

A Richardson Studies Journal Collection of Essays on an

Learning Methods

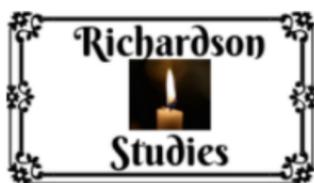
Learning for its Own Sake
Learning Strategies
Sleep is Overrated
Foreign Language Tips
Educational Technology



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Nate Richardson is a member of The Church of Jesus Christ of Latter-day Saints. This book is written to benefit people of faith & goodwill everywhere.



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Educational Advantage: Learning Methods

A Richardson Studies Collection

Educational Advantage

Diligence in Studies & Avoiding Sleep, Scripture Study Methods,
Language Learning, Scripture Study & Journaling, College Orientation,
Expect Great Things of Youth, Academic Writing, Teaching Practices,
Language Tools



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SLEEP IS OVERRATED

SLEEP IS OVERRATED IN THE CHALLENGE FOR GREATNESS

Introduction to Sleep Overrated

To the secular humanist sure sleep is one of the most important things ever as they overly emphasize health and I'm not saying we shouldn't be reasonable and that there's not seasons of more and less sleep but I am saying we don't worship sleep we don't worship our bodies we have work to do we have children to bear we have books to write we have the gospel to preach

I think there can be a big difference in a life that is casual and emphasizing sleep versus a life that is hard working and every now and then not sleeping enough it seems like we can get by with a little less than a lot of people think we can and that this is part of a good life well lived. This life is short this life is a test

and it's exciting and we should have a sense of urgency about it we should never be bored.

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.

This 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.

Cautionary note: There is a time to rest. Joseph Smith told one man who had given much for the kingdom of God that he must rest and take it easy a while. The man said, "I cannot". Joseph said, "then you will die." Well, the man did die a premature death, and Joseph spoke at his funeral.

A Few Verses on Not Over Sleeping

D&C 58:26–29 (God Doesn't Command in All Things. Don't Be Slothful.)

26 For behold, it is not meet that I should command in all things; for he that is compelled in all things, the same is a slothful and not a wise servant; wherefore he receiveth no reward.

27 Verily I say, men should be anxiously engaged in a good cause, and do many things of their own free will, and bring to pass much righteousness;

28 For the power is in them, wherein they are agents unto

themselves. And inasmuch as men do good they shall in nowise lose their reward.

29 But he that doeth not anything until he is commanded, and receiveth a commandment with doubtful heart, and keepeth it with slothfulness, the same is damned.

D&C 107:99–100 (Slothful are Unworthy)

99 Wherefore, now let every man learn his duty, and to act in the office in which he is appointed, in all diligence.

100 He that is slothful shall not be counted worthy to stand, and he that learns not his duty and shows himself not approved shall not be counted worthy to stand. Even so. Amen.

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 must 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

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. It 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 should 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.

(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 Hungry; low carbs so not tired

Hacky

'desk cycle' seated portable foot bike

Dumbbells

Flex cords

Gum, sun seeds

Dandelion 'tea' energizes

Reading 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 non-violent puzzle-based games in moderation.

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.

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

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

This is a shirt one of my kids was wearing, I thought it was quite good:



Benjamin Franklin famously wrote "early to bed early to rise makes a man healthy wealthy and wise"

Franklin would sometimes work very late into the night and show up quite late to work, but he got tons done in those late nights.

Dr. Kent Hovind spoke some 800 times in one year he says it's better to burn out than to rust out and a lot of Christians are rusting out

Cleon skousen in his book of Mormon class said spiritual rebirth is the best alarm clock. He also says put ammonia under your nose when you need to stay up to get work done

Brigham Young said the man who honors his priesthood will be exhausted and that he wants us to wear out our lives for the gospel cause

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

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

Cleon Skousen would stay up till 4 to get what the Lord wants you to do done. Assignment from apostles while aware of his many duties . From fave speeches vol 2 on Constitution and prophecy



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)

-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>

-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, Tesla 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.

-Song: "I could have danced all night" from "My Fair Lady"

**EITHER WAY,
SOME THINGS ARE SIMPLY MORE IMPORTANT THAN IDEAL
HEALTH AND COMFORT!**

Thomas Edison & Sleep

"Sleep was a scarce article in those days" said Edison

His idea of a good time was a night in the laboratory.

He took naps on the floor in his suit.

He had a cot in the back of his lab for cat naps.

Routinely put in 80 hour weeks at the lab.

In his 60s everything burned, but he started over.

At times they would spend all night experimenting, and sleep till noon the next day.

-“You can often gauge a man’s ambition by whether he hates his alarm clock or considers it his best friend.”

Thomas Edison

-“Dilligence is the mother of good fortune, and God gives abundantly to industry. So ply deep while the sluggards sleep, and you shall have corn to sell and to keep.”

Benjamin Franklin

-“I am wondering what would have happened to me if some fluent talker had converted me to the theory of the eight-hour day and convinced me that it was not fair to my fellow workers to put forth my best efforts in my work... If my life had been made up of eight-hour days I do not believe I could have accomplished a great deal.” Thomas Edison

-“Don’t be fooled by the calendar. There are only as many days in the year as you make use of. One man gets only a week’s value out of a year, while another gets a full year’s value out of a week.” Charles Richards

Thomas Edison kept records on how many hours he would spend IN A ROW on a project, and he would try to beat his last record.

-“A man who is young in age may still be old and experienced, if he has lost no time.” Sir Francis Bacon

“When we do upon some great occasion will probably depend on what we already are; and what we are will be the result of previous years of self-discipline.” Henry Louis Liddon

It was said that Edison used the words "work" and "working" the way that others used the words "prayer" and "religion".

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 by the subtle craftiness of men, whereby they lie in wait to deceive, and who are only kept from the truth because they know not where to find it—

13 Therefore, that we should waste and wear out our lives in bringing to light all the hidden things of darkness, wherein we know them; and they are truly manifest from heaven—

14 These should then be attended to with great earnestness.
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 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 do all things that lie in our power; and then may we stand still, with the utmost assurance, to see the salvation 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.

Food is Overrated

From a movie about telephone inventor Alexander Gram Bell, "We will starve!" Bell's assistant said. Bell replies, "Maybe you will, but not me. Not yet. Not until I have made the telephone!" These men had very little money, yet they plugged on at the work. He couldn't even afford paper. He scrimped and sold what he had for a quarter here and a quarter there to get parts he needed for his experiments. They often lived off of cheese and apples.

In a Hebrew class, professor Stephen Ricks told us of a journey he was on in a foreign land. He had enough money to get a meal as he had not eaten in a considerable time, or to purchase a rare dictionary to donate to the BYU library. Ricks said "I had the choice to eat or get the

dictionary and starve. I starved." It was a glorious moment when this take was told! Bravo professor! He went on to the local mission home and there begged for food.

Hugh Nibley spent weeks in his apartment living off of carrots and milk while writing his master thesis (or something like that), not coming out at all.

FOREIGN LANGUAGE STUDY TOOLS

Foreign Language Study Tools

“Canst thou translate?”

-Mosiah 8:11



Why Learn Languages



Joseph Smith: "Heber you learn that Hebrew vowel or I'll whip you!" Heber: "Go ahead and whip"

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." (Nelson Mandela)

–D&C 90:15: We are to be familiar with good books, languages, and cultures.

–President Ezra Taft Benson alluded to its (the Adamic language) possible universal reinstatement to resolve linguistic diversity (Teachings of Ezra Taft Benson [Salt Lake City, 1988], p. 93; cf. Brigham Young JD 3:100).

(http://eom.byu.edu/index.php/Adamic_Language)

– Zephaniah 3:9, possibly referring to the future of the Adamic

language, says, "I will turn to the people a pure language, that they may all call upon the name of the Lord." The word pure comes from the Hebrew berurah, from barar, "to cleanse" or purify; also "to choose." (http://eom.byu.edu/index.php/Adamic_Language)

–"At home. Continued my studies. Oh, may God give me learning, even language; and imbue me with qualifications to magnify his name while I live" (Joseph Smith; History of the Church 2:344;)

–"I am determined to pursue the study of languages, until I shall become master of them, if I am permitted to live long enough" (Joseph Smith HC 2:396)

–"My soul delights in reading the word of the Lord in the original, and I am determined to pursue the study of the languages, until I shall become master of them, if I am permitted to live long enough. At any rate, so long as I do live, I am determined to make this my object; and with the blessing of God, I shall succeed to my satisfaction." (Joseph Smith Journal February 17th, 1836)

-Many of the General Authorities, despite their many other duties, take the time to study foreign languages

-see book Life Everlasting page 210-212 etc. on how we need interpreters in the spirit world, and they are in short supply and high demand, and people can still only speak their native tongue in the spirit world, still having knowledge only from this life. There are accounts which show such in that text

-Joseph Smith said that if he had more time he would learn all the languages on this earth

-Hugh Nibley says we have a full-time job in exploring this world

-when you know nothing of other languages you know nothing of your own

-all are promised to hear the gospel in their own tongue, and we have promised to bring it to them

-there are few ways to express love more for another person than to speak to them in their language

-each nation has its own strengths, and to collect them all in yourself, it would be well to learn their tongue to speak with them

-many early Christian texts and a thousand years of history are kept in Latin

-many bible translations are ambiguous, and translators have chosen what they liked, but if we get acquainted with the gospel we can have even more power to have the spirit guide us in making more perfect translations of the scriptures.

-Brigham Young said that if a person can do so, he is under the obligation to render a more perfect translation of the bible

-Joseph Smith said that the languages in the world today all have fragments of the Adamic or perfect language, since it was split up at the time of the tower of babel.

-As we learn to speak more of the perfect language, we will have power to think in ways as never before, and express ourselves as never before, and without knowledge, no person can be saved, so the more we can speak and understand, the sooner we can get and give knowledge, hence the sooner we can be saved and save others.

-Elder Holland in Preach My Gospel says that missionaries should try to learn all aspects of their mission languages and maintain such throughout their lives

-knowing foreign tongues we can negotiate peace in time of war

-scripture and modern prophets say the times of the gentiles are ending and the times of the Jews are commencing. Who will preach them the gospel in their native tongue?

-Hugh Nibley says we have a full-time job learning about the history of this earth

-see also my missionary work essay "Give an answer to EVERY man".

You Can and Must Learn Languages

5.10.23

You were made to learn. You can, with some effort and investment of time, learn.

I recall when I was going over some Latin with a classmate. I had made a series of flashcards and drilled them. He came along with me on a walk to do some drilling, and he expressed how it was that I was getting the words down. I think that he had not studied them as much as I have.

Naturally to some there are proclivities wherein certain subjects come more easily; some are even more physically inclined, others more auditorily, or socially, or to reading. But we can all apply ourselves to important things in life, and enjoy the richness of knowledge and the wisdom it can yield for all who apply unto it.

Surely one of the most oft repeated and effective lies of the

adversary is that we "can't" learn something. That mental (and spiritual) block keeps us from even getting started. Well has it been said that "I can't" is a phrase said by those who don't try.

It is a blessing of life which God knows we can attain to learn, and learn deeply and well, with great effect and usefulness and richness. Fear nothing, only believe.

And why must we learn them? To communicate with others, to read texts, modern and ancient. To know our religion, to know our brethren, to bring all into one eternal round of truth.

The Gift of Tongues by Ogden kraut – Book Highlights

(also in the faith and missionary books)

<https://youtu.be/PK5xjR3YLmM>

(Many of these are quotes not just Kraut speaking)

When someone says something mean to you respond by silence it is the most powerful reply

The Latter-Day saints should be known as a people of excellent linguists as this is the spiritual gift promised to us

Anyone with the spirit of God can gain the gift of tongues

The many languages is a curse and it will be lifted

On the day of Pentecost they spoke in tongues they had not first learned

Brigham Young had the gift of tongues to speak to the Indians

and this prevented much strife

Brigham said it is better to feed the Indians than to fight them

Joseph spoke the language of Adam and said that we will speak that language in Zion Brigham also spoke this language

Brigham and Heber Kimball could speak in the gift of tongues whenever they please but Joseph did caution against the overuse of it and that doctrine would not be taught in it

One young woman was about to be stolen by Indians and some of their company killed they were afraid she prayed and then she rose up with great joy and prophesied and spoken tongues in the native language of the Indians telling them that they were wicked in their desires to kill and steal and that they weren't the only strangers people driven from their lands that we were too and that this land does not belong to them it all belongs to the great spirit and that the great spirit is watching them and will kill them if they harm them and they shared some food with the Indians and the Indians shook their hands and left them alone

When constraints to speak by the gift of tongues a person should do it where they will offend the spirit

If there's no interpreter don't use the gift of tongues except in private and to God

Never use the gift of tongues for a sign to people and don't call a congregation together to hear you speak in tongues

Using the gift of tongues can bring you comfort

Various prophecies and promises have been made with the gift of tongues

Heber (Grant's) mother had prophesied of Heber becoming an apostle in the church

When someone speaks in tongues another person will be impressed with the interpretation of that and they must stand and give it

One occasion is reported where someone new that someone in the congregation needed to stand and prophesy and called out for them to do it and eventually the person did it

An account is related on one who gave a very spirited and lengthy discourse by the gift of tongues then another stood and had the interpretation of it

When Faith is low the gifts of the Spirit Will be Low

Joseph said gifts of the Spirit are food for our spirits and we need them

Accounts are shared of women speaking in tongues

Note this is like what Brigham said that prophecy is not in office it's a gift and that Eliza snow had it etc. and as I recall Eliza snow spoken tongues as well

An account is shared of one who spoke in an Indian tongue to an Indian telling him to get baptized which he straightway did

And account is shared where two people of different languages Converse freely

An account is shared of a Hebrew scholar hearing a young simple person speak perfect Hebrew and that person was speaking in tongues and was not able to Converse in Hebrew with the scholar after this and did not even know what they said and it was assigned to The scholar

One young missionary was set apart that he would have the gift of tongues for his mission language he arrived to his mission I think it was Samoa he did not understand anything the people were saying he was then to get up and bear his testimony and

he did so for 15 minutes and the perfect language of the people
From that point on this young missionary was able to
understand perfectly and speak perfectly the language

One young missionary they're trying to learn Dutch only knew a
few sentences but when he had to bear his testimony he was
able to do that fluently and understand what the person was
saying that he was talking to later the gift left
Then when he was called on to speak he was able to speak
influential Dutch again

Note I remember on my mission with my first companion he
was surprised that I could speak the language and so was I

There's been a lot of cases of people in various denominations
who think they can just go without any study and have a gift of
time to a foreign land and they always fail

Only those who keep the gospel by repenting and being
baptized into Christ Church have the right to the Holy Ghost
and gift of tongues

There was an unusual exception case as seen in the New
Testament and it was rare and for a specific purpose

Song sang in tongues, at times in the language of Adam.

One person had the gift of tongues but would not use it so it
was taken from him and given to someone else

One pair of missionaries who could not speak Dutch went into
a home the woman could understand English and the husband
could not but then the husband spoke to them and the
missionaries understood they replied in English and he
understood and when the Dutchman spoke to one of the
missionaries that missionary understood and the other did not
and when the Dutchman spoke to the other missionary that
missionary understood in the other did not

One group of pioneers needed instructions about a difficult journey they were about to make and later only spoke English but they understood his instructions at that moment of urgency

Sometimes a person will get the gift of tongues and speak and then the interpretation comes to them and they say the interpretation

Note I remember a recent account of an apostle speaking and the translator wasn't all that good but someone in the congregation helps the translator and afterwards come to find out that person in the congregation didn't even speak English but they still understood the apostle speak English and were able to help with the translation

Sometimes the devil gives people the gift of tongues and they say all men are foul things in that language

One time somebody spoke Chinese this way and someone present who understood Chinese supported that it was very foul

Heber Kimball's 2nd wife had MANY spiritual gifts and experiences, prophecy, tongues, many things (note this is evidence she wasn't living in sin, righteous authorized polygamy isn't sinful, it brings a person closer to God and Gods gifts!)

By the second century gifts no longer continued in the church due to the apostasy

Where the gifts are not the kingdom is not

These gifts are how the saints become perfected

Speaks of one who walked 7 miles to church regularly

When speaking in tongues you might not know what you're saying, others might.

One case this happened in church, the man confessed his sins

and didn't know it, others did know it.

It's sin to dance among the wicked

If you don't have gifts of the spirit go look for the gospel
because you don't have it

As with the early Christian church so with the LDS church, at first they had many gifts of the spirit, then they dwindled due to the dwindling faith

(Note this is strong evidence that we are NOT as righteous as the early church members!)

Spirits can speak many ideas at once
Says Orson Pratt

LDS Church/Missionary Resources for Language Learning

-New church app "Embark", free to church members (I don't think it's available without a church account). This is a brilliant tool with pronunciation audio, key missionary phrases, many different languages, etc. There are also MTC booklets for sale in the Deseret Book store (https://deseretbook.com/t/author/missionary-training-center?nav_source=producer_list) with these materials in a printed version, a very useful tool in combination with the app which has audio features and memorization games.

-The church "Gospel Library" app also is very helpful, any language can be selected, and many of these have scripture audio reading features. One could use an English text to compare with the foreign text when a paper copy of the foreign text isn't available. The media version of the foreign text can be particularly useful as an audio reading of it in good accent is available.

-MTC Language Manuals: This is a most excellent resource for language learning.

https://deseretbook.com/t/author/missionary-training-center?nav_source=producer_list

Language Learning: Strategies & Resources

-**scriptures** are a great source for learning another language as you can compare verses side by side, and a divine wind will blow behind your back helping you as you make priority on God's word.

-**Interlinear audio** books are excellent but hard to find.

-**interlinear text** books are also hard to find but not as hard as finding interlinear audio. You can just buy a book in another language and hold it side to side with the English version, this is particularly accessible via scriptures.

-**movies** in foreign languages helps you see the real speed they speak, etc.

-**grammar charts** ("Rosetta Stones" I call them; compact guides) posted in the home/school room or laminated for frequent access have always helped me. Memorize these for stage 1 of learning, but practice translating without one after that. Make the grammar chart understandable to you even if that means you recreate it.

