened! No actually, it didn’t. The magical ingredient of this fairy tale is time. The time keeps getting longer according to the evolutionists, because we keep proving them wrong within the parameters they set.

Evolution teaches a false view on who man is, what his purpose in life is, his divine nature, his divine destiny, his ability to exercise self restraint, an absolute right and wrong, and many other aspects of Christian life and the religious world view. Communism and other godless philosophies sing the song of evolution as they destroy human agency, and destroy all that is good in this world.

Evolution teaches that death came into the world before sin, directly opposing the repeated scriptural teaching. The resurrection is another impossibility according to evolution. Evolution was designed as a way to explain life without God, and it is laughable to try and squeeze God into those equations. Die hard evolutionists insist that man invented God, not the other way around.

Some church leaders have wrongly believed in evolution. BYU, a church owned university, dogmatically teaches evolution as the single method of creation. It’s name sake Brigham Young was against evolution, and started the school for the express purpose of having a place of learning where the philosophies of men would not be mingled in with the teaching of scripture. The overwhelming dogmatic teaching of evolution in our schools has lead many of the elect to be lead astray in this issue. Still, many have seen through the propaganda. Church leaders like President Joseph Fielding Smith, Elder Bruce R McConkie, and many others faithfully witnessed against the pernicious doctrines of evolution. President Nelson, our current church president, boldly has taught that it is ridiculous to think that one kind of animal can change into another.

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# Secret Combinations (Bowers) Ch. 4 Education – Highlights

This is an excerpt of my notes on “Hiding in Plain Sight: Exposing the Secret Combinations of the Last Days” by Ken Bowers. Highlights on the rest of the chapters are found in my government writings. As these highlights are extensive, they are shared with permission of the author.

Ben Franklin: people who know the rights God gave them are hard to enslave and vice versa  
In 1940 the #1 problem in schools was talking back to teachers, now it’s murder assault teen pregnancy, teachers having sex with students, etc.  
US was #1 in education. Achievement for years now it’s the 35th  
Founding Fathers wanted localized control over education, not in the hands of federal government!  
Thomas Jefferson: place each school under the care of those most interested in its conduct  
Far away bureaucracy of a few thousand people can’t make the billions of needed decisions for local schools.  
James Madison: when the government takes over education of children and welfare for poor, it subverts the very foundation of this nation, throwing away the nature of the limited government it was set up for by the people of America.  
Thomas Jefferson, the man who said let’s have separation of church and state, is the man who saw to it that there were Christian hymnals in all the schools, and bibles in the schools. He wanted children to have a religious education.  
In the early days of the US, people preferred private education, and those students always did better  
What of who could not afford it? There was enough people who would volunteer to take care of all those. Charity schools would care who could not afford private school.  
Alex de Tocqueville: it’s very rare to find one in America not trained in the history of his country and the leading features of the Constitution and of the doctrines and evidences of his religion.  
Boston had more private schools than public ones, and by the end of the American Revolution, many towns had no common schools at all.  
Private schools were eligible for subsidies  
There were no compulsory attendance laws  
91.8% attended school, despite communists saying, “oh there are so many children running around in the streets!”  
private schools save public from taxes of public school  
Unitarians took over Harvard in 1805 and kicked out the Calvinists. Socialists want socialism for others but not for themselves because they are egocentric like the rest of us. Humans are egocentric, the bible teaches that, that men are wicked, and need be disciplined, this is what Calvinists did but were kicked out.  
Unitarians thought that if everyone is rich there would be no issues in society, so they geared education systems toward merely earning money.  
Robert Owen, father of socialism, considered children a blob of plastic which the society can shape any way it wants it to be. Wanted the “Future man” now known as the “Soviet man”.  
They want communism, but we won’t have it, so they are slowly bringing it to us via the mandatory public schools  
Communism is a way to get compulsion to get people to be perfect (Satan’s plan)  
Rockefeller: “I want to own nothing, and control everything”  
Samuel L Blumenfeld in Why the Schools Went Public: “Educational stateism is anti-republican in all its bearings, and is well adapted to Prussia and other European despotisms, but not wanted here” …the control over education then goes into all other aspects of society by the government.  
Public schools replace the concept of God with the concept of the public good  
John Dewey humanist along with others of the Skull and Cross bones promote that humans are social animals not tied to morals or religion. Dewey wants rid of profits, capitalism, competition, property, religion. He says there is no god and no room for fixed moral absolutes.  
Stalin invited Dewey to teach in the Soviet Union and it was so ridiculous that he was fired, and returned to America.  
Dewey taught chemistry without mention of protons neutrons atoms etc., but merely had students bake cakes to experience chemical reactions. This is similar trend of our current education.  
The reason government finances school is to move it from to political control; anything to get it away from local citizen control.  
they be-cry school major problems without saying what those are and start seeking funding and followers.  
The PEA and the NEA keep saying that the more federal control there is over schools, the better they’ll be- (a one size fits all!).  
The government believes people can’t handle their own affairs.  
Sources which say they want to have the children be owned by the public not the parents  
government becomes its own publicity for its ideas  
the Clinton proposed schools would have no review of the curriculum by the civilians.  
No Child Left Behind program has “Open Court” which means the teachers must follow a certain script and even ignore the questions of the students for that, and federal police to enforce that in the classrooms.  
See book “The Deliberate Dumbing Down of America” by Iserbyt.

# Church of the Devil (Andersen) Ch. 14 Priestcraft – Highlights

The rest of the chapter highlights on this work are in my writings on government. This chapter is added here as it pertains to education and public schools. As they are extensive, these highlights are shared with permission.

1. Communist manifesto calls for free education for all the children in public schools
   1. A most effective method for instituting perpetual falsehood.
   2. Thought control
   3. Thus they impose the state religion (\*which happens to be atheism currently)
   4. In the past there is a long history of combining state and church to get political control
   5. They **buy up the teachers and priests and change all the doctrines and teachings**
2. The state religions of the past aren’t so evil from merely their teaching wrong things about the next life, but from them **using the sword to enforce their creeds**; getting rid of freedom.
3. Today we **have the priestcraft of atheism, socialism, and materialism. It’s being forced** upon us.
   1. We’re being compelled to worship the state; this is worse evil than former times being forced to worship a Supreme Being.
      1. They advocate that this be used to satisfy material needs
         1. **Instead of teaching that we are children of God answerable to our Creator for our sins, they teach that we are animals which have no higher goal than satisfying the lusts of the flesh**!
      2. **Instead of merely pushing their creeds on adults on Sundays, they take our children from us (via forced public school) and indoctrinate them throughout the whole week**.
   2. **Weather priestcraft is enforced by communists or religionists, it’s central evil is the same: the power of government to abolish freedom** and compel the people to finance their own enslavement by supporting teachers who are paid to deceive them into believing that the particular brand of priestcraft they are **subsidizing is the only true religion.**
4. Children are removed from their homes which are where the Lord intended them to be taught, and they are forced to go to public school to be indoctrinated in organic evolution, atheism, materialism, and socialism.
   1. This is all designed to destroy belief in God, and to get us to surrender our freedoms over to communism.
5. Priestcraft is teaching for the sake of “gain and the praise of the world” (2 Ne. 26:29-31)
   1. On the other hand, if your intent is the building up of Zion, and he teaches, and is in need, and the people voluntarily give him substance, that is ok.
6. Noah forced his people to pay a 20% tax to support him in his evil; and he had them build all kinds of wonderful thrones for the government. (Mosiah 11:6, 11)
7. Alma 1:12 (see also Alma 1:3, 6, 7 and Mosiah 11:6) show that one type of priestcraft is enforced on the people, another is not, and **the type which is enforced, Alma greatly feared, seeing it as a type which could cause the destruction of the entire** people.
8. The only way to enforce priestcraft is by having it policed. Government has monopoly on force.
9. Alma 1:16 only those who love the vain things of the world are in favor of priestcraft
10. People persecute the true Church because they share Gods word with each other without being paid (Alma 1:19-20). (This destroys the craft of those who go around doing this for monetary gain).
11. Those who had the wisdom of the world tried to get political control by majority vote, and to change the laws to fit with their philosophies. Their intent was to destroy the church of God. (Alma 2:1, 3-4)
    1. Thus we see they seek to destroy all religions except their own.
    2. Thus we see that they sought to compel everyone to only support the priests and teachers in their church! (\*Sounds like mandatory public education again)
12. The incident with Amlici shows that when these wise of the world people loose political elections, that doesn’t stop them from foisting their philosophies into the laws of the land.
13. Amlici tries to push these ideas on the people at the beginnings of their free government, which they were still not used to self-rule. The only reason it didn’t get through in this case was that too many people took interest in political affairs.
14. The Nephites would rather die than submit to Amlici’s ways, knowing that the enforced priestcraft would prove the destruction of the entire nation.
15. The city of Ammonihah was utterly destroyed from its adoption of priestcraft into their laws. This is the time when Alma resigned the judgment seat and was a full-time missionary warning the people to repent or be destroyed. They didn’t repent and were destroyed. Alma was thrown out, and the angel told him to return, for they were plotting to throw over the liberty of the people (Alma 8:17 etc.)
16. Amulek rebuked the people for using their self-government to bring in evil laws. (Alma 10:19).
    1. Also, the lawyers and judges were laying the foundation for unrighteous laws (Alma 10:27)
17. Nehor advocated that the priests and teachers should be supported by the people. They did, and were destroyed (Alma 16:11)
    1. Before being destroyed, these people burned the believers and their records; they hated that they would teach and preach for free.
    2. Alma 1:12 is the warning against priestcraft, and Alma 16:9 is the fulfillment of that.
18. Wicked Lamanite king appointing official teachers over the people (Mosiah 24:1, 4)
19. The priestcraft people (oft after the order of Nehor) get so behind their ways that they’ll kill those who believe in the true religion (Alma 24:28; Alma 25:5-7)
20. It was because of priestcraft that Jesus was crucified (2 Ne. 10:5). They were the learned of the people. They say in the judgment seat of Moses (Matt 23:2)
    1. Rabbi meant doctor, teacher, master.
21. The Jews gave all power to the Rabbi’s. These Pharisees were the teachers of the Law. They received superstitious honor. They were given equal reverence as prophets. (Talmage, Jesus the Christ p71; referring to Geike’s Life and Words of Christ vol 1 Ch 6)
    1. Also from Talmage: The Jewish hierarchy of Jesus’ time was an open avarice scandal, heaping treasure to itself from the poor class, often taking the property of the widow, etc. They called themselves just and holy and had many words to say.
       1. The Jews did the worst crime ever, kill Jesus, because of this priestcraft. They have had the severest of punishment, and will continue to until they believe in Christ (2 Ne. 25:16)
22. Lamanites, Nephites, Jews, the city of Ammonihah, the Amlicites, Zarahelma, all these had priestcraft. Here are **common themes** from them all:
    1. A group of teachers who were either in control of government, or acted with the approval of those who were, engaged in the profession of education or instruction
    2. The teachers were supported by the taxing power of government
    3. When prophets exposed the evils of priestcraft, its practitioners used the police power to inflict death upon them and others of their faith, insofar as they were able to do so
    4. God avenged these murders by putting to death those who perpetrated them and severely chastising the nation which permitted them to go unpunished.
23. While priestcraft outside Zion may not be fatal, those who labor for money inside of Zion will perish (2 Ne. 26:29-31)
24. The Gentiles will have priestcraft among them (3 Ne. 30:2). This would be speaking about us in the USA, etc., the non-Jewish, non-Lamanite groups.
    1. When the gentiles have priestcraft and reject the gospel it will be taken from them (3 Ne. 16:10)
    2. When Christ speaks of the people as being salt that has lost its savor, we know he is talking to his covenant people, for they are who are the salt of the earth, no one else. (3 Ne. 16:13, 15)
       1. In every instance where Christ called his followers the salt of the earth (3 Ne. 16:13, 15; D&C 101:39-40; Matt. 5:13; 3 Ne. 12:13), he warns that if they lose the savor, they’ll be trod under foot.
25. Church members should voluntarily support the laborer in Zion lest he perish. They help his basic needs be met. And if they are doing it merely for money, they’ll perish (2 Ne. 26:29)
26. Only state supported education can be classified as enforced priestcraft. Its practitioners supported by taxation.
27. Seeing as we have these warnings against priestcraft in the latter-day Gentile world, and the state is not funding religious education, what could it be referring to? Public education. Recall that the only stipulation for something to be priestcraft is “priestcrafts are that men preach and set themselves up for a light unto the world, that they may get gain and praise of the world” 2 Ne. 26:29. Preach could mean secular as well as religious subjects!
28. The name Nehor in the Book of Mormon stands for enforced priestcraft.
29. The Lamanite king employed teachers, not to get religion going, but to make his people like the Nephites, prosperous and wise as to the learning of the world. But without religion this influence merely lead them to wickedness.
30. Mosiah 24:5-7 and Alma 24:28-29 show that **socialized education without religion constitutes priestcraft**, and exposes the evil nature of the philosophy upon which this is based. They sought to learn to read and write, but only to get gain, “to increase in riches”. This ends up only harming. The Lamanites with this but no religion became people whom were “delighting in all manner of wickedness and plunder.” The teachers and the students of priestcraft all get corrupt.
    1. Cursed are those who “hearken to the precepts of man, save their precepts shall be given by the power of the Holy Ghost.” 2 Ne. 28:31
    2. Satan’s CUNNING plan is to give men learning without humility and faith in God (2 Ne. 9:28)
       1. The US today has secular education which constitutes the precepts of men. Thus it will only bring ill.
       2. **If by the learning of secular knowledge one thereby becomes proud and incapable of believing religious truths without which there can be no salvation or exaltation, obviously one would be better off without the worldly wisdom**. (Mark 8:36-7 if you gain the whole world and lose your soul, you’ve lost everything)
          1. If truth set A is indispensable to salvation while truth set B is not, focus on set A. Often those who study B become blind to A. Defer B until losing A becomes unlikely. If you learn A and continue therein, and are blessed with B also, good for you. (2 Ne. 9:29 to be learned is good if they hearken unto the counsels of God)
31. God considers the learned and rich to be fools unless they’ll humble themselves before God (2 Ne. 9:42)

# Church of the Devil (Andersen) Ch. 15 Socialized Education and False Doctrines – Highlights

The rest of the chapter highlights on this work are in my writings on government. This chapter is added here as it pertains to education and public schools. As they are extensive, these highlights are shared with permission.

