

Homeschool Advocacy

Righteousness, Independence, Brilliance



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

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Introduction to Homeschooling

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

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

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

Brilliant People Who Were Homeschooled

Some of these people had a few years at a private school or some private tutors, but most were homeschooled by their parents, and by having time to focus on reading things that interested them.

This is a hard list to make because its so obvious – getting highly individualized tutoring will always produce better outcomes. But lets list a few.

-Pierre Curie, husband and scientific partner of Marie Curie, discoverer of radioactivity and several elements. They also homeschooled a daughter.

-Julian Assange, founder of Wikileaks

-Thomas Edison, inventor.

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)

-CS Lewis, author

- J. R. R. Tolkien, author

-Shaun White, snowboarder

-John Marshall

-Joseph Smith, prophet

-Brigham Young, prophet

-Robert Boyle, scientist

-Florence Nightingale. Her father taught her several languages, etc.

-Blaise Pascal

- John Quincy Adams, president & founder

- Louisa May Alcott

- Alexander Graham Bell, inventor

- Robert Frost, poet

-Abraham Lincoln, relying heavily on his mother and local library

-Andrew Carnegie

-Leonardo Da Vinci

-Mozart

Here is a page with some interesting information on the educational backgrounds of the founding fathers: [The Education of the Founding Fathers | Our Homeschool Forum](#)

Here are some more details about famous scientists who were homeschooled [13 Great Scientists Who Were Home-schooled \(famousscintists.org\)](#)

Here are some other prominent thinkers who were homeschooled [27 Famous People Who Were Homeschooled \(setonmagazine.com\)](#)

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

From <https://ldsanswers.org/healing-motivating-youth-with-revealed-educational-principles-julie-smith-kimber-academy-lehi/>

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

Taking Responsibility for the Training & Educating of Your Children

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

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

Prophets Encourage Homeschooling



"I want to enlist the sympathies of the ladies among the Latter-day Saints, to see what we can do for ourselves with regard to schooling our children. Do not say you cannot school them, for you can."

The Prophet Brigham Young
Journal of Discourses 16:20

"I FEEL TO WARN YOU THAT ONE OF THE CHIEF MEANS OF MISLEADING OUR YOUTH AND DESTROYING THE FAMILY UNIT IS OUR EDUCATIONAL INSTITUTIONS."

EZRA TAFT BENSON
(THE TEACHINGS OF EZRA
TAFT BENSON
P. 307.)





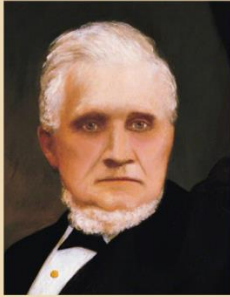
“...initially [Moses’] worldly knowledge of the power of Egypt and the pharaoh caused him to doubt...Moses exercised faith in the Lord’s word, subjugating his secular knowledge and trusting in the sacred...”

“...the mocking of those in the great and spacious building caused the believers to shift their focus from the sacred to the secular. (See 1 Nephi 8:11, 24–28.)”

“... Today...Secular voices are growing in volume and intensity. They increasingly urge believers to abandon beliefs the world considers irrational and unreasonable. Because “we see through a glass, darkly” (1 Corinthians 13:12)

“...Unanchored by the sacred, they will find themselves morally adrift on a secular sea. In contrast, those who hold sacred things sacred receive promises: “That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day” (D&C 50:24).”

Elder Paul B. Piper of the Seventy
“To Hold Sacred,” April 2012 General Conference
The Church of Jesus Christ of Latter-Day Saints

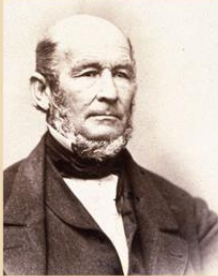


“In relation to the education of the world generally, a great amount of it is of very little value, consisting more of words than ideas; and whilst men are verbose in their speaking or writing, you have to hunt for ideas or truth like hunting for a grain of wheat among piles of chaff or rubbish. It is true that a great amount of it is really valuable and it is for us to select the good from the bad. The education of men ought

to be adapted to their positions both as temporal and eternal beings.
(The Gospel Kingdom, p. 269)”

The Prophet John Taylor

“The Gospel Kingdom,” 269.

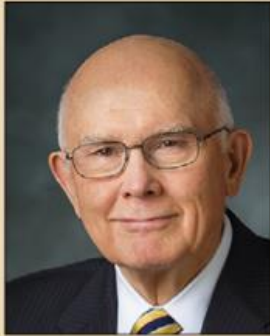


“When the flowers begin to bloom on the mountain sides, the ladies try to imitate them with artificial ones. Which would you rather possess in education--the real flower, or the artificial one? Would you not rather have true education, direct from heaven, than the artificial one of the world? The one educates the

head and the heart, the other the head alone.”

Heber C. Kimball

Journal of Discourses 3:106



“Many of us vote on the basis of our concerns with the positions of our public officials on moral issues. But what are we doing to register similar concerns with the values of some of those who are teaching our future leaders? Failure to give attention

to this concern will lead us away from civic virtue, civic responsibility, and overall prosperity.”

Elder Dallin H. Oaks, Quorum of the 12 Apostles
BYU Devotional, Nov. 8, 2004
The Church of Jesus Christ of Latter-Day Saints

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

(Thomas S Monson "A Sanctuary From The World", February 9, 2008
Worldwide Leadership Training Meeting: Building Up a Righteous Posterity)

The Heart of Homeschooling

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

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

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

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

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

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

Why it may be unwise to teach at public schools:

- Dogmatic evolution teaching as policy
- Poor dress standards
- Poor enforcement of class attendance
- Poor enforcement of class participation
- Poor enforcement of student behavior
- Racist teachings as policy
- Sexually deviant teachings as policy

- C average grades as policy, blaming teachers if not
- Supporting a corrupt system
- There are other ways to be involved in the community schools without actually teaching at them such as attending meetings where policy is decided, or voicing complaints to the school district board about certain policies.

Public Education Fraud by Joel Skousen

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

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

This week, Walter Williams documented how the public education system, including public universities have become a fraud upon the taxpayers—as curricula is dumbed-down, and teachers teach the test in a vain attempt to show progress when there is only increasing failure for a large sector of students. Part of the blame goes to social notions like falsely declaring “everyone a winner.” Earlier this month, the 2017 National Assessment of Educational Progress, aka The Nation’s Report Card, was released. It’s not a pretty story. Only 37 percent of 12th-graders tested proficient or better in reading, and only 25 percent did so in math. Among black students, only 17 percent tested proficient or better in reading, and just 7 percent reached at least a proficient level in math.

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

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

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

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

How necessary is college anyway? One estimate is that 1 in 3 college graduates have a job historically performed by those with a high school diploma.

According to Richard Vedder, distinguished emeritus professor of economics at Ohio University and the director of the Center for College Affordability and Productivity, in 2012 there were 115,000 janitors, 16,000 parking lot attendants, 83,000 bartenders and about 35,000 taxi drivers with a bachelor's degree.

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

Evolution: A Great Fraud of Our Time

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

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

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

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

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

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

of evolution. President Nelson, our current church president, boldly has taught that it is ridiculous to think that one kind of animal can change into another.

Secret Combinations (Bowers) Ch. 4 Education – Highlights

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

Ben Franklin: people who know the rights God gave them are hard to enslave and vice versa

In 1940 the #1 problem in schools was talking back to teachers, now it's murder assault teen pregnancy, teachers having sex with students, etc.

US was #1 in education. Achievement for years now it's the 35th

Founding Fathers wanted localized control over education, not in the hands of federal government!

Thomas Jefferson: place each school under the care of those most interested in its conduct

Far away bureaucracy of a few thousand people can't make the billions of needed decisions for local schools.

James Madison: when the government takes over education of children and welfare for poor, it subverts the very foundation of this nation, throwing away the nature of the limited government it was set up for by the people of America.

Thomas Jefferson, the man who said let's have separation of church and state, is the man who saw to it that there were Christian hymnals in all the schools, and bibles in the schools. He wanted children to have a religious education.

In the early days of the US, people preferred private education, and those students always did better

What of who could not afford it? There was enough people who would volunteer to take care of all those. Charity schools would care who could not afford private school.

Alex de Tocqueville: it's very rare to find one in America not trained in the history of his country and the leading features of the Constitution and of the doctrines and evidences of his religion.

Boston had more private schools than public ones, and by the end of the American Revolution, many towns had no common schools at all.

Private schools were eligible for subsidies

There were no compulsory attendance laws

91.8% attended school, despite communists saying, “oh there are so many children running around in the streets!”

private schools save public from taxes of public school

Unitarians took over Harvard in 1805 and kicked out the Calvinists. Socialists want socialism for others but not for themselves because they are egocentric like the rest of us. Humans are egocentric, the bible teaches that, that men are wicked, and need be disciplined, this is what Calvinists did but were kicked out. Unitarians thought that if everyone is rich there would be no issues in society, so they geared education systems toward merely earning money.

Robert Owen, father of socialism, considered children a blob of plastic which the society can shape any way it wants it to be. Wanted the “Future man” now known as the “Soviet man”.

They want communism, but we won't have it, so they are slowly bringing it to us via the mandatory public schools

Communism is a way to get compulsion to get people to be perfect (Satan's plan)

Rockefeller: “I want to own nothing, and control everything”

Samuel L Blumenfeld in *Why the Schools Went Public*: “Educational stateism is anti-republican in all its bearings, and is well adapted to Prussia and other European despotisms, but not wanted here” ...the control over education then goes into all other aspects of society by the government.