-**Quizlet** is an electronic flash card program (for free) where you can build decks of your own or use those of others, and even print them in table or flashcard format.

-**teach English** to foreigners. You don't need to be fluent in the foreign language to teach the foreigners your native language. With aids of pictures and gestures you could even get away with knowing nothing of their language but you should be working on learning theirs as you teach them yours.

-**Apps:** Duilingo, Mondly, Babel, etc. Comparisons:

<https://www.languagecourse.net/mobile/comparison>

- Bahador Alast's YouTube channel has side by side speaking 2 languages comparing similar ones.

<https://www.youtube.com/channel/UCupKOOmfBOhdwhBLYjYH4RQ>

-Langfocus is an excellent YouTube channel on history and grammar of languages

<https://www.youtube.com/channel/UCNhX3WQEkraW3VHPyup8jkQ>

-Teen polyglot challenge videos

<https://www.youtube.com/user/PolyglotPal/videos>

-Breaking the language barrier | Tim Doner | TEDxTeen 2014; speaks of learning languages not by keeping careful detail of numbers of languages but enjoying studying languages, and they why of learning them, not just as a cheap trick.

<https://www.youtube.com/watch?v=xNmf-G81Irs>

-Teen (Tim Doner) speaks 20 languages:

<https://www.youtube.com/watch?v=Km9-DiFaxpU>

- Miles V Van Pelt – language books and flashcards

Language Learning: Side by Side Scripture Verse

Elder Groberg when on a mission sat and read The Book of Mormon in his native tongue of English with the book of his foreign language mission side by side for several days. After this he was able to speak fluently. He read both texts out loud.

I believe God gives the gift of tongues, particularly when we use The Book of Mormon. This book is for our day! Doing this with the bible is also an amazing experience. Reading scripture verses side by side helps the reader to become familiar with language in action, rather than just obscure words, phrases, and rules.

You can get the gist of how to use and speak a language even before you understand all of how to write it, or how all of the grammar rules work. This is like how we learn to speak before we learn to read and write. A fixation on rules can be frustrating, and this verse by verse approach

Language Learning: Audio Tools

Audio interlinears are hard to find, but worth their weight in gold. Usually all that is available in this venue are audio recordings repeating a few words over and again. They don't hold water compared to an audio interlinear book.

If you have a working knowledge of how to pronounce words in the new language, you can record your own interlinear materials. Repetition and auditorily so are key.

Interlinear Any Language Scripture Phone Idea

The gospel library app reads scripture in any language, use it to become familiar with pronunciation of the foreign language.

Either use 2 phones, one with the native language the other the foreign language,

or have a paper book for the native language,

or use one of those phones with 2 screens which show 2 apps at once.

[Book Description: Accelerated Fluency - Polygot Practice: using the methods of hyper-polygots to learn a language](#)

Rick Dearman: Accelerated Fluency - Polygot Practice: using the methods of hyper-polygots to learn a language:

The Amazon description:

methodologies recommended by polyglots, and hyper-polyglots worldwide, which are: 1. Intensive Reading 2. Shadowing 3. Transcription. In order to gain advanced fluency in a language you need to train the muscle memory of your speaking organs. To be fluent in another language you need exposure to the word patterns of that language. Finally you need to become comfortable with the pattern of sentences. Fluent speakers don't think about the grammar rules whenever they talk, they just mimic the countless correct sentences they have encountered and spoken before. All of these things are accomplished by constant exposure and repetition and all of them are included in the principles of this book.

Language Apps

Anki flashcards are still around, there is an app. free. I've used them before and quite liked it, but it's been a long time. If they've stayed the same, it's very plain format, minimal distractions and nonsense.

Quizlet. Free, but about 1/mo gets rid of adds, adds night mode, and ability to put pictures into your cards. Used to be able to print these cards but that feature is apparently discontinued.

I'm not a fan of **Quizzez or Kahoot**, they are too flashy and noisy and gameshow-like. Kahoot does have a good multiplayer feature however.

I've heard of one called **TinyCards** but haven't used it.

Beelingua uses audiobooks and texts to learn, but no Hebrew. Does have Arabic, Hindi, etc.

free ones <https://www.fluentu.com/blog/free-language-apps/>

Good review of many, shows prices, methods, etc.

<https://www.langoly.com/language-learning-apps/>

Netflix chrome browser extension for language learning including side dictionary of unfamiliar terms

I'm not a fan of **DuoLingo's** "inclusive" philosophy of promoting homosexuality in their program, so I avoid that program.

Note: any Egyptian hieroglyphs? I can't find any

Note: check your city (and state access) **libraries** for language program access.

In Utah, any resident can get a Murray library card, which comes with access to Rosetta Stone.

Mondly:

48 Monthly for 1 language only

or 100 For Life payment for all languages ("discount" price)

41 Languages

Real images and people, not cartoons

Can click on verb for conjugations

Lessons by topic, including 3 grammar lessons

Key langs: Hebrew Greek Arabic Latin

Can toggle between transliteration & foreign script

Available on desktop or app

Speech recognition

Short lessons

Real conversation

App or desktop

?? only allows learn 1 lang at a time?

7 day free trial

by Pearson

??? use on multiple devices at once?

Rosetta stone:

\$180 lifetime

few (25) languages

(all langs in the lifetime package?)

No placement test

Can be repetitive

Not for advanced, just beginner or intermediate

Speech recognition

?? mult langs at once?

3 day trial

Embark:

Free to church members

Focuses on missionary related language

Can change selected language, but likely clears 'progress'

Babbel:

Few languages

lifetime subscription is for all languages

Challenging

Poor layout

Amount of content varies per language

Podcasts

Games

Drops

Mango

All langs is about 18/mo

Access Chapter Vocabulary lists to study words from the course

Expand your knowledge with curated Supplemental Vocabulary lists

Choose your own adventure by creating custom lists in My Vocabulary

TONS of languages, including variations of languages, like Egyptian Arabic (not heirglyph), shakespeare eng, ancient greek, mod greek, bib heb, mod heb

Lots of talking

Color codes words showing word order appearing in the English sentence structure vs the foreign.

Shows transliteration when hovering over a word

Frequent grammar notes in lessons

Pimsleur

speaking but not read or write



- **Best Language Learning App Overall:**
[Babbel](#)
- **Best App for Learning a Language From Real Native Speakers:** [Memrise](#)
- **Best Free Language Lessons:** [Duolingo](#)
- **Best App Learning Accurate Pronunciation:** [Mondly](#)
- **Best Language Learning App for Mastering Real-Life Conversations:** [Speakly](#)
- **Best Language App for Learning Through Music:** [Lirica](#)
- **Best Language App for Learning on the Go:** [Pimsleur](#)
- **Best Language Learning App for Comparing Side-By-Side with Your Native Language:** [Beelinguapp](#)
- **Best Language App for Learning by Sound:** [Rosetta Stone](#)
- **Best Language App for Learning Through Games:** [QLango](#)



Duolingo: Morally Corrupt Pro-Homosexual Language Program

Duolingo has prided itself in promoting homosexuality in their program, and it is outright blatant about that in its press and its programs.

Here are some other subliminal messages from the program which I've seen from some students who use the program:

The female characters have extreme hair dues and sassy attitudes.

The male characters have gay outfits.

An eastern man is portrayed, and an eastern woman, which is fine, but no western man or woman.

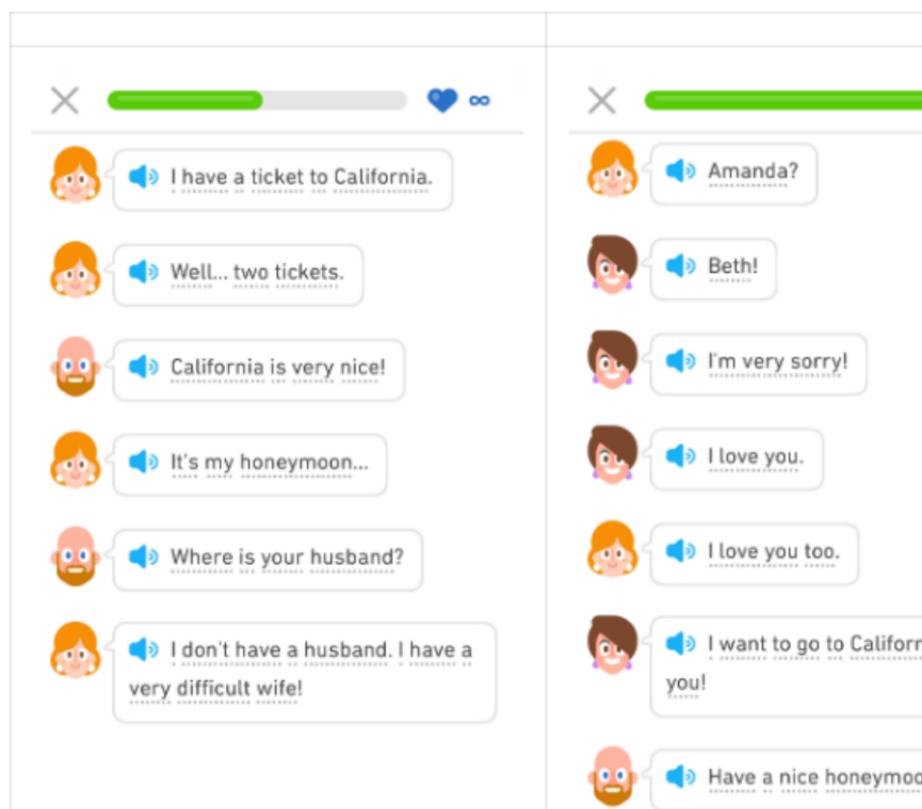
Rather than featuring a typical western man, a large grumpy bear is featured for the men's voice.

Sentences used for learning involve non-traditional gender roles, and anti-male roes. Like "the woman is in the city but the man is in the home" or "the woman is in the city but the boy is asleep" or sentences which could be, in light of the other strange things, scandalous, like "where does Marcos sleep?"

Are these the characters and messages we want our kids seeing for hours and hours, the long hard haul to learn a language saturated with corrupt social messages?

Here is from one of their pages boasting about their homosexual agendas:

Allowing an LGBTQ character to exist without specifically drawing attention to their identity -- this is something we believe should be a best practice in storytelling. In order to normalize something, you simply present it as **normal**, which means you don't draw attention to it when depicting it.



We have three established queer characters: Lin, Bea, and Oscar. Lin dates women, Bea dates both men and women, and Oscar's into men (although he's as discerning with men as he is with his cheeses and pretty much everything else).



Never having been on time, Lin's never held down a full time job. That's fine with her because she's been crashing at her grandmother's apartment for a few years now, and she'd be happy to stay forever. It allows her the freedom to watch true crime series until 3AM and cruise on her motorcycle when she wakes up at 3PM. She dates sometimes, but only when it happens to fit into her busy schedule.



On the other hand, Lin's best friend, Bea, pencils down everything in her planner -- dates (check out the story, "Bea's Date"!), detailed vacation plans (down to the hour), and even alone time. Adventurous and capable, she's always trying new things, which serves her well as a travel blogger and aspiring writer. The epitome of lawful good, she's driven by what's right and loves to "help," even if you might not think you need it. Is she a control freak? No -- Bea's just always right.



Oscar is a high school art teacher. He may not have imagined teaching as his calling, but he takes his charge of shaping young artists seriously. He spends his free time painting in his studio and dreaming of the day he and his work will be rightfully recognized. Until then, he languishes as the only person in town who knows the difference between an americano and a long black.

[LGBTQIA+ representation in Duolingo Stories and characters](#)

Boycott this company, do not use this program! We do not wish to normalize this corruption! Love the sinner, but hate the sin! All of humanity are tempted to sin, and we all sin. But the homosexual community is trying to make their sin into not-sin, and this is the worst evil: to deny evil itself. To take pride in a sinful lifestyle! To demand that others join in their praise of evil!

Foundational English Grammar Terms Pending

Tenses:

Declensions:

Dangling Participle:

Video of English bible versions family tree

<https://youtu.be/Zvre1MNat-8>

ASSORTED LEARNING METHODS

Introductory Quotes on Education

"Not all readers are leaders, but all leaders are readers." -Harry S. Truman

"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 unlitrary 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.)

Celebrating A Favorite Elementary Teacher

Mr. Price at Timpanogos elementary was a terrific teacher. I heard legends of him from my brother who had him before me, and his class lived up to those legends when I attended.

He was known for challenging students with research/presentation projects on countries, planets and the like. I remember when I moved to another town after being in his class, how I felt that my new school was more of a daycare in comparison. When someone gives you a little push, it's out of love, knowing that you are capable of more.

He was known for having fun with the students, taking them on frequent field trips, often walking as a group from the school, and often spent recess with the students as quarterback of a football team, or pitcher of a kickball game. These field trips were big motivators for the students, as they knew if they didn't perform in class the threat of not doing the field trips was present. Whenever a field trip became available, he always signed his class up for it. Sadly, today there is a growing trend to disallow teachers to take students on field trips even though so much learning takes place.

He also motivated students by sometimes having table groups which would earn table points for possible rewards. Points were earned for everyone on the table completing assignments, and good behavior. He kept things fun and

was always quick to defend the Miami Dolphins football team.

Mr. Price has taught at the same school for 30+ years and enjoys being in a location which isn't too high end, where the students often do not have as much academic support at home, where he can help make a lasting difference in their lives. He has taught children of former students and has enjoyed being a part of the same community for an ongoing basis where he got to watch his students grow. He was particularly helpful, I think, for the young boys in the community who often lacked a positive male role model in their lives.

Some are afraid of public teaching due to the large class sizes. For Mr. Price, this isn't an issue. He says that when students are able to read, they can set out to learn with guidance from a teacher who doesn't have to micromanage their learning. He says the role of a teacher will never become obsolete, because computer-based learning and AI will never fill the need for a mentor in the classroom who cares for the student as only a human can.

Some fear the classroom due to dealing with disgruntled parents. For Mr. Price, this becomes another non-issue due to his relationships with the students. He says that when he is on good terms with the students, being on good terms with the parents comes naturally. He helps students find what interests them and gives them opportunities to investigate those interests and participate in those things.

There will always be a need for great teachers like Mr. Price!

Public Educational by Private Writers: A Consecration Movement

There seems to be a trend of offering services for free which are of an educational nature

We are finding ways to give our time in addition to our 9:00 to 5 day job to make education more available

There seems to be a spirit of consecration to this that we can give away our time for a higher cause without expecting reward

Many people are learning tremendous amounts by having access to Media without subscription fees etc

Education Tips from a James White and Alma Allred Debate: What is Truth?

<https://youtu.be/XIs1h7rgBDU>

(Full notes on this lecture in my other writings, just parts about learning here)

Simple logic tells you certain things are false for example the evolution tells you that zebras develop stripes to prevent a fly and rattlesnakes develop rattles to prevent being stepped on but those were advantageous before they develop them and how could they decide to develop DNA to have those enhancements and yet Evolution claims that evolving does not happen in any direction it just happens randomly and all of that is simply not logical not true

Truth can be available to anyone by Revelation not just a certain religion James promised if anyone likes wisdom let him

ask of God

Joseph Smith said let people bring what truth they have and come join with us

Revelation is objective but it does not come to man immortality in completeness . God speaks to us according to our limitations based on our ability to understand.

We don't believe in a perfect Book of Mormon we don't believe in a perfect Bible we're not believe we have perfect doctrine

The canonized Revelations contain objective truth

The 1992 marriage in the temple manual was very clear about the doctrine of exaltation the new version manual is not so clear

We see the church grows more than 100,000 a year and exaltation is still in the scripture and it's still taught in institute classes but it's not the focus scope of teaching in the church

The desert bookstore doctrinal section is now tiny compared to what it used to be.

Many people don't even know in the church who is Bruce McConkie anymore. Unfortunately many members are dismissive of elder Mcconkie.

The church is aware that among the youth there is a diminishing capacity to understand doctrine reports Alma. Cell phones and instant gratification of the internet after this the need for people to study and perceive and ponder. The church emphasis now is that children learn the doctrine at home at the feet of their parents.

A seminary class cannot compete with the home dinner table there are all kinds of levels of students in the class and he has to work with the lowest common denominator.

Or doctrinally advanced youth seminary classes can be boring.

Recently a college football player said he cannot hold meetings for longer than 50 minutes because his players cannot leave their phones alone for longer than that without becoming stressed.

On CNN their Studies have shown you should not make a statement that you expect to be remembered by your audience that lasts more than 15 seconds. You need to change speakers to keep the attention of the average CNN viewer. Truth cannot be enunciated in 15 seconds. You cannot have meaningful depth with that.

The University of Utah president recently put up posters all over campus saying zero tolerance for intolerance. This means if you do not agree with lgbtq agenda we do not have tolerance for you.

Freedom of speech has been bastardized.

Their inclusivity has a caveat that it only applies to include you as long as you agree with them. Now the greatest sin is offending someone.

Members and missionaries these days are very shy about the doctrine of the one true church and necessary priesthood authority for ordinances.

We have a Canon of scripture the church in the future will have those same doctrines

The reorganized Church no longer sees their church as the only true church. They are basically liberal Protestants. They also believe the nicean Trinity. They treat the Book of Mormon as more guidelines than truth, spiritualized and without a historical reality. They explain the first vision as merely Joseph Smith having a marvelous experience that changed him they don't have any detail other than that.

The primary purpose of the Book of Mormon was not to teach

doctrine it was to convert people to Christ.

Some people want to spiritualize the Book of Mormon and say it was not a true account but the three witnesses handled and hefted the actual book you can't spiritualize that.

In the reorganized Church they tried to get rid of everything taught in the nauvoo..

There's a saying among the reorganized church that Mormonism is Joseph Smith's church and the reorganized church is Emma Smith's church.

They spiritualize everything Joseph Smith taught in the naboo getting rid of it. They got rid of several D&C sections and the pearl of great price.

Starting with President David o McKay there has been a shift there is less in your face teaching. This is when the church went more global. President Hinckley was very much oriented to friendly conversation. Leaders of the church realize that we can have more dialogue when we are gentle about feelings of others. D&C says do not rail against any church. But it also says have debates. Debate gets people thinking but does not do a good job at establishing truth, there are better ways.