1. Even though socialized education were to teach nothing but provable facts, still it constitutes enforced priestcraft which is condemned by the prophets.
2. Social education is compelled to teach that the miracle of life is the result of blind chance rather than the design of God.
3. Since socialized schools don’t teach supernatural explanations for creation, and they can’t ignore creation, they resort to organic evolution as their cornerstone to explain this in the courses of history, anthropology, psychology, geology, astronomy, sociology, biology, botany, bacteriology, etc.
   1. People learn that all is either by chance or by men. It follows that it wasn’t God, and that the bible is false.
4. Joseph Fielding Smith spoke of how in the scholastic world, no man’s faith is respected. The people with degrees think they are better than others, and thus able to criticize and condemn any doctrine or theory against their own. The teacher thinks himself immune from the need to respect the beliefs of students. Most textbooks written today boldly and impudently contradict the doctrines in the Bible and its history. “I know of no history published today [1954] dealing with ancient peoples that does not start out with a false conception in relation to the origin of man, the age of the earth, and the historical development of the human race.” (Smith, Man His Origin and Destiny, pp. 4, 10)
5. Joseph Fielding Smith calls organic evolution a chief weapon of Satan in attempt to destroy the divine mission of Jesus Christ. It claims that there can be no repentance and no sin. (ibid p 184)
6. The rising crime today is from lack of belief in God and moral law.
7. Organic Evolution sounds like Korihor: no consequences, you make it by how tough you are, by being the best of the best and smarts. (Alma 30:17). The effect of this preaching is wickedness (Alma 30:18).
8. Socialized education teaches that the state is responsible for children
9. Parents must finance public schools based on taxation, so if they want their children to go to private school, they must pay for the education of two not one children. Hence many can’t and merely use the public schools.
10. **Those who favor socialized education take the position that the state and not the parents should have the responsibility of training children during a certain period of their lives.**
11. State schools make it impossible for the individual preferences of families to be respected regarding vital matters.
12. Those working within the system are ever trying to increase the amount of state control at the expense of parental control.
13. “Trust no one to be our teacher nor your minister, except he be a man of God, walking in his ways and keeping his commandments.” (Mosiah 23:14)
    1. **To obey this instruction, a parent must be able to determine who teaches his child.** He can’t under socialized education.
14. “When the Lord entrusts parents with his spirit children, He holds them accountable for the training of those children. If they fail to discharge their duty properly, the sin is answered upon their heads. (D&C 68:25) If the child is cursed because of the parents’ neglect, the curse will be the parents’ rather than the child’s. (2 Ne. 4:6) **Any system, therefore, which forcibly takes from the parents the power to control what their children are taught, and who teaches them, is contrary to the Lord’s plan**. It deprives parents of their most sacred stewardship and takes the child away from those who are most deeply concerned with his welfare. **No state employee whose purpose in teaching is to get gain can be expected to serve the interests of the child as well as the parents who render their service without compensation**. More **especially is this true when the teacher is prohibited by law from instilling faith in the child.**”
15. Socialized education teaches socialism both in theory and practice.
    1. **Once the idea is accepted that it is the function of government to use its taxing power to solve the problem of ignorance, which it is claimed stems from poverty, the theory that poverty is the concern of the state has been accepted**.
       1. If you accept this, that the government should use taxation (which is taking from the haves to give to the have not’s) for the purpose of education, to cure the social ill of ignorance, would it not also follow that the state should provide for food, housing, medicine, transportation, and entertainment? (\*All these things are far from the original intent of government (not to mention the US Constitution) being security!)
       2. Socialistic programs are all incorporated into the socialized education system
          1. School lunches
          2. Dining facilities
          3. Student housing
          4. Medical care
          5. Busing
          6. Athletics
          7. Drama
          8. Music
          9. …
          10. **The students who are being educated and supported at state expense cannot be expected to object, or to cease desiring such doles upon graduation**.
    2. George Q. Cannon: “If you want to pauperize a community, begin by giving them something they never earned. If the state owes to the child schooling, it also by a parity of reasoning, owes to it food and clothing at public expense. If you want to destroy in a child’s mind that feeling of energy, self-respect, and self-reliance, which all should have, you would impress upon him that the state owes him something upon which he can depend.” (George Q. Cannon, Salt Lake Tribune, April 12, 1877)
16. It is widely recognized that public schools and universities are the foremost advocates of socialism because they teach it in theory and practice.
17. Teachers are forced to write in the textbooks the things which the billions of dollars coming to them say should be in the books.
18. Degrees bring social status and wealth making capabilities, but when the acquisition of wealth and secular knowledge is given in preference to spiritual training and religious faith (which the public schools are not permitted to teach), a set of false values is instilled in the student.
19. The definition of Materialism (which socialized education teaches):
    1. The doctrine that the facts of experience are all to be explained by reference to the reality, activities, and laws of physical or material substance.
    2. In psychology, this doctrine denies the reality of the soul as a physical being
    3. In cosmology, it denies the need of assuming the being of God as absolute Spirit or any other spiritual ground or first principle.
20. Materialism is the official doctrine of the communists, they call it “dialectical materialism” (materialism developed by logical argumentation)
21. We are cursed if we hearken to the precepts of men, except such come by the Holy Ghost (2 Ne. 28:31)
    1. Public schools are limited to teaching the “precepts of men” and “wisdom of the world”
    2. **A child will be cursed rather than blessed by learning the precepts of men from teachers who do not have the power of the Holy Ghost**.
    3. Those who don’t listen to God are fools (2 Ne. 9:28)
22. Socialized education is the Devil’s Church
    1. Upon the force of government, he compels all parents to send their children to his church for training.
    2. They are taught the Devil’s doctrines
       1. Organic evolution
       2. Atheism
       3. Socialism
       4. materialism
    3. No one is permitted to teach in his church until they have first been to college and there been indoctrinated with his philosophies.
    4. The professors, from degrees and status, refuse to hearken to the counsels of God, or to be lead by the Holy Ghost.
       1. Since they don’t have the Holy Ghost, they only have power to curse those who accept their teachings (2 Ne. 28:31).
          1. Only evil can result from such teachings.
    5. **Parents are compelled by the devil’s church to finance with their tax money the corruption of their own children**!
23. “**If evolution, socialism, materialism, atheism, and other similar philosophies of men which are being taught by the public schools today are not the doctrines of Satan, one will find it difficult to find a set of teachers better calculated to serve his purposes; and if socialized education is not his “cunning plan” to spread these false teachings, one will also find it difficult to design a plan which does the job more effectively and completely. And finally, if this is his plan, he “decieveth the whole world” (Rev. 12:9) with it because there are few indeed who regard it as such**. In fact, socialized education has become so universally accepted that the suggestion that it promotes the plan of the evil one may shock some. Teachers, especially those who have spent so many years and so much of their means obtaining the credentials for employment will find it difficult to view the institution which feeds them as the Great and Abominable Church. However, a teacher who accepts the gospel as true and is willing to be guided thereby will not lightly cast aside the many scriptures and statements of the prophets which point to this possibility.”
    1. “…the laborer in Zion shall labor for Zion; for if they labor for money they shall perish.” (2 Ne. 26:31)
24. The privilege of parenthood is the most sacred stewardship of all and that the experience is designed to develop that divine skill without which one cannot expect to have eternal increase.
    1. Hesitate before approving of a system that forcibly deprives parents of their rights and responsibilities.
    2. Precisely distinguish between the Lords and Satan’s plans for rearing children in order that they (parents) may be candidates for the role of parents during the eternities.

# Church of the Devil (Andersen) Ch. 16 Latter-day Prophets and Socialized Education – Highlights

The rest of the chapter highlights on this work are in my writings on government. This chapter is added here as it pertains to education and public schools. As they are extensive, these highlights are shared with permission.