Public schools replace the concept of God with the concept of the public good
John Dewey humanist along with others of the Skull and Cross bones promote that humans are social animals not tied to morals or religion. Dewey wants rid of profits, capitalism, competition, property, religion. He says there is no god and no room for fixed moral absolutes.

Stalin invited Dewey to teach in the Soviet Union and it was so ridiculous that he was fired, and returned to America.

Dewey taught chemistry without mention of protons neutrons atoms etc., but merely had students bake cakes to experience chemical reactions. This is similar trend of our current education.

The reason government finances school is to move it from to political control; anything to get it away from local citizen control.

they be-cry school major problems without saying what those are and start seeking funding and followers.

The PEA and the NEA keep saying that the more federal control there is over schools, the better they'll be- (a one size fits all!).

The government believes people can't handle their own affairs.

Sources which say they want to have the children be owned by the public not the parents

government becomes its own publicity for its ideas

the Clinton proposed schools would have no review of the curriculum by the

civilians.

No Child Left Behind program has “Open Court” which means the teachers must follow a certain script and even ignore the questions of the students for that, and federal police to enforce that in the classrooms.

See book “The Deliberate Dumbing Down of America” by Iserbyt.

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

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

1. Communist manifesto calls for free education for all the children in public schools
 - a. A most effective method for instituting perpetual falsehood.
 - b. Thought control
 - c. Thus they impose the state religion (*which happens to be atheism currently)
 - d. In the past there is a long history of combining state and church to get political control
 - e. They **buy up the teachers and priests and change all the doctrines and teachings**
2. The state religions of the past aren't so evil from merely their teaching wrong things about the next life, but from them **using the sword to enforce their creeds**; getting rid of freedom.
3. Today we **have the priestcraft of atheism, socialism, and materialism. It's being forced** upon us.
 - a. We're being compelled to worship the state; this is worse evil than former times being forced to worship a Supreme Being.

- i. They advocate that this be used to satisfy material needs
 - 1. **Instead of teaching that we are children of God answerable to our Creator for our sins, they teach that we are animals which have no higher goal than satisfying the lusts of the flesh!**
 - ii. **Instead of merely pushing their creeds on adults on Sundays, they take our children from us (via forced public school) and indoctrinate them throughout the whole week.**
- b. **Weather priestcraft is enforced by communists or religionists, it's central evil is the same: the power of government to abolish freedom** and compel the people to finance their own enslavement by supporting teachers who are paid to deceive them into believing that the particular brand of priestcraft they are **subsidizing is the only true religion.**

4. Children are removed from their homes which are where the Lord intended them to be taught, and they are forced to go to public school to be indoctrinated in organic evolution, atheism, materialism, and socialism.

a. This is all designed to destroy belief in God, and to get us to surrender our freedoms over to communism.

5. Priestcraft is teaching for the sake of “gain and the praise of the world” (2 Ne. 26:29-31)

a. On the other hand, if your intent is the building up of Zion, and he teaches, and is in need, and the people voluntarily give him substance, that is ok.

6. Noah forced his people to pay a 20% tax to support him in his evil; and he had them build all kinds of wonderful thrones for the government. (Mosiah 11:6, 11)

7. Alma 1:12 (see also Alma 1:3, 6, 7 and Mosiah 11:6) show that one type of priestcraft is enforced on the people, another is not, and **the type which is enforced, Alma greatly feared, seeing it as a type which could cause the destruction of the entire** people.

8. The only way to enforce priestcraft is by having it policed. Government has monopoly on force.

9. Alma 1:16 only those who love the vain things of the world are in favor of priestcraft

10. People persecute the true Church because they share Gods word with each other without being paid (Alma 1:19-20). (This destroys the craft of those who go around doing this for monetary gain).

11. Those who had the wisdom of the world tried to get political control by majority vote, and to change the laws to fit with their philosophies. Their intent was to destroy the church of God. (Alma 2:1, 3-4)
 - a. Thus we see they seek to destroy all religions except their own.
 - b. Thus we see that they sought to compel everyone to only support the priests and teachers in their church! (*Sounds like mandatory public education again)
12. The incident with Amlici shows that when these wise of the world people loose political elections, that doesn't stop them from foisting their philosophies into the laws of the land.
13. Amlici tries to push these ideas on the people at the beginnings of their free government, which they were still not used to self-rule. The only reason it didn't get through in this case was that too many people took interest in political affairs.
14. The Nephites would rather die than submit to Amlici's ways, knowing that the enforced priestcraft would prove the destruction of the entire nation.
15. The city of Ammonihah was utterly destroyed from its adoption of priestcraft into their laws. This is the time when Alma resigned the judgment seat and was a full-time missionary warning the people to repent or be destroyed. They didn't repent and were destroyed. Alma was thrown out, and the angel told him to return, for they were plotting to throw over the liberty of the people (Alma 8:17 etc.)
16. Amulek rebuked the people for using their self-government to bring in evil laws. (Alma 10:19).
 - a. Also, the lawyers and judges were laying the foundation for unrighteous laws (Alma 10:27)
17. Nehor advocated that the priests and teachers should be supported by the people. They did, and were destroyed (Alma 16:11)
 - a. Before being destroyed, these people burned the believers and their records; they hated that they would teach and preach for free.
 - b. Alma 1:12 is the warning against priestcraft, and Alma 16:9 is the fulfillment of that.
18. Wicked Lamanite king appointing official teachers over the people (Mosiah 24:1, 4)
19. The priestcraft people (oft after the order of Nehor) get so behind their ways that they'll kill those who believe in the true religion (Alma 24:28; Alma 25:5-7)
20. It was because of priestcraft that Jesus was crucified (2 Ne. 10:5). They were the learned of the people. They say in the judgment seat of Moses (Matt 23:2)

- a. Rabbi meant doctor, teacher, master.
21. The Jews gave all power to the Rabbi's. These Pharisees were the teachers of the Law. They received superstitious honor. They were given equal reverence as prophets. (Talmage, Jesus the Christ p71; referring to Geike's Life and Words of Christ vol 1 Ch 6)
- a. Also from Talmage: The Jewish hierarchy of Jesus' time was an open avarice scandal, heaping treasure to itself from the poor class, often taking the property of the widow, etc. They called themselves just and holy and had many words to say.
 - i. The Jews did the worst crime ever, kill Jesus, because of this priestcraft. They have had the severest of punishment, and will continue to until they believe in Christ (2 Ne. 25:16)
22. Lamanites, Nephites, Jews, the city of Ammonihah, the Amlicites, Zarahelma, all these had priestcraft. Here are **common themes** from them all:
- a. A group of teachers who were either in control of government, or acted with the approval of those who were, engaged in the profession of education or instruction
 - b. The teachers were supported by the taxing power of government
 - c. When prophets exposed the evils of priestcraft, its practitioners used the police power to inflict death upon them and others of their faith, insofar as they were able to do so
 - d. God avenged these murders by putting to death those who perpetrated them and severely chastising the nation which permitted them to go unpunished.
23. While priestcraft outside Zion may not be fatal, those who labor for money inside of Zion will perish (2 Ne. 26:29-31)
24. The Gentiles will have priestcraft among them (3 Ne. 30:2). This would be speaking about us in the USA, etc., the non-Jewish, non-Lamanite groups.
- a. When the gentiles have priestcraft and reject the gospel it will be taken from them (3 Ne. 16:10)
 - b. When Christ speaks of the people as being salt that has lost its savor, we know he is talking to his covenant people, for they are who are the salt of the earth, no one else. (3 Ne. 16:13, 15)
 - i. In every instance where Christ called his followers the salt of the earth (3 Ne. 16:13, 15; D&C 101:39-40; Matt. 5:13; 3 Ne. 12:13), he warns that if they lose the savor, they'll be trod under foot.

25. Church members should voluntarily support the laborer in Zion lest he perish. They help his basic needs be met. And if they are doing it merely for money, they'll perish (2 Ne. 26:29)
26. Only state supported education can be classified as enforced priestcraft. Its practitioners supported by taxation.
27. Seeing as we have these warnings against priestcraft in the latter-day Gentile world, and the state is not funding religious education, what could it be referring to? Public education. Recall that the only stipulation for something to be priestcraft is "priestcrafts are that men preach and set themselves up for a light unto the world, that they may get gain and praise of the world" 2 Ne. 26:29. Preach could mean secular as well as religious subjects!
28. The name Nehor in the Book of Mormon stands for enforced priestcraft.
29. The Lamanite king employed teachers, not to get religion going, but to make his people like the Nephites, prosperous and wise as to the learning of the world. But without religion this influence merely lead them to wickedness.
30. Mosiah 24:5-7 and Alma 24:28-29 show that **socialized education without religion constitutes priestcraft**, and exposes the evil nature of the philosophy upon which this is based. They sought to learn to read and write, but only to get gain, "to increase in riches". This ends up only harming. The Lamanites with this but no religion became people whom were "delighting in all manner of wickedness and plunder." The teachers and the students of priestcraft all get corrupt.
 - a. Cursed are those who "hearken to the precepts of man, save their precepts shall be given by the power of the Holy Ghost." 2 Ne. 28:31
 - b. Satan's CUNNING plan is to give men learning without humility and faith in God (2 Ne. 9:28)
 - i. The US today has secular education which constitutes the precepts of men. Thus it will only bring ill.
 - ii. **If by the learning of secular knowledge one thereby becomes proud and incapable of believing religious truths without which there can be no salvation or exaltation, obviously one would be better off without the worldly wisdom.** (Mark 8:36-7 if you gain the whole world and lose your soul, you've lost everything)
 1. If truth set A is indispensable to salvation while truth set B is not, focus on set A. Often those who study B become blind to A. Defer B until losing A becomes unlikely. If

you learn A and continue therein, and are blessed with B also, good for you. (2 Ne. 9:29 to be learned is good if they hearken unto the counsels of God)