If Nephi did not exist the moral of the story could be gotten from anywhere else it makes the Book of Mormon unimportant.

People can apostatize without being kicked out of the church so long as they are not trying to get others around them to apostatize

In the 1980s people in the church believe the same thing today there are wide differences of belief in the church.

Why Learn Now If We'll Learn Faster After This Life

Because our learning can produce a harvest of salvation of souls to God, and this life is the time to seek and spread salvation. This shows us which type of learning to emphasize: that which defends the church and builds Zion. And there are many types of learning which serve to this purpose. But beware to not put learning above family, do not wait for marriage and children until a certain amount of learning or career is had!

Because those with more knowledge have power over those who have less knowledge and we need to win the fight of this life we need to get power over the devils we need to get power over our enemies we need to learn everything necessary for salvation we cannot be saved and ignorance and we should not think there will be some magical nature to where we can get high power gifts of learning quickly if we totally neglect those gifts and prerequisite gifts here

The scripture very plainly says those with more knowledge will be advantage of those who have less so we should not doubt this scripture this is not to say those who have more chances for fancy degrees in universities but it is to say who is using their time wisely who is just messing around all the time who really knows the gospel well enough to not be fooled by any deception and who knows the gospel well enough to truly teach it in its full power to their children and their family and friends

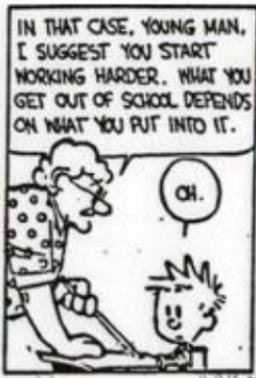
Knowledge of God and the plan and the mysteries enable us to have peace and that gives us strength to choose the right ways and to reject the counterfeit ways which would slow our progression down dramatically

Breadth, Not Just Depth in Education

Hugh Nibley was said to know more about others' specializations than the specialists. He studied everything.

We have to take into account many fields of study to understand the science or anything else. I think today sometimes we are lost to the old time "renaissance man" way of learning, where people covered breadth as well as depth. I don't think we can consider ourselves as truly educated if we know everything about something, but nothing about most other things. Many complain about GE university classes which increase the breadth of their study, and there is something to say about adults taking classes they aren't interested in, but I do think there is something special about an education being across many fields. It's funny when a student will say "I don't like science". Ok, which kind of science? There are dozens of branches of science, you've tried and decided against all of them? Usually, they haven't (even though I understand some people are legitimately attracted to some subjects over others.)

Calvin Learns About Taking Personal Responsibility for His Education



Nelson 1984 learning can be misused

Protect the Spiritual Power Line

<https://www.churchofjesuschrist.org/study/general-conference/1984/10/protect-the-spiritual-power-line?lang=eng>

But learning can be misused! A sharp mind, misdirected, can cut into that line of spiritual power. Some “learned” souls delight in leading others astray, all in the so-called name of learning. Years later their victims may realize that they have climbed

their ladder of learning, only to find it leaning against the wrong wall.

Benjamin Franklin: Wisdom, Wit, Character, & Genius

First let it be known that the true Franklin was not a womanizer as many false witnesses today report him to be. He admits to some folly in his youth but we see a noble mature man rising out of that. Many are the lies to slander this noble character.

10th of 17 children

Establishes 12 virtues: modesty, frugality, industry, moderation, temperance, chastity, silence, order, resolution, sincerity, justice, cleanliness

Got to work early, stayed late, made sure his image was good, made sure he did his job well.

Rolled a wheel barrow of paper up and down the street so people would see he was industrious. Just like Demosthenes (or Diogenes), rolling the barrel back and forth just to be busy as everyone valued being busy so much!

"a penny saved is a penny earned"

"eat to live not live to eat"

"early to bed early to rise makes a man healthy wealthy and wise"

made a club of those who wanted to learn

first public lending library (not a government owned library)

by playing chess we learn to not make our moves too hastily

He retired from business when he had enough money so he could read, make experiments, and converse with others.

Taught himself to swim by looking at books about it, then invents fins etc. to swim faster.

John Adams learned to speak French by memorizing a volume of French funeral orations. Franklin learned French by speaking to French ladies.

Franklin would sometimes work very late into the night and show up quite late to work, but he got tons done in those late nights.

People and leaders of all religions came together to honor Franklin at his death.

Thomas Edison the Great Inventor: Insights into His Genius

Self taught

As a lad he had only 3 mo of formal schooling. He spent his time reading and doing experiments. At 12 he got a job as a news boy on a train.

Studied the telegraph up to 18 hours a day and got a job at age 15 working the telegraph.

Partially deaf but allowed this to help him think and focus more. He became introspective and felt alone even when others were around.

Worked a night shift to get time to read and tinker with inventions.

He made several patents improving the telegraph which brought him capital to make his Menlo Park laboratory, a place for full time invention.

Had poor hearing which he used to help him focus on what he was doing.

Studied morse code 18 hours a day until he could get a job as a morse code operator at age 15

"Sleep was a scarce article in those days" said Edison

His idea of a good time was a night in the laboratory.

He took naps on the floor in his suit.

He was extremely busy with work and scarcely saw his family except on Sundays.

He would keep track of how many hours he spent on something, and try to beat his own record.

At times they would spend all night experimenting, and sleep till noon the next day.

This seeing his family on Sundays, though it is often viewed as him not seeing his family enough, does show that he had respect for God and the holy sabbath of God's law.

"I don't care too much for a fortune as I do getting ahead of the other fellows" he thrived on competition. He said "an inventor needs an enemy."

"I was always afraid of anything that worked the first time" said Edison.

He didn't like all the reporters, he wanted to retreat to work in the woods.

He married at 24, his wife at 16.

He had electricity installed in homes and a square mile of Manhattan by the time he was about 35. This is when his wife died at age 29. He shook with grief at her bedside.

at age 38 he married a 19-year-old. He taught her morse code then proposed to her in morse code.

He wasn't interested in money for its own sake, only as it helped the invention process. He didn't like dealing with "the money men" as he called them, rich investors who distracted him from his work.

Edison teased one of his assistants who had lots of formal educational training who couldn't do things as well as he could.

Famous for saying he hadn't failed, he just found many ways that don't work before he found the way it does.

He could do things that no one else could. He would say "I know how to do this, and with God as my witness, I'm going to do it."

"I want none of the rich mans usual toys, I have no time for them. What I want is the perfect workshop."

He had a cot in the back of his lab for cat naps.

He said it was impossible for a man to do business and invent simultaneously.

He could only invent under heavy pressure and competition.

Edison was stubborn about accepting new technology on his inventions, wanting to stick with DC when AC was superior.

After his lightbulb and power plant work, he spent 10 years and 2 million dollars mining which was a failed project, but he enjoyed it very much, doing the hands on repairs of equipment, etc. He then went on to make film.

"nothing that's any good works on his own, you've got to make the d-thing work"

Routinely put in 80 hour weeks at the lab.

Oct. 21 Edison day, the anniversary of the lightbulb.

In his 60s everything burned, but he started over.

Edison was a mentor of Ford.

He was asked what he thought of Einstein's theory, "I don't think anything of Einstein's theory because I can't understand it."

Bravo Edison, it's because Einstein's theory is wack! As scientist Dean Sessions says, you can imagine what's false, but you can't understand it.

He would make a friendly environment in his lab. They would share pie and cigars. He would make jokes.

He kept records on how many hours he would spend IN A ROW on a project, and he would try to beat his last record.

"I haven't failed, I have found 1000 ways not to make a lightbulb." This was the path to finding the answer.

At age 12 he took a job on a train to help fund his tinkering.

-“Life is 10 percent what happens to us and 90 percent what we decide to do about it.” Thomas Edison

-“You can often gauge a man’s ambition by whether he hates his alarm clock or considers it his best friend.”
Thomas Edison

Edison struggled in school but liked to read so his mother pulled him from school. “It has been said that his teacher talked with his parents about Thomas not paying attention in class. The Edisons tried sending Thomas to different schools, but he still had problems learning. Mrs. Edison had been a schoolteacher. She knew that her son was smart. So she took Thomas out of school and from that

time on, gave him lessons at home. Thomas Edison loved to read. When he was nine, his mother gave him a science book with experiments in it. Thomas set up his laboratory with chemicals, wires, and other things he needed.”
(Sheley Bedik, Thomas Edison: Great American Inventor)

“I am wondering what would have happened to me if some fluent talker had converted me to the theory of the eight-hour day and convinced me that it was not fair to my fellow workers to put forth my best efforts in my work... If my life had been made up of eight-hour days I do not believe I could have accomplished a great deal.” Thomas Edison

It was said that Edison used the words "work" and "working" the way that others used the words "prayer" and "religion".

Alexander Gram Bell, Great Inventor Scientist [\(add more quotes\)](#)

Here are some very interesting highlights from an excellent 1939 drama movie on Alexander Gram Bell, inventor of the telephone.

Bell was very poor, and couldn't even afford paper to write his promised, and had to write her on a work order scrap paper.

Bell's fiance Mayble told him he couldn't give up on the telephone invention or she wouldn't marry him. She was deaf herself from scarlet fever at age 4. Her father didn't

want her to marry Bell due to Bell not having financial security, so Bell was about to quit inventing and just teach school to make wages so he could marry, and to her credit, she insisted that he continue his investigation or she would never marry him. She didn't want him to quit his mission just to appease her father, "that would be criminal" she said.

When they were thinking about how to fund the next step of their investigations, Bell's assistant Watson said "We could both go back to work a while. It would be nice to eat again." Bell replies, "No, that's not the way, we've got to find a cheaper way to live." Watson, "We will starve!" Bell, "You may starve, but not me. Not until I've made the telephone."

"Stop mumbling, we may be on a verge of a great discovery!" Bell told his complaining assistant Watson. Watson replies, "As long as I can remember we've been on the verge of a great discovery."

After nearly starving to death, they finally get a meal. Then Bell says, "Well, lets get to work." His assistant replies, "On Christmas Eve?!" Bell says, "Well what's the matter with Christmas Eve?"

In the difficulty of funding Bell's inventing, Bell's soon to be father-in-law Mr. Hubbard said "Mr. Bell, I used to think you're a fool. You're not a fool, you're a genius. I'm the fool. You have an aimiable disregard for money. That may be an asset to a genius, but not to a business partner."

When Bell needed funding, a friend of his, the father of one of his students, sold all he had and gave it to Bell, not knowing if the investment would return. He sited the scripture, to sell all you have and give to the poor.

Humble scientists go hungry and deprived in their work, and strong rich men wait around to smother and eliminate them just when the scientists have come up with a discovery which can be monetized. The rich play the legal game to cheat competition.

Ultimately Bell is able to prove that it was in fact him that invented the telephone.

And some more notes from elsewhere:

Bell mastered the piano with no formal training.

He learned sign language to help his mother's deafness.

He came for a line of Elocutionists

He learned ventriloquism

He could decipher how words written in foreign language were pronounced without knowing the languages.

He got low grades in school. His main interest was the sciences, and he treated other branches with indifference.

At 16, he became a teacher.

He sometimes taught for meals.

2 of his sons died in infancy.

He often worked experimenting late into the night which sometimes resulted in great sickness.

As I understand it, he didn't have university training in his youth, but was awarded many honorary PhDs and JDs.

"There's an old saying, sell all you have and give it to the poor. If it has any application in this case, I have an old farm I could sell."

-“When one door closes another opens, but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us.” Alexander Gram Bell

[Helen Keller & Her Inspired Teacher Anne Sullivan](#)

Here are a few notes on Sullivan teaching Keller, including some lines from a film depicting the history:

Sullivan was 20 years old when she came to teach Keller. It was her first teaching job.

Sullivan said that Helens worse challenge wasn't deafness or blindness, it was the love of her mother. Her pity. Her allowing Helen to live like an animal.

The father says, "Mrs. Sullivan, do you like the child?" Sullivan replies, "Do you?" Thus we see, when a child is not trained, no one likes to be around them. Train a child to be likable.

"You would have more understanding if you had pity" Sullivan replies, "Pitty? For this tyrant?"

"I can't unteach her of years of pitty of you can't stand up to one tantrum!"

When my students saw Sullivan hit Helen back, at first they were shocked, then they said, "she should know how it feels." and "Now she is learning."

The mother asks if she loves it working with Helen, Sullivan replies, "I didn't come here for love, I came here for money."

"No, no pity, I won't have it." Sullivan says

Sullivan wondered what to do when the training was coming along slowly, who to turn to to know how to reach the child. But she simply had to continue onward.

Her father was ready to bring her back home after she had learned some manners and how to be more cleanly dressed, he said 'cleanliness is next to godliness'. Sullivan responded, "cleanliness is next to nothing!" Sullivan knew that the training she was getting was much more than just manners, and that Helen had so much greater capacity, Sullivan needed to teach Helen language. Sullivan said, "one word and I can put the world in your hands!"

When protesting to the father of her need to teach Helen language not just manners, that "Obedience without understanding is a blindness too."

When the parents wanted to indulge Helen after Helen had some training and had returned back home, one said "It's only a napkin it isn't breakable" Sullivan replied, "But everything she's learned is"

"I treat her like a seeing child because I ask her to see, I expect her to see." said Sullivan

Sullivan told the father that he can't give Helen everything she wanted, that the world is a hard place, and Helen needs to learn to be strong.

The mother points out that Helen is very smart, she first said and knew the meaning of the word water when only 6 months old. The mother points out that Helen was a sweet baby. Sullivan points out that Helen had changed, and become tyrannical, as her parents had allowed her or taught her to become.

The mother says "I don't think you understand the child" Sullivan responds "I understand a spoiled child... is there anything she wants she doesn't get?"

Sullivan says "To let her have her way in everything is a lie."

Sullivan said Helen must even depend on her for her food. Captain Keller asked why. Sullivan said All is fair in love and war, and this isn't love.

She has to learn that everything has a name, that words can be her eyes.

God may not have meant for her to have these eyes, said Captain Keller. Sullivan replies, "I mean her to." Here we see Sullivan righteously acting to bless someone, using her will like a God.

"But she's not kicking now." Sullivan replies, "She's not learning not to." She continues, "Take her out of my hands and it all comes apart." And "If she were a seeing child you wouldn't tolerate one minute of this." She continues, "I treat her like a seeing child because I expect her to see. Don't undo everything I've done."

After the epiphany miracle at the water pump, Helen's behavior problems dissappeared. This is a huge key to behavioral reform: teach truth, empower them with real useful knowledge, and they'll act much better. That day she learned 30 words.

Helen wrote her own biography. She wrote other things as well and was a political activist for the disabled and others.

Helen went to college, and her teacher signed all her lessons to her.

Alexander Gram Bell told Captain Keller about Sullivan.

A reported recounted that when Hellen recognized the word water, Sullivan yelled out to her parents, "Come, a miracle has happended!"

Cleon Skousen on Importance of Memorization at All Ages as Foundational to Learning

The following are notes I took from his "Keeping up with the Church" lecture:

A high priest is like a rabbi it means you've mastered the scriptures you have much of them memorized you know all of them you teach

Frequency and recency are the keys to memory. You should also take notes when you learn otherwise you'll only remember 2% of what you heard.

Most of learning is memory. he had a college student who said "you're not going to make us memorize things like we did in high school are you" and he replied "well then why did you come to college" and the student said "to learn how to think" and he replied "what with". Memorizing is the heart of learning.

Grade Levels: Put them Where They are By Ability, Not Age

God doesn't force people to heaven. In other words, he doesn't put someone in a place they aren't prepared to be. That would be setting them up for failure, and the frustration of not being able to live in such a society when you know others can, would be very frustrating, even a sort of hell.

So why do we insist that kids go to school with peers their same age, rather than their same understanding level?

If one isn't ready to advance they continue studies on a lower level. Modern education has unprepared people in classes, and this is bad for everyone.

The idea of "No child left behind" will never happen due to agency. But our odds of saving the most will be if we teach them at the level they are on intellectually.

It's popular to put people with lower abilities (due to neglect or nature) with their same age peers, even if they aren't really ready intellectually for that grade level. We somehow have decided it's their inherent right to be in the same class as their peers who are on a different level. To me, this rings of fake justice. What is doing the child the greater service: letting him be with peers his age, or letting him be with peers who are learning the same things he is learning? If we are just focusing on organizing students by age, we are minimizing the growing potential of the child, and we are asking the teacher to simultaneously teach 2 classes at once, which inherently leads to gifted students being held back, and special needs students spending half of the class not knowing what is going on and losing interest.

To truly teach someone, the only way is to meet them where they are. They may not be able to learn grade level curriculum, but they can learn something. What business do we have putting someone who doesn't know basic arithmetic into an algebra class? This and other ironies are sadly common place today.

Consider a youth who can't read. Do you put him with his age level peers who are reading medium level textbooks? Do you insist on re-writing the textbook for that class to accomodate someone who has little to no reading skills? Why not just put him in a lower class where he can feel success and progress? I'd rather see adults who need to learn to read in a class with kids learning to read than hype up a whole new class or try to

get these adults to learn with other adults & texts when they can't read.

If specific content must be learned in a specific class, the teacher cannot teach 5 different classes at once based on the different abilities of the students where there are dramatic differences in basic abilities. A one-room schoolhouse can work well for younger children who don't seek the same level of mastery in a class as their older peers, and who are studying at a more casual pace.

The ability over age subject is one that applies to all areas of life. Some young adults can be well prepared for marriage and responsibility, while their less mature peers of the same age may not even be contemplating these adult roles.

The Learning Teaching Cycle: A Key to Enthusiasm & A Rich Life

10.23.22

This is represented in God the father and God the son.

We always learn and we always teach.

Learning is a very fun thing. And what do you want to do when you've learned? You wish to tell your friends and kin. To teach.

When you're exhausted from learning, you teach. Meaning you write, you solidify codify and index what you've learned.

When you're exhausted from teaching, you go back to learning.

This will keep you going, a natural self replenishing cycle. The one rejuvenated the other.

Knowledge is a precious treasure, and it should be protected at all cost. Make painstaking efforts to organize and keep things you've learned so you can remember them, and so you can share them. Freely you have received, freely give.