1. Before education of children by public funds was accepted, prophets spoke against it. After it had been written in the constitution and laws of the state, and the people had come to accept it, little was or has been said.
2. Brigham Young: “Many of you may have heard what certain journalists have had to say about Brigham Young being opposed to free schools*.* ***I am opposed to free education as much as I am opposed to taking property from one man and giving it to another who knows not how to take care of it*…I school ten children to everyone that those do who complain so much of me**. I now pay the school fee of a number of children who are either orphans or sons and daughters of poor people. But in aiding and blessing the **poor I do not believe in allowing my charities to go through the hands of a set of robbers** who pocket nine-tenths themselves, and give one-tenth to the poor. ***Therein is the difference between us: I am for the real act of doing and not saying***. Would I encourage free schools by taxation? No!” (JD 18:357)
3. Apostle Woodruff: the cost of free schools would eat up the entire property of the territory - real and personal - in twenty years. Saints should rather save from their whiskey and tobacco indulgence the cost of educating their children. (Salt Lake Tribune, Jan. 23, 1877)
4. As a condition of Utah becoming part of the US, they were forced to adopt “free” common schools for grades 1-8.
5. Joseph F. Smith’s response to the government starting to force public high school also: “I hope that I may be pardoned for giving expression to my real conviction with reference to the question of education in the State of Utah. The government of the State has provided for the common schools up to the eighth grade, and meets the general expenses of these schools….In addition to these, we are having forced upon the people high schools throughout every part of the land. I believe that we are running education mad. I believe that we are taxing the people more for education than they should be taxed. This is my sentiment. And especially is it my sentiment when the fact is known that all these burdens are placed upon the taxpayers of the state to teach the learning or education of this world. God is not in it. Religion is excluded from it. The Bible is excluded from it. And those who desire to have their children receive the advantages of moral and religious education are excluded from all these state organizations, and if we will have our children properly taught in principles of righteousness, morality and religion, we have to establish Church schools or institutions of education of our own, and thus the burdens of taxation are increased upon the people. We have to do it in order that our children may have the advantages of moral training in their youth. I know that I shall be criticized by professional ‘lovers of education’ for expressing my idea in relation to this matter.” (Conference Report, Oct. 1915)
6. In 1877, 3 years before becoming president of the Church, John Taylor was elected Territorial Superintendent of Schools. Although the Brethren were opposed to public schools, the Territorial Legislature had voted funds for this purpose, and doubtless the Church leaders felt that someone with the Church point of view should occupy this sensitive office.
7. John Taylor, 1879: “And then we want to study also the principles of education, and to get the very best teachers we can to teach our children; see that they are men and women who fear God and keep his commandments. We do not want men or women to teach the children of Latter-day Saints who are not Latter-day Saints themselves. Hear it ye elders of Israel and you school trustees.” (JD 20:179)
8. Latter-day Saints are just as entitled to have LDS teachers as Catholics and Protestants are to have teachers of their faith.
   1. Parents cannot select their children’s’ teachers in the public education system unless they are willing to support two educational systems at the same time (pay taxes for public schools, and pay tuition of your student at their private school).
9. John Taylor’s opinion that LDS who subject their children to non-LDS teachers won’t make it to the Celestial Kingdom: “I am told in the revelations to bring up my children in the fear of God….Now we are engaged…in building our temples…that we may become united and linked together by eternal covenants that shall exist in all time and throughout eternity. And then when we have done all this go and deliberately turn our children over to whom? To **many who do not believe the Gospel, to men who, according to your faith are never going to the celestial kingdom of God….And you will turn your children over to them.** And you call yourselves Latter-day Saints, do you? I will suppose a case. **You expect to be saved in the celestial kingdom of God. Well, supposing your expectations are realized, which I sometimes doubt**, and you look down, down somewhere in a terrestrial or telestial kingdom, as the case may be, and you see your children, the offspring that God had given you to train up in his fear, to honor him and keep his commandments, …And supposing they could converse with you…what would be their feelings toward you? It would be, **Father, Mother, you are to blame for this**. **I would have been with you if you had not tampered with the principles of life and salvation in permitting me to be decoyed away by false teachers, who taught incorrect principles**. And this is the result of it. But then I very much question men and women’s getting into the celestial kingdom of God who have no more knowledge about principles of life and salvation than to go and **tamper with the sacred offspring, the principle of life which God entrusted to your care, to thus shuffle it off to imbibe the spirit of unbelief, which leads to destruction and death**. I very much doubt in my mind the capability of such people getting there.” (JD 20:107-8; see also JD 19:248; 20:48, 60; 22:222, 315; 24:168, 352; 26:97, 112)(see also Mosiah 23:14, a scripture he used: only let people of God be your teacher)
10. John Taylor: Church should have it’s own books for it’s children’s’ education: “And then with regard to our **educational pursuits, let us do all we can in that direction**. Some **people talk about the means it takes; why money is not to be compared with intelligence.** I wish we had **our own textbooks**, **published by ourselves and read by our children**. I think such things are indicated in the Doctrine and Covenants.” (JD:20:169)
    1. Obviously a reference to D&C 55:4: “And again, you [W. W. Phelps] shall be ordained to assist my servant Oliver Cowdery to do the work of printing, and of selecting and writing books for schools in this church, that little children also may receive instruction before me as is pleasing unto me.”
11. Why don’t the prophets speak in the same way now against socialized education? This could be why:
    1. When the people are disobedient, the Lord doesn’t let the prophets speak as much doctrine
       1. Alma 12:9, 11: “10. It is given unto many to know the mysteries of God; nevertheless **they are laid under a strict command that they shall not impart only according to the portion of his word which he doth grant** unto the children of men, **according to the heed and diligence which they give unto him.** 11. And they that **will harden their hearts, to them is given the lesser portion** of the word until they know nothing concerning his mysteries; and then they are taken captive by the devil, and led by his will down to destruction. Now this is what is meant by the chains of hell.”
    2. Nephi says that in the last days, the Gentiles will reject the Gentiles would reject the prophets and the Lord would cover their seers:
       1. Ne. 27: 1, 5: “1. But, behold, in the last days, or in the days of the Gentiles—yea, behold all the nations of the Gentiles and also the Jews, both those who shall come upon this land and those who shall be upon other lands, yea, even upon all the lands of the earth, behold, they will be drunken with iniquity and all manner of abominations— 5. For behold, the Lord hath poured out upon you the spirit of deep sleep. For behold, ye have closed your eyes, and ye have rejected the prophets; and your rulers, and the seers hath he covered because of your iniquity.”
12. “It is the “vainness, and the frailties, and the foolishness of men” which makes it possible for them to believe that their own meager, and oft times erroneous store of knowledge is of such importance that it must be forced upon everyone. It is precisely because of these weaknesses that “they hearken not unto the counsel of God,” and because they will not hearken they believe in enforced priestcraft. But no one can convince them that “their wisdom is foolishness.” On the other hand, so arrogantly certain are they of the value of what they think they know, that they want to force everyone into the same mold of socialized education to learn it.”
13. Abraham Isaac and Jacob make their living tending flocks and herds in a desert country. They lived completely outside of what we call “civilization” and had none of the “advantages” we ascribe to it… Nevertheless, the scriptures tell us they “are not angels but are gods.” (D&C 132:37). They had all the knowledge essential to the attainment of the supreme goal of existence, a knowledge of the things of God. Without this, “wisdom is foolishness and it profiteth [us] not. And [we] shall perish”
    1. Only those who lack faith in the omnipotence and justice of God can believe in priestcraft.
    2. God grants wisdom to each nation to teach his world in wisdom all he sees fit that they should have (Alma 29:8).
       1. The only fate one may determine is his own, thus we should not force things on others.
       2. All men will receive the exact amount of knowledge which the Lord in His wisdom “seeth fit that they should have,” and no one can give them any more than this or withhold from them what they deserve.
       3. This faith level of Alma (Alma 29:8 referred to above) is very hard for men to attain.
          1. Even Alma had a hard time restraining his desires to “set the world straight”; he had to remind himself that God is at the helm and everyone will receive their just dues
          2. Mosiah 27:13: “This is my church, and I will establish it; and nothing shall overthrow it, save it be the transgression of my people.”
          3. Alma’s wish to be an angel to tell all earth is taken back in realization that God is in charge, and is just. Alma 29:4: “I ought not to harrow up in my desires the firm decree of a just God, for I know that he granteth unto men according to their desire, whether it be unto death or unto life…”
          4. Once we have this level of faith (that God is just to all, that each one works out his own salvation, that the only soul one can same is his own), he will simply seek the Lord’s will about what to do when it comes to ignorance, poverty, sickness, etc., and then try to do it. He will learn and use the methods of the Lord. He will see compulsion as the devils plan and avoid using it.
          5. “If God is not omnipotent and just; if He does not govern in the affairs of men and of nations; if a person’s knowledge and his salvation which is dependent thereon are determined by the chance actions of associates who are oft times unwise and sinful – then are we mere pawns on the chessboard of fate being moved here and there by blind forces over which we exercise little or no control.”

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# Homeschooling for Zion: A Topical Explanation (split?)

**Sections**:

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A person looking at a computer

Description automatically generated with medium confidenceFRIENDS

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DON’T LET THE CHILD DECIDE

CONCLUSION: ZION EDUCATION IS AT HOME

LATTER-DAY SAINT HOMESCHOOL RESOURCES

INTRODUCTION

I speak strongly about the subject of his we take care of children. Remember the Lord's words to not cast pearls before swine. This means we must make serious judgement calls when deciding what is best for our children.

OVER-REACHING & INCAPABLE GOVERNMENT

Government is bad at everything. Further, public schools are simply not constitutional. This reason alone is sufficient to never send students to public schools. We do not want to use government money, as we will be under their authority. We do not want to feed into their fundamentally broken system.

Originally students were homeschooled or at private non-government schools in the United States and learning rates were much higher. When there were schools, they were either self-funded or charitable meaning that the parents would pay or there would be organizations which would help students be enrolled when the parents could not afford it.

CORONA VIRUS SCANDAL CONVERTING MILLIONS OF HOMESCHOOLERS

The Corona virus is one of the biggest government scandals of all time. We will not subject our children to wearing masks all day and social distancing. The masks are not only ineffective, but likely unhealthy. The government actions related to this virus are clear evidence that we are being manipulated and need to get government back to its proper place.

When schools shut down in 2020 there Was a great awakening among millions of parents toward long term homeschool plans. Parents learned that much of public school is non-individualized low-quality busywork nonsense packed with liberal agendas through and through. Millions of parents have turned into homeschooling this year alone.

Satanic political forces are working hard to make homeschooling increasingly regulated and illegal. Some states have much higher regulations than others when it comes to homeschooling and this can be a very helpful factor when deciding where to raise your family. I foresee a day when home schooling will be illegal in all of Europe and the USA. Those who chose to not take advantage of it while it was a possibility will have deep regret. Homeschooling is patriotic, through and through.

RELIGION-BASED CURRICULUM

Religious based education is one of the core reasons why many homeschool including myself. There is simply not enough time in a day for students to be taught false things all day and then to come home and learn the true things.

There is so much more that the children could be learning. You’ve heard the phrase work smarter not harder. Teaching students correct history is how we work smarter not harder. Family Life curriculum is an excellent resource designed by a latter-day saint which teaches an entirely different perspective on history than most parents even know. Usually parents need to catch up and learn the truth.

One reason parents struggle at parenting is because they learn falsehoods at public school and they stand on those falsehoods as adults and try to use them to leave their children to salvation and it doesn't work. Therefore, one of the glories of homeschooling is education of the parent alongside with the student.

You can’t just shove religion in at the end of a lesson, or in a few minutes after school. Religion should be sewn throughout the day. Well did the Book of Mormon admonish us to ensure that our teachers are men of God (ref)!

PUBLIC SEMINARY DOESN’T CUT IT

Seminary classes are wonderful, but they are rarely talk to the needs of the student. Seminary (a study of the scriptures and religious history and doctrines) is not just a thing to be done for a few minutes a day.

A professional seminary teacher simply cannot teach a large number of students at the appropriate level. Sure, he can teach in parables to where the more advanced students can get more out of it, but this is not enough.

No one can question the superiority of an adult parent who knows exactly where that child stands teaching them spiritual things regularly all day long, and at times very directly and in great detail. Many parents are too spiritually stagnant to do this for their children because they don't learn this way spiritually for themselves. They do not grow in spiritual knowledge. Rather they stick to the basics and give a perfunctory non-relative overview of religious talking points.

The scriptures call for this to be an all-day thing. Jewish children's textbook is the Bible until they are around 8 years old or even 12. Who among us has been sufficiently trained in the Bible? The five to ten-minute evening family scripture study, and even the seminary class at school, just doesn't cut it. The only way to rightly serve our children is by affording them an education which mixes religion in with every subject being taught. I would much rather send my child to a Catholic or Protestant school than a godless public school.

Having seminary taught by parents also enables a more one to one teaching method which is more likely to “hit home” with the student.

Home seminary also helps us avoid the slippery slope of paid preachers of the gospel – it might not be the best route to pay people to preach the gospel to our children. Freely ye have received, freely give.

INSTRUMENTS

Do the parents know a musical instrument? If not, they are missing out on one of the most exquisite experiences of life and may want to rethink their priorities. The parent and child can learn it together. We live in the day of YouTube tutorials, and a prolific availability of educational literature at our fingertips in bothering and online.

While some instruction is helpful in music, the vast majority of learning any skill is self-disciplined practice. A student needs to spend hours a day on their own whittling this out.

DANCE & MUSIC

What sort of dance is taught at public school? If ballroom ballet Irish English country swing or some other uplifting form, then good. But that's not what you see when you go to a dance in high school. You see people jumping around like primates, sexual gyrations, and the music is pure Babylon.

Enough is enough with all of the bad music at assemblies, PE, dances, etc. We don't have to vote for this being ok by our attendance.

EXTRA-CURRICULARS

Students school at home are eligible by law to participate in extracurriculars of the public school if they so desire in many (but not all!) states. This includes various clubs and sporting  
teams.

There are also often community sports and various homeschool group activities (including prom).

The home and the school should be an educational setting. Like the Bruce R. McConkie family, we should not be an entertainment-based family. We often place far too much value on extracurriculars.

FRIENDS

It's a false idea that children need tons of friends. Their siblings are heir friends, as well as their parents, and some neighbors they can play with in evenings and summers.

How many children just go to school to goof off, flirt, fashion show, and sluff classes etc. rather than focusing on their schoolwork? There's a time to work and a time to play. Schooling is working time. It can be fun, but it's primary focus is mental training. There are other times for social training.

NHERI studies show that students are just as well socially adjusted in home school as public school.

If the child longs for more social interaction, kick them out of the house in the evenings tell them to go make friends in the community. Seriously! Let them go! Naturally there are better, more structured ways of going about this, but you get the idea.

Your child needs to be taught ambition. Ambition doesn't come naturally or freely. If they want something, such as more friends, they need to go out and get them. This does NOT, however, excuse the child to go for 8 hours a day to mess around with friends at school in a Babylon setting, where the child is supposed to be learning, but is being taught the wrong things in the wrong way, etc.…

A truly responsible parent will help their child to foster relationships with the children of other wholesome families. Yes, the child should reach out to other children who need a friend but who have not been blessed with righteous teachings, but those whom your child creates a close circle with should be closely monitored.

There are many homeschool groups and forums and opportunities for groups to meet together to study things and to recreate. I live in a rural area and get just a few miles away there is a thriving homeschool group.

SHELTERED?

Some accuse homeschooled children of being sheltered. The real sheltered children are the ones who don't learn the truth, who are coddled by lies, lack of discipline, and lack of rigorous deep instruction. There are plenty of mature materials from which the students can learn at home, which throughout expose them to the harsh (and beautiful) realities of life.

To be home schooled does not mean to live under a rock. There are many ways to be involved with the community outside of the public-school system.

BOOKS

The books assigned to read in public schools are often nonsense garbage. Unclean, and non-classical, often filled with rudeness, disrespect, & a lack of morals. It's not enough to just get kids reading, we need them learning morals while reading.  Good better and best. Why settle for less when more is so easily available?

I remember one author of children's books who gave an assembly. He says the first assembly he gave, an angry grandpa came and scolded him for making his books without moral teachings. The crowd laughed when he told of this encounter. Apparently this encounter is sticking to his conscience and memory. I agree with the grandpa. Authors of children's books have a moral duty to uplift, not just to pacify. To instill wisdom, not just skill.