31. God considers the learned and rich to be fools unless they'll humble themselves before God (2 Ne. 9:42)

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

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

1. Even though socialized education were to teach nothing but provable facts, still it constitutes enforced priestcraft which is condemned by the prophets.
2. Social education is compelled to teach that the miracle of life is the result of blind chance rather than the design of God.
3. Since socialized schools don't teach supernatural explanations for creation, and they can't ignore creation, they resort to organic evolution as their cornerstone to explain this in the courses of history, anthropology, psychology, geology, astronomy, sociology, biology, botany, bacteriology, etc.
 - a. People learn that all is either by chance or by men. It follows that it wasn't God, and that the bible is false.
4. Joseph Fielding Smith spoke of how in the scholastic world, no man's faith is respected. The people with degrees think they are better than others, and thus able to criticize and condemn any doctrine or theory against their own. The teacher thinks himself immune from the need to respect the beliefs of students. Most textbooks written today boldly and impudently contradict the doctrines in the Bible and its history. "I know of no history published today [1954] dealing with ancient peoples that does not start out with a false conception in relation to the origin of man, the age of the earth, and the historical development of the human race." (Smith, Man His Origin and Destiny, pp. 4, 10)

5. Joseph Fielding Smith calls organic evolution a chief weapon of Satan in attempt to destroy the divine mission of Jesus Christ. It claims that there can be no repentance and no sin. (ibid p 184)
6. The rising crime today is from lack of belief in God and moral law.
7. Organic Evolution sounds like Korihor: no consequences, you make it by how tough you are, by being the best of the best and smarts. (Alma 30:17). The effect of this preaching is wickedness (Alma 30:18).
8. Socialized education teaches that the state is responsible for children
9. Parents must finance public schools based on taxation, so if they want their children to go to private school, they must pay for the education of two not one children. Hence many can't and merely use the public schools.
- 10. Those who favor socialized education take the position that the state and not the parents should have the responsibility of training children during a certain period of their lives.**
11. State schools make it impossible for the individual preferences of families to be respected regarding vital matters.
12. Those working within the system are ever trying to increase the amount of state control at the expense of parental control.
13. "Trust no one to be our teacher nor your minister, except he be a man of God, walking in his ways and keeping his commandments." (Mosiah 23:14)
 - a. **To obey this instruction, a parent must be able to determine who teaches his child.** He can't under socialized education.
14. "When the Lord entrusts parents with his spirit children, He holds them accountable for the training of those children. If they fail to discharge their duty properly, the sin is answered upon their heads. (D&C 68:25) If the child is cursed because of the parents' neglect, the curse will be the parents' rather than the child's. (2 Ne. 4:6) **Any system, therefore, which forcibly takes from the parents the power to control what their children are taught, and who teaches them, is contrary to the Lord's plan.** It deprives parents of their most sacred stewardship and takes the child away from those who are most deeply concerned with his welfare. **No state employee whose purpose in teaching is to get gain can be expected to serve the interests of the child as well as the parents who render their service without compensation. More especially is this true when the teacher is prohibited by law from instilling faith in the child.**"
15. Socialized education teaches socialism both in theory and practice.
 - a. **Once the idea is accepted that it is the function of government to use its taxing power to solve the problem of ignorance, which it is claimed stems from poverty, the**

theory that poverty is the concern of the state has been accepted.

- i. If you accept this, that the government should use taxation (which is taking from the haves to give to the have not's) for the purpose of education, to cure the social ill of ignorance, would it not also follow that the state should provide for food, housing, medicine, transportation, and entertainment? (*All these things are far from the original intent of government (not to mention the US Constitution) being security!)
 - ii. Socialistic programs are all incorporated into the socialized education system
 1. School lunches
 2. Dining facilities
 3. Student housing
 4. Medical care
 5. Busing
 6. Athletics
 7. Drama
 8. Music
 9. ...
 10. **The students who are being educated and supported at state expense cannot be expected to object, or to cease desiring such doles upon graduation.**
 - b. George Q. Cannon: "If you want to pauperize a community, begin by giving them something they never earned. If the state owes to the child schooling, it also by a parity of reasoning, owes to it food and clothing at public expense. If you want to destroy in a child's mind that feeling of energy, self-respect, and self-reliance, which all should have, you would impress upon him that the state owes him something upon which he can depend." (George Q. Cannon, Salt Lake Tribune, April 12, 1877)
16. It is widely recognized that public schools and universities are the foremost advocates of socialism because they teach it in theory and practice.
 17. Teachers are forced to write in the textbooks the things which the billions of dollars coming to them say should be in the books.
 18. Degrees bring social status and wealth making capabilities, but when the acquisition of wealth and secular knowledge is given in preference

to spiritual training and religious faith (which the public schools are not permitted to teach), a set of false values is instilled in the student.

19. The definition of Materialism (which socialized education teaches):
 - a. The doctrine that the facts of experience are all to be explained by reference to the reality, activities, and laws of physical or material substance.
 - b. In psychology, this doctrine denies the reality of the soul as a physical being
 - c. In cosmology, it denies the need of assuming the being of God as absolute Spirit or any other spiritual ground or first principle.
20. Materialism is the official doctrine of the communists, they call it “dialectical materialism” (materialism developed by logical argumentation)
21. We are cursed if we hearken to the precepts of men, except such come by the Holy Ghost (2 Ne. 28:31)
 - a. Public schools are limited to teaching the “precepts of men” and “wisdom of the world”
 - b. **A child will be cursed rather than blessed by learning the precepts of men from teachers who do not have the power of the Holy Ghost.**
 - c. Those who don’t listen to God are fools (2 Ne. 9:28)
22. Socialized education is the Devil’s Church
 - a. Upon the force of government, he compels all parents to send their children to his church for training.
 - b. They are taught the Devil’s doctrines
 - i. Organic evolution
 - ii. Atheism
 - iii. Socialism
 - iv. materialism
 - c. No one is permitted to teach in his church until they have first been to college and there been indoctrinated with his philosophies.
 - d. The professors, from degrees and status, refuse to hearken to the counsels of God, or to be lead by the Holy Ghost.
 - i. Since they don’t have the Holy Ghost, they only have power to curse those who accept their teachings (2 Ne. 28:31).
 1. Only evil can result from such teachings.
 - e. **Parents are compelled by the devil’s church to finance with their tax money the corruption of their own children!**
23. **“If evolution, socialism, materialism, atheism, and other similar philosophies of men which are being taught by the public schools**

today are not the doctrines of Satan, one will find it difficult to find a set of teachers better calculated to serve his purposes; and if socialized education is not his “cunning plan” to spread these false teachings, one will also find it difficult to design a plan which does the job more effectively and completely. And finally, if this is his plan, he “decieveth the whole world” (Rev. 12:9) with it because there are few indeed who regard it as such. In fact, socialized education has become so universally accepted that the suggestion that it promotes the plan of the evil one may shock some. Teachers, especially those who have spent so many years and so much of their means obtaining the credentials for employment will find it difficult to view the institution which feeds them as the Great and Abominable Church. However, a teacher who accepts the gospel as true and is willing to be guided thereby will not lightly cast aside the many scriptures and statements of the prophets which point to this possibility.”

- a. “...the laborer in Zion shall labor for Zion; for if they labor for money they shall perish.” (2 Ne. 26:31)
24. The privilege of parenthood is the most sacred stewardship of all and that the experience is designed to develop that divine skill without which one cannot expect to have eternal increase.
- a. Hesitate before approving of a system that forcibly deprives parents of their rights and responsibilities.
 - b. Precisely distinguish between the Lords and Satan’s plans for rearing children in order that they (parents) may be candidates for the role of parents during the eternities.

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

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

1. Before education of children by public funds was accepted, prophets spoke against it. After it had been written in the constitution and laws of the state, and the people had come to accept it, little was or has been said.