Making Time for Learning: Tips, Perspectives, & Examples

Here are some ideas to free up time for learning and teaching. These can help anyone, be they homeschool teachers, students, people with busy lives and difficult full time jobs, and everyone else.

We don't need elaborate **meals**. Keep it simple. Use time on other things. On rare occasion, cook something fancy if you wish. But typically, no one needs fancy food.

Minimize all you can to lessen **cleaning**. It's good to have surplus for a rainy day, but keep that locked up. Even most toys could be locked, and rotate out a few.

Use **technology** to review **audio** materials while doing other chores like driving, washing dishes, working in the field, etc. These daily circumstances can turn into holy places and fond memories. I remember hauling rocks for hours day in and out one summer, but listening to Hugh Nibley while I did, and I cherish those memories, the labor was sweet, and I was sad when it was over. I also used to have a long daily commute

where I could listen to many great books and speakers, I miss that now.

I like to think of the **Bruce R McConkie** family, they weren't a recreation based family, but an education based family, and particularly a religious education based family. They had lots of time talking about the gospel, studying scripture, and minimal time participating in sports together. Bruce didn't teach his kids sports because he didn't know them himself, it wasn't something important to him. Review the biography on Bruce by his son for some stirring ideas.

James Stoddard and his family are another great example of making time for learning. He would give research and writing assignments to his kids and call home on lunch break to check in on their progress. His hobbies became family hobbies, and they were always gospel centered. He recognized that many are poor and needy in this world, but even more are poor and needy spiritually, and that promoting true doctrines and faithful information on church history etc. would help these poor souls, and that if he neglected in his precious time that God had given him, that more of these would go hungry, and die spiritually, and that it would be his fault. He saw his time as God's time, he was truly a servant of Christ.

Brigham Young taught that the real purpose of life is learning, and that we will spend most of our time doing that during the great millennium. That the working day would only be 3 or 4 hours (as we all chip in so the work is less), and that we would then have much more time for learning.

Hugh Nibley was known for staying up late into the night and even into the early morning doing research. He accused BYU students of never burning the candle. He said they should be up until 3 studying, and said they could just stay up till 2 if they wished. Wow!

See my writings on **sleep being over-rated** for more information on trading sleep for learning etc. Sure we need rest, but that's often over-rated. We over-sleep and under-

study!

Comments

Incorporating daily tasks into the homeschooling lessons

Every single thing comes off the plate.

Build a structure of meals, scripture study, bed time, home school, home management, then wisely add things in. Too often we get the cart before the horse. We take all the goodies the world has to offer then try to squeeze the important basics in with what is left. Homeschool, healthy regular meals, an ordered home get prioritized last. It should be the other way around..if we are too busy to do the basics. We are too busy.

For homeschooling: Think of it like a job. If you were scheduled for a shift at a job, you would HAVE to be there, and you would need to be present for it.

We have a set 8am-noon Tuesday through Friday. We all go to the basement to do school stuff during that time. We have a snack in the middle, and when we finish, we go upstairs. I also do my best to stay off my phone during that time and stay focused on school stuff.

Kids under 18 have bedtime at 9:15 or earlier, and once kids are in bed, parents consider going to bed too. When you have the sleep taken care of first of all, then you can do scriptures and breakfast first in the morning, and everything else happens after all three of those.

This podcast episode was very helpful to me. Megan Thomas is even local to Utah valley! 😊 The main point is that if you don't prioritize it, it won't happen. Ever since listening to it I actually scheduled it on my calendar so it was a constant visual reminder to me that this is where my focus should be during certain hours of my day.

<https://podcasts.apple.com/us/podcast/called-to-homeschool/id1456539406?i=1000548322033>

Set an alarm and get up at a decent time. Other than that, others have their own routines. We watch a program on tv for history, so we do that during breakfast.

Education Easier Than Ever, No More Excuses

If the printing press and books weren't enough, we now have audio lectures, scripture, etc. No excuse. Much expected of us. Now is the day of a flood of opportunities for good or evil. Even the poorest of us is wealthier than most of the past, and we can use that wealth (primarily of free time) to seek higher things.

Can we discipline ourselves to use our time wisely to learn, rather than throwing it away in trivial things? Revolutionize mundane tasks with these unprecedented educational tools.

May we honor the wishes of Tyndale, who prophesied of the time when the plowboy would know more scripture than the priest.

The Ever-Present Tutor, The Holy Ghost

Are you learning in church? The things being said can be to you, even when in very different ways.

The seemingly random things of the day, learn from them.

God notes the fall of the sparrow, is he so ignorant of the pleas of his children's hearts?

Even the words of a child to you, no matter the subject, listen for unspoken and spoken things which minister to your understanding.

Jesus had the skill of learning from everyday things. He saw things everyone sees, and the Holy Ghost taught him about the workings of the kingdom of heaven thereby. This is a terrific way to live, it keeps a person interested in natural things, in humanity, and keeps a fellow from getting board by the supposedly menial things of life. It helps a person to live with optimism compassion and excitement, no matter his lot.

I recall a story Henry R Eyring told of a man who would take notes all the time. He said the man took notes on what he said, and he felt well about that, but he had a humbling experience when he saw that same man would also attentively listen to primary children speak, and take notes. This man had learned a powerful truth: That God is always willing to teach us as we look to him.

A Key To Know If You're Using Time Wisely

Are you learning something? This is a key. If you have a little time and wonder how you could best use it, go read a book (from which you'll learn something).

If you're awake and wonder if you'd do well to do something, you may as well go learn something.

Learning things after all is what rises with us in the resurrection.

Of course there are other useful things like teaching and caring for the poor (those are the same thing just different aspects).

But what we are to beware of is that we aren't spending lots of time in silliness.

For example, avoid excess in

- looking fancy
- cleaning
- eating
- shooting the breeze
- sitting around
- sleeping
- lesser important studies

Elder Ed J Pinegar would say "you don't have to move a mountain, just move those covers and read the book of Mormon". He taught that we can launch ourselves into great usefulness by turning to scripture.

Some key things to seek are

- staying up to date on your genealogical record keeping for your family & learning the history of the world (Nibley said we all have a full time job doing this) which includes scripture history
- learning doctrine & preaching it
- reasonable care for the body (and studies can be done simultaneously with this) & recreation with family to build relationships of love and trust so you can do hard things together

Quiet Reading Time as Key to Education: Newton, etc.

“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.” -Isaac Newton

Newton was known to be reclusive, to spend all day every day in his study.

Of a truth, to learn is to read, to ponder, to think.

To teach is to point where to look, rather than to tell all.

Don't over complicate things: the main things kids need to be educated are good books, and time to read them.

Get the kids reading, direct them in what to read, give them time to read, discuss the reading with them, have them write either a summary of the reading, and analysis of the reading.

Let Instruction Interest the Instructor & Student

Bryant Eno (musician) says if it isn't interesting to you, it won't be interesting to others. Whatever he was interested in he would find a way to bring that into the music.

The teacher sharing what they are learning about is high quality education.

It's been said that God doesn't make 2 worlds exactly alike. Brigham Young said he never built 2 houses just alike. Nibley says he never

teaches the same class twice.

We teach correct principles and doctrines, the method or principles used to teach those can and should regularly change.

Much can also be said for allowing the student to dictate the direction of study where possible.

One way to customize instruction and learning is for each teacher to write his own curriculum, and each student to write a booklet on what they found meaningful in the course. Writing forces the mind to organize, etc. When one has learned something, it is their duty to teach it. There is a need for teachings on various levels, not just to small children, and not just to well versed adults. Each learner writing can help achieve these ends of all having curriculum on their level.

Traditional Education by Molly Wren Christensen

Shared with permission.

Worksheets & repetition aren't inherently bad, they are definitely a way to learn and remember facts and data.

The problem comes with when we stop individualizing the education. In the one room school house, kids worked on whatever level they were on. Standards are a part of progressive education. I don't mind having standards, but the problem comes from grading kids based on having met the standards at a particular time. (Standards would be better if they were on a continuum as donna said, and kids could go at their own pace.)

I think "experts" are a thing that have come in with progressive learning too. In a one room school house, the teacher was just barely ahead of the students. With tutors, they probably did have more expertise, but the style was such not to set themselves up as the experts, but to help the student find the answers themselves

I actually think we need both [traditional and other education methods]. But for most public school learning it's been one or the other. Think about math education.

For many years it was "**rote**" **memorization**. (Rote meaning memorizing without really understanding.) Then "fuzzy" math comes in, so called because they wanted kids to understand the math through exploration.

The problem has been that exploring math and becoming problem solvers doesn't work within a system that rewards for correct answers. Fuzzy math is frustrating because they've been trained in a system that says "Just tell me what to do and I'll do it so I can pass the test."

Knowing the facts and the basics are the building blocks as Amy mentioned and once you know those then you start to make connection, see patterns and solve problems. That's when you start to think.

Now with common core math, the process is one where they give kids problems to solve with no foundation. It's just like asking the kids to go bake a wedding cake without a recipe or cooking skills.

When you teach kids basics of cooking, give recipes to practice with, soon they can start to make their own creations using the facts/info.

I also agree with [the idea] that not every kid will learn best with worksheet and flashcards. One of mine is extremely good at retaining facts by listening. He is such an auditory learner, he soaks it all in (and has been since he was 2.) Every kid learns differently, but I don't think that means we should **ONLY** have them learn in that one mode, we should help them practice all modes of learning to more fully activate their brains.

In classical education, the focus is on gaining facts and information when kids are young, to form that foundation to start to think. In modern progressive education, we have put the focus on learning to think before there is a foundation.

Programmed learning is based on repetition. Repetition is practiced in many schools to make sure that most kids "get it." Repetition works if there is "enough" of it; however I think it's used incorrectly. If a person is interested in something, then you don't need so much repetition that it crushes the interest. In schools, the interest is often crushed because

for some they already get it. Instead of repeating everything to the group that we think they should know, repeat what they WANT to know as individuals.

You are probably enjoying Cleon Skousen's worksheets because you are interested in the topic! But if someone was making you do it because you needed to know it for the test, you'd have to complete a lot more worksheets to remember it.

What about core subjects vs subjects they are interested in?

As for as getting interested in core subjects, I think we need to take the whole idea of core subjects out of it. (Since you're reading skousen, I will assume you are lds.) All is one eternal round - all learning is connected. We are here to learn, but more importantly we are here to become like God.

It is more important to teach the principles of who we are and why we are here. We are here to learn to live up to our divine potential (insofar is possible on earth.)

Kids are born naturally curious. To keep their curiosity, they need to be making connection between what they are learning and themselves. So to get them interested, we take more of a homeschool is life approach. You can certainly use a curriculum; however, it has such a strong temptation to take over and become the master (as in - we have to get through this.) A curriculum is much better used as a tool - if it's sparking their interest we go with it, if it's creating power struggles, then it's become the master.

If kids love learn and start collecting facts and information because they love learning when they are young and they are learning about who they are and that they are here to choose to obey God and serve others, then they will start choosing in to doing the hard things and learn the things they may not love as much.

As for worksheets - some kids may enjoy them, but others it may create power struggles. So in that case you have to look at it and see if the worksheets are being used as a servant or the master. And often worksheets are really hard for younger kids to use when their handwriting isn't fluent first. But worksheets in and of themselves are almost never inspiring, because they aren't making connections.

The way you get kids interested in something first comes from YOU. They tend to get interested in what you are excited about. They also love hands on learning, real life learning, and stories. Our brains are wired to learn from stories, not from lectures or even stories if they feel like preaching!

I have 7 kids, FYI, 3 left homeschooling, and it's so much better when you take the pressure of the checklist off and focus on helping them to become. You spend your learning time together as a relationship building time rather than "you have to learn this cuz I said so" and it's way more fun!

Mother's Fiery Faith to Read Scripture Daily: The Miracle of Opening the Scripture at Random

I recall this account from when I was some 18 years old.

I was at Mom's, I was tired and she tried getting me to read some scripture, I said "I'm tired it's no use let's study tomorrow" she held the book to me and said "come just try it" I opened it and the very passage I opened to and read was "and the learned man shall say I cannot read the book"

Cleon Skousen & Others on Traditional Learning Methods, Scripture Marking, etc.

Cleon drops comments about how to learn here and there in his lectures. I've collected a few of them and paraphrase them here:

For starters, Cleon is always begging students to take notes.

Programmed learning is best that Progressives reject learning of facts and say "just learn how to think". However, You need the tools, the facts. He uses fill in the blank worksheets to help students read, to embed key words to the mind, etc.

Underline key nouns and verses not whole verses. Circle key words. Over-highlighting ruins the purpose.

Cleon says Hyrum Andrus has trained his scriptures to open where he wants them to.

A high priest is like a rabbi it means you've mastered the scriptures you have much of them memorized you know all of them you teach

Frequency and recency are the keys to memory. You should also take notes when you learn otherwise you'll only remember 2% of what you heard.

Most of learning is memory. he had a college student who said "you're not going to make us memorize things like we did in high school are you" and he replied "well then why did you come to college" and the student said "to learn how to think" and he replied "what with". Memorizing is the heart of learning.

After you read a scripture about ten times, it starts speaking back to you. THAT's when you can write. It links things together, showing that since A is true, B must be true, etc.

Now for a few comments shared with me by various homeschoolers on this which helped shed more light on traditional education:

We need to remember that **worksheets and busy work are the new kids on the block** and are **part and parcel of age grade based progressive mass education.**

Private Tutors treated learning as a continuum, not a grade level. And they went at the **student's pace** of development.

Small private Academies and one room schools taught general knowledge together. **Tests were fill in the blank or demonstrate**, not multiple guess.

Kindergarten and preschool were non existent. Many children **began around 8 when their brains were more developed** and their visual pathways.

Skills were divided into **learning to read and penmanship until the children could read scripture well and write legibly and with ease**.

They typically moved to the **advanced** class about **year 7**. Most of those were past puberty and brains were cognitively ready for abstraction. In the advanced class they learned all the math we divide out from **pre k through ore algebra. They did it in one year**. They had years of living math or real life context. But **formal math was learned in their 7th year**. In year eight they took surveying or Euclidean Geometry which is algebraic Geometry. They did **not use workbooks, worksheets, or busy work. They did it on the chalk board**.

Teachers could then see how children were processing knowledge.

Science was learned hands on through nature study and nature Journaling. In seventh grade they learned the rudiments of Grammar and essay writing. In 8th grade they polished writing.

They could take the graduation exam in 7th grade. But once at the end of 8th grade. It was fill in the blank, demonstrate math, and essay.

Those able to afford it went to college at 18.

Remember the idea of **high school is part of the progressive Era**.

When we moved to mass schools and high schools, people felt we had come to the end of real education.

...

Worksheets & repetition aren't inherently bad, they are definitely a way to learn and remember facts and data.

The problem comes with what (name) said, when we stop **individualizing** the education. In the **one room school house, kids worked on whatever level they were on**. Standards are a part of progressive education. I don't mind having standards, but the problem comes from grading kids based on having met the standards at a particular time. (**Standards would be better if they were on a continuum** as (name) said, and kids could **go at their own pace**.)

I think "**experts**" are a thing that have come in with progressive learning too. In a one room school house, the teacher was just **barely ahead** of the students. With tutors, they probably did have more

expertise, but **the style was such not to set themselves up as the experts, but to help the student find the answers themselves.**

...

It really depends on each child (person) and how they learn best. For some, copy work, which is more traditional, works well. But for others, that much writing is physically difficult and worksheets (or I like info graphics more) are a great learning tool. Both of those should be tools for retention and not the initial delivery of information.

Yes, the goal is to teach our kids how to think and how to learn, so that they can self-propel their own education eventually. My 3 kids did that at 11 years old, 19 years old, and 15 years old, so you can see it varies. But facts or information are the blocks they use to build. They can't learn the think if they lack information.

Ancient educational practices also include Socratic discussions and simulations. These allow students to **explore open-ended, critical thinking questions.** **Most modern practices include testing only facts** with few open-ended questions

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/)

Prophets Say an Hour of Scripture Study Daily is Ideal

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.

Scripture Study – Teachings of the Prophets

-Studying one verse of scripture for 45 minutes is often the most enriching form of scripture study. (Elder Neil A. Maxwell of the 12 Apostles; 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).

[Correct the above 2 quotes, who said it? Widstoe then Ballard quotes him & expounds?]

-“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>).

Ira Owen terry on meanings of scripture symbols: A List of Metaphors, etc.

There have been several who have commented about metaphors over that last few months. Some have come up with some very interesting metaphors. Here is my list that I have gleaned over the years from different people mostly Robert Smith and Avraham Gileadi. Both of these people have written extensively about metaphor and interpretation of scripture. I use this list as my guide. When the Lord defines a metaphor it stays defined through the scriptures when He is speaking metaphorically. Unfortunately I was not able to bring over the table outline for this and so I had to modify and use equal signs. Sorry about that.

Rules for interpreting Metaphors:

1. People are not used as types or metaphors for things but only for other people

2. All metaphors depend on context. Metaphorical meanings can change slightly, but not drastically as in the case of "Mountain". Mountain does not equal Temple and in another place Nation.

Method for interpreting Metaphors: The way to understand these things is to follow three steps. First, interpret the symbols or metaphors correctly. For example stone equals prophet or leader; mountain equals nation or kingdom, etc. Second, plug in the literal meaning of the symbol. Stone equals the Davidic king and the mountains represent Israel, and so on. There are two mountains mentioned in Daniel, so one is the ancient kingdom and one the new one that is formed and grows when the Davidic king appears and starts to gather the scattered people of Israel. Third, put them together in light of other scriptures prophesying the same things. When that is done, it all makes perfect sense and there is little chance of misunderstanding the meaning.