TEACHER MORALS

Since schools are by law prohibited from discriminating, many of the teachers are extreme in their lifestyles liberal political views, etc., to the point that it is disturbing the learning environment of the classroom & the content of the presentations. We simply do not want this type of person to be teaching our children. Let them teach whoever they wish and let whoever wants to have this person as their teacher select him, but also allow those who don't want him to be their teachers select someone else.

Righteous discrimination when it comes to who your children's teachers are is an eternal truth. The Book of Mormon says to ensure your teachers are men of God.

I'm not saying we should discriminate against someone when it comes to giving them food or a place to live or a job in general, but where they are negatively influencing children, we can chose to have someone else be their teacher. The idea of carefully selecting teachers who would pass on society’s morals to the next generation is as old as civilization itself.

IEP'S INEFFECTIVE

Some students are slower learners and or have different learning styles and will simply not be catered to in a public-school setting. The occasional individualized education plan is usually weak, not well implemented, and not well constructed. You cannot trust government employees to execute what your child needs just because there is a legal document with some goals written on it.

INDIVIDUALIZING

In my training as a special education teacher, all the research keeps begging for education which is individualized to the child. There's only so much of that you can do in a public school.

Often students are not being taught manners morals and discipline at home, so teaching them on the same level as children who do get those things becomes very difficult, and often impossible.

EFFICIENCY

Studies show that a very small amount of time at school is actually spent learning. And even smaller amount of that time is learning at their appropriate level. And even smaller amount of that time is students doing constructive work. This accounts for only about a half hour of their school day.

FLAWED GRADING SYSTEM

The grading system and homework system of public schools is fundamentally ridiculous and depressing. I have written that length elsewhere to the point that the status quo grading system in public schools is not motivational and negatively labeled students.

BEHAVIOR MANAGMENT

Children are no longer punished for bad behavior, and negativity and vulgarity are often allowed to prevail in the classrooms.   The teacher who removed a student from class is shunned as ineffective rather than applauded for insisting on a wholesome  classroom environment.

TEACHER QUALITY

Public schools will never have enough funding to do all the things they want the teachers to do. To get someone to be as individually focused on your child as you want them to be, it would be at least a six figure salary job. Never going to happen in public schools.

And getting quality teachers in who aren't just in it for the money at that point would be neigh impossible with all of the teacher unions, etc. Many are the stories of terrible teachers who simply can't be fired.

Let the rich hire private tutors. Let the poor become private tutors, and let charities be set up for the poor. If we continue to be obsessed with riches instead of education, we will never give our children the education that could have otherwise been theirs.

TEACHERS HANDS TIED

Some communities are smaller and have higher quality public schools. Parents are more involved, and teachers are more often religious conservative respectful people. However, by law they are forbidden from teaching religious truth at these public schools. They can't talk about the prayers of George Washington and the miracles of the revolutionary war. They can't talk about how the reason that civilizations fell was due to projecting prophets. They teach an economically-based rather than religious based history of civilizations. The religious AKA true history of the world and correct science of government, nature, and every other academic subject, is simply not legal to be taught correctly in public schools.

CAN’T SUFFICIENTLY COMPENSATE IN THE EVENINGS

If you think true doctrines are simply something you can mention off-the-cuff in the evening to your children, you are mistaken. A serious education is very deep. Most children are capable of a getting a serious deep education with the correct doctrines being taught, but not if they're spending eight hours a day getting partial truth and lies, and a few minutes a day getting full truth from their parents.

LOW EXPECTATIONS

A culture of entitlement bathes the public school setting. Students are expected to do relatively nothing to get good grades. Gifted students are rarely given additional opportunities.

FAMILY SKILLS

Family based culture is the key to life. At home students learn not only book smarts, but how to work hard, take full accountability, and help their siblings. At home there is more time to learn homemaking, gardening, and other forgotten skills. A one semester class in home type skills of cooking sewing etc.? What a joke! No wonder no one can cook these days and we're all falling over dead from store bought foods.

FAMILY CARES MOST

Public school can't cater to my child. The teacher doesn't know him nearly as well as the parent, the teacher doesn't care nearly as much as the parent, & the teacher is dealing with a set of students from very different backgrounds who have very different behavioral and academic cultures.

I always find it a bit ironic when a parent excessively complains about the quality of teaching to their child at a public school. Why does that parent think that leaving the education of their children up to someone else (especially the government) is going to be effective and everything that child deserves?

CONTAGIOUS ATTITUDES

Children learn bad habits and culture from peers who grow up without responsibility and moral training.

While we can correct some false teachings at home, correcting the attitudes they learn from their peers is almost impossible.

KIDS NEED MOM

Kids cry when parents force them to leave their side to go to school. Their spirits want to be with their parents at this tender age, and rightfully so. At minimum, students should be home schooled through elementary school.

SIBLINGS

A key to learning is teaching. The home siblings give the ideal opportunity for this. Older siblings teaching younger siblings is a true principle.

Siblings aren't just any old tutors. They understand well the standards and expectations of the parents, and have applied the moral teachings of the parents. This makes them not only a convenient tutor, but the best possible tutor.

When parents welcome many children into their home students automatically live on a sort of dormitory. The dormitory they live on is not just any school it is a private highly specialized religious school.

SOCIALISM

Socialism and communism are relentlessly taught at every public school. The school itself is socialist in its funding! Why should I pay the taxes for public schools when I homeschool?

Look at the percentage of liberal versus conservative college professors. Many parents pay for their children to go to university and the children come home hating their families and brainwashed and socialism and communism. To think that this is unique to colleges and not to government funded educational secondary and primary schools is wistful and absurd.

EVOLUTION

Evolution is the single leading theory of science and public schools. It is a carefully protected state religion. They don't even mention creation-based science. The insist on many false doctrines of a billions and millions of year old Earth. Simply saying God did it that way will not build the foundation of student needs to have a thriving testimony. Evolution was written as a way to dismiss God and to think that we can use evolution to teach God is something the writers of evolution laugh at They know it is impossible.

Evolution reaches into many fields of naturals and social sciences. It permeates our entire modern education system, and is false doctrine.

Yes micro-evolution happens, but macro-evolution, the changing of one specis into another, is false, and has many evil and godless implications such as relativity of morals and social Darwinism.

SEX ED

Sex education in public schools are void of abstinence, completely void of religious doctrines, and increasingly promote beastly practices.

Rampant immodesty is another firm of sex ed, delivering the message that we should be obsessed with sex! Schools these days are absolutely spineless in enforcing dress codes, and the codes themselves are spineless too.

Guess what here's evolution again, they're teaching us to act like animals sexually, and have no regard for higher and moral thinking in these regards.

They dish out condoms to further drive home the idea that this is all just a sport without moral consequences. Some say distributing condoms at school is justified since students are sexually active anyway. This is akin to giving out machetes to prisoners since they are going to kill anyways, and we may as well help them so do effectively. No! We should rather make and insist on a culture of moral character! If someone wants to reheat what we are teaching them, let them Bear the full weight is their choices. When we seek to remove natural consequences, we defy God's perfect education system, and heap the find on our own heads, as well as perpetuate the problems for generations.

CLOTHING

Deep seated pride has overwhelmed our cultures in and out of the church. students in public schools are put under immense pressure to have certain styles qualities and quantities of clothing.

We don't want our children to think immodesty is the norm. There is a subculture of modesty in the homeschool networks.

STAND IN HOLY PLACES

Sex, drugs, violence, these things do not have to be the norm in life for young people or anyone else. It didn't used to be that way.  To say a parent is sheltering their children when he doesn't want them exposed to these things is like sending them to a rock concert when there is an opera house next door they could be going to. Parents make the choice for what their children will be exposed to. God will provide plenty of trials in life for everyone we don't need to think that it's our job to make our children's lives hell. The scripture says live in but not of the world but it also says stand in holy places and be not moved until the Lord come. By definition, the way we live in but not of the world is by fleeing corrupt institutions. We can join wholesome institutions, or when they are not available, make our own This is the true spirit of a pioneer. When there are no visible trails to the kingdom of God, we blaze them.

NUTRITION

It goes without saying that school food is toxic and void of nutritional understanding. Don’t subject your student to a world where toxic is the norm. Not only do they dish out excessive meats, but those foods are typically highly processed, and egregiously sugar rich. Don’t expect there to be much fruits and vegetables, and even if those are occasionally offered, the kids just skip them. Kids need to be at home where parents can give firm discipline and oversee their children’s’ health choices while they are too immature to make these complex and often overpowering decisions on their own.

Kids at public schools see other kids getting excessive amounts of money from their parents to regularly spend on junk food. Those kids will share this junk food with your kids, but even worse, your child will develop an attitude of hostility toward you or anyone else who tries to get them to eat healthfully. They begin to say, “all the other parents let their kids eat this way, this isn’t fair, this is child abuse, you don’t love me!” and other such nonsense.

Joel Fuhrman points out the irony of trying to get doctors to study nutrition. We don’t need doctors to study nutrition, we need everyone to study nutrition! He suggests elementary education be reading, writing, arithmetic, and nutrition. We are truly a nutritionally ignorant society. Until we learn nutritional truths, we will go on being out of control calorie consuming monsters totally unable to control what goes into our mouths. The effect of nutrition on brain development and cognitive function is obvious (at least it should be). Excessive fat cells actually kill brain cells.

IT CAN WORK FOR ALMOST ANY CHILD, IF THE PARENTS ARE ON BOARD

Homeschooling is not for everyone. The way to know if it is for your child is to know if you are willing to do it as an adult. Sometimes a child needs to be totally removed from a house due to repeated unsafe behaviors, but this can usually be avoided. If the you are committed to continual education, are not married to false doctrines, and are willing to take a portion of your day to focus on educating your children rather than getting a free babysitter, then you might be a homeschool family.

The primary way to tell if home school is right for your child is by whether the parent is willing to do it. Its less about the child than it is about the parent when it comes to qualifying for and excelling in a homeschool setting.

DON’T LET THE CHILD DECIDE

When it comes to something as important as the education of a child and what the child does 8 hours a day, this decision cannot be left up to the child. You might as well elect a child to govern a state. Parents, your children need you as a parent more than they need you as a friend. Be willing to show tough love and do what you know is best for them.

CONCLUSION: ZION EDUCATION IS AT HOME

As a society and as a church we are by and large losing our children to the casual and sensual ways of the world and are nowhere near approaching a Zion culture.

As much as we like to say our children’s behaviors are not our fault and are totally out of our control, we are in some measure accountable for what we chose to expose our children to, and whether we are educating then in a Zion or a Babylon method.

Are we justified in leaving these cultures and starting others? Absolutely! Eventually things get so bad that the right thing to do is to leave. Read Atlas Shrugged for some fun perspectives on this. Read the scriptures which insist that we refuse to support things with corrupt foundations and policies, and command us to flee Babylon and build Zion.

 LATTER-DAY SAINT HOMESCHOOL RESOURCES

A great new resource in the homeschool community is an online latter-day saint operated series of group classes by an organization called “Latter Up”. Tuition is relatively free, and volunteer teachers etc. are welcomed, and tuition is even discounted for families who volunteer. This group is committed to teaching faithful truth, including the complete rejection of organic evolution.

Another key latter-day saint resource is the curriculum Family School, which incorporates latter-day saint doctrines throughout the curriculum. It is K-12. <https://thefamilyschoolonline.org>

# Two of Joseph Smith's Principles for a Successful Family Education 2018 - Lecture Notes –L?

https://www.youtube.com/watch?v=kR2vE3yMt1I&t=2s

-don't motivate with food and fantasy, motivate in activities etc. with scriptural things, the gospel

-your family has a mission, pray together to, once you've identified needs, how your family will take on one of those needs

-the Lord knows your premortal skills etc., listen to his promptings to do new things, things you may not have expected; he knows you can thrive in them

-whatever you do, think of how to use it to bless others

-his dad would ask when she would read a book, 'will reading that help you help someone else?'

-her dad would say 'its not about what we want to do today, its what the Lord wants us to do today'

-Alma took his sons with him as mission companions; try to make family projects involve all members of the family

-movies are great teachers

-The Heavenly Man by Brother Yun

-expose children to battles going on in the world, philosophical etc. This is a cure to apothy as they learn everything isn't peace and daisies, and they can fight on the Lord's side.

-Brigham Young said he founded the academy for the purpose of fighting evolution communism and socialism.

-Brigham Young said every minute not used to build the kingdom of God is one he regrets; he said this feeling is how he knows this is how the spirit of God is with him.

-a Seventy was teaching at a conference, he said some poeple worry about being 'too good'. The Seventy said you'll never look back and regret being too good.

-old people are tired but wise, young are energetic and foolish, put the two together and you get a powerhouse; so parents, work with your children!

-her parents had them compile research for homeschool, then such was edited by the parents and used online.