2. Brigham Young: “Many of you may have heard what certain journalists have had to say about Brigham Young being opposed to free schools. **I am opposed to free education as much as I am opposed to taking property from one man and giving it to another who knows not how to take care of it...I school ten children to everyone that those do who complain so much of me.** I now pay the school fee of a number of children who are either orphans or sons and daughters of poor people. But in aiding and blessing the **poor I do not believe in allowing my charities to go through the hands of a set of robbers** who pocket nine-tenths themselves, and give one-tenth to the poor. **Therein is the difference between us: I am for the real act of doing and not saying.** Would I encourage free schools by taxation? No!” (JD 18:357)
3. Apostle Woodruff: the cost of free schools would eat up the entire property of the territory - real and personal - in twenty years. Saints should rather save from their whiskey and tobacco indulgence the cost of educating their children. (Salt Lake Tribune, Jan. 23, 1877)
4. As a condition of Utah becoming part of the US, they were forced to adopt “free” common schools for grades 1-8.
5. Joseph F. Smith’s response to the government starting to force public high school also: “I hope that I may be pardoned for giving expression to my real conviction with reference to the question of education in the State of Utah. The government of the State has provided for the common schools up to the eighth grade, and meets the general expenses of these schools....In addition to these, we are having forced upon the people high schools throughout every part of the land. I believe that we are running education mad. I believe that we are taxing the people more for education than they should be taxed. This is my sentiment. And especially is it my sentiment when the fact is known that all these burdens are placed upon the taxpayers of the state to teach the learning or education of this world. God is not in it. Religion is excluded from it. The Bible is excluded from it. And those who desire to have their children receive the advantages of moral and religious education are excluded from all these state organizations, and if we will have our children properly taught in principles of righteousness, morality and religion, we have to establish Church schools or institutions of education of our own, and thus the burdens of taxation are increased upon the people. We have to do it in order that our children may have the advantages of moral training in their youth. I know that I shall be criticized by professional ‘lovers of education’ for expressing my idea in relation to this matter.” (Conference Report, Oct. 1915)
6. In 1877, 3 years before becoming president of the Church, John Taylor was elected Territorial Superintendent of Schools. Although the

Brethren were opposed to public schools, the Territorial Legislature had voted funds for this purpose, and doubtless the Church leaders felt that someone with the Church point of view should occupy this sensitive office.

7. John Taylor, 1879: “And then we want to study also the principles of education, and to get the very best teachers we can to teach our children; see that they are men and women who fear God and keep his commandments. We do not want men or women to teach the children of Latter-day Saints who are not Latter-day Saints themselves. Hear it ye elders of Israel and you school trustees.” (JD 20:179)
8. Latter-day Saints are just as entitled to have LDS teachers as Catholics and Protestants are to have teachers of their faith.
 - a. Parents cannot select their children’s teachers in the public education system unless they are willing to support two educational systems at the same time (pay taxes for public schools, and pay tuition of your student at their private school).
9. John Taylor’s opinion that LDS who subject their children to non-LDS teachers won’t make it to the Celestial Kingdom: “I am told in the revelations to bring up my children in the fear of God....Now we are engaged...in building our temples...that we may become united and linked together by eternal covenants that shall exist in all time and throughout eternity. And then when we have done all this go and deliberately turn our children over to whom? To **many who do not believe the Gospel, to men who, according to your faith are never going to the celestial kingdom of God....And you will turn your children over to them.** And you call yourselves Latter-day Saints, do you? I will suppose a case. **You expect to be saved in the celestial kingdom of God. Well, supposing your expectations are realized, which I sometimes doubt,** and you look down, down somewhere in a terrestrial or telestial kingdom, as the case may be, and you see your children, the offspring that God had given you to train up in his fear, to honor him and keep his commandments, ...And supposing they could converse with you...what would be their feelings toward you? It would be, **Father, Mother, you are to blame for this. I would have been with you if you had not tampered with the principles of life and salvation in permitting me to be decoyed away by false teachers, who taught incorrect principles.** And this is the result of it. But then I very much question men and women’s getting into the celestial kingdom of God who have no more knowledge about principles of life and salvation than to go and **tamper with the sacred offspring, the principle of life which God entrusted to your care, to thus shuffle it off to imbibe the spirit of unbelief, which leads to destruction and**

death. I very much doubt in my mind the capability of such people getting there.” (JD 20:107-8; see also JD 19:248; 20:48, 60; 22:222, 315; 24:168, 352; 26:97, 112)(see also Mosiah 23:14, a scripture he used: only let people of God be your teacher)

10. John Taylor: Church should have it’s own books for it’s children’s’ education: “And then with regard to our **educational pursuits, let us do all we can in that direction. Some people talk about the means it takes; why money is not to be compared with intelligence.** I wish we had **our own textbooks, published by ourselves and read by our children.** I think such things are indicated in the Doctrine and Covenants.” (JD:20:169)
 - a. Obviously a reference to D&C 55:4: “And again, you [W. W. Phelps] shall be ordained to assist my servant Oliver Cowdery to do the work of printing, and of selecting and writing books for schools in this church, that little children also may receive instruction before me as is pleasing unto me.”
11. Why don’t the prophets speak in the same way now against socialized education? This could be why:
 - a. When the people are disobedient, the Lord doesn’t let the prophets speak as much doctrine
 - i. Alma 12:9, 11: “10. It is given unto many to know the mysteries of God; nevertheless **they are laid under a strict command that they shall not impart only according to the portion of his word which he doth grant** unto the children of men, **according to the heed and diligence which they give unto him.** 11. And they that **will harden their hearts, to them is given the lesser portion** of the word until they know nothing concerning his mysteries; and then they are taken captive by the devil, and led by his will down to destruction. Now this is what is meant by the chains of hell.”
 - b. Nephi says that in the last days, the Gentiles will reject the Gentiles would reject the prophets and the Lord would cover their seers:
 - i. Ne. 27: 1, 5: “1. But, behold, in the last days, or in the days of the Gentiles—yea, behold all the nations of the Gentiles and also the Jews, both those who shall come upon this land and those who shall be upon other lands, yea, even upon all the lands of the earth, behold, they will be drunken with iniquity and all manner of abominations— 5. For behold, the Lord

hath poured out upon you the spirit of deep sleep. For behold, ye have closed your eyes, and ye have rejected the prophets; and your rulers, and the seers hath he covered because of your iniquity.”

12. “It is the “vainness, and the frailties, and the foolishness of men” which makes it possible for them to believe that their own meager, and oft times erroneous store of knowledge is of such importance that it must be forced upon everyone. It is precisely because of these weaknesses that “they hearken not unto the counsel of God,” and because they will not hearken they believe in enforced priestcraft. But no one can convince them that “their wisdom is foolishness.” On the other hand, so arrogantly certain are they of the value of what they think they know, that they want to force everyone into the same mold of socialized education to learn it.”
13. Abraham Isaac and Jacob make their living tending flocks and herds in a desert country. They lived completely outside of what we call “civilization” and had none of the “advantages” we ascribe to it... Nevertheless, the scriptures tell us they “are not angels but are gods.” (D&C 132:37). They had all the knowledge essential to the attainment of the supreme goal of existence, a knowledge of the things of God. Without this, “wisdom is foolishness and it profiteth [us] not. And [we] shall perish”
 - a. Only those who lack faith in the omnipotence and justice of God can believe in priestcraft.
 - b. God grants wisdom to each nation to teach his world in wisdom all he sees fit that they should have (Alma 29:8).
 - i. The only fate one may determine is his own, thus we should not force things on others.
 - ii. All men will receive the exact amount of knowledge which the Lord in His wisdom “seeth fit that they should have,” and no one can give them any more than this or withhold from them what they deserve.
 - iii. This faith level of Alma (Alma 29:8 referred to above) is very hard for men to attain.
 - 2 Even Alma had a hard time restraining his desires to “set the world straight”; he had to remind himself that God is at the helm and everyone will receive their just dues
 - 3 Mosiah 27:13: “This is my church, and I will establish it; and nothing shall overthrow it, save it be the transgression of my people.”

- 4 Alma's wish to be an angel to tell all earth is taken back in realization that God is in charge, and is just. Alma 29:4: "I ought not to harrow up in my desires the firm decree of a just God, for I know that he granteth unto men according to their desire, whether it be unto death or unto life..."
- 5 Once we have this level of faith (that God is just to all, that each one works out his own salvation, that the only soul one can save is his own), he will simply seek the Lord's will about what to do when it comes to ignorance, poverty, sickness, etc., and then try to do it. He will learn and use the methods of the Lord. He will see compulsion as the devil's plan and avoid using it.
- 6 "If God is not omnipotent and just; if He does not govern in the affairs of men and of nations; if a person's knowledge and his salvation which is dependent thereon are determined by the chance actions of associates who are oft times unwise and sinful – then are we mere pawns on the chessboard of fate being moved here and there by blind forces over which we exercise little or no control."

Homeschooling for Zion: A Topical Explanation (split?)

Sections:

OVER-REACHING & INCAPABLE GOVERNMENT
CORONA VIRUS SCANDAL CONVERTING MILLIONS OF
HOMESCHOOLERS
RELIGION-BASED CURRICULUM
PUBLIC SEMINARY DOESN'T CUT IT
INSTRUMENTS
DANCE & MUSIC
EXTRA-CURRICULARS
FRIENDS
SHELTERED
BOOKS
TEACHER MORALS
IEP'S INEFFECTIVE
INDIVIDUALIZING
EFFICIENCY
FLAWED GRADING SYSTEM
BEHAVIOR MANAGEMENT
TEACHER QUALITY
TEACHERS HANDS TIED
CAN'T SUFFICIENTLY COMPENSATE IN THE EVENINGS
LOW EXPECTATIONS
FAMILY SKILLS
FAMILY CARES MOST
CONTAGIOUS ATTITUDES
KIDS NEED MOM
SIBLINGS
SOCIALISM
EVOLUTION
SEX ED
CLOTHING
STAND YE IN HOLY PLACES
NUTRITION
IT CAN WORK FOR ALMOST ANY CHILD, IF THE PARENTS ARE ON
BOARD
DON'T LET THE CHILD DECIDE



CONCLUSION: ZION EDUCATION IS AT HOME LATTER-DAY SAINT HOMESCHOOL RESOURCES

INTRODUCTION

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

OVER-REACHING & INCAPABLE GOVERNMENT

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

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

CORONA VIRUS SCANDAL CONVERTING MILLIONS OF HOMESCHOOLERS

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

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

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

RELIGION-BASED CURRICULUM

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

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

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

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

PUBLIC SEMINARY DOESN'T CUT IT

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

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

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

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

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

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

INSTRUMENTS

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

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

DANCE & MUSIC

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

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

EXTRA-CURRICULARS

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

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

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

FRIENDS

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

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

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

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

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

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

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

SHELTERED?