TABLE 1

LIST OF METAPHORS

METAPHOR = INTERPRETATION

Adultery =Idolatry

Alien children=Idolaters of the Lords church

Angel =(Red) War angel or angel of the Lords presence

Animals

Ass (wild) =False priests and prophets

Bats = pawnbrokers

Beast =Common metaphor for nation

Beasts =mobs/people/invading army

Birds

Foul birds =Mobs, filthy peoples

Good birds =Angels/translated people/ Celestial people (Matt 13:32)

Bull =Symbol for God, can either be God the Father or Son

Calves =Young people

Cows =Female people

Crocodile =Metaphor for Pharaoh and for President of the US

Donkey =Common people, soldiers, false prophets
Riding a donkey =Coming in humility and peace
Doe =Female people
Dogs =Metaphorical name for Black people
Goats =Not true sheep, fakes mixed among the sheep
Horses =Elite people, transportation, military might, war
Black horse =Famine
Red horse =War
White horse =Plague
Dapple horse =Captivity
Jackals =Lower form of people
Lambs =Young people
Locusts =Invading army
Oxen =Symbol of the tribe of Ephraim
Oxen (Yoked) =Captivity
Pig/swine =Unclean members, closed minded as in casting pearls
Rams =Leader of the people, king, prince of the tribe
Ravens =Bad people, mob
Scavengers =Bad people, mobs
Scorpions =Bad people
Serpent =Bad people, mobs, symbol of Christ (Brass serpent), foreign nations
Sheep Christianity, =Lords people
Snakes (Charming) =Making alliances with foreign nations
Assyrians =Invaders
Babylon =Economic system, and consummate evil
Bandage =Hosea 6:1 clothes of the Exodus
Bands =Captivity
Barren =No good fruit or righteous offspring
Barren =Deserted cities, hills of idolatrous shines
Bitter food =False doctrine
Bitter Cup =Suffering of a Messiah, his mission
Bows and arrows= Weapons
Bracelet (wearing of) =Praise of the world
Breach in wall =Apostasy
Bread =Knowledge
Break forth =People appear (the gathering) Isaiah 35:6

Burn incense =Idolatry
Butting and Shoving =Unrighteous dominion
Candlesticks =churches
Chaff Dead bodies, =return to chaos, uncreated
Chariots Transportation, =a military symbol for destruction
Cliffs =Large families, tribes, and major cities
Clouds =Trouble, Judgment, Presence of the Lord
Cloud (In the temple) =Presence of the Lord or the Angel of the Lords presence
Coals (Hot) =Represents plagues and Judgment
Camels =Ten Tribes Returning Isa. 60:6
Corners =Marks and symbols
Country
Far =Coming from heaven (e.g. coming from far country)
North =Spirit world, place where angels come from to visit the earth
Open =A place without boarders or outer darkness (cast into)
Crops =People, genealogies
Crown (derogatory) =Praise of the world
Crown (with glory) =Exaltation
Crutch =Those who support society and the people
Darkness =Lack of knowledge of God, his presence, spiritual blindness
Daughter
Of Zion =Lords people
Of Egypt =Righteous non-Israelites of America
Desolate= Withdrawal of Lords Spirit or divine presence
Desert= The world, place without people, people without Lords spirit
Doves, =flying as Translated beings (Isa 60:8)
Dragon =Lucifer
Dragons =Evil spirits
Drink the bitter cup =Suffering the Messiah is to go through
Drought =Withdrawal of the spirit of God, loss of exaltation
Drunk (with wine)= Idolatry, seeking wealth in Babylon
Dung = As in fertilizer, nourish with the word of God
Dust =Dead bodies, sin and ignorance of the world (as in shaking the dust off)

Dust, =sitting in Beggar, slave, captive
 Ears =Prophets and seers, also the Lords ears are those who hear for him while he is gone
 Eat =flesh Rev 17:16-18 Take all wealth and goods
 Ensign =Signal flag, also righteous Ephraim
 Euphrates (river)= Armies of Israel in the last days
 Everlasting =Sealing covenants
 Everlasting Joy =Exaltation and Eternal life in the Celestial Kingdom (D&C 133:33)
 Excrement =False or bad doctrine
 Eyes =Prophets and seers, Light and knowledge
 Excrement =Doctrines of no value
 Fall down =Kneel to receive ordinances (D&C 133:32)
 Fat (to grow fat) =become stubborn/unwilling, wealthy
 Father or Husband =Christ (Christ is the husband, the women is the church)
 Favors =Children of Israel
 Field =The world (Matt 13:38)
 Fire =People being killed (King of Assyria, or the 144,000 as in D&C 133:41), fire coming down from heaven – angels, metaphor for Angel of the Lord (Pele)
 Flock =Common people of the church
 Fly =Translated beings
 Flying Fiery Serpents =144,00 Translated men Isa. 14:29
 Food =Truth and knowledge of the Lord
 Food (bitter) =False doctrine and practices
 Fountain =Head/spring People, homeland of people
 Fragrance =Good name, and works
 Fullness of Joy =Exaltation or eternal life
 Garlands of Glory =The Wealth and Glory of Ephraim today
 Gates =battered to pieces Isa 24:12 defenses of the city destroyed such as police and government
 Gems
 Precious gems =Celestial people
 Semi Precious =Terrestrial people
 Non-precious =Telestial people
 Glorious, made =Being Translated
 Graves (opening) =Restore House of Israel to the covenants

and ordinances

Ground (parched) =uninhabited land (D&C 133:29)

Harlot =Lords people in apostasy (generally), Babylon the Harlot

Harvest =end of the world (Matt 13:39)

Head =Leadership

Healing =Restore from Apostasy or bring together as a people

Heart =Affections, life and spirit of the church

Heart (speak to) =Revelation

Hedge =Defenses, covenants that keep the people safe

Hell =Grave

High places =Idolatry

High Wall =Stock Market

Highway (cast up) =Path across the sky for the return of 10 tribes (D&C 133:27)

Highway and/or Path =Gospel doctrines and ordinances

Hills =Towns

Hill shrines =Idolatry

Hills of Samaria =Towns of Ephraim

His Name, =know Have one's calling and election made sure

Hoeing =Spiritual blessings

Horn =Power, rulers, strength, kings of nations

Horn (cutting off) =Remove the king/ruler

Hum =Mourning

Husband/father =Christ (Christ is the husband, the women is the church)

Hunger =Lack of knowledge or information

Ice people (frozen) =people in the north who are not moving (D&C 133:26)

Incense =Gifts or sacrifices by the members such as time and money

Islands =small places where people live – not nations/mountains D&C 133::20

Jars =People

Jewelry or Jewels =Children (Isa 61:10), or his holy people whom the Lord saves

Joint and marrow (Dividing) =Cutting apart the body or splitting apart the family

Illustrious =Translated

Labor pains =Tribulation

Leaven (gospel, Matt 13:33), =Normally leaven is corruption, sin as in 1 Cor 5:7-8

Lightening =Communication of holy beings, bombs, explosions from aircraft, Judgment

Liquor =Wealth and possessions

Magic =Feminine attractiveness

Marshes =Small groups of people

Measure =Build

Melting wax =Mass death

Merchant ships =Commerce (Babylonian)

Metals

Gold =Celestial People

Silver =Terrestrial People

Despised/impure silver =Rejected, telestial people

Bronze =Telestial (mixture of Copper and tin)

Brass =Telestial (Mixture of copper and zinc, resembles Bronze)

Copper =Telestial (people of talent/ability but who are deceived into going along with idolatrous

practices for the sake of social position or advancement)

Iron =Telestial (hardened, stiff-necked, rebellious people), Also Son-of-Perditions Joshua 6

Lead =Telestial (not worth much, melts very easily, these are people who are tempted by everything).

Tin =Telestial (weak vacillating people who go along with Idolatry because everybody is doing it)

Dross/base metals Telestial people, good for nothing, bad people

Milk of the Nations Covenant Blessings

Milk (dripping) =Knowledge and revelation

Mire =Chaos Motif

Miry places =Polluted people

Mobilizing Isa 21:5 =repentance and food storage

Moloch Idol =Kill children or abortion

moles =pawnbrokers

Mother =The church
 Mountain =Nation
 Mountain, =Lofty The United States
 Mountain, Of the Lords House =The United States
 Mud Chaos =Motif
 Muddied water =False doctrines, dirty people scarred by sin
 Mustard seed (Matt 13:31) =Gospel planted in the world grows
 – Birds (celestial people lodge in
 branches)
 North =Spirit world or heaven – see country (D&C 133:23)
 Numbers
 Three =Represents the Trinity, three parts of creation; heaven,
 earth and the underworld. Also
 represents completeness
 Four =Four corners of the earth, Represents Christ and His
 mission
 Seven =Creation, represents perfection, complete
 Eight =New beginnings, Rebirth, Resurrection, New
 dispensation, Suitability for joining a
 Covenantal enterprise. Rebqah, daughter of Nahor's eighth son
 foreshadowed the Yishaq-
 Ribqah marriage.
 Ten =Ten is the number meaning the name and person of
 Jehovah, YHVH – first letter is yud=10
 Twelve =Twelve tribes, twelve apostles
 Forty =Represents Christ and His mission
 Offspring of the Lord =Union of Lord and his bride, sanctified
 people
 Offering in high places =Idolatry
 Oil =Gifts, sacrifices of the people as in time, money, and
 blessings
 Oil, in the lamp =Food storage
 Oil, =bathing with Sign of covenant relationship with some
 other king
 Oiling the armor Isa 21:5 – =food storage and repentance
 Olive Oil =Gospel light
 Open field (cast into) =Cast out
 Outcry Complaining, =contentious people

Pains of childbirth =Pains of calamity
Palace =Temple
Path and/or Highway =Gospel doctrines and ordinances
Path of the Lord =Gospel or the correct doctrines and ordinances of the gospel, or of the Lord.
People, my =Those who are of the Covenant
Pillar Truth, =Gospel, Lords Law, symbols of wealth and institutions
Pleasure Craft =Babylonian Commerce
Prostitution/Prostitute =Idolatry and apostasy, make alliances with other nations
Pruning =Spiritual blessings
Quick =Alive, Living
Rain =Revelation or blessings
Reaping =Missionary work
Refiners =Fire Metaphor for the Lord (Jehovah)
Reins (kidneys) =Heart
Rejoice =Worship
Rest =Die, Salvation (the Lords rest)
Ravine =City where people live but which are now gone (dried up)
Reapers =At time of Harvest these are angels (Matt 13:39)
River =Army
Riverbed =Army gone (dried up)
Roaring =Speaking
Rock =People or prophet, leader of the people (D&C 133:26)
Rod of Iron =Word of God
Ruin =Loss of priesthood and ordinances, lose exaltation or salvation
Salt (of the earth) =Symbol of the influence of the Savior's followers, also represents sign of the covenant between him and the people
Salt water/marshes =Salty water or Marshes as in Ezekiel 47:11 – wicked people,
Sacrifice =Religion
Scum =Idolatry such as altars to pagan Gods.
Sea =Large group of people such as an entire nation or the world

Seed (good seed) =Children of the Kingdom (Matt 13:38)
Seed (bad seed) =Children of Satan (Matt 13:38)
Sela =Means stone but metaphorical terms it means seer
Serpents,= Flying Fiery 144,00 Translated men Isa. 14:29
Shaving head/beard =killing of mature and old people
Sheol =Grave
Shepherds =Leaders of the people
Ship's riggings =Allies/supporters
Shoving and butting =Unrighteous dominion
Side locks and hair =Marks and symbols of Christianity
Sin offering =Tithes and devotion
Sing =Worship
Slaughter= Religion (usually false)
Sleek and strong =Means oily, slick, tricky schemers whose object is to get rich
Slippery paths =false prophets, diviners, sorcery, palm readers
Slippery =Devils or spirits of Lucifer
Slumber =Die
Smoke =Prayers (as in Revelation), trouble the same as clouds, war
Snow =Covenant blessings
Song =Worship
Sons of Moses =They who receive the High priesthood in Israel and are faithful
Spring/fountain head =People, homeland of the people
Staff =Rulers or leaders
Stagger =Go off the path, error and blunder in decisions
Star =Preexistent spirits, person, leaders
Stars, of heaven =Exalted Posterity
Stick of Joseph =Tribe of Joseph
Stick of Judah =Tribe of Judah
Stone =(depending on context Seer or prophet, common stone used derogatory sense means bad people
Stones, =Precious Preexistent people, children and followers
Stones, slippery =Demons
Stone, stumbling =Prophet or seer who gives false information
Strong and Sleek =See Sleek and strong
Stubble =people of no value, what is left after threshing (D&C

133:64)

Stumble =Make wrong decisions and error

Sunrise =First Resurrection

Swampland =Polluted people

Tablets =Books

Tent =Dwelling

Thirst =Lack of knowledge and information

Thresh =Make war

Tidings, good =Covenant Blessings

Tower =Defenses, fortification, Prophetic Gift

Trampled grass =False doctrines, also dirty people scarred by sin

Treasures =Children, people

Thunder =Sound of angels (D&C 133:22)

Uncircumcised =Those who will not be exalted

Valley =smaller places where people live – like mountain/nation D&C 133:22

Vegetation

Barley =Ordinary people

Blossoms =Children or descendants

Blossoms flying up =Children dying, or having ones posterity cut off or destroyed

Branch =Children, descendants, family, lineage

Briars =Armies, bad people

Cedar =Prominent people

Cedars of Lebanon =Leaders of Israel, righteous Israel

Cypress =Leaders of people (Israel)

Flowers =Children or righteous offspring

Forest =People (large group), settled people, dense population, partially watered with the gospel (Christianity)

Fruit

Bad =Bad works, children, people of the church

Good =Good works, children, people of the church, virtues, Atonement, love of God.

First fruit =Those on the exodus, celestial people

Ripe fruit =Righteous people or ripe in iniquity

Summer fruit =Bad people ripe in iniquity

Grain =Common people
Grapes =Lords people
Wild =Bad people (house of Israel)
Good =Good people (house of Israel)
Grass =Common people
Groves (pluck up) =Famine, groves generally are people
Leaf =People (individual)
Majestic trees =Prominent people
Myrtle trees =House of Israel
Oaks =Prominent people (political and religious)
Olive tree =House of Israel
Parks =Prominent people (political and religious)
Pine trees =Common people
Plant =Lords people
Roots =Ancestry, fathers, people (life of the plant), children
Shade trees =Prominent people (political and religious)
Stubble =People of no use
Thickets =Dense population
Thorns =Army or bad people
Thistles =Army or bad people
Tree =People
Trees of Lebanon =House of Israel
Vines (choice) =Chosen people of Israel
Vineyard =House of Israel
Weeds =People of no use
Wheat =Good, righteous people
Willows =Common people
Vessels (of the Lord) =Children or offspring (D&C 133:5) – can mean older people too
Vipers (depending on context) =Mobs or people, Davidic King and 144,000
Valley =People (raising valley is to bring people into prominence)
Vessels =People (young adults)
Virgin =Pure people
Virgin daughter =Lords pure people
Virgin daughter of Egypt =Gentile Christians
Vomit =Doctrines of no or limited value

Waddi or dry river bed =Army is gone
Waist cloth/linen =Purity or righteousness
Wall =Fortifications or defenses, gospel, doctrines that keep us safe, truth, Lords law, local governing systems that are established during the millennium.
Watch in silence =No revelation
Watchman =Prophets
Watchtower =Gift of prophesy (D&C 101:45), those who see into future aided by prophets D&C 101:12, Isaiah 5:2
Water (depending on context)
Boiling water =People being destroyed (D&C 133:41)
Flowing water =People on the move
Flow with blood =Die in flight
Flood =Armies
Great Deep (see also Sea) =Population of the world
Living water =Christ
Many waters =Lots of people, in the case of D&C 133:22 – it is the 144,000
Poison water =False Gods/prophets
River =Generally armies but can be refugees
River Euphrates =Army of the Jews
Sea =Large population
Shiloh (waters of)= Christ, love and gentle persuasion
Springs =small villages
Water =People
Water in other cisterns =False Gods
Way =Crossroad or way of life
Wax (melting) =Mass death
Wheels =Eternity, one eternal round and has no time
Whirlwind =Speed, storm, scourge, invasion
Wick =Babylonians
Wilderness =People (large group), settled people, dense population, partially watered with the gospel (Christianity)
Wilderness (coming Out of) =Converted from Christianity to the Gospel
Wind =Scourge or fast moving Army, also Idolatry of Ephraim

Wine

Bad wine (drunk) =Money, power, idols, wealth

Dripping =Knowledge and revelation

Good wine =Virtues of the people

Left on its Lees =Impure doctrine and ideas, also complacency

Wine of wrath =Desire to make war and destroy

Winepress =Atonement

Wings =Movement or mobility, conceal location of Cherubim

Women =Church, whore of Babylon

Women's children =Members (righteous or wicked, or children of the Whore)

Wood =False God (Idols)

Worms, of Jacob =144,000 Isa 41:14-15,29

Wound =Apostasy

Journaling – A Prophetic Mandate

Consider these evidences that the most important reason to learn to write is so that you can keep a journal (it's also a good way to learn to write, and indeed, is one of the main reasons we learn to write; and this includes writing about one's life, but also about one's research findings/analysis).