# National Home Education Research Institute (NHERI) Facts

It is known that homeschooled children perform 15-30% better on the ACT/SAT exams, and lack nothing, yea even excel in peer competence including leadership abilities and community service (see https://www.nheri.org/research-facts-on-homeschooling/). The following link shows the research to support these claims:

[NHERI research facts on homeschooling](http://richardsonstudies.com/wp-content/uploads/2018/05/nheri-research-facts-on-homeschooling.pdf)

What a great joy for father and mother to school their children in their own home rather than loaning them to the state for 40 hours a week! Oh, how the mind would expand, how the truth would be understood, how the academic excellence would accelerate! How a desire to serve the human race could be taught!

# Homeschool & The Restored Church by Jack Monnett – Lecture Notes

-the focus on curriculum waters us down; we need to focus on becoming like our Father in Heaven, and we do this via celestial education.  
-1860’s 1870’s in Utah, prior to this the Kirtland temple was used as a school, the parents would go there and learn academic subjects flavored with Mormonism, then they would be responsible to take those things back to their homes and teach their children; this shows who is responsible for teaching the children.  
-Alvin R Dyer wrote “the refiners fire” book talking about Missouri and the promises of Missouri in the latter-days. Monnett asked him ‘how would you like to teach in the temple?’ he said, ‘if you teach in the temple, you will be able to teach the curriculum to parents’ he felt that all Millennium education would be home education, home schooling. The plot map of Zion is a 24 temple complex, there were 12 Melchizedek priesthood temples, he said probably the Aaronic temples would be used for teaching parents how to teach the youth, what to take home and teach the youth.  
-in the 1870’s people could come to the small towns in Utah and the school boards were of Bishoprics and others with educational expertise, and they could teach things in their own local schools as they thought they should be taught, some was academic, but they taught things of the church, scripture classes, things of the prophets, all of those would weave in academia with this celestial learning which should take place. In the 1880’s they lost this since there were people who came to Utah who felt they could come convert the Mormons back to Christianity. They had given up on the adults but thought they could teach the children, and thus destroy Mormonism. They had academic degrees from everywhere and looked pretty good. They formed their own schooling. Mormons like education and it sounded good to go to schools by people who had high-fluting-degrees. The early saints however rejected the idea of a degree being what qualifies someone to teach.  
-Brigham Young spoke of the issue of children being sent to gentile teachers: in effect he said if they can get a man who looks good, they will hire him as a teacher because of his smooth shift and a ring on his hand. But the stalwart man who chops wood, though he knows 5x more than the other teacher, they will not have as teacher. Get your brains right side up!  
-there is an order of things; teach the spiritual foundation right, then teach the secular  
-20 years ago, it was rare for someone to educate their children at home, not its almost mainstream.  
-the child sits at home with its parents asking them questions; this is better than a child sitting with a teacher who is not interested in their life, and who asks predetermined questions with often predetermined answers.  
-in public school they try a one size fits all class, that doesn’t work  
-a parent can confess not knowing the answer to a child’s question, but the teacher with a degree feels they are supposed to already know, so they’ll often bluff.  
-sitting in front of computer with someone else’s curriculum, that’s insufficient, have things you feel are important. And don’t use computer as babysitter.  
-they took their child to China for a year, not focusing so much on schedules of curriculum, but the general education.  
-one boy was on a 2nd grade reading level and wanted to be in homeschool, his mom watched soap operas all day, he said can’t we do something else? She said, ‘sure go read a book’. He did and brought himself to an 11th grade reading level that year.  
-homeschooling you can read with your child and pause with them when they have a question and find the answer with them.  
-In Oregon a woman homeschooled her granddaughter starting at age 8. By age 13, they went to a community college and asked if she could attend. They said no, she could not pass the entrance exams. So, she took the entrance exams, and scored higher than anyone, so they had no choice but to let her in. By age 14, she was ready to enter a 4-year university.  
-homeschooled students are the most self-disciplined  
-homeschooled students are often ready for college at age 14. BYU won’t let people in at that age, it’s a marriage institution for getting people married and into a job.

Full lecture, [click here](https://www.youtube.com/watch?v=O0ShAnpfE2I)

# Celestial Education - Homeschooling in the Restored Church by Michelle Stone – Lecture Notes

These notes are shared with permission of the author.