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

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

BOOKS

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

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

TEACHER MORALS

Since schools are by law prohibited from discriminating, many of the teachers are extreme in their lifestyles liberal political views, etc., to the point that it is disturbing the learning environment of the classroom & the content of the

presentations. We simply do not want this type of person to be teaching our children. Let them teach whoever they wish and let whoever wants to have this person as their teacher select him, but also allow those who don't want him to be their teachers select someone else.

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

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

IEP'S INEFFECTIVE

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

INDIVIDUALIZING

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

Often students are not being taught manners morals and discipline at home, so teaching them on the same level as children who do get those things becomes very difficult, and often impossible.

EFFICIENCY

Studies show that a very small amount of time at school is actually spent learning. And even smaller amount of that time is learning at their appropriate level. And even smaller amount of that time is students doing constructive work. This accounts for only about a half hour of their school day.

FLAWED GRADING SYSTEM

The grading system and homework system of public schools is fundamentally ridiculous and depressing. I have written that length elsewhere to the point that the status quo grading system in public schools is not motivational and negatively labeled students.

BEHAVIOR MANAGMENT

Children are no longer punished for bad behavior, and negativity and vulgarity are often allowed to prevail in the classrooms. The teacher who removed a student from class is shunned as ineffective rather than applauded for insisting on a wholesome classroom environment.

TEACHER QUALITY

Public schools will never have enough funding to do all the things they want the teachers to do. To get someone to be as individually focused on your child as you want them to be, it would be at least a six figure salary job. Never going to happen in public schools.

And getting quality teachers in who aren't just in it for the money at that point would be neigh impossible with all of the teacher unions, etc. Many are the stories of terrible teachers who simply can't be fired.

Let the rich hire private tutors. Let the poor become private tutors, and let charities be set up for the poor. If we continue to be obsessed with riches instead of education, we will never give our children the education that could have otherwise been theirs.

TEACHERS HANDS TIED

Some communities are smaller and have higher quality public schools. Parents are more involved, and teachers are more often religious conservative respectful people. However, by law they are forbidden from teaching religious truth at these public schools. They can't talk about the prayers of George Washington and the miracles of the revolutionary war. They can't talk about how the reason that civilizations fell was due to projecting prophets. They teach an economically-based rather than religious based history of civilizations. The religious AKA true history of the world and correct science of government, nature, and every other academic subject, is simply not legal to be taught correctly in public schools.

CAN'T SUFFICIENTLY COMPENSATE IN THE EVENINGS

If you think true doctrines are simply something you can mention off-the-cuff in the evening to your children, you are mistaken. A serious education is very deep. Most children are capable of a getting a serious deep education with the correct doctrines being taught, but not if they're spending eight hours a day getting partial truth and lies, and a few minutes a day getting full truth from their parents.

LOW EXPECTATIONS

A culture of entitlement bathes the public school setting. Students are expected to do relatively nothing to get good grades. Gifted students are rarely given additional opportunities.

FAMILY SKILLS

Family based culture is the key to life. At home students learn not only book smarts, but how to work hard, take full accountability, and help their siblings. At home there is more time to learn homemaking, gardening, and other forgotten skills. A one semester class in home type skills of cooking sewing etc.? What a joke! No wonder no one can cook these days and we're all falling over dead from store bought foods.

FAMILY CARES MOST

Public school can't cater to my child. The teacher doesn't know him nearly as well as the parent, the teacher doesn't care nearly as much as the parent, & the teacher is dealing with a set of students from very different backgrounds who have very different behavioral and academic cultures.

I always find it a bit ironic when a parent excessively complains about the quality of teaching to their child at a public school. Why does that parent think that leaving the education of their children up to someone else (especially the government) is going to be effective and everything that child deserves?

CONTAGIOUS ATTITUDES

Children learn bad habits and culture from peers who grow up without responsibility and moral training.

While we can correct some false teachings at home, correcting the attitudes they learn from their peers is almost impossible.

KIDS NEED MOM

Kids cry when parents force them to leave their side to go to school. Their spirits want to be with their parents at this tender age, and rightfully so. At minimum, students should be home schooled through elementary school.

SIBLINGS

A key to learning is teaching. The home siblings give the ideal opportunity for this. Older siblings teaching younger siblings is a true principle.

Siblings aren't just any old tutors. They understand well the standards and expectations of the parents, and have applied the moral teachings of the parents. This makes them not only a convenient tutor, but the best possible tutor.

When parents welcome many children into their home students automatically live on a sort of dormitory. The dormitory they live on is not just any school it is a private highly specialized religious school.

SOCIALISM

Socialism and communism are relentlessly taught at every public school. The school itself is socialist in its funding! Why should I pay the taxes for public schools when I homeschool?

Look at the percentage of liberal versus conservative college professors. Many parents pay for their children to go to university and the children come home hating their families and brainwashed and socialism and communism. To think that this is unique to colleges and not to government funded educational secondary and primary schools is wistful and absurd.

EVOLUTION

Evolution is the single leading theory of science and public schools. It is a carefully protected state religion. They don't even mention creation-based science. They insist on many false doctrines of a billions and millions of year old Earth. Simply saying God did it that way will not build the foundation of student needs to have a thriving testimony. Evolution was written as a way to dismiss

God and to think that we can use evolution to teach God is something the writers of evolution laugh at They know it is impossible.

Evolution reaches into many fields of natural and social sciences. It permeates our entire modern education system, and is false doctrine.

Yes micro-evolution happens, but macro-evolution, the changing of one species into another, is false, and has many evil and godless implications such as relativity of morals and social Darwinism.

SEX ED

Sex education in public schools are void of abstinence, completely void of religious doctrines, and increasingly promote beastly practices.

Rampant immodesty is another form of sex ed, delivering the message that we should be obsessed with sex! Schools these days are absolutely spineless in enforcing dress codes, and the codes themselves are spineless too.

Guess what here's evolution again, they're teaching us to act like animals sexually, and have no regard for higher and moral thinking in these regards.

They dish out condoms to further drive home the idea that this is all just a sport without moral consequences. Some say distributing condoms at school is justified since students are sexually active anyway. This is akin to giving out machetes to prisoners since they are going to kill anyways, and we may as well help them so do effectively. No! We should rather make and insist on a culture of moral character! If someone wants to rehear what we are teaching them, let them Bear the full weight is their choices. When we seek to remove natural consequences, we defy God's perfect education system, and heap the find on our own heads, as well as perpetuate the problems for generations.

CLOTHING

Deep seated pride has overwhelmed our cultures in and out of the church. students in public schools are put under immense pressure to have certain styles qualities and quantities of clothing.

We don't want our children to think immodesty is the norm. There is a subculture of modesty in the homeschool networks.

STAND IN HOLY PLACES

Sex, drugs, violence, these things do not have to be the norm in life for young people or anyone else. It didn't used to be that way. To say a parent is sheltering their children when he doesn't want them exposed to these things is like sending them to a rock concert when there is an opera house next door they could be going to. Parents make the choice for what their children will be exposed to. God will provide plenty of trials in life for everyone we don't need to think that it's our job to make our children's lives hell. The scripture says live in but not of the world but it also says stand in holy places and be not moved until the Lord come. By definition, the way we live in but not of the world is by fleeing corrupt institutions. We can join wholesome institutions, or when they are not available, make our own This is the true spirit of a pioneer. When there are no visible trails to the kingdom of God, we blaze them.

NUTRITION

It goes without saying that school food is toxic and void of nutritional understanding. Don't subject your student to a world where toxic is the norm. Not only do they dish out excessive meats, but those foods are typically highly processed, and egregiously sugar rich. Don't expect there to be much fruits and vegetables, and even if those are occasionally offered, the kids just skip them. Kids need to be at home where parents can give firm discipline and oversee their children's health choices while they are too immature to make these complex and often overpowering decisions on their own.

Kids at public schools see other kids getting excessive amounts of money from their parents to regularly spend on junk food. Those kids will share this junk food with your kids, but even worse, your child will develop an attitude of hostility toward you or anyone else who tries to get them to eat healthfully. They begin to say, "all the other parents let their kids eat this way, this isn't fair, this is child abuse, you don't love me!" and other such nonsense.

Joel Fuhrman points out the irony of trying to get doctors to study nutrition. We don't need doctors to study nutrition, we need everyone to study nutrition! He suggests elementary education be reading, writing, arithmetic, and nutrition. We are truly a nutritionally ignorant society. Until we learn nutritional truths, we will go on being out of control calorie consuming monsters totally unable to control what goes into our mouths. The effect of nutrition on brain development and cognitive function is obvious (at least it should be). Excessive fat cells actually kill brain cells.

IT CAN WORK FOR ALMOST ANY CHILD, IF THE PARENTS ARE ON BOARD

Homeschooling is not for everyone. The way to know if it is for your child is to know if you are willing to do it as an adult. Sometimes a child needs to be totally removed from a house due to repeated unsafe behaviors, but this can usually be avoided. If the you are committed to continual education, are not married to false doctrines, and are willing to take a portion of your day to focus on educating your children rather than getting a free babysitter, then you might be a homeschool family.