-“Although I was tired, I took out some paper and began to write. And as I did, I understood the message I had heard in my mind. I was supposed to record for my children to read, someday in the future, how I had seen the hand of God blessing our family.... I wrote down a few lines every day for years. I never missed a day no matter how tired I was or how early I would have to start the next day. Before I would write, I would ponder this question: “Have I seen the hand of God reaching out to touch us or our children or our family today?” As I kept at it, something began to happen. As I would cast my mind over the day, I would see evidence of what God had done for one of us that I had not recognized in the busy moments of the day. As that happened, and it happened often, I realized that trying to remember had allowed God to show me what He had done. More than gratitude began to grow in my heart. Testimony grew. I became ever more certain that our Heavenly Father hears and answers prayers. I felt more gratitude for the softening and refining that come because of the Atonement of the Savior Jesus Christ. And I grew more confident that the Holy Ghost can bring all things to our remembrance—even things we did not notice or pay attention to when they happened. The years have gone by. My boys are grown men. And now and then one of them will surprise me by saying, “Dad, I was reading in my copy of the journal about when ...” and then he will tell me about how reading of what happened long ago helped him notice something God had done in his day. My point is to urge you to find ways to recognize and remember God's kindness. It will build our testimonies...It won't be easy to remember. Living as we do with a veil over our eyes, we cannot remember what it was like to be with our Heavenly Father and His Beloved Son, Jesus Christ, in the premortal world; nor can we see with our physical eyes or with reason alone the hand of God in our lives. Seeing such things takes the Holy Ghost. And it is not easy to be worthy of the Holy Ghost's companionship in a wicked world. That is why forgetting God has been such a persistent problem among His children since the world

began... Tonight, and tomorrow night, you might pray and ponder, asking the questions: Did God send a message that was just for me? Did I see His hand in my life or the lives of my children? I will do that. And then I will find a way to preserve that memory for the day that I, and those that I love, will need to remember how much God loves us and how much we need Him. I testify that He loves us and blesses us, more than most of us have yet recognized. I know that is true, and it brings me joy to remember Him.” (President Henry B Eyring “O Remember, Remember” Oct. 2007 <https://www.lds.org/general-conference/2007/10/o-remember-remember?lang=eng>)



–“we urge our young people to begin today to write and keep records of all the important things in their own lives and also the lives of their antecedents in the event that their parents should fail to record all the important incidents in their own lives. Your own private journal should record the way you face up to challenges that beset you. Do not suppose life changes so much that your experiences will not be interesting to your posterity. Experiences of work, relations with people, and an awareness of the rightness and wrongness of actions will always be relevant.... No one is commonplace, and I doubt if you can ever read a biography from which you cannot learn something from the difficulties overcome and the struggles made to succeed. These are the measuring rods for the progress of humanity. As we read the stories of great men, we discover that they did not become famous overnight nor were they born professionals or skilled craftsmen. The story of how they became what they are may be helpful to us all. Your own journal, like most others, will tell of problems as old as the world and how you dealt with them. Your journal should contain your true self rather than a

picture of you when you are “made up” for a public performance. There is a temptation to paint one’s virtues in rich color and whitewash the vices, but there is also the opposite pitfall of accentuating the negative. Personally I have little respect for anyone who delves into the ugly phases of the life he is portraying, whether it be his own or another’s. The truth should be told, but we should not emphasize the negative. Even a long life full of inspiring experiences can be brought to the dust by one ugly story. Why dwell on that one ugly truth about someone whose life has been largely circumspect? The good biographer will not depend on passion but on good sense. He will weed out the irrelevant and seek the strong, novel, and interesting. Perhaps we might gain some help from reading Plutarch’s *Lives*, where he grouped 46 lives in pairs, a Greek and a Roman in each pair. He tried to epitomize the most celebrated parts of their stories rather than to insist upon every slightest detail of them. Your journal is your autobiography, so it should be kept carefully. You are unique, and there may be incidents in your experience that are more noble and praiseworthy in their way than those recorded in any other life. There may be a flash of illumination here and a story of faithfulness there; you should truthfully record your real self and not what other people may see in you. Your story should be written now while it is fresh and while the true details are available. A journal is the literature of superiority. Each individual can become superior in his own humble life. What could you do better for your children and your children’s children than to record the story of your life, your triumphs over adversity, your recovery after a fall, your progress when all seemed black, your rejoicing when you had finally achieved? Some of what you write may be humdrum dates and places, but there will also be rich passages that will be quoted by your posterity. Get a notebook, a journal that will last through all time, and maybe the angels may quote from it for eternity. Begin today and write in it your goings and comings, your deepest thoughts, your achievements and your failures, your associations and your triumphs, your impressions and your testimonies. Remember, the Savior chastised those who failed to record important events.” (President Spencer W Kimball “Angels May Quote From It” Oct. 1975 New Era <https://www.lds.org/new-era/2003/02/the-angels-may-quote-from-it?lang=eng>)

-“Behold, there shall be a record kept among you” ([D&C 21:1](#))

-“People often use the excuse that their lives are uneventful and nobody would be interested in what they have done. But I promise you that if you will keep your journals and records, they will indeed be a source of great inspiration to your families, to your children, your grandchildren,

and others, on through the generations” (“[President Kimball Speaks Out on Personal Journals](#),” *New Era*, Dec. 1980, 27).

–“Each of us is important to those who are near and dear to us—and as our posterity read of our life’s experiences, they, too, will come to know and love us. And in that glorious day when our families are together in the eternities, we will already be acquainted” (“[President Kimball Speaks Put on Personal Journals](#),” *New Era*, Dec. 1980, 26).

–“We are living in one of the most important generations that man ever lived on earth, and we should write an account of those important transactions which are taking place before our eyes” ([Teachings of Presidents of the Church: Wilford Woodruff \[2004\], 130](#))

–While presiding over the Church in England in 1840, Parley P. Pratt asked a rhetorical question: “Do you keep a journal?” And responded, “If not, we would again enjoin it upon you, and upon all who have not before heard the admonition, to commence forthwith to keep a Journal, or write a history; and see to it, that what you write is strictly true and unexaggerated; so that in the end, all may know of all things concerning this last work, and all knowledge may flow together from the four quarters of the earth, when the Lord shall make his appearing, and we all may be ready to give a full account of our mission, our ministry and stewardship” (“Do You Keep a Journal?” *Millennial Star*, Oct. 1840, 160–61). <https://www.lds.org/church/news/the-power-of-personal-journals-is-enduring?lang=eng>

–“There is one subject I wish to speak upon and that is the keeping of a journal with respect to the dealings of God with us. . . . When the Prophet Joseph organized the Quorum of the Twelve, he counseled them to keep a history of their lives, and gave his reasons why they should do so. I have had this spirit and calling upon me since I first entered this church. I made a record from the first sermon I heard, and from that day until now I have kept a daily journal. Whenever I heard Joseph Smith preach, teach, or prophesy, I always felt it my duty to write it; I felt uneasy and could not eat, drink, or sleep until I did write.” (in Matthias F. Cowley, *Wilford Woodruff: History of His Life and Labors*[1964], 476–77)

–“I urge all the people of this church to give serious attention to their family histories, to encourage their parents and grandparents to write their journals, and let no family go into eternity without having left their memoirs for their children, their grandchildren, and their posterity. This is a duty and a responsibility. . . . Those who keep a book of remembrance are more likely to keep the Lord in remembrance in their daily lives. Journals are a way of counting our blessings and of leaving an inventory of these blessings for our posterity.” (General Conference, April 1978)

-“As I view it, in every family a record should be kept. ... That record should be the first stone, if you choose, in the family altar. It should be a book known and used in the family circle; and when the child reaches maturity and goes out to make another household, one of the first things that the young couple should take along should be the records of their families, to be extended by them as life goes on. ... Each one of us carries, individually, the responsibility of record keeping, and we should assume it.” (Elder John A. Widstoe, Utah Genealogical and Historical Magazine, July 1920)

-“In a very real sense, our properly written histories are a very important part of our family scripture and become a great source of spiritual strength to us and to our posterity. ... I have a strong feeling that when this life is over, our personal and family histories and the influence they wield will be of much greater importance than we now think.” (Elder John H Groberg, General Conference, April 1980)

-“Knowledge carefully recorded is knowledge available in time of need. Spiritually sensitive information should be kept in a sacred place that communicates to the Lord how you treasure it. This practice enhances the likelihood of receiving further light.” (Elder Richard G. Scott, 1993 October General Conference)

-“A life that is not documented is a life that within a generation or two will largely be lost to memory. What a tragedy this can be in the history of a family. Knowledge of our ancestors shapes us and instills within us values that give direction and meaning to our lives.” (Elder Dennis B. Neuenschwander, General Conference, April 1999)

-“I would like to share with you just a tiny sampling of the experiences I have had wherein prayers were heard and answered and which, in retrospect, brought blessings into my life as well as the lives of others. My daily journal, kept over all these years, has helped provide some specifics which I most likely would not otherwise be able to recount.” (President Thomas S. Monson, General Conference, Oct. 2012)

-“According to the [Center for Journal Therapy](#), “reflective journal writing” has been used effectively to help individuals suffering from grief and loss, recovering from addiction, or battling eating disorders. Other studies have reported that journal writing can result in health-related benefits that range everywhere from improved lung function to reductions in pain intensity ratings after surgery. [Research has shown](#) that journal writers can experience improved sleep, reduced blood pressure, improved memory, and accelerated physical performance.”

(LDS Living Magazine “Surprising Health Benefits from Keeping a Journal” by [Lynnae Allred](#), <http://www.ldsliving.com/Why-Your-Journal-Matters-Surprising-Health-Benefits-of-Keeping-a->

Journal/s/81900 ; sites

<https://www.cambridge.org/core/journals/advances-in-psychiatric-treatment/article/emotional-and-physical-health-benefits-of-expressive-writing/ED2976A61F5DE56B46F07A1CE9EA9F9F>
and <http://journaltherapy.com/get-training/short-program-journal-to-the-self/journal-to-the-self/journal-writing-history/>

-Some scriptures on journaling from lds.org:

[1 Nephi 1:1–3](#); [Alma 37:8–9](#); [Moses 6:5, 45–46](#) (Examples of record keeping in the scriptures)

[1 Nephi 6:3–6](#) (What to include in a personal record)

[3 Nephi 23:6–13](#) (The Savior chastises the Nephites for the incompleteness of their records)

-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)

-JS told people your journals will be sought after as history etc. (from On Sacred Ground: Reflections on Joseph Smith by Truman G Madsen)

-BH Roberts said Journal of Wilford Woodruff is one of the greatest historical treasures we have.

(from On Sacred Ground: Reflections on Joseph Smith by Truman G Madsen)

- Woodruff's daily journal is over 7,000 pages. (see Presidents of the Church book by Truman G Madsen)

-JS wouldn't sleep until he had written down sermons he gave, this has been a great blessing to us. (this might be a typo on my part, it might be that Woodruff wouldn't let himself sleep until he had transcribed JS's speeches) (from On Sacred Ground: Reflections on Joseph Smith by Truman G Madsen)

-they were strict to keep journals from the beginning days of the Church for they knew that they were making history and that one day people would refer to those as scripture. (see Presidents of the Church book by Truman G Madsen)

-Spencer W Kimball regularly admonished the Saints to keep a journal (see book 'In the Company of Prophets' by D. Arthur Haycock)

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)



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/251lo_ol3ns

-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 when they have been prepared for it.

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

- John Dalton, who helped in the advancement of atomic theory, was by age 12 teaching peers in a school he set up. He was an avid reader, and was known for living by a very strict schedule. He was modest and religious.



Researching Better Than Brain Teaser Puzzle Games



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.

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.

Why We Prioritize Learning Despite Weakness of the Mind

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

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 prophesied 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.

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 it 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 knack 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. 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.

Yes, the prophets are our leaders.

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

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 days" students 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 music is ok so long as they don't have music with vulgar lyrics or suggestive tones and words 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.

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.

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.

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.

If you are disinterested in a scientific study of the effects of pressing social issues, 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. 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.

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 (a man of God, though not of the same faith). 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.

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 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.

...

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.

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.

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 highlight key ideas from 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](#))

- 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 in. 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](#))

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 college 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 of 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, 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). There should be a link to do it on 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 or spencer.blogspot.com instead of just 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 panel, 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 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, then 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.

Considering the Possibilities of Savant Brains & Human Intellectual Potential

These are conditions where people whose brains are damaged, somehow sometimes open up access to parts of the brain that we aren't using.

These people can do things like memorize all random facts they read, memorize the weather from each day, tell which calendar days things have and will occur on and which day of the week it will be, etc.

Or seeing a landscape, and replicating it all from memory.
Or hearing a masterpiece, and replicating it after only hearing it once.

Or reading 2 pages at once, one with each eye, extremely fast.

These are all things that savant geniuses we know of can do.

Now we see how Adam named all the animals in 1 day before he fell!

Some of these people are born with this strange mixture of

disability and ability, others actually develop these things after traumatic accidents.

May we live as "servants" of Christ so our brains can be unlocked as a blessing of righteousness to be like these "savants".

In the resurrection, in greater days ahead, it is easy to see how Brigham's prophecy, that in future stages such as the spirit world or resurrection, we would learn 100x as much information, in 100x less time. Once I did some calculations on this, my university chemistry class text would be absorbed in about a half hour!

This makes one ponder the nature of learning and life. Why are we so slow? It's all part of the test. The big thing that really matters for character is our hearts. The main thing that is on trial just now is our hearts. How will we act? We have the veil of forgetfulness, but our hearts remember how to love. This life is where we are put in a setting where our brains are slow and don't remember, and it shows perfectly how our hearts will act. It shows our ability to have faith.

Why does scripture say we will be all the more advantaged from what we learn here that what we gather here comes with us there? It seems that part of the test of life is to see if we will use our time wisely, however fragile our abilities during that time are. It seems that we must learn things in this setting before more advanced settings will be allowed.

But this learning also involves learning of the heart. Jesus learned by the things he suffered, the record says. So the experiences we have in life, those are teachers just as much if not more than the textbooks and the controlled laboratories. So we should get out there, make a difference in the world, make a difference in ourselves. Combine intellectual progress with social and other dynamics. Learn the experience of teaching

someone. Learn the experience of saving someone.

Life is the school of the Gods, this can be our destiny if we apply ourselves.

Our being here with the (limited) abilities we have is no mistake, it's all calculated for our success. We are missing the pre-mortal piece of the puzzle, but it's all calculated, and we were all on equal footing in the beginning as the scripture says (Abraham). The intimate details of which abilities to give us as is best calculated for our growth, and why we are placed where we are in life, these are some of the most awe inspiring wonders of the genius of God.

sevant book - islands of genius

book - the boy with the incredible brain

Kim Peek, "the real rain man" [Kim Peek, the Real Rain Man | Psychology Today](#) . Documentary on Kim Peer the real rain man [\(275\) Kim Peek - The Real Rain Man \[Full Film\] - YouTube](#) He was reading before 2, encyclopedias. He can read what takes us 3min in 18seconds and retain 98% of it. He reads the left page with the left eye, the right with the right eye. He can repeat very specific information of historical dates, people, etc.

[10 Fascinating People With Savant Syndrome - Listverse](#)

sevantsyndrome.com

voyage into the brain: beautiful minds

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.

Henry Cavendish: The Brilliant, Socially Awkward, Scientist

Henry Cavendish had extreme social hesitations and was likely autistic. He had his servants only communicate with him in writing. Going to social events to share his research, he would often be found outside getting the courage to enter. Those speaking to him would look up rather than at him to help the situation. Though not all of his work was right (such as his density of earth calculations), he made several significant contributions to science like finding hydrogen. This is a good example of how individuals with social disabilities can still be brilliant and contribute in society.

Musical Instruments: A Fun (Working) Approach

-Playing an instrument can be fun, that's why we want to learn and teach it, more so than for everyone to be on a professional orchestra. Granted reading sheet music is fun too, but perhaps not a great place to start. Perhaps learning 'tabs' to learn new songs is a great foundation before moving on to sight reading sheet music, so the artist gets a feel for the potential and joy of playing songs on the instrument. Granted this approach may work better for some instruments than others. Many great musicians didn't know how to sight read. Many folk musicians learned by tradition and family playing around together more so than learning sight reading. The training in sight reading is often void of musicality, rhythm, or predictability.

Here is a great video on how **learning music should be fun**, rather than obsessed with teaching sight reading “Rant: music lessons should be FUN” by Lindybeige

<https://www.youtube.com/watch?v=8iMOMYcZ2KY>

A key part of learning instruments is learning to enjoy hearing that instrument. Therefore, some of what I’ll present with each instrument will be videos of delightful performances thereby. Key fingering charts, chord charts, etc., are easily found in PDF format on the web or in inexpensive beginner instrument books. There are however great video and otherwise tutorials on the web for learning instruments.

Someone said “We learn to read and write after we’ve mastered speech. But the standard of terrible music instruction is to learn an entirely new and unintuitive writing system before we have any real idea what it means.”

Surely a desire toward any instrument will involve both hearing it played well and toying with it in a casual setting for quite some time before much reading and drilling takes place. After the formal trainings begin, much time still is required for freestyle playing, “scrimmaging” if you will, and an at least partially self-elected book of songs to learn, in addition to classical arrangements.

Using Music to Study

For some reason we think classical music is only for background while doing other things. In reality, for something like high concentration study, it often hinders the process. Music is complex, yes, even music without words. We can plan an outing of just listening to a symphony. We are overstimulated in our society, and would do well to simplify, and stop trying to multitask.

Music is best absorbed when you're paying full attention to it. In Ayn Rand's "Atlas Shrugged", one of the great freedom novels (a great book other than a few unnecessary humanist themes), the main character hero known for her great work ethic, would go to work, and when coming home, would sit and listen to classical music as her recreation. The music would have distracted her if she listened at work, she had to give full concentration to her business to make it what it needed to be. Her work was important to her, she gave her best self to it. She was innovative, and not just punching a time clock. She used her mind to create and didn't just live for money. In other words, what she did each day was about leading not following. She used her mind rigorously in her work. Then when it was time to rest, the music assisted. The music was majestic, and deserved attention when it was played.

There are those who enjoy working to classical music. Ben Carson the famous neurosurgeon was known for listening to Handel's Messiah while he studied. It can differ person to person on how music helps or hinders the focus and concentration needed to study. Many with anxiety can use music to calm them down, and then cancel the music outright once they're in a calm mood. The nature of some of the work we must do can sometimes be aided by music.

The steps of study clarified, drawn out.

Logic, reason
Math, numbers
Physics, movement
Chemistry, molecules
Biology, life
Psychology, behavior
Sociology, government
Theology

Some joke about a field on one side of the spectrum being the most pure and useful, but they all are useful, and have potential to be pure.

Hyrum Andrus on learning

Here are some notes from the end of his great harvest of the last days D&C part 2 lecture:

<https://youtu.be/mT2Gi-YzcS8>

This is about the prophetic picture of the last days but it applies to learning in general:

The doctrine and covenants is the capstone of our religion because it tells us the big things, the capstone things, the kingdoms vision, the book of revelation clarification, role of Zion, etc.

We need to master all these concepts not many of us have them mastered and it needs to happen.

In the learning process things are foggy at first and then they begin to clear up.

All of this can be understood but you have to go over at several times back and forth.

This is the most profound system of thought on Earth and it is very consistent. It can have meaning to your life if you use it but of course how you live your life is more important than what you know. And it is not a matter of emotion spirituality is not measured by the intensity of your feelings. Spirituality is measured by the Excellency of your life's pattern. That excellency has to be centered in Christ.