See also her book.  
From the lecture at

<https://www.youtube.com/watch?v=nocNwBGTjT8>

-we don’t hate on public ed teachers, they are often very dedicated wonderful contributors  
-printing press, people got bible, main purpose of school was to study the bible. Libraries had sermons.  
-school was a very family centered thing  
-Joseph Smith was not as prone to perusal of books his mother said; if he was required to be in school he would have been in biology class instead of the sacred grove.  
-The D&C directed them to write specific books with the gospel oriented ed for the saints; the school books despite the fact that they then had good stuff with bible stuff and McGuffey readers, but the Lord saw even that as insufficient  
-almost all early church leaders were against public school  
-BY didn’t endorse school by taxation, free/government school  
-John Taylor: we don’t want people to teach the children who aren’t church members  
-compulsory attendance, national testing, mandatory kindergarten, teachers using government curriculum; Horace Man father of US ed brought the Prussian education ways as listed here. US had highest literacy, this wasn’t to fight illiteracy. Horace was not Christian and brought this to take away the religious aspect of education which was going on in the Catholic schools etc.  
-John Dewey a humanist saying that religion causes all the world’s problems; like worshiping the creation rather than the creator. Dewey says we must resist the idea of dualism (that there is a body and a spirit, and you must fight against evil) and he taught evolution instead.  
-those in favor of public education are in favor of creating a new society. The Communist Manifesto point 10 says need free education for all children in public schools; Karl Marx spoke of mandatory free education for all children as soon as they could get along without mom.  
-communists speak of the need to remove children from the family  
-founders of US public education included the school room to be the church where humanism was taught. Quote cited in lecture.  
-we are being told that we don’t have the constitutional right to teach truth at schools  
-6-10-year old’s in Palmdale were surveyed asking how often they think about having sex and touching other peoples’ private parts, and other even worse questions; judges ruled that since it’s not in the bill of rights, parents don’t have the right to  
-SLC county library has many homosexual books on the approved reading list for kindergarteners  
-we and our children now pay the price for the disobedience of our grandfathers when they rejected prophet’s council on schooling  
-Some say, “ah Brigham Young, John Taylor, those prophets were speaking for the people 100 years ago!” But Alma 12:9-10 says prophets can only give the portion of God’s word which the people are willing to heed, who hardens their heart gets the lesser portion of God’s word, “9 And now Alma began to expound these things unto him, saying: It is given unto many to know the mysteries of God; nevertheless they are laid under a strict command that they shall not impart only according to the portion of his word which he doth grant unto the children of men, according to the heed and diligence which they give unto him. 10 And therefore, he that will harden his heart, the same receiveth the lesser portion of the word; and he that will not harden his heart, to him is given the greater portion of the word, until it is given unto him to know the mysteries of God until he know them in full.” Just like how Moses had to get the lesser law when the people rejected the higher. Also, when the Israelites wanted kings but were told no but begged for them, the Lord allowed it, and they paid heavily. We aren’t fully accountable for keeping these things, but the blessings are not available for not doing them. D&C 88:33 ‘what good doth it if a gift is bestowed upon a man and he receive not that gift?’ Tax funded schools are the arm of flesh, the tradition of our fathers. D&C 93:39-40 says “39 And that wicked one cometh and taketh away light and truth, through disobedience, from the children of men, and because of the tradition of their fathers.  
40 But I have commanded you to bring up your children in light and truth.”  
-are tax funded schools serving God or man? Moroni 7:15-17 says things which don’t persuade to believe in Christ and God are of the devil, “15 For behold, my brethren, it is given unto you to judge, that ye may know good from evil; and the way to judge is as plain, that ye may know with a perfect knowledge, as the daylight is from the dark night. 16 For behold, the Spirit of Christ is given to every man, that he may know good from evil; wherefore, I show unto you the way to judge; for everything which inviteth to do good, and to persuade to believe in Christ, is sent forth by the power and gift of Christ; wherefore ye may know with a perfect knowledge it is of God. 17 But whatsoever thing persuadeth men to do evil, and believe not in Christ, and deny him, and serve not God, then ye may know with a perfect knowledge it is of the devil; for after this manner doth the devil work, for he persuadeth no man to do good, no, not one; neither do his angels; neither do they who subject themselves unto him.”  
-1 Nephi 1 the first verse in the Book of Mormon says his parents are the ones who taught them, he doesn’t thank the state for free schools. “1 I, Nephi, having been born of goodly parents, therefore I was taught somewhat in all the learning of my father”  
-God punishes rejection of his word 4 generations, that’s about how long it has been since the prophets gave council to not use tax funded schools. This means we can now break free of this yoke of our forefathers’ disobedience. Numbers 14:18 says “18 The LORD is longsuffering, and of great mercy, forgiving iniquity and transgression, and by no means clearing the guilty, visiting the iniquity of the fathers upon the children unto the third and fourth generation.”  
-If you knew that you and your children would be called on to lead a Zion people who voluntarily live Gods laws, would this change the way you teach your children?  
-The saints had to leave Missouri because of their disobedience. D&C 105:1-14 says “1 Verily I say unto you who have assembled yourselves together that you may learn my will concerning the redemption of mine afflicted people— 2 Behold, I say unto you, were it not for the transgressions of my people, speaking concerning the church and not individuals, they might have been redeemed even now. 3 But behold, they have not learned to be obedient to the things which I required at their hands, but are full of all manner of evil, and do not impart of their substance, as becometh saints, to the poor and afflicted among them; 4 And are not united according to the union required by the law of the celestial kingdom; 5 And Zion cannot be built up unless it is by the principles of the law of the celestial kingdom; otherwise I cannot receive her unto myself. 6 And my people must needs be chastened until they learn obedience, if it must needs be, by the things which they suffer. 7 I speak not concerning those who are appointed to lead my people, who are the first elders of my church, for they are not all under this condemnation;  
8 But I speak concerning my churches abroad—there are many who will say: Where is their God? Behold, he will deliver them in time of trouble, otherwise we will not go up unto Zion, and will keep our moneys.  
9 Therefore, in consequence of the transgressions of my people, it is expedient in me that mine elders should wait for a little season for the redemption of Zion— 10 That they themselves may be prepared, and that my people may be taught more perfectly, and have experience, and know more perfectly concerning their duty, and the things which I require at their hands. 11 And this cannot be brought to pass until mine elders are endowed with power from on high. 12 For behold, I have prepared a great endowment and blessing to be poured out upon them, inasmuch as they are faithful and continue in humility before me. 13 Therefore it is expedient in me that mine elders should wait for a little season, for the redemption of Zion. 14 For behold, I do not require at their hands to fight the battles of Zion; for, as I said in a former commandment, even so will I fulfil—I will fight your battles.”  
-Can we seriously think that daily scripture study and prayer is enough to teach our children all they need to know?  
-if we teach our children for a telestial world they will live like telestial people.  
-people list the reason for having their children in school being so they can get a job and have financial success in the world. Helaman 7:21 speaks of this, “But behold, it is to get gain, to be praised of men, yea, and that ye might get gold and silver. And ye have set your hearts upon the riches and the vain things of this world, for the which ye do murder, and plunder, and steal, and bear false witness against your neighbor, and do all manner of iniquity.”  
-people say “my children have great things happening at school and great teachers!” well yes the Telestial is a kingdom of light, that of a star, but there is a greater light.  
-forced attendance, “no child left behind”, forcing them all to salvation, this is Satan’s plan! Straight out of the scripture! None will excel, none will fall behind…  
-public school involves shame, competition, force, fear, entertainment  
-the model of the temple should be how we pattern our schools  
-memorizing a little trivia now and then is not being educated; we focus on getting good grades instead of getting an education  
-they always seek entertaining ways to entertain. This makes the materials fluffy, like feeding a child junk food so you can check off the box for having fed them.  
-job training and education are not the same thing  
-earth day, pride day, these indoctrinations for society are in our schools  
-false pride comes when children get good grades, thinking themselves competent and as better than others with worse grades; they think accomplishments are their worth; the schools teach some children that they are great and others that they are not. Many people’s self-esteem is destroyed at public schools.  
-materialism greed lust are common themes of these schools.  
-sensitivity can’t exist in the public schools, existing there day after day you will be desensitized  
-dishonesty often comes in public schools because of the exceeding pressure to compete, the children start cheating, and often unknown to the parents.  
-we should teach that everything is one unified purpose of God, not compartmentalizing them; they think now is school now is church seeing them as different; they cheat in school and then pass the sacrament, the compartmentalization kills the conscience, eradicating the guilt.  
-public education is Telestial education. Its experts coming up with curriculum, teachers who teach, and if my child fails, I’ll call a big meeting to get other people to start ‘doing their jobs’  
-our kids get a little religion on the side of their telestial education, but that is not sufficient.  
-Terrestrial education is education great and honorable but lacking in the doctrine of Christ. That is how scriptures describe terrestrial programs. Terrestrial education purpose is great education, understanding, not just memorizing and passing off tests, good methods of non-force, inspiring learning, great models held up for them, challenging them not just playing down to them, the great philosophies of men mingled with scripture; we read the great philosophers and think, ‘if only they had the gospel, oh what they could have done!’  
-John Taylor, one great reason why many stumble in their research of philosophical truth is that they glory in their own intelligence rather than seeking the king of the universe, they see themselves as the inventor of their ideas instead of giving the glory to God; we hold up these philosophers as the role models of education, but that is not the fullness of what God has in store for us. 2 Nephi 9:28-29, 42 speaks of this, “28 O that cunning plan of the evil one! O the vainness, and the frailties, and the foolishness of men! When they are learned they think they are wise, and they hearken not unto the counsel of God, for they set it aside, supposing they know of themselves, wherefore, their wisdom is foolishness and it profiteth them not. And they shall perish.  
29 But to be learned is good if they hearken unto the counsels of God. …42 And whoso knocketh, to him will he open; and the wise, and the learned, and they that are rich, who are puffed up because of their learning, and their wisdom, and their riches—yea, they are they whom he despiseth; and save they shall cast these things away, and consider themselves fools before God, and come down in the depths of humility, he will not open unto them.”  
-God has almost always come to uneducated persons, with whom he doesn’t have to get around false notions. Consider Joseph Smith.  
-some terrestrial education involves parents seeking good schools and footing the bill for their kids to go to those  
-get a copy of the Book of Mormon and highlight everything it says about education, do this with D&C too.  
-Celestial education is education in the context of the gospel of Jesus Christ.  
-D&C 88:78-80 “78 Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand; 79 Of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms— 80 That ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you.”  
-D&C 130:18-19 “18 Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection. 19 And if a person gains more knowledge and intelligence in this life through his diligence and obedience than another, he will have so much the advantage in the world to come.”  
-D&C 68:25-28 “25 And again, inasmuch as parents have children in Zion, or in any of her stakes which are organized, that teach them not to understand the doctrine of repentance, faith in Christ the Son of the living God, and of baptism and the gift of the Holy Ghost by the laying on of the hands, when eight years old, the sin be upon the heads of the parents. 26 For this shall be a law unto the inhabitants of Zion, or in any of her stakes which are organized. 27 And their children shall be baptized for the remission of their sins when eight years old, and receive the laying on of the hands. 28 And they shall also teach their children to pray, and to walk uprightly before the Lord.”  
-D&C 109:7 “And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom, seek learning even by study and also by faith;”  
-the scriptures aren’t written in “step 1 step 2 step 3” but rather in the language of the spirit where we liken them to ourselves and find out what to do; God would have us learn this way. D&C 29:34 says all things are spiritual, no such things as temporal education, there is only Gods truth, and Satan’s deception. We can’t teach spiritual on the side; all teaching is spiritual, either spiritual for good or spiritual for evil.  
- “Teach the Children” by Neil Flanders is a great book on this topic. It says education begins where creation leaves off. We educate to prepare our children to live a celestial life in a telestial world, to be a light on a hill, to be the leaders for God, to be able to abide celestial law, a very high standard.  
-part of the mission for the young men is to learn to provide for their families, we aren’t debating celestial vs telestial education; the light of the sun swallows up all the light the star had; it’s a fullness, and includes the needed financial aspects. Jacob 2:18-19 says “18 But before ye seek for riches, seek ye for the kingdom of God. 19 And after ye have obtained a hope in Christ ye shall obtain riches, if ye seek them; and ye will seek them for the intent to do good—to clothe the naked, and to feed the hungry, and to liberate the captive, and administer relief to the sick and the afflicted.” Providing temporally doesn’t mean giving them everything they want, huge houses, elaborate vacations, it means making sure they have shoes for their feet and things like that.  
-2 Ne. 28:30 says God gives us a little at a time “30 For behold, thus saith the Lord God: I will give unto the children of men line upon line, precept upon precept, here a little and there a little; and blessed are those who hearken unto my precepts, and lend an ear unto my counsel, for they shall learn wisdom; for unto him that receiveth I will give more; and from them that shall say, We have enough, from them shall be taken away even that which they have.” D&C 50:24 says “24 That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day.”  
-John Taylor prophesied we will be brilliant, but this would be hard if we stay with the platforms schools give saying ‘all 6 year old should know this, 7 that, etc.’ (John said something like this: you mark my word, LDS will lead in every field of knowledge as much as they lead in religion; Zion will be as far ahead of the outside world. Let us live so angels can minister to us and the holy ghost dwell with us)  
-2 Ne. 25:26 refers to teaching of Christ all the time not just weekly and for daily ritual: “And we talk of Christ, we rejoice in Christ, we preach of Christ, we prophesy of Christ, and we write according to our prophecies, that our children may know to what source they may look for a remission of their sins.”  
-we don’t check things off then move on  
-Satan can’t tempt children under 8, they are a greatest gift to parents to have them to themselves and fill them full of gospel principles; though Satan can’t tempt them, he can influence them if we let him by putting them in bad environments. So, we protect them from Satan’s influence. Children in this age are very malleable, they believe whatever they are told. John Dewey etc. speak of needing to get children earlier and earlier to better indoctrinate them. Children need education straight and clear. The mother is the Holy Ghost for her child until they are 8 and get the Gift of the Holy Ghost. We even whisper in their ear what to say as they pray. We teach them truth. The scripture says God will gently guide those who are with young, like an extra free line of inspiration to know what to do with their children in Isaiah 40:11, “11 He shall feed his flock like a shepherd: he shall gather the lambs with his arm, and carry them in his bosom, and shall gently lead those that are with young.”  
-Method 1: With Mom. The children need to be with mom. The moms dropping off their 5-year olds at school in tears, they sit they and weep ‘I just didn’t want to let them go!’ An older mother said, ‘I felt that way with my first child, and it gets easier with each child, and with my youngest child it was so easy, and I actually got to go shopping on my own!’ this is a case of ignoring the promptings of the Holy Ghost until they cease. The Holy Ghost is teaching you that children are too little to send away at that age!  
-Method 2: Example. This is the main way we teach. We can only teach what we are. We as parents must be pursuing celestial education in our own lives.  
-Other Methods: Loving kindness, dependability, FHE, church, prophets’ teachings  
-teach every lesson in an eternal context; if we don’t know how it fits, we don’t teach it; don’t just teach letters because they are that age, but for the purpose of the prophets having commanded them to read the word of God. The children will then say, ‘I am getting bigger, can I read the scriptures yet?’ If you don’t know how something fits, take it to the Lord, ask him, if it is important to him, he will teach you how it fits so you can teach them.  
– ages 8-12 are spiritual years, the goal is spiritual fluency. These children have been given the most valuable gift that exists on this earth, more valuable than all the treasures of the earth, The Holy Ghost. Do we treat them the same, leaving the gift unopened? They can now get confirmation from the spirit and know for themselves rather than leaning on your knowledge. They are also able to be tempted and are accountable for their sins. Never send your kids off to a school outside of your home before the age of 8. Some say kids need to be in worldly places to not be naive. The scriptures don’t say “be in wicked settings so you can learn to be strong”, that is a tradition of our fathers, the scriptures actually say “stand in holy places and be not moved”; developing spiritual muscle doesn’t happen in a place devoid of the spirit; it would be like a weightlifter taking in a little poison every day; the building doesn’t come by poison, but exercise. If the goal is spiritual fluency, that can only be learned in an environment where the spirit is. We have so many adults in the church who grow up in the church to be spiritually illiterate thinking ‘was that the spirit or just me?’ or ‘how am I supposed to have meaningful scripture study?’ we don’t want our kids to wait until the Missionary Training Center to learn how to use the gift of the Holy Ghost which they were given at age 8. They need to learn how to study by the spirit, where they seek answers by the spirit. If a mother prays she will be given answers of what to teach her child, namely to learn about the Holy Ghost and how it operates. Learn in Gods method of parables and symbols and the spirit. Object lessons are powerful. Those over 8 need personal scripture study in addition to family scripture study, they are accountable for obeying this, the prophet’s council. Have this be the first subject they study. They need a journal for recording their spiritual impressions, this is one of the main reasons we learn to write. The Liahona is the great model for studying how the Holy Ghost operates. Teach them that if a good thought comes in their head to do it right away, that it is like tuning a radio, and that each time obeyed it gets stronger, and each time ignored it gets weaker. When they know all of this, they are ready for learning more of the things of Gods world.  
-never use force; contention of requiring them to finish homework etc. drives away the spirit, it is the telestial method.  
-develop an inspired education plan lead by their interests. Ensure they know math reading and writing so they can use the spirit. It’s all for the purpose of training them to learn by the spirit.  
-when they don’t learn, don’t get upset or just do it for them;  
-give kids a topic have them write all they know on the topic, then have them say a prayer and write whatever else comes to mind on the subject; this teaches them that the spirit comes and expands and reminds us of things.  
-use symbols, like Elder Bednar teaching about a cucumber becoming a pickle.  
-age 12-18 is specific mission preparation, preparing them for adulthood, a mission is the full capacity of a life dedicated to the service of God; we were foreordained before coming to earth; we know ordination means hands placed on the head and reception of needed blessings and challenges needed to accomplish. God trusts these children as seen by their receiving the priesthood and being allowed to enter the temple. They are blessed with the most sacred powers of procreation going through puberty; these children are intensely seeking truth, they question, and if they have the spiritual foundation, they can build upon that. Children in this age are often seen as selfish, but God designed them to be stewards over themselves, they don’t have duty to oversee others so much at this time. Give them everything all the truth now, this is the adult preparation time, don’t wait to teach them until they are parents themselves. Teenagers are treated like little kids, told that they can go play and be paid for, keeping them busy with activities so they supposedly stay out of trouble, but at this age they need time to ponder. They also need much peer interaction whom can give them things they need which parents can’t give. They are also extremely vulnerable to Satan’s lives currently. Their decisions here effect the rest of their lives. They discover who they are eternally, they get patriarchal blessings, they discover pieces of who they were before earth and who they are at and after earth, and they must prepare like crazy. This is the age of Joseph Smith in the sacred grove, and young Nephi. They have capacity to learn and do great things here if they are given what they need. The churches mission is the redeem the dead perfect the saints and preach the gospel, so part of their curriculum needs to be how to do these lifelong callings of missionary work and temple work and seeking their ancestors. Use the missionary materials, missions aren’t 1.5 to 2-year things, they are lifelong things. So those are the critical things, in addition, teach them what they need for their life’s work. CS Lewis said when he applied to college, if math was a requirement, he would not have got in; we would have lost this great mind. This doesn’t mean be mediocre in subjects of less interest, but it means focus on what they are interested in. This is a great time to overcome weaknesses, so they won’t slow them down as adults. Add intensive seeking praying fasting scripture studying pondering time in the temple, the intensification of spiritual education; all of this takes time, you can’t overschedule them with requirements of the telestial world so much that they don’t have time for spiritual training. Council with the children, but also know that you have stewardship over them so don’t just let them do what they want. Some say, ‘we don’t have time to teach all these spiritual things or we won’t get in all the other things!’ but it’s not a choice of either or, rather, the spiritual enlightens everything. Don’t trap them in state curriculum but let them learn in the ways that God is inspiring them. Everything they learn, we measure against the word of God. For example, schools say man is a mammal from hair milk etc.; but the scriptures say that animals and humans were 2 entirely separate creations. We are not mammals under the animal kingdom, we are of an entirely different kingdom, so the kingdom we belong to is the ‘free agency kingdom’, that is what separates us, it’s the kingdom with God, man, angels, resurrected beings, demons, and devils. We have the capacity for being good or evil. Satan tried to take away our agency in premortality, making us like animals. He failed, so he came to earth, and continues to try and teach that we are animals! For peers, help them establish wonderful peer groups. They can be in groups where they speak of spiritual things to each other, an electric amazing environment, we can create this for our children in the celestial schools, they will give each other guidance and council and help each other discover their missions. Our children can be friends with other kids of people, but they must experience the great peer groups and recognize that in the other groups they are leaders and not to follow the crowd. For curriculum, they need to be able to pass the ACT/SAT for entrance to college, and yes, we teach them those things, but we are not preoccupied about which season those happen in.  
-service is a critical part of our curriculum  
-when God councils us to do something, he prepares the way for them to accomplish it. (1 Ne. 3:7). If we think this is daunting to be our children’s’ teacher, remember Nephi who built a ship and put his families’ lives at risk by putting them into it, but he trusted the Lord’s instruction concerning the ship.  
-responsibility: in telestial the responsibility is someone else’s, in terrestrial we take the responsibility upon ourselves, in celestial we recognize the accountability to God of these duties, that it is not just teaching for our own reasons, but for God’s reasons.  
-stage 4 the years of service, adulthood: in this stage, we continue to learn, serve God and man, build Gods kingdom, and endure to the end. This is when we build the kingdom in the most meaningful ways. We know and teach our children that our lives are not our own, but that we are bought and paid for with a price. So, our purpose isn’t to build a very large house. A problem with capitalists is they want freedom to perform their own ends; we need to be consecrationalists, who seek to serve the poor and build God’s kingdom.  
-many say they like the separation of church and state, not wanting the schools to teach religion because it is the job of the parents; well, we are living in the days where, as Nephi said, good is called evil, and evil is called good. The constitution says there will be no laws infringing or influencing religion. They wanted religion free from the arm of government, but they very much depended on religion to influence government. Tocqueville commented on how many churches there were in America. We should be free to follow our prophet and educate our children the way we want to. The separation of church and state has been flipped backward. We must use the Book of Mormon as a reader, a tool to teach how to read. Some want to fight illiteracy. Thomas Jefferson said we “shock the common feelings by a forcible transportation and education of the infant against the will of his father” (note: along these lines, Thomas Jefferson said, “If it is believed that these elementary schools will be better managed by the governor and council or any other general authority of the government, than by the parents within each ward, it is a belief against all experience.”)  
-for the parents who think their children are doing great in public schools, doing family scripture study, being the leaders in these telestial schools; consider Alma 23 with the Rameumptum, the poor were kicked out of the synagogue, the rich prayed saying ‘thank you for making us so much better than anyone else’; the poor were forced to be humble, they were kicked out, so they got to hear the prophets’ teachings. Many are forced out of public schools because their children are not thriving there, they were forced to be humble; this lead them to having access to light truth and knowledge, and later they counted being forced to be humble as their greatest blessing; but it says those who are not forced to be humble yet chose the higher way are so much more blessed as they take their talents here without having to be destroyed first. Parents spend most of their time trying to repair what has happened in school, but if we can instead spend our time teaching. Do we let our children climb up the Rameumptum and say ‘thank you God for making me so much better than others’?  
-more about separation of church and state, schools not teaching religion, but Mosiah 23:14-15, 17, 20 & Mosiah 24:1 speaks of the schools Alma established for the saints. “14 And also trust no one to be your teacher nor your minister, except he be a man of God, walking in his ways and keeping his commandments. 15 Thus did Alma teach his people, that every man should love his neighbor as himself, that there should be no contention among them 17 And it came to pass that none received authority to preach or to teach except it were by him from God. Therefore he consecrated all their priests and all their teachers; and none were consecrated except they were just men. 20 And it came to pass that they did multiply and prosper exceedingly in the land of Helam; and they built a city, which they called the city of Helam. 1 And it came to pass that Amulon did gain favor in the eyes of the king of the Lamanites; therefore, the king of the Lamanites granted unto him and his brethren that they should be appointed teachers over his people, yea, even over the people who were in the land of Shemlon, and in the land of Shilom, and in the land of Amulon.” The teachers can’t be influenced by the Holy Ghost unless they are righteous, hence the need for people of God to be the teachers. Further, they didn’t just study about religion, else they would have remained poor, but it says they ‘prospered exceedingly in the land’. NOW COMPARE this to the school of the Lamanites, where they prospered but were wicked learning the worlds ways and eventually persecuted God’s people, in Mosiah 24:5-8 “5 And they were a people friendly one with another; nevertheless they knew not God; neither did the brethren of Amulon teach them anything concerning the Lord their God, neither the law of Moses; nor did they teach them the words of Abinadi; 6 But they taught them that they should keep their record, and that they might write one to another. 7 And thus the Lamanites began to increase in riches, and began to trade one with another and wax great, and began to be a cunning and a wise people, as to the wisdom of the world, yea, a very cunning people, delighting in all manner of wickedness and plunder, except it were among their own brethren. 8 And now it came to pass that Amulon began to exercise authority over Alma and his brethren, and began to persecute him, and cause that his children should persecute their children.”  
-is your motivation in schooling your children for them to be wise, to be rich, or is it for them to be the children of God?  
-in telestial education, remote politicians without the gospel truth nor the Holy Ghost make the decisions for the children. In terrestrial education they rely on the brightest minds they can find. In celestial education we look to God.  
-letting go of the traditions of our fathers is very painful.  
-telestial ed is “this is what’s on the test say it and get an A”, terrestrial ed is “think for yourself, search and test things”, celestial ed is “seek all truth, ask Gods guidance and confirmation as fundamental guide”  
-kids learn multiplication in a class, but the environment is the real teacher; they learn that the world is not safe, that they have to do well, to prove their right to be here; if they struggle in school the lesson they learn is I’m stupid; if they are smart they learn they are good because they know all the answers; we can wait to teach until a student is ready to learn, it’s a positive environment. The temple is non-competitive, you really can’t do better than someone else at the temple, there is no contention, challenges are taken to the Lord. “let’s see what God says about why this is hard for you: “God gives weaknesses that they may be humble” so God is giving you an opportunity!” they can study why there is the challenge, family prayer can be operated to help them in their challenge  
-developing talents: telestial ed is ‘everyone is the same, do what we tell you to; use your talents to serve yourself’ terrestrial ed is ‘develop your talents good job you are wonderful look what you can do!’; celestial ed is ‘look at what you can do, God could have given that talent to anyone but he gave it to you, your Heavenly Father must trust you so much to give this talent to you, he must have a great work for you to do, I’m very thankful to be your parent and your teacher’; the celestial ed version brings humility not pride.  
-discipline: telestial ed, ‘might is right. Force. Bribery. Punishment, inconsistency. I’m bigger and more powerful and I said so’ but eventually you’re not bigger anymore and kids say, ‘so make me’ and rebellion comes. In terrestrial ed, ‘rule of law, regular consequences’; celestial ‘based in love, common obedience to God, parent needs obey also’. Ask your child what you can do to teach them to be kind and loving to each other as King Benjamin taught we need to do. Celestial education doesn’t mean we have perfect children. The law of suffering is upon us as we labor to teach them. Just like God, our children don’t need to be perfect for us to be perfect parents.  
-if you didn’t raise your children in these ways and didn’t know about this, you weren’t accountable; if you feel you messed them up beyond repair this is not so because even in the next life there is progress, and our children will be ours if we are obedient to God.  
-teachings: how to: we don’t break down the subjects like we do in telestial because all learning is the gospel.  
-Teaching reading in telestial is ‘sit and do this because you have to, now now now, it must be done by age 6, maybe earlier but never later! Read because reading is needed, and you need to go to the next grade!’ Rather, teach them to love reading. It’s better to teach a 7-year-old to love reading than teaching a 6-year-old to read if he hates it. **If you ever let contention in, you know immediately it is telestial.** Your children are different do not hold them to the same standard on reading, do not enforce out outward expectations on them, God made them; we don’t want one to think it is better or worse than another, they are all created in Gods image and are smart and wonderful.  
-teaching writing: telestial is ‘know how to write for writings sake’ in terrestrial, ‘writing is important because it helps you think and learn’; in celestial ed ‘writing enables you to keep a journal, to write letters, etc.’ the goal is to write celestial truth.  
-teaching history: telesital is ‘memorize names dates places to answer on test’ which says this is dumb boring and not applicable to me; terrestrial is ‘learn of great historical figures, the course of mankind to not repeat our mistakes, how to be like a great person, how to influence human affairs’, this can be used diabolically, for power. Celestial is ‘eternal context of history, what events did in God’s plan, how did they do in their stewardships did they obey God, will their choices bring them eternal joy?’ the celestial lesson is that talents opportunities and challenges are all from God, and God used them. Then they think ‘what has God given me how will he use me?’ wanting to be themselves not wanting to be someone else.  
-work: telestial says ‘hire someone to do it, be successful so you can hire it out, seek the easy and most dollar’; terrestrial says ‘the American dream, you can build a kingdom for yourself, you can be the US President, start a company, invent something, be great, accomplish my goals’; celestial says ‘God created this world for work.’ God cursed the land for Adam and Eve’s sake, for their wellbeing. Work can accomplish wonderful things, building temples and settling places look at what that accomplishes. Work is the method of contribution in the law of consecration.  
-teaching math: telestial, ‘follow these steps a b c plug the steps show all work so I know you followed all steps’ this results in ‘when will I ever use this I hate this I need a calculator’; terrestrial is ‘true understanding of math concepts, thinking mathematically, understanding process and usefulness’; celestial is ‘numbers are our way of understanding Gods creation, there is a system, they are mathematically, maybe God will teach us more math someday, without math we don’t understand order, we need this to become like God, God has meanings for numbers which enlivens scriptures’ just never let this be a point of contention  
-teach health, science, behavioral science, money management, etc.  
-outcomes of celestial ed: service vs earning; kids who value service, not worried about how to provide for a family but how to contribute to the world in a way only you can; kids with gospel foundation, who can seek truth, who have spent time and energy preparing for their mission, these adults will be very prepared to provide for their families. School college job doesn’t work anymore, many college graduates can’t provide; getting stuck in a job you don’t enjoy doesn’t have to happen so much if the kid prepares for this stuff; Joseph Smith wasn’t very good at providing exceedingly well they were often quite poor, but this shows us that the role of providing isn’t everything. It’s essential, but we take it too far so often. Other celestial ed outcomes are humility and sharing, not seeking to put others down to get up, its cooperative; we don’t want our kids to put others down but to wish for others’ success as much has their own. Another outcome is charity vs greed, we don’t want nicer cars vacations and houses we want to serve the poor; another outcome is compassion vs judgement, not thinking we are smarter than others via grade and team rankings. Kids in homeschool can think they are different since the norm is public school, we teach them it is a gift to use to help people not to think ourselves better. Another outcome is faith over fear; we don’t fear that we can’t do celestial ed or that our kids won’t fit in, we have faith that God has not led us astray in his councils. If we decide via fear it’s from Satan; know that you have power to act on promptings, that you’ll become powerful as you obey him; God can make you a brilliant teacher who can teach your children everything they need to know, so you can watch them soar beyond our wildest expectations. Another outcome is love and sacrifice: we face our insecurities, we give up our time and means to provide this education, we love God enough to raise up unto him an obedient generation. Another outcome is a sound mind, knowing that we are in an awful situation and that public school is not the will of God, we do not need to let our minds be darkened because of disobedience because of the traditions of our fathers, we don’t have to follow the masses. We can raise the leaders of a generation dedicated to God. Make a righteous people the Savior will come to in Zion. We are raising a generation prepared to live in the Millennium.