The primary way to tell if home school is right for your child is by whether the parent is willing to do it. Its less about the child than it is about the parent when it comes to qualifying for and excelling in a homeschool setting.

DON'T LET THE CHILD DECIDE

When it comes to something as important as the education of a child and what the child does 8 hours a day, this decision cannot be left up to the child. You might as well elect a child to govern a state. Parents, your children need you as a parent more than they need you as a friend. Be willing to show tough love and do what you know is best for them.

CONCLUSION: ZION EDUCATION IS AT HOME

As a society and as a church we are by and large losing our children to the casual and sensual ways of the world and are nowhere near approaching a Zion culture.

As much as we like to say our children's behaviors are not our fault and are totally out of our control, we are in some measure accountable for what we chose to expose our children to, and whether we are educating then in a Zion or a Babylon method.

Are we justified in leaving these cultures and starting others? Absolutely! Eventually things get so bad that the right thing to do is to leave. Read Atlas Shrugged for some fun perspectives on this. Read the scriptures which insist that we refuse to support things with corrupt foundations and policies, and command us to flee Babylon and build Zion.

LATTER-DAY SAINT HOMESCHOOL RESOURCES

A great new resource in the homeschool community is an online latter-day saint operated series of group classes by an organization called “Latter Up”. Tuition is relatively free, and volunteer teachers etc. are welcomed, and tuition is even discounted for families who volunteer. This group is committed to teaching faithful truth, including the complete rejection of organic evolution. Another key latter-day saint resource is the curriculum Family School, which incorporates latter-day saint doctrines throughout the curriculum. It is K-12. <https://thefamilyschoolonline.org>

Two of Joseph Smith's Principles for a Successful Family Education 2018 - Lecture Notes –L?

<https://www.youtube.com/watch?v=kR2vE3yMt1I&t=2s>

- don't motivate with food and fantasy, motivate in activities etc. with scriptural things, the gospel
- your family has a mission, pray together to, once you've identified needs, how your family will take on one of those needs
- the Lord knows your premortal skills etc., listen to his promptings to do new things, things you may not have expected; he knows you can thrive in them
- whatever you do, think of how to use it to bless others
- his dad would ask when she would read a book, 'will reading that help you help someone else?'
- her dad would say 'its not about what we want to do today, its what the Lord wants us to do today'
- Alma took his sons with him as mission companions; try to make family projects involve all members of the family
- movies are great teachers
- The Heavenly Man by Brother Yun
- expose children to battles going on in the world, philosophical etc. This is a cure to apathy as they learn everything isn't peace and daisies, and they can fight on the Lord's side.
- Brigham Young said he founded the academy for the purpose of fighting evolution communism and socialism.

-Brigham Young said every minute not used to build the kingdom of God is one he regrets; he said this feeling is how he knows this is how the spirit of God is with him.

-a Seventy was teaching at a conference, he said some people worry about being 'too good'. The Seventy said you'll never look back and regret being too good.

-old people are tired but wise, young are energetic and foolish, put the two together and you get a powerhouse; so parents, work with your children!

-her parents had them compile research for homeschool, then such was edited by the parents and used online.

National Home Education Research Institute (NHERI) Facts

It is known that homeschooled children perform 15-30% better on the ACT/SAT exams, and lack nothing, yea even excel in peer competence including leadership abilities and community service (see <https://www.nheri.org/research-facts-on-homeschooling/>). The following link shows the research to support these claims:

[NHERI research facts on homeschooling](https://www.nheri.org/research-facts-on-homeschooling/)

What a great joy for father and mother to school their children in their own home rather than loaning them to the state for 40 hours a week! Oh, how the mind would expand, how the truth would be understood, how the academic excellence would accelerate! How a desire to serve the human race could be taught!

Homeschool & The Restored Church by Jack Monnett – Lecture Notes

-the focus on curriculum waters us down; we need to focus on becoming like our Father in Heaven, and we do this via celestial education.

-1860's 1870's in Utah, prior to this the Kirtland temple was used as a school, the parents would go there and learn academic subjects flavored with Mormonism, then they would be responsible to take those things back to their homes and teach their children; this shows who is responsible for teaching the children.

-Alvin R Dyer wrote "the refiners fire" book talking about Missouri and the promises of Missouri in the latter-days. Monnett asked him 'how would you like to teach in the temple?' he said, 'if you teach in the temple, you will be able to teach the curriculum to parents' he felt that all Millennium education would be home education, home schooling. The plot map of Zion is a 24 temple complex, there were 12 Melchizedek priesthood temples, he said probably the Aaronic temples would be used for teaching parents how to teach the youth, what to take home and teach the youth.

-in the 1870's people could come to the small towns in Utah and the school boards were of Bishopricks and others with educational expertise, and they could teach things in their own local schools as they thought they should be taught, some was academic, but they taught things of the church, scripture classes, things of the prophets, all of those would weave in academia with this celestial learning which should take place. In the 1880's they lost this since there were people who came to Utah who felt they could come convert the Mormons back to Christianity. They had given up on the adults but thought they could teach the children, and thus destroy Mormonism. They had academic degrees from everywhere and looked pretty good. They formed their own schooling. Mormons like education and it sounded good to go to schools by people who had high-fluting-degrees. The early saints however rejected the idea of a degree being what qualifies someone to teach.

-Brigham Young spoke of the issue of children being sent to gentile teachers: in effect he said if they can get a man who looks good, they will hire him as a teacher because of his smooth shift and a ring on his hand. But the stalwart man who chops wood, though he knows 5x more than the other teacher, they will not have as teacher. Get your brains right side up!

-there is an order of things; teach the spiritual foundation right, then teach the secular

- 20 years ago, it was rare for someone to educate their children at home, not its almost mainstream.
- the child sits at home with its parents asking them questions; this is better than a child sitting with a teacher who is not interested in their life, and who asks predetermined questions with often predetermined answers.
- in public school they try a one size fits all class, that doesn't work
- a parent can confess not knowing the answer to a child's question, but the teacher with a degree feels they are supposed to already know, so they'll often bluff.
- sitting in front of computer with someone else's curriculum, that's insufficient, have things you feel are important. And don't use computer as babysitter.
- they took their child to China for a year, not focusing so much on schedules of curriculum, but the general education.
- one boy was on a 2nd grade reading level and wanted to be in homeschool, his mom watched soap operas all day, he said can't we do something else? She said, 'sure go read a book'. He did and brought himself to an 11th grade reading level that year.
- homeschooling you can read with your child and pause with them when they have a question and find the answer with them.
- In Oregon a woman homeschooled her granddaughter starting at age 8. By age 13, they went to a community college and asked if she could attend. They said no, she could not pass the entrance exams. So, she took the entrance exams, and scored higher than anyone, so they had no choice but to let her in. By age 14, she was ready to enter a 4-year university.
- homeschooled students are the most self-disciplined
- homeschooled students are often ready for college at age 14. BYU won't let people in at that age, it's a marriage institution for getting people married and into a job.

Full lecture, [click here](#)

Celestial Education - Homeschooling in the Restored Church by Michelle Stone – Lecture Notes

These notes are shared with permission of the author.

See also her book.

From the lecture at

<https://www.youtube.com/watch?v=nocNwBGTjT8>

-we don't hate on public ed teachers, they are often very dedicated wonderful contributors

-printing press, people got bible, main purpose of school was to study the bible. Libraries had sermons.

-school was a very family centered thing

-Joseph Smith was not as prone to perusal of books his mother said; if he was required to be in school he would have been in biology class instead of the sacred grove.

-The D&C directed them to write specific books with the gospel oriented ed for the saints; the school books despite the fact that they then had good stuff with bible stuff and McGuffey readers, but the Lord saw even that as insufficient

-almost all early church leaders were against public school

-BY didn't endorse school by taxation, free/government school

-John Taylor: we don't want people to teach the children who aren't church members

-compulsory attendance, national testing, mandatory kindergarten, teachers using government curriculum; Horace Man father of US ed brought the Prussian education ways as listed here. US had highest literacy, this wasn't to fight illiteracy. Horace was not Christian and brought this to take away the religious aspect of education which was going on in the Catholic schools etc.

-John Dewey a humanist saying that religion causes all the world's problems; like worshipping the creation rather than the creator. Dewey says we must resist the idea of dualism (that there is a body and a spirit, and you must fight against evil) and he taught evolution instead.

-those in favor of public education are in favor of creating a new society. The Communist Manifesto point 10 says need free education for all children in public schools; Karl Marx spoke of mandatory free education for all children as soon as they could get along without mom.

-communists speak of the need to remove children from the family

-founders of US public education included the school room to be the church where humanism was taught. Quote cited in lecture.