Toy Soldier Sets

A fun way for kids to be more involved in history

\$35 set which has a placemat etc ; it is 260 pieces, 4 colors of soldiers, a placemat, and other equipment

Amazon.com: Army Toys Big Battle Carrying Case Playset - Deluxe Plastic Army Men Military Set Includes Green and Tan Army Guys, WW2 Tanks, Jets, Walls, Helicopters, Provisions, Playmat and More (260 pcs) : Toys & Games

https://www.amazon.com/gp/product/B01N0C0H4T/ref=ox_sc_act_image_2?smid=A2L0LODUJGR5H7&psc=1

\$25 this one is specific to the civil war

Amazon.com: Civil War Army Men Toy Soldier Action Figure Playset -100 Pieces Including Confederate & Union Soldiers, Cannons, Wagons, Rideable Horses, Terrain Accessories - Great for Dioramas & School Projects : Toys & Games

https://www.amazon.com/gp/product/B00BT5GE7S/ref=ox_sc_act_title_1?smid=A1B7M9EQGNCLQA&psc=1

\$19 here is this set of 100 piece though not all of it is soldiers
Amazon.com: Sunny Days Entertainment Military Battle Group Bucket – 100 Assorted Soldiers and Accessories Toy Play Set for Kids, Boys and Girls | Plastic Army Men Figures with Storage Container : Toys & Games

https://www.amazon.com/Elite-Force-Battle-Group-Bucket/dp/B00QZERQJI/ref=sr_1_5?crid=36AYVOS3FZQJB&keywords=100+toy+soldiers&qid=1682479916&sprefix=100+toy+soldier%2Caps%2C146&sr=8-5

\$15 for 300 soldiers, white red green

https://www.amazon.com/Plastic-Little-Soldiers-Action-Figures/dp/B09BB28BVH/ref=sr_1_31?crid=2YCUX93RIHNJH&keywords=toy+soldiers+revolutionary+war&qid=1682481058&

[sprefix=toy+soldiers+revolutionary+war%2Caps%2C171&sr=8-31](https://www.amazon.com/s?k=toy+soldiers+revolutionary+war&pf_rd_p=1682481147&pf_rd_s=strip-top&pf_rd_t=101&pf_rd_c=1398963&pf_rd_r=171&sr=8-31)

\$18 WW2 weapons mini toys etc set

Amazon.com: Feleph WW2 Weapons Pack Military Toy Set Building Blocks Model for German Soldier Figures, Army Equipment Gear Kit Pieces and Parts Accessories Compatible with Major Brand : Toys & Games

https://www.amazon.com/Feleph-Military-Equipment-Accessories-Compatible/dp/B09SH6TH2M/ref=sr_1_22_sspa?crid=2YCUX93RIHNJH&keywords=toy+soldiers+revolutionary+war&qid=1682481147&sprefix=toy+soldiers+revolutionary+war%2Caps%2C171&sr=8-22-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwMzQ2ODYxMIRENDRTNEFOMzRCWiZlbnNyeXB0ZWRBZEIkPUEwMDcwOTczMjExNTISNjNNUeWyRCZ3aWRnZXROYW1IPXNwX210ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNRPXRYdWU=

\$23 revolutionary war toy soldier bin

Amazon.com: Revolutionary War Toy Soldier Tub 33 Piece Set with George Washington, Lafayette, British, Hessian and Continental Infantry, Cannon, Mortar : Toys & Games

https://www.amazon.com/Revolutionary-Washington-Lafayette-Continental-Infantry/dp/B06WP1LQBX/ref=sr_1_5?crid=2YCUX93RIHNJH&keywords=toy+soldiers+revolutionary+war&qid=1682481276&sprefix=toy+soldiers+revolutionary+war%2Caps%2C171&sr=8-5

\$14 medieval war figures

Amazon.com: Army Toys, Army Men Toys for Boys, Medieval Knight Military Toys 28 Pieces of Warrior Horse Toy Soldier Models Are Suitable for Learning Historical Warfare, Role-playing And Giving Creative Gifts : Toys & Games

https://www.amazon.com/Medieval-Military-Suitable-Historical-Role-Playing/dp/B07S8GZKWS/ref=sr_1_40?crid=2YCUX93RIHNJH

<https://www.youtube.com/watch?keywords=toy%2Bsoldiers%2Brevolutionary%2Bwar&qid=1682481276&sprefix=toy%2Bsoldiers%2Brevolutionary%2Bwar%2Caps%2C171&sr=8-40&th=1>

Learning Methods Resources

[TeacherFlix.com](https://www.teacherflix.com)

Free teacher videos

How to put “made for kids” videos into a YouTube playlist

<https://youtu.be/WUdLXcVreEo>

Brigham Young: Getting Smart as Older if Live Religion, Rather than Becoming Dull

Yet, if we live our holy religion and let the Spirit reign, it will not become dull and stupid, but as the body approaches dissolution the spirit takes a firmer hold on that enduring substance behind the veil, drawing from the depths of that eternal Fountain of Light, sparkling gems of intelligence which surround the frail and sinking tabernacle with a halo of immortal wisdom.⁹³ –Found in a Fred Collier book

More slogans

Christian lives matter - voice of the martyrs

Men's Lives Matter

Family Future Work: Multiply & Replenish the Earth

Keep a Journal: So the world will know what America was like before it became Communist!

Various Podcasting Videocasting Programs

Lightworks for audio with pic. into video.

Audacity to record, Dave uses. Can drag drop into Spotify. Can export mp3.

Riverside FM to cameras and mics for quality screencasting, studio recordings. The camera with the mic to it when spoken into becomes the dominant image. Expensive.

Spotify use rss feed it'll take it to apple, to other places it'll take it.

Rumble upload video to as well, big like YouTube, not as much censorship.

Facebook until they kick him off.

Spotify anchor free podcast host. Limited hours.

Allitu to put whole podcast together

Buzzsprout podcast host

Lisbin another popular podcast host

Free Photoshop Alternative: Gimp

Gimp is an open source program made by lynx users, designed for lynx, but available on windows and mac.

Photoshop is a bit more user friendly, but Gimp is free.

Adobe Rush for Audio to Video

You can record audio on your phone or computer. You can add photos on top of it to illustrate the audio. You would do this in Adobe Rush.

Why and how you must force yourself to learn

Learning is often dry and difficult.
It is however very important.

Read a few books on different subjects at once so you can take a break from one topic by looking at another. The mind needs these breaks.

Don't just read fluff. Push yourself to study what's most important, and even difficult subjects of duty.

What's the driving motivation to become educated? Exaltation vs Damnation

If we aren't moving forward, we have damned ourselves. You don't want to look at your peer of youth and see how far they have gone while you have squandered your time. You want to be making progress! And in eternal things, progress means family, and education. It means community and many things, but education is certainly at the heart of it all.

Joseph Smith put it well in saying that a man cannot be saved in ignorance.

So why would you learn some difficult thing? Because not knowing it is halting your progress!

Now we aren't just collecting random facts, we do want some use and application of what we learn, but make no mistake, learning is inherently good and empowering, so long as what we are learning are actually true things. Learning sometimes seems disconnected, but by and by we will learn to connect all truth into one great whole. So go on learning every virtuous thing, and it'll come together.

As the D&C commands, we learn not only doctrine of the kingdom, but of histories, nations, politics, and all things of import.

Prov. 25:2 on Learning: We Must Search

"It is the glory of God to conceal a thing: but the honor of kings is to search out a matter."

Reading the Text an Essential Element of Any Class

Student reading full text is critical element of a class grade. Quizzes should be given to ensure that the reading has been done.

For younger students who don't have the skills of reading, the teacher should emphasize the importance of reading in education by reading the entire text with the students day by day, encouraging them to follow along, or having them verbally read it in turn. Silent reading won't do, this they claim to do when they cannot read well.

And just picking out a few answers from a body of text isn't the same as reading a text.

If the text is no good, scrap it, but you must replace it with a text which IS good, even if you have to write it yourself.

Remember, reading is the essence of education. Once a person learns how to read and learn from a text, they are educated. They must gain this skill, and this launches them into academic success on every level. Reading skills are far underrated in modern education.

[genius is eternal patience - Michaelangelo](#)

Inspiration: Learning in the Moment of Teaching: An Experience 4.27.23

I commented to my mother that while I was doing the interview with David Sanders about geology of Noah's flood, that some of his questions I did not have answers to, namely about how to tell a water hydrofountain vs a lava fountain, and that answers to this question were further impressed upon me in that very moment in such a way that I myself was astonished at the conclusive and cohesive rationality of it. Pieces of the puzzle were put together which before were still unclear to me.

Glen's Stellar Teaching Method

A friend of mine taught math and science for 7 years at America Leadership Academy and helped students get stellar scores on content exams and so on. After he left the student end year exam scores plummeted. Here are some of his methods:

- daily handouts of fill in the blanks for students to follow along during lectures. This would help student involvement. Thus he made a booklet for the semester, and gave 1 page per day to the students. I've also seen this work very well in classes I've taken, though I know some don't like it. Perhaps it's best for science.

- didn't use the textbook much, students don't read it. Just used the textbook for designing the curriculum.

- In math he at the first of class did an explanation of the concept and a demonstration of it, then he gave an

assignment on it and gave the students plenty of time to do it in class.

-For math quizzes and tests, all problems were ones that the students had seen before on class assignments. He made students aware of this on the class syllabus, and parents who were concerned about student success were helped by knowing this.

Ed resources

o*net for career surveys

Additional Educational Resources

-Illuminated.com Good cpu building programs etc.

-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

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

EDUCATIONAL TECH

Crayons: A Simple Book Marking Solution

Crayons work just as good

Less messy

Cheaper

Faster to use & pocket

Won't dry out

Can order packs of certain color

Easier to have variety to color code

Easily carry crayon sharpener

Website to Seek What You're Signing onto
with Popular Terms of Service Agreements
tosdr

Fair Use Law

Factual information can be used under Fair Use Law

Fair Use Law says you can use something so long as it won't take away profits from the creator

17 u.s.c. section 110 you can show things from movies in class which are related to your content with face to face instruction. You have to own the movie, not just stream it.

Public Domain Picture etc Resources

creative commons, and wiki commons, wiki media commons.

ck-12 is public domain for non profit

17 u.s.c. section 110 you can show things from movies in class which are related to your content with face to face instruction. You have to own the movie, not just stream it.

OER open educational resource

Flickr

Remember to cite them.

[Category:Images - Wikimedia Commons](#)

Links to Make Custom Tees, Stickers

Custom Bumper Sticker Wyco Products Customizable Bumper Sticker (3"x10", Black) <https://a.co/d/9bk6SPs>

Custom 2 sided t shirt

Custom T Shirt for Men Women Add Your Text Design Your Own Front Back Side T-Shirt <https://a.co/d/1su2zV5>

Screen recording video software

OBS is a popular free option. Idk anything about it.

Screencastify I like. It's relatively cheap. You can download the completed video.

There's a free phone app called X Recorder you can screen record with.

Apparently Apple builds this software into their computers now, hopefully Windows will catch on soon.

Image of text Converting to Text? OCR (optical character recognition)

If you find a way to do this let me know!

Adobe can do image word detection and possibly save it. May need to to Word before audio reader.

There is expensive software for the blind which takes pictures of text and converts it into text, so we are getting there.

There are programs and apps to take PDF and read that, so this could be a key to unlocking many books into audiobooks. There is also software to take a body of text and convert it into

Might try:

Adobe

app All pdf Maker

Canva

Turning Text into Audio Files

A few to try:

<http://www.fromtexttospeech.com/>

<https://www.text2speech.org/>

How to Backup DVDs

You own them, you may as well protect them. Here is a tried and true way. Obviously don't share them where that's not allowed.

Rip Aimersoft - rip DVDs, YouTube, etc.

Server to play them: could use Plex

How to Combine YouTube Music Playlists

on the app go to playlists, on the side of each hit the menu, should be able to add that playlist to another.

if that doesn't work do this:

on the playlist (only via the YTMusic app) open a playlist, then open a song, pull up on the song as though to see lyrics there's a tab of "playing from ____ (playlist)", by that a button saying "save" hit save, and select the playlist to join it too

Getting Carriage Returns Out of Text

Ctrl H, ^p, replace all.

Beware doing this in a document it could do that to the whole document and mess things up, so do it in a separate document.

Gospel Art Merchandise

T shirt first vision

https://www.google.com/aclk?sa=l&ai=DChcSEwjyrs-Rg-T6AhXBF9QBHYfsB9kYABAJGgJvYQ&sig=AOD64_3il9UkP4To6eKTqXMTeyyfGy20og&ctype=5&q=&ved=0ahUKewiGkciRg-T6AhVMomoFHYc3CdQQww8lzg0&adurl=

Del parson Joseph Smith American prophet

<https://ldsart.com/collections/del-parson/products/american-prophet-vintage-by-del-parson?variant=41862776062105>

Del parson first vision

Image file

<https://www.churchofjesuschrist.org/media/image/the-first-vision-fe5db8d?lang=eng&collectionId=dbcaac77ae368c29e72db24981da95c735ca5363>

Del parson first vision

Only 5*7":

<https://store.churchofjesuschrist.org/usa/en/the-first-vision/5638700874.p>

Del parson first vision

Try contacting sales@delparson.com

Video Creation Steps with Virtual Dub: Audio + Image to Video

Get the VirtualDub free software. See [Downloads - virtualdub.org](http://Downloads-virtualdub.org)

Drag and drop the desired image into the main area.

Audio -> Audio from other file

Video -> frame rate -> change duration so video and audio durations match;

Convert to fps -> 1

Video -> compression -> codec -> 1 (Note: this compression step may not be necessary)

Save as: AVI

(<https://www.youtube.com/watch?v=7bZYc9Nu5Wg>)

This does go pretty slow so its not the best.

ADDING IN

IN CPU TOOLS SECTION OF ED: notes on using google photos and best way to back them up

<https://cf.allisonleephotos.com.au/optin-504949651630491440597>

how to recover all icloud apply photos

<https://www.youtube.com/watch?v=Yut-ytgOOls&list=PLJnlg-kdcRm1lvzlezWDERm3Oc78s4sb0>

500 photos per album; download an album at a time (that's the max you can download at a time, idk if an album can hold more than 500, but don't put more than 500 or you wont be able to download entire albums)

(likely combine folders to make albums of about 500 if it doesn't disrupt organization)

g photos you can search a place event person and it pulls all of those up

don't use g takeout it scrambles everything, the file metadata isn't in tact, can't just open the complete file

g photos auto sorts chronologically

use spreadsheet to keep track of which albums youve downloaded: album, # photos, all in, downloaded, on external

ed cpu use section: add to ron hill notes on g drive usage

Remember that the cloud is just other people's computers. Google backs up your data to multiple servers, so it would require multiple nukes to take it all out.

If they're set to available offline, a copy is also stored on your

hard drive and is available without connecting to google. To test it, set a folder up as offline, disconnect from the internet, restart your computer, and make sure you can still access

if you want ultimate security, use google takeout every once in a while and backup to an external HDD raid array that you keep in a safety deposit box - but that's kind of insane

Russ next renegade you cand o it hmschl

In the 1980s the first presidency came out and said a bunch of things are signs of apostasy but those things were things that we should really be doing among the list was very patriotic and homeschooling and focusing on a certain book of scripture like Isaiah

It did not say you were an apostate for those things that said you were in danger of it

The mindset behind to this idea was that if you were a homeschooler you were associating the apostate fundamentalist groups which is not the case and it created a negative stigma on homeschooling in the church

Et Benson was an apostle at the time he wasn't involved with that memo he was a patriot constitutionalist in the John Birch society

It's a myth that to be a teacher you need some license or special training every parent can do it

No matter what level of schooling a parent has if they just taught their children what they know that alone is a significant education

We don't live in an illiterate world anymore most parents can read so they can teach it

Things you do naturally are great education like how to take

care of your pets how to do the laundry how to calculate a budget all of that

We are uniquely qualified to teach our children because they are our calling

We are the most qualified to teach our children because we know them the best

It is a myth that kids won't get social interaction if they are homeschooled and that they need their peers to learn

The worst place our kids should learn anything is from their peers who are messed up and trying to learn themselves. A child does not need to learn from someone who knows less than them.