# Graded Homework & Gospel Analogies

The following link is to a summary recent educational research supporting my claim of the minimally helpful or even hindering role graded homework can play is found here: <https://www.alfiekohn.org/homework-improve-learning/>



Note: though graded homework can be negative, feedback on assignments is still critical. Assignments aren’t tests, they are about learning, and thus ought not to be graded. This doesn’t mean we don’t tell them which ones they got wrong and work through that with them. Homework should not contribute to the final grade as a reflection of their worth/intelligence/value but should rather be a safe place to make mistakes to learn and grow. Dr. David Rockwood said, “feedback is the secret to progress.”

This video also supports the theory of altering how we grade students: [click here](https://www.youtube.com/watch?v=Yl9TVbAal5s&t=0s&index=4&list=PLrNsYvUl_bJ6-yVAGiXxklFrx-0vXlsfO)

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In the following exhibits we will discuss the ability of a person to become an independent thinker, and thus become like God himself. We will show that GPA is used as a threat and must be eliminated for ideal learning. We will show that the natural consequences of procrastination are enough to motivate a student to not do so. We will show that a loving supportive environment will motivate the unmotivated student faster than the threat/force based traditional method of schooling. We will show how giving practice homework and drills can support learning more than graded homework and graded drills. We will focus the core of an educational system on what a student walks away as in the end, rather than what he can throw into the treasury in the various stages of his existence. We will treat the delicate nature of the individual soul and show that more persons can find success if appropriate new methods of training are employed. We will show how a benevolent teacher/parent/student can turn the pupil/child/self into a self-contained genius if operating on principles of faith rather than fear. We will not only set up a majestic view of the future for the pupil as other teachers do, but we will, rather than threatening to take that future away via bad grades, walk with them to their destination, where they will learn to fly in their own way and time. We will be these methods, get more people/souls flying than traditional fear-based education systems. We will tie this into the gospel and show not only how to pass the test of life, but what the final exam of life is really about, and how it is scored.

Exhibit A:

-as stated in a general conference address (I think 2018), let the students redo an exam as many times as they wish. The exams will be different, but they will help the student learn each time. The teacher is on the side of the student. This resembles the Lord who gives us opportunities to repent and get our lives in order, even if we don’t deserve it.