-we are being told that we don't have the constitutional right to teach truth at schools

-6-10-year old's in Palmdale were surveyed asking how often they think about



having sex and touching other peoples' private parts, and other even worse questions; judges ruled that since it's not in the bill of rights, parents don't have the right to

-SLC county library has many homosexual books on the approved reading list for kindergarteners

-we and our children now pay the price for the disobedience of our grandfathers when they rejected prophet's council on schooling

-Some say, "ah Brigham Young, John Taylor, those prophets were speaking for the people 100 years ago!" But Alma 12:9-10 says prophets can only give the portion of God's word which the people are willing to heed, who hardens their heart gets the lesser portion of God's word, "9 And now Alma began to expound these things unto him, saying: It is given unto many to know the mysteries of God; nevertheless they are laid under a strict command that they shall not impart only according to the portion of his word which he doth grant unto the children of men, according to the heed and diligence which they give unto him. 10 And therefore, he that will harden his heart, the same receiveth the lesser portion of the word; and he that will not harden his heart, to him is given the greater portion of the word, until it is given unto him to know the mysteries of God until he know them in full." Just like how Moses had to get the lesser law when the people rejected the higher. Also, when the Israelites wanted kings but were told no but begged for them, the Lord allowed it, and they paid heavily. We aren't fully accountable for keeping these things, but the blessings are not available for not doing them. D&C 88:33 'what good doth it if a gift is bestowed upon a man and he receive not that gift?' Tax funded schools are the arm of flesh, the tradition of our fathers. D&C 93:39-40 says "39 And that wicked one cometh and taketh away light and truth, through disobedience, from the children of men, and because of the tradition of their fathers.

40 But I have commanded you to bring up your children in light and truth."

-are tax funded schools serving God or man? Moroni 7:15-17 says things which don't persuade to believe in Christ and God are of the devil, "15 For behold, my brethren, it is given unto you to judge, that ye may know good from evil; and the way to judge is as plain, that ye may know with a perfect knowledge, as the daylight is from the dark night. 16 For behold, the Spirit of Christ is given to every man, that he may know good from evil; wherefore, I show unto you the way to judge; for everything which inviteth to do good, and to persuade to believe in Christ, is sent forth by the power and gift of Christ; wherefore ye may know with a perfect knowledge it is of God. 17 But whatsoever thing persuadeth men to do evil, and believe not in Christ, and deny him, and serve not God, then ye may know with a perfect knowledge it is of the devil; for after this manner doth the devil work, for he persuadeth no man to do good, no, not one; neither do his angels; neither do they who subject themselves unto him."

-1 Nephi 1 the first verse in the Book of Mormon says his parents are the ones who taught them, he doesn't thank the state for free schools. "1 I, Nephi, having

been born of goodly parents, therefore I was taught somewhat in all the learning of my father”

-God punishes rejection of his word 4 generations, that’s about how long it has been since the prophets gave council to not use tax funded schools. This means we can now break free of this yoke of our forefathers’ disobedience. Numbers 14:18 says “18 The LORD is longsuffering, and of great mercy, forgiving iniquity and transgression, and by no means clearing the guilty, visiting the iniquity of the fathers upon the children unto the third and fourth generation.”

-If you knew that you and your children would be called on to lead a Zion people who voluntarily live Gods laws, would this change the way you teach your children?

-The saints had to leave Missouri because of their disobedience. D&C 105:1-14 says “1 Verily I say unto you who have assembled yourselves together that you may learn my will concerning the redemption of mine afflicted people— 2 Behold, I say unto you, were it not for the transgressions of my people, speaking concerning the church and not individuals, they might have been redeemed even now. 3 But behold, they have not learned to be obedient to the things which I required at their hands, but are full of all manner of evil, and do not impart of their substance, as becometh saints, to the poor and afflicted among them; 4 And are not united according to the union required by the law of the celestial kingdom; 5 And Zion cannot be built up unless it is by the principles of the law of the celestial kingdom; otherwise I cannot receive her unto myself. 6 And my people must needs be chastened until they learn obedience, if it must needs be, by the things which they suffer. 7 I speak not concerning those who are appointed to lead my people, who are the first elders of my church, for they are not all under this condemnation; 8 But I speak concerning my churches abroad—there are many who will say: Where is their God? Behold, he will deliver them in time of trouble, otherwise we will not go up unto Zion, and will keep our moneys. 9 Therefore, in consequence of the transgressions of my people, it is expedient in me that mine elders should wait for a little season for the redemption of Zion— 10 That they themselves may be prepared, and that my people may be taught more perfectly, and have experience, and know more perfectly concerning their duty, and the things which I require at their hands. 11 And this cannot be brought to pass until mine elders are endowed with power from on high. 12 For behold, I have prepared a great endowment and blessing to be poured out upon them, inasmuch as they are faithful and continue in humility before me. 13 Therefore it is expedient in me that mine elders should wait for a little season, for the redemption of Zion. 14 For behold, I do not require at their hands to fight the battles of Zion; for, as I said in a former commandment, even so will I fulfil—I will fight your battles.”

-Can we seriously think that daily scripture study and prayer is enough to teach our children all they need to know?

- if we teach our children for a telestial world they will live like telestial people.
- people list the reason for having their children in school being so they can get a job and have financial success in the world. Helaman 7:21 speaks of this, “But behold, it is to get gain, to be praised of men, yea, and that ye might get gold and silver. And ye have set your hearts upon the riches and the vain things of this world, for the which ye do murder, and plunder, and steal, and bear false witness against your neighbor, and do all manner of iniquity.”
- people say “my children have great things happening at school and great teachers!” well yes the Telestial is a kingdom of light, that of a star, but there is a greater light.
- forced attendance, “no child left behind”, forcing them all to salvation, this is Satan’s plan! Straight out of the scripture! None will excel, none will fall behind...
- public school involves shame, competition, force, fear, entertainment
- the model of the temple should be how we pattern our schools
- memorizing a little trivia now and then is not being educated; we focus on getting good grades instead of getting an education
- they always seek entertaining ways to entertain. This makes the materials fluffy, like feeding a child junk food so you can check off the box for having fed them.
- job training and education are not the same thing
- earth day, pride day, these indoctrinations for society are in our schools
- false pride comes when children get good grades, thinking themselves competent and as better than others with worse grades; they think accomplishments are their worth; the schools teach some children that they are great and others that they are not. Many people’s self-esteem is destroyed at public schools.
- materialism greed lust are common themes of these schools.
- sensitivity can’t exist in the public schools, existing there day after day you will be desensitized
- dishonesty often comes in public schools because of the exceeding pressure to compete, the children start cheating, and often unknown to the parents.
- we should teach that everything is one unified purpose of God, not compartmentalizing them; they think now is school now is church seeing them as different; they cheat in school and then pass the sacrament, the compartmentalization kills the conscience, eradicating the guilt.
- public education is Telestial education. Its experts coming up with curriculum, teachers who teach, and if my child fails, I’ll call a big meeting to get other people to start ‘doing their jobs’
- our kids get a little religion on the side of their telestial education, but that is not sufficient.
- Terrestrial education is education great and honorable but lacking in the doctrine of Christ. That is how scriptures describe terrestrial programs.

Terrestrial education purpose is great education, understanding, not just memorizing and passing off tests, good methods of non-force, inspiring learning, great models held up for them, challenging them not just playing down to them, the great philosophies of men mingled with scripture; we read the great philosophers and think, 'if only they had the gospel, oh what they could have done!'

-John Taylor, one great reason why many stumble in their research of philosophical truth is that they glory in their own intelligence rather than seeking the king of the universe, they see themselves as the inventor of their ideas instead of giving the glory to God; we hold up these philosophers as the role models of education, but that is not the fullness of what God has in store for us. 2 Nephi 9:28-29, 42 speaks of this, "28 O that cunning plan of the evil one! O the vainness, and the frailties, and the foolishness of men! When they are learned they think they are wise, and they hearken not unto the counsel of God, for they set it aside, supposing they know of themselves, wherefore, their wisdom is foolishness and it profiteth them not. And they shall perish.

29 But to be learned is good if they hearken unto the counsels of God. ...42 And whoso knocketh, to him will he open; and the wise, and the learned, and they that are rich, who are puffed up because of their learning, and their wisdom, and their riches—yea, they are they whom he despiseth; and save they shall cast these things away, and consider themselves fools before God, and come down in the depths of humility, he will not open unto them."

-God has almost always come to uneducated persons, with whom he doesn't have to get around false notions. Consider Joseph Smith.

-some terrestrial education involves parents seeking good schools and footing the bill for their kids to go to those

-get a copy of the Book of Mormon and highlight everything it says about education, do this with D&C too.

-Celestial education is education in the context of the gospel of Jesus Christ.

-D&C 88:78-80 "78 Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand; 79 Of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms— 80 That ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you."

-D&C 130:18-19 "18 Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection. 19 And if a person gains more knowledge and intelligence in this life through his diligence and obedience than

another, he will have so much the advantage in the world to come.”

-D&C 68:25-28 “25 And again, inasmuch as parents have children in Zion, or in any of her stakes which are organized, that teach them not to understand the doctrine of repentance, faith in Christ the Son of the living God, and of baptism and the gift of the Holy Ghost by the laying on of the hands, when eight years old, the sin be upon the heads of the parents. 26 For this shall be a law unto the inhabitants of Zion, or in any of her stakes which are organized. 27 And their children shall be baptized for the remission of their sins when eight years old, and receive the laying on of the hands. 28 And they shall also teach their children to pray, and to walk uprightly before the Lord.”

-D&C 109:7 “And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom, seek learning even by study and also by faith;”

-the scriptures aren't written in “step 1 step 2 step 3” but rather in the language of the spirit where we liken them to ourselves and find out what to do; God would have us learn this way. D&C 29:34 says all things are spiritual, no such things as temporal education, there is only Gods truth, and Satan's deception. We can't teach spiritual on the side; all teaching is spiritual, either spiritual for good or spiritual for evil.