Parents and family mentors should be to our children look to not bullies and popular kids etc

Kids doing school at home freeze up time for them to get jobs which helps their social skills etc in a structured environment
Note this can be where work must be done not just sitting around getting in trouble

It's false that kids need tons of subjects at once

Even if you do take a subject you're going to forget it in a few years so what are kids really need to learn is the process of learning

Knowledge is not the same as random memorized facts and the tests in these schools are usually testing kids on random memorized facts

You don't have to school kids the same way as other people do and each kid can be done a different way

2 months after Joseph finishes the translation of the Book of

Mormon he is translating the Bible

In Genesis the instruction is for parents to write and teach their children based on what they wrote

Parents particularly father's write a journal and teach your children to read from that

You have the right to receive your own scripture that is what you write down that is what you teach from

Got the confidence to go receive that inspiration from the Lord even if it's simple write it down and teach from it

All of the kids Russ pulled out to homeschool when they put them back they were in advance classes not because they had already taken the basic classes but because they knew how to learn how to take things apart etc

Did children how to respond to their environment how to think and to go do what they need to do rather than teaching them to memorize a fact for a test that they're going to forget and never use

Dad must be involved in the children's school there must be the patriarchal component

Minimum that should be involved in the curriculum choice and in something weekly

If dads are working overtime to get more toys and fancy things they must reconsider and use that time instead with the family with the school

Russ assigns his kids a topic to write an essay on for that week and the mom helps them learn about it and write it throughout the week and at the end of the week Russ makes some final edits and suggestions and then they turn in their final paper to him

Where possible dads take your kids with you to work

If there is no father in the home children need some other father figure get a grandpa and uncle someone to represent that component

For the dad to give a topic on a report it can be something random ants or lightning etc and depending on the age and ability of the child change the length of the report

Russ takes a few hours a week to have direct schooling time with the kids

Get away from the idea that each kid of a different age needs to be separated from the other kids of different ages in school

Older siblings should be assigned to teach younger siblings and by doing this they will learn more themselves as the teacher always learns more than the student

It binds the family to teach kids together and to have them teach each other

Whether or not your kid knows facts is not a real measure of his education it's all about whether he knows how to think How he responds to situational problems is a much better measurement

Subjects should be integrated the topic you're learning about use it to also teach the English spelling etc History Science everything on that topic

This is like eating whole food rather than supplements

Math is unique but you can use math when studying other subjects

Scripture should be integrated not just something they do in the morning it should be part of every subject and whenever they're

learning a subject they should naturally learn to think about what scripture has to say about that

Consecration is another pillar

God commands us to teach our children light and truth and even the first presidency including Joseph Smith was rebuked for not being diligent enough at home

Truth is not just knowledge of things it's the spirit of God it's light this is what we're supposed to be communicating to our kids

Note and it's what they're not getting at public schools

Consecrated learning means turnaround and teach what you've learned

They're homeschool includes at least two or three kids that aren't from their family coming in and getting free teaching with their family

Our kids should be able to share the gospel truths they are learning from homeschool to their friends at church etc

Don't try to recreate the public school in your home in fact give the kids a year off after you pull them so they can get used to being around the family it's not going to hurt them there's been plenty of times in history where kids have taken a year off

Your kids will almost always achieve the bar the goal you set for them

We shortchange our kids when we assume they cannot do hard things just a few generations ago 16 year old George Washington was a surveyor

Thinking critically suggests being critical tearing things apart there's some value to that but it would be better to say think objectively to question with an open mind

Our job is like Adam and Eve to go find knowledge that was the tree that ate the tree of knowledge

The greatest storage system humans have ever discovered is DNA

There are so many academic texts where they point out something that has almost evolved
But they can never point out something that has evolved into a different species

His book on the human body does not talk about sex he leaves that to the parents he points out God creating humans and the importance of high fertility rates
And a discussion on maturation he doesn't make it sexual it talks about the blessings of maturity and the roles that come with manhood and the roles that come with womanhood

It is said that humans and chimps are 93% similar but so are a dog house a house and a skyscraper they are neglecting to say that there is a massive difference in reality

Things are created by an order of agency plants have less agency than animals and animals have less agency than humans

In his books Russ points out the mainstream way and an alternative way and encourages the reader to think through it and find out

Universal Model covers what's different, Russ plans to write a text with the standards basics and the different together.

add to sleep

<https://music.youtube.com/watch?v=ZHAog4LCdCg&feature=share>

Robert frost "and miles to go before I sleep"

add to forums

Vlog and videography beginner forum

<https://www.facebook.com/groups/259146477813177/?ref=share&mibextid=NSMWBT>

Linguistics forum

<https://www.facebook.com/groups/199956423535153/?ref=share&mibextid=NSMWBT>

Eng lang, linguistics, literature

<https://www.facebook.com/groups/Lit792/?ref=share&mibextid=NSMWBT>

Why Studying "Education" at University is a mostly a Waste

Studying most things at university is a waste, but particularly the field of education.

There is a theme these days in education studies. It's socialism. It's a rejection of all tried and true teaching methods of the ages, replacing these with radical new agendas.

The classes are full of "critical theory", social redistribution, equalization of income, and just about every theory to bring us all into slavery and idiocy.

The lack of content in all the classes is bazar. The books dance around in circles raving on about what the PhDs have to say, while really saying nothing at all. It's an echo chamber repeating the nothingness that their fellow PhDs have said, then they write textbooks of this nothingness. It's like science which is built on a foundation of nothing (the big bang). Are all fields of education in babylon reverting to nothing, as sort of a cruel joke of the Devil who runs this show?

Well did McClintock comment that the problem with teachers is that they are trained in "how to teach" (and usually not in the right way), but they are ignorant of their own subject matter! Yes there is some art to teaching, but if you don't know your subject well, you've got no chance at teaching it. And if you do know your subject well and love it, you won't need much teaching training.

Nelson 1984 learning can be misused

Protect the Spiritual Power Line

<https://www.churchofjesuschrist.org/study/general-conference/1984/10/protect-the-spiritual-power-line?lang=eng>

But learning can be misused! A sharp mind, misdirected, can cut into that line of spiritual power. Some “learned” souls delight in leading others astray, all in the so-called name of learning. Years later their victims may realize that they have climbed their ladder of learning, only to find it leaning against the wrong wall.

Still debating whether to separate slogans by book section topic PROB SHOULD SEP; maybe both places put them in. ask meg

Slogans to add

If I collapse, please pause my watch (runner)

"Beware of pride." -Ezra Taft Benson (add image of rainbow if you want to be extra bold)

Rainbow is the Sign of the Flood

...and miles to go before I sleep, and miles to go before I sleep -Robert Frost

Note - Look into the g search of pub domain images! See if need cite

File - Wiki Commons image to save for the books

“L’Art et la Littérature,” by William-Adolphe Bouguereau, courtesy of Wikimedia Commons.

https://upload.wikimedia.org/wikipedia/commons/c/c7/Lart_et_la_litterature.jpg

Frame works and atlas fine art for gospel art prints

Sleep doc & slogans: this Robert frost

“The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.” -Robert Frost

Greek Gifts to Society

Note in kreeft Tolkien philo talks of many good things the Greeks contributed to society

Some Articles of Interest at “The Imaginative Conservative”

theimaginativeconservative.org

Topic: Culture: Education:

[A False Enlightenment ~ The Imaginative Conservative](#)

[Should Everyone Go to College? ~ The Imaginative Conservative](#)

[The Divine Teacher ~ The Imaginative Conservative \(On Christian Education\)](#)

[Wayfarers at Night: Choosing Literature That Comforts the Young ~ The Imaginative Conservative](#)

[The St. John Paul II Guild & the Future of Education ~ The Imaginative Conservative](#)

[Advancing in Darkness: Some Reflections on our Ahistorical Present ~ The Imaginative Conservative](#)

[Defending the Permanent Things ~ The Imaginative Conservative](#)

[Is Specialization Killing Culture? ~ The Imaginative Conservative](#)

[How Should We Fight the Culture War? ~ The Imaginative Conservative](#)

Topic: Culture: Education: Great Books:

[Gifts From We Know Not Where ~ The Imaginative Conservative](#)

[Fictional Saints and Sinners ~ The Imaginative Conservative](#)

[Will the Real Shakespeare Please Stand Up? ~ The Imaginative Conservative](#)

[Shakespeare's Women ~ The Imaginative Conservative](#)

[Shakespeare's Holy Women ~ The Imaginative Conservative](#)

[Dante's Holy Women ~ The Imaginative Conservative](#)

[Plato's "Timaeus" and the Will to Order ~ The Imaginative Conservative](#)

[The Crisis of the Intellectual Life ~ The Imaginative Conservative](#)

[The Paradox of Courage ~ The Imaginative Conservative](#)

[Anthropology & the Death of the Individual ~ The Imaginative Conservative](#)

[Honor and Fame ~ The Imaginative Conservative](#)

["Equality" and the Tyranny of the Majority ~ The Imaginative Conservative](#)

[Beyond Mere Measure: Eva Brann on Equality ~ The Imaginative Conservative](#)

[Can Socrates Change Your Life? ~ The Imaginative Conservative](#)

[Socrates' Ethics ~ The Imaginative Conservative](#)

[Liberal Learning, the Human Person, and Plato's "Meno" - The Imaginative Conservative](#)

[A Short History of the Human Soul ~ The Imaginative Conservative](#)

[What Happened to Excellence? ~ The Imaginative Conservative](#)

[The Family & the Orchard: The Story of Civilization in the "Odyssey" ~ The Imaginative Conservative](#)

Topic: Culture: Beauty:

[Beauty: A Necessity, Not a Luxury - The Imaginative Conservative](#)

[The Power of the Good, the True, & the Beautiful - The Imaginative Conservative](#)

[Some of My Best Friends Are Paintings ~ The Imaginative Conservative](#)

[An Undeserved Nobel Prize in Literature ~ The Imaginative Conservative](#)

[The Quest for the Best: Is it in the Eye of the Beholder? ~ The Imaginative Conservative](#)

[Where Is the Beauty in Buildings? ~ The Imaginative Conservative](#)

[The High Dignity of Beauty ~ The Imaginative Conservative](#)

[The Persistence of Beauty ~ The Imaginative Conservative](#)

[Physics, Beauty, & the Divine Mind ~ The Imaginative Conservative](#)

Topic: Culture: Film:

[Seeing With the Eye of Sauron: Amazon's "Rings of Power" ~ The Imaginative Conservative](#) (Shows how Rings of Power Gets it All Wrong)

[Middle-Earth Goes to the Movies ~ The Imaginative Conservative](#) (he is not a fan of the movies)

[Books That Make Us Human ~ The Imaginative Conservative](#)

[Frank Capra's "It's A Wonderful Life": Elevating the Human Spirit ~ The Imaginative Conservative](#)

[The Poisoned Apple: Disney's Fundamentally Flawed Kingdom ~ The Imaginative Conservative](#)

[The Impact of Mythologist Joseph Campbell ~ The Imaginative Conservative](#)

[Literature Goes to the Movies ~ The Imaginative Conservative](#)

Topic: Culture: Music

[What Is Classical Music? ~ The Imaginative Conservative](#)

[Music for Grace: A Classical Playlist for the Dying ~ The Imaginative Conservative](#)

[How to Think About Music History ~ The Imaginative Conservative](#)

[The Music of the Spheres ~ The Imaginative Conservative](#)

Topic: Culture: Science:

[Can Technology Save the World? ~ The Imaginative Conservative](#)

[Ernst Jünger's "The Glass Bees" & Our Dystopian Present ~ The Imaginative Conservative](#)

[Can We Live Without Enchantment? ~ The Imaginative Conservative](#)

[The Double Slavery of the Internet... and Liberation ~ The Imaginative Conservative](#)

[Shakespeare and Science ~ The Imaginative Conservative](#)

[Being Alive to Reality ~ The Imaginative Conservative](#)

[Tolkien on Reality ~ The Imaginative Conservative](#)

[Out of the Metaverse ~ The Imaginative Conservative](#)

Topic: Imagination:

[On the Originals of Fictive Mental Images ~ The Imaginative Conservative](#)

[Shakespeare and the Saints ~ The Imaginative Conservative](#)

[Imaginative Language & Transcendent Order- The Imaginative Conservative](#)

["The Speech": Maintaining Sanity in an Insane World ~ The Imaginative Conservative](#)

[Flannery O'Connor's Religious Imagination ~ The Imaginative Conservative](#)

[The Importance of Being Jolly ~ The Imaginative Conservative](#)

Topic: Imagination: Books:

Topic: Imagination: Literature:

[Marriage & Manliness in Tolstoy's "Anna Karenina" ~ The Imaginative Conservative](#)

Topic: Conservatism: War

[How Should We Fight the Culture War? ~ The Imaginative Conservative](#)

[Valkyrie: Remembering the July 20 Plot Against Hitler - The Imaginative Conservative](#)

[Statesmanship and the Dangers of Civil Religion \(theimaginativeconservative.org\)](#)

[War and Wickedness: The Judgment of the Poets ~ The Imaginative Conservative](#)

[The Christmas Truce of 1914 ~ The Imaginative Conservative](#)

[Women in Combat & the Death of Chivalry ~ The Imaginative Conservative](#)

[Abraham Lincoln: A Western Legacy ~ The Imaginative Conservative](#)

[Euripides: Poet-Prophet of Pity ~ The Imaginative Conservative](#)

[The Astounding Transformation of Stonewall Jackson ~ The Imaginative Conservative](#)

[The Ongoing War Against Christianity ~ The Imaginative Conservative](#)

[The Virtuous Soldier ~ The Imaginative Conservative](#)

[Distinguishing Truth From Broadcast ~ The Imaginative Conservative](#)

[The Politics of "Normalcy:" The American Confrontation with Progressivism ~ The Imaginative Conservative](#)

[The Native Americans Who Owned Slaves ~ The Imaginative Conservative](#)

[Was the Civil War Only About Slavery? ~ The Imaginative Conservative](#)

[Cancelling America's Founders ~ The Imaginative Conservative](#)

[George Washington and the Patience of Power ~ The Imaginative Conservative](#)

[Making the World Safe for Democracy? ~ The Imaginative Conservative](#)

[Silence, Conscience, Freedom: Terrence Malick's "A Hidden Life" ~ The Imaginative Conservative](#)

[Homer's "Iliad" and the Shield of Love and Strife ~ The Imaginative Conservative](#)

[Pardoning the Unpardonable ~ The Imaginative Conservative](#)

[Robert E. Lee Reconsidered ~ The Imaginative Conservative](#)

Topic: Conservatism: Economics:

[The Dignity of Work ~ The Imaginative Conservative](#)

[Why Work Matters ~ The Imaginative Conservative](#)

[Craft, Vocation, and the Decline of the West ~ The Imaginative Conservative](#)

[On Work: Homer's Advice to Us ~ The Imaginative Conservative](#)

[Do Americans Really Value Hard Work? ~ The Imaginative Conservative](#)

[Labor, Leisure, & Liberal Education ~ The Imaginative Conservative](#)

[An Introduction to Conservatism for "Well-Meaning Liberals" ~ The Imaginative Conservative](#)

[The Pursuit of the Good Life ~ The Imaginative Conservative](#) (Comfort over Morality)

[Capitalism and the Gospel of Love ~ The Imaginative Conservative](#)

[Romantic Nationalism, Trade, & Moral Contingency ~ The Imaginative Conservative](#)

[The Causes of the Great Depression ~ The Imaginative Conservative](#)

[Should We Forgive Student Loan Debt? ~ The Imaginative Conservative](#)

[The Tory Tradition ~ The Imaginative Conservative](#)

[The Poverty of Liberal Economics ~ The Imaginative Conservative](#)

[Antifa: The Stormtroopers of Global Capitalism ~ The Imaginative Conservative](#)

[The Marxist Worldview Behind the Spending Bill ~ The Imaginative Conservative](#)

[Calvin Coolidge and the Rise of Modern Conservatism ~ The Imaginative Conservative](#)

[Conservative Skepticism and the Pandemic ~ The Imaginative Conservative](#)

[Taking a Stand in the Modern Workplace ~ The Imaginative Conservative](#)

[Friedrich-Georg Jünger on Technology & Prometheanism ~ The Imaginative Conservative](#)

[Consumers Need Wisdom, Not More Marketing ~ The Imaginative Conservative](#)

[Do We Really Understand What an Economy Is? ~ The Imaginative Conservative](#)

[Remembering Michael Novak's "Democratic Capitalism" ~ The Imaginative Conservative](#)

[The Enterprising Colony: The Settling of Jamestown ~ The Imaginative Conservative](#)

[Bailing Out the Academic Fleet? ~ The Imaginative Conservative](#)

[The Christian Moral Economy ~ The Imaginative Conservative](#)

[Can a Catholic Be a Socialist? ~ The Imaginative Conservative](#)

[Is Christianity in America Subservient to Capitalism? ~ The Imaginative Conservative](#)

[Another Lockdown? For the Sake of Our Health, No! ~ The Imaginative Conservative](#)

[Defund the Schools Instead of the Police? ~ The Imaginative Conservative](#)

[The Revival of Socialism ~ The Imaginative Conservative](#)

[The “Price Gouging” Myth ~ The Imaginative Conservative](#)

[Must We Kill the Economy to Kill the Virus? ~ The Imaginative Conservative](#)

[The Shire and Pestilence: A Fairytale ~ The Imaginative Conservative](#)

[When the Panic Becomes Policy, Wisdom Must Step In ~ The Imaginative Conservative](#)

[Is the Current Crisis Really "Unprecedented"? ~ The Imaginative Conservative](#)

[Are Any Jobs Really "Non-Essential"? ~ The Imaginative Conservative](#)

[Debt Man Walking ~ The Imaginative Conservative](#)

[Idle Hands, Women's Wages, and Unmarried Men ~ The Imaginative Conservative](#)

[Sacrificial Love and Heroic Prudence ~ The Imaginative Conservative](#)

[How Much Exactly Do I Have to Render Unto Caesar? ~ The Imaginative Conservative](#)

[Is Capitalism Intrinsicly Woke? ~ The Imaginative Conservative](#)

[Some Vagaries and Evagaries of Avarice ~ The Imaginative Conservative](#)

[Death to My Hometown: How a Hedge Fund Baron Is Destroying Middle America ~ The Imaginative Conservative](#)

[A Jeffersonian Model of Citizenship ~ The Imaginative Conservative](#)

[Chick-fil-A, the Mob, and the Bible's Ananias ~ The Imaginative Conservative](#)

[A Balanced Position on Tariffs and Protectionism ~ The Imaginative Conservative](#)

[Leisure the Basis of Labor ~ The Imaginative Conservative](#)

[We're From the Government—and We're Here to Help the Workers! ~ The Imaginative Conservative](#)

[Freedom vs. Free Trade ~ The Imaginative Conservative](#)

[In Defense of Capitalism ~ The Imaginative Conservative](#)

[All Work & No Play: How Schools Are Crushing Our Kids ~ The Imaginative Conservative](#)

[A Theology of Gift: The Divine Benefactor and Universal Kinship ~ The Imaginative Conservative](#)

[Progressivism and Democracy ~ The Imaginative Conservative](#)

[The Church and the Marketplace ~ The Imaginative Conservative](#)

[The Mouse That Roared & Defeated Walmart ~ The Imaginative Conservative](#)

[The False Promise of Big Government ~ The Imaginative Conservative](#)

[A Morning with Big Brother ~ The Imaginative Conservative](#)

[Ronald Reagan & the Return of Blue-Collar Conservatism ~ The Imaginative Conservative](#) (Regan's pro-government 'compassion' vs Barry Goldwater's Liberty)

[Pope Francis and the Caring Society ~ The Imaginative Conservative](#)

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[Ten Books That Shaped America's Conservative Renaissance ~ The Imaginative Conservative](#)

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[Higher Education: A Modest Proposal for Reform ~ The Imaginative Conservative](#)

(paused adding these at pg 17 of the politics pgs)

Topic: American Republic:

[George Washington: American Aurelius ~ The Imaginative Conservative](#)