Exhibit B:

-have no graded homework. This detracts from showing what they really understand as measured on the final exam. This also saves the teacher much unneeded hassle. There can be optional assignments which automatically are graded for practice to see where you stand, but up until the final, it’s up to you to learn knowledge. You aren’t seeking to score points to buffer your ignorance on the final exam. The student at the beginning of the semester is a very different person than the student at the end of the semester. The student at the end of the semester, we hope, has become someone who loves his subject, and sacrifices for it in repeated passionate devotion, and the reflection of that is beautiful work. But the young student, his work is sloppy, and he, though include to the topic, is not yet fully committed. Tis a shame to count those early days against him by having graded homework. Graded homework leads the student to naturally perform poorly at first, then that poor performance remains on his record, slowing down his future opportunity, so he throws in the towel on the whole business, quenching the little sparks and flames which the professor was trying to create in him to develop a passion for the subject.

Exhibit C:

-assigning homework builds an unsafe environment, as the student is terrified that if they don’t perform with perfection, they will be limited in their academic and vocational career. I often do my homework quickly to get it out of the way, so I can actually start learning. I would have had more time to learn if I didn’t have to worry about getting a pesky grade from an assignment in the first place, the homework assignment being a thing which is written in the mind of the teacher, not necessarily in the mind of the student. Since the brain of the student and the brain of the teacher are different, the teacher should not grade homework which has the potential to destroy the future of the child but use homework as learning experiences. And if you think making a grade on homework which threatens their future is what will get kids to work, you are using force, and forced learning really isn’t learning at all, but is rather a short-term memorization of facts or the professors’ thinking patterns on which they will be tested. A teacher can give homework if that means something to think about and work on, but if the homework is used as a threat against their GPA, it turns into a fear factor rather than a laboratory of genius. God forbid that we grow up learning to merely go around doing what others ask of us, never really learning how to be ourselves, never really learning our own learning style, never really learning that we in and of ourselves are important, not just forever looking up to the professors. If a professor gives someone an A for jumping through their hoops, what does it benefit the student? Nothing. The student may gain a degree, but put him in the work place, and you must tell him at every turn what to do, for he never learned to do anything but what his head leader commanded him. He never learned to be “anxiously engaged in a good cause” of his free will and choice, he was always laboring under the burden of fear that everything could be taken from him. Let us rather be loving teachers and parents and assure our children that we are their mentors rather than their tormentors. Real learning occurs when the student can focus on the material, not the critics, not the numbers they’ll give for his performance. The student must be allowed to, within a general and broad timeframe, be allowed to go at their own pace. Yes there is a final exam, but the duration of time between the beginning of the class and the final exam is a time of deep thought, and working the mechanics of the brain, and the brain being a very unique organ, some work deep, some work wide, some fast, some slow, some multi-task, some focus, yes, there are many beautiful variations which must be allowed for. The duration of the semester can be a busy but happy and self-paced time. Some brains need the body to frequently pause for physical activity to function, others to pause for social time, time working independent projects of fascination etc., to be at the Hight of their function. So, must we do for life, and rearing children in life.

Exhibit D:

-it may be feasible to offer a midterm exam in addition to the final exam to help the students pace themselves, but even this should be for practice, not graded, just to help the students see if they are on track. It’s up to the students to keep themselves on track, or, if need be, to repent and get on track. Like life itself, the longer you postpone repentance the harder it is to repent and the less desire and hope you have for repentance. You have until the final exam to get it right, like how you have until death to get your life right, but life like a college course has a series of things we should learn which really can’t be learned if you wait until last minute, or even if you wait until half time to start playing. Fortunately, God is merciful, and will help even the late bloomers to have access to the gospel blessings, but those who seek the Lord early, how great is their reward! Like Alma warned, don’t procrastinate the day of your repentance until that night of darkness cometh wherein no labor can be performed, wherein it is “everlastingly too late”. This life is the time to prepare to meet God, as Alma said, and similarly, the duration of the semester is the time to prepare for the final exam. Some of the mid-term exam-like opportunities we have in life are taking the sacrament and attending the temple. Therein we gain a feeling (discernment) for what our standing is before God, and an idea (revelation) of what we must do to more fully align ourselves with his will (to ace the final exam).

Exhibit E:

-The final exam of life is us presenting ourselves before God in a 1 on 1 interview, the son standing before the father, comparing one another side by side, to see if the creation has risen to the stature of the creator. All our thoughts, actions, choices, feelings, etc., will shine through our bodies like the morning rays of sun shine over the mountainside, and by our bodies will the Lord God pass judgement upon us, our bodies being the key to our souls, the tablet on which we have written our exams. The final isn’t so much about who you chose to marry, but how you loved who you chose. Not so much about what you did for a career, but how you performed in your career to make an honest quality product. Not so much about the amount of service you gave, but about how much you truly wanted to give it.

As the great teacher Hugh Nibley had his students do at BYU, we essentially attend the course without being bothered by graded assignments along the way which allows unique and deep growth, and at the end write an essay reflecting our knowledge (shows our character) which shows if we get it, or if we missed the point entirely.  The great professor allows the student to choose all the way through and doesn’t threaten the future of / discourage the at first wayward student by pinning him down to “GPA” mistakes he earned in his “youth”.  Everyone can succeed in the class, it is certainly not graded on a curve of all things! We are tutors and coaches more than judges. We aren’t spending our time measuring people but stretching them. Then when judgement day finally does come, as we all must pass the SAT/ACT/GRE/judgement bar of God etc. to move on to the next phase, everyone has a good shot at success, not just those who seemed gifted from the beginning. We are all gifted from the beginning, and just need the chance to tap into those gifts in our own time and way. Blessed be the Lord, the giver of all gifts, the master creator of all people!

Exhibit F:

-the blessing of not procrastinating for the final exam is having the time to understand the concepts without the heavy burden of anxiety looming over your head, whispering into your ear all manner of doubts which could greatly if not completely hinder your progress. In other words, don’t give the Devil opportunity to enter your life and slow your progress, rather, seek to do what is right all the way through, making minor course corrections as you go instead of thinking that you can handle major course corrections. Those who don’t procrastinate know the secret joy of school: Learning is one of the most thrilling things you can do, it’s one of the pillars of human joy! Like eating a relaxed gourmet meal in the company of friends rather than shoving cold tasteless leftovers down your throat alone, so is the life of the saint more rewarding than the life of the sinner.

Exhibit G:

-Tuition in college isn’t cheap, and neither is tuition for this life. It costed us all our devotion in pre-mortality to get this far, and it would be such a pity to waste our investment on “this class” called life. Our pre-mortal efforts are forever rewarded by gaining a body which will, after the resurrection, remain with us to our joy forever, but the investments made in pre-mortality go far beyond that, namely in their potential to make us like unto God himself, especially in that we could have an eternal spouse and eternally increasing offspring to rule over.

Exhibit H:

-If we fail this class called life, we won’t necessarily suffer forever, we just won’t know the joys of graduation and moving on to bigger and better things. Things which are exponentially and infinitely bigger and better. In one sense, knowing that we could have qualified for bigger and better yet did not will be a source of torment in and of itself. Failing means that we never learned how to be independent, how to tap into our own brains, our own will, our own ability to solve complex problems one independent step at a time.

*Exhibit I:*

More thoughts on not giving graded homework:

I would be twice as smart by the time graduation comes around if they just didn't assign any homework whatsoever and I had more time to learn in a way meaningful to me.

Many rigorous classes at universities, such as organic chemistry, don't have any homework at all, just exams. We could get into philosophy on education, learning styles, etc. I have a friend with a doctorate in education who says the studies are showing graded homework is less effective than non-graded guided practice followed by examinations to check understanding. To associate a different philosophy with a lack of responsibility is in my opinion short sited.

I agree that some types of knowledge are obtained in different ways than others, yet I still think there are alternate educational philosophies other than those we operate on here which would result in students becoming excellent healthcare providers.

Regarding 'brushing things under the rug in other topics', I sense that sometimes people in healthcare think other professions aren't as critical or worthwhile as their own, and therefore require less rigorous training. Each of us has a personal bias regarding which field of work will best benefit society and demand our greatest efforts and precision. One could make an argument that healthcare is not the only science which largely contributes to life or death. One could also make an argument that there are more important things than life and death.

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# Mass Academic Corruption: APA Homosexual Parenting “Research” & Beyond (combo w or duplicate w slides in fam bk)

Topics: Sandra Scar, Bill Clinton, effect of mothers working outside the home, etc.

Dr. of Marriage and Family Studies Jason Carroll told me about something called “heterodox academy” http://heterodoxacademy.org which shows that the social sciences are increasingly bias toward liberal views… not publishing conservative stuff, etc. It was 1/3 in the field were conservative, now much less. The uphill battle in that field is becoming a vertical wall we can’t pass over.

One example: he said the APA said there’s no diff between homo parented children and bio hetero parented children, but the samples they used were ALL from hetero divorced parents! They thought this would be fair since most homo parent kids went through a parents’ divorce… But no one dares compare bio hetero parented kids vs homo parented kids, the benefits are so massive toward the bio hetero parenting.

The new thing they are saying is “oh that’s just because of stigma. If we get rid of stigma against homo parenting, all will be the same.” Well that’s scientific! (not!)

Another example: When it became politically popular for women to work outside of the home, scholarly journals pushed back any research articles which showed that children develop better when a parent is at home with them.

What is the situation? Babylon vs Zion. Science is always trying to catch up with the prophets. And corruption in politics slows down the progress of science even further.

I would also point out this narrative of sister Sandra Scarr – for 6 years she had the final say on what would get put in the scholarly journals of human development. It had to go through her first. One of her main views of hers is the value of having child care, that child care is necessary for modern life. She allowed a few articles against this to be published, but those who were against her view in this had to go through much more scrutiny before they got published. Much more scrutiny than those who believed what she believed. Another one of her views was that women who trust in men are unwise, and that the only way to ensure your happenings is the ensure it yourself, and that women must have a professional career. Editors decide what will be assumed true, and what needs substantially more evidence! For example, 97% of articles submitted to the Journal of Science are rejected from publication. The articles must pass the BORE analysis which says, “ah this is interesting!” it doesn’t deal with quality just popularity; then it must pass more revisions, then those remaining 7% get published.

I would point out the voted “innocence” of Bill Clinton, which also is tied into this topic of real truth vs. debated truth: Was president Clinton guilty of violating his oath of office? Charged with obstruction of justice and perjury, but not convicted because although 50 voted on the obstruction of justice charge and 45 voted on the perjury charge, a 2/3 vote (67 senators) was required to remove him from office. So, he was guilty, but according to votes he was not guilty… Yikes! Of course, later he admits to the whole sex scandal after point-blank denial…

# Public Schools Exposing Kids Godless Sex

Sex education is best done by parents because parents can preach religion, and one cannot understand the full grounds for premarital abstinence in a non-religious context. True children need to have sex education when they are mature enough to receive it, and when taught the divine role of sexuality in marriage, they can understand why waiting for marriage is appropriate, and why they should live in keeping with the proper use of sexual relations.

We’ve heard cases of American schools, namely in California, teaching children that they are “purple penguins” until they decide which gender to be; or that pedophilia is a lifestyle choice, one among many. Some schools are pushing detailed surveys on regular and irregular sex practices in middle schools. Not only are the schools teaching sex without morality, they’re teaching perverse sex.

There is much equalization going on among their peers, forcing all students without parental consent to learn about these things can be like the “bean up the nose” thing; I child may not have even thought of putting a bean up his nose until you told him not to do it; then the child does it out of curiosity (killed the cat you see).

Some children have been avoiding these conversations on the irregular sex; (like bestiality, homosexuality, masturbation, etc., then you force them to study it; like running from a serpent only to being caged with one, chained while bitten.

It boils down to socialism; if the school (i.e. the government which funds and dictates what the school do) chooses what is moral for your children, it supplants the parent.

Next thing you know you’ve got FEMA reeducation camps, and children taken away from their parents at birth. Read the book 1984. Read the book Brave New World.

# Resources on Homeschooling

-H Verlan Andersen’s “The Great and Abominable Church of the Devil” has 2 chapters against public school due to it taking away agency, etc. See my highlights of that text.

-Latter-day Saint homeschool curriculum: The Family School thefamilyschoolonline.org

-Latter-Up virtual latter-day saint conservative homeschool group. Also against evolution.

- ldshomeschoolinginca.org

-Deep Roots at Home website <https://deeprootsathome.com/>

-LDS Homeschool resources from <http://www.hearthstoneplan.org/lds-resources.html>

-theoldschoolhouse.com The Family Education Magazine

-teachinghome.com The Teaching Home

-hslda.org The Home School Legal Defense Association est. 1983

-homeschoolingtoday.com Homeschooling Today

-home-school.com Homeschool World

-Blimey Cow - A Homeschool Comedy YouTube Channel

-Traci Matt: homeschool 72 things wish I knew

-Cathy Duffy: homeschool curriculum overviews

-Linda Dobson: homeschool fun ideas

-Israel Wayne: homeschooling from a biblical worldview; education does God have an opinion

-Jack Monett – LDS homeschool

-NHERI.org National Home Education Research Institute

-LDSHE.org LDS Home Educators

-Jack Monnett: i.e. book on Revealed Educational Principles seen through prophets and LDS history, and other homeschool books,

etc.