- “Teach the Children” by Neil Flanders is a great book on this topic. It says education begins where creation leaves off. We educate to prepare our children to live a celestial life in a telestial world, to be a light on a hill, to be the leaders for God, to be able to abide celestial law, a very high standard.

-part of the mission for the young men is to learn to provide for their families, we aren't debating celestial vs telestial education; the light of the sun swallows up all the light the star had; it's a fullness, and includes the needed financial aspects. Jacob 2:18-19 says “18 But before ye seek for riches, seek ye for the kingdom of God. 19 And after ye have obtained a hope in Christ ye shall obtain riches, if ye seek them; and ye will seek them for the intent to do good—to clothe the naked, and to feed the hungry, and to liberate the captive, and administer relief to the sick and the afflicted.” Providing temporally doesn't mean giving them everything they want, huge houses, elaborate vacations, it means making sure they have shoes for their feet and things like that.

-2 Ne. 28:30 says God gives us a little at a time “30 For behold, thus saith the Lord God: I will give unto the children of men line upon line, precept upon precept, here a little and there a little; and blessed are those who hearken unto my precepts, and lend an ear unto my counsel, for they shall learn wisdom; for unto him that receiveth I will give more; and from them that shall say, We have enough, from them shall be taken away even that which they have.” D&C 50:24 says “24 That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day.”

-John Taylor prophesied we will be brilliant, but this would be hard if we stay

with the platforms schools give saying ‘all 6 year old should know this, 7 that, etc.’ (John said something like this: you mark my word, LDS will lead in every field of knowledge as much as they lead in religion; Zion will be as far ahead of the outside world. Let us live so angels can minister to us and the holy ghost dwell with us)

-2 Ne. 25:26 refers to teaching of Christ all the time not just weekly and for daily ritual: “And we talk of Christ, we rejoice in Christ, we preach of Christ, we prophesy of Christ, and we write according to our prophecies, that our children may know to what source they may look for a remission of their sins.”

-we don’t check things off then move on

-Satan can’t tempt children under 8, they are a greatest gift to parents to have them to themselves and fill them full of gospel principles; though Satan can’t tempt them, he can influence them if we let him by putting them in bad environments. So, we protect them from Satan’s influence. Children in this age are very malleable, they believe whatever they are told. John Dewey etc. speak of needing to get children earlier and earlier to better indoctrinate them.

Children need education straight and clear. The mother is the Holy Ghost for her child until they are 8 and get the Gift of the Holy Ghost. We even whisper in their ear what to say as they pray. We teach them truth. The scripture says God will gently guide those who are with young, like an extra free line of inspiration to know what to do with their children in Isaiah 40:11, “11 He shall feed his flock like a shepherd: he shall gather the lambs with his arm, and carry them in his bosom, and shall gently lead those that are with young.”

-Method 1: With Mom. The children need to be with mom. The moms dropping off their 5-year olds at school in tears, they sit they and weep ‘I just didn’t want to let them go!’ An older mother said, ‘I felt that way with my first child, and it gets easier with each child, and with my youngest child it was so easy, and I actually got to go shopping on my own!’ this is a case of ignoring the promptings of the Holy Ghost until they cease. The Holy Ghost is teaching you that children are too little to send away at that age!

-Method 2: Example. This is the main way we teach. We can only teach what we are. We as parents must be pursuing celestial education in our own lives.

-Other Methods: Loving kindness, dependability, FHE, church, prophets’ teachings

-teach every lesson in an eternal context; if we don’t know how it fits, we don’t teach it; don’t just teach letters because they are that age, but for the purpose of the prophets having commanded them to read the word of God. The children will then say, ‘I am getting bigger, can I read the scriptures yet?’ If you don’t know how something fits, take it to the Lord, ask him, if it is important to him, he will teach you how it fits so you can teach them.

– ages 8-12 are spiritual years, the goal is spiritual fluency. These children have been given the most valuable gift that exists on this earth, more valuable than all the treasures of the earth, The Holy Ghost. Do we treat them the same, leaving

the gift unopened? They can now get confirmation from the spirit and know for themselves rather than leaning on your knowledge. They are also able to be tempted and are accountable for their sins. Never send your kids off to a school outside of your home before the age of 8. Some say kids need to be in worldly places to not be naive. The scriptures don't say "be in wicked settings so you can learn to be strong", that is a tradition of our fathers, the scriptures actually say "stand in holy places and be not moved"; developing spiritual muscle doesn't happen in a place devoid of the spirit; it would be like a weightlifter taking in a little poison every day; the building doesn't come by poison, but exercise. If the goal is spiritual fluency, that can only be learned in an environment where the spirit is. We have so many adults in the church who grow up in the church to be spiritually illiterate thinking 'was that the spirit or just me?' or 'how am I supposed to have meaningful scripture study?' we don't want our kids to wait until the Missionary Training Center to learn how to use the gift of the Holy Ghost which they were given at age 8. They need to learn how to study by the spirit, where they seek answers by the spirit. If a mother prays she will be given answers of what to teach her child, namely to learn about the Holy Ghost and how it operates. Learn in Gods method of parables and symbols and the spirit. Object lessons are powerful. Those over 8 need personal scripture study in addition to family scripture study, they are accountable for obeying this, the prophet's council. Have this be the first subject they study. They need a journal for recording their spiritual impressions, this is one of the main reasons we learn to write. The Liahona is the great model for studying how the Holy Ghost operates. Teach them that if a good thought comes in their head to do it right away, that it is like tuning a radio, and that each time obeyed it gets stronger, and each time ignored it gets weaker. When they know all of this, they are ready for learning more of the things of Gods world.

-never use force; contention of requiring them to finish homework etc. drives away the spirit, it is the telestial method.

-develop an inspired education plan lead by their interests. Ensure they know math reading and writing so they can use the spirit. It's all for the purpose of training them to learn by the spirit.

-when they don't learn, don't get upset or just do it for them;

-give kids a topic have them write all they know on the topic, then have them say a prayer and write whatever else comes to mind on the subject; this teaches them that the spirit comes and expands and reminds us of things.

-use symbols, like Elder Bednar teaching about a cucumber becoming a pickle.

-age 12-18 is specific mission preparation, preparing them for adulthood, a mission is the full capacity of a life dedicated to the service of God; we were foreordained before coming to earth; we know ordination means hands placed on the head and reception of needed blessings and challenges needed to accomplish. God trusts these children as seen by their receiving the priesthood and being allowed to enter the temple. They are blessed with the most sacred

powers of procreation going through puberty; these children are intensely seeking truth, they question, and if they have the spiritual foundation, they can build upon that. Children in this age are often seen as selfish, but God designed them to be stewards over themselves, they don't have duty to oversee others so much at this time. Give them everything all the truth now, this is the adult preparation time, don't wait to teach them until they are parents themselves. Teenagers are treated like little kids, told that they can go play and be paid for, keeping them busy with activities so they supposedly stay out of trouble, but at this age they need time to ponder. They also need much peer interaction whom can give them things they need which parents can't give. They are also extremely vulnerable to Satan's lives currently. Their decisions here effect the rest of their lives. They discover who they are eternally, they get patriarchal blessings, they discover pieces of who they were before earth and who they are at and after earth, and they must prepare like crazy. This is the age of Joseph Smith in the sacred grove, and young Nephi. They have capacity to learn and do great things here if they are given what they need. The churches mission is the redeem the dead perfect the saints and preach the gospel, so part of their curriculum needs to be how to do these lifelong callings of missionary work and temple work and seeking their ancestors. Use the missionary materials, missions aren't 1.5 to 2-year things, they are lifelong things. So those are the critical things, in addition, teach them what they need for their life's work. CS Lewis said when he applied to college, if math was a requirement, he would not have got in; we would have lost this great mind. This doesn't mean be mediocre in subjects of less interest, but it means focus on what they are interested in. This is a great time to overcome weaknesses, so they won't slow them down as adults. Add intensive seeking praying fasting scripture studying pondering time in the temple, the intensification of spiritual education; all of this takes time, you can't overschedule them with requirements of the telestial world so much that they don't have time for spiritual training. Council with the children, but also know that you have stewardship over them so don't just let them do what they want. Some say, 'we don't have time to teach all these spiritual things or we won't get in all the other things!' but it's not a choice of either or, rather, the spiritual enlightens everything. Don't trap them in state curriculum but let them learn in the ways that God is inspiring them. Everything they learn, we measure against the word of God. For example, schools say man is a mammal from hair milk etc.; but the scriptures say that animals and humans were 2 entirely separate creations. We are not mammals under the animal kingdom, we are of an entirely different kingdom, so the kingdom we belong to is the 'free agency kingdom', that is what separates us, it's the kingdom with God, man, angels, resurrected beings, demons, and devils. We have the capacity for being good or evil. Satan tried to take away our agency in premortality, making us like animals. He failed, so he came to earth, and continues to try and teach that we are animals! For peers, help them establish wonderful peer groups. They can be in groups where

they speak of spiritual things to each other, an electric amazing environment, we can create this for our children in the celestial schools, they will give each other guidance and council and help each other discover their missions. Our children can be friends with other kids of people, but they must experience the great peer groups and recognize that in the other groups they are leaders and not to follow the crowd. For curriculum, they need to be able to pass the ACT/SAT for entrance to college, and yes, we teach them those things, but we are not preoccupied about which season those happen in.

-service is a critical part of our curriculum

-when God councils us to do something, he prepares the way for them to accomplish it. (1 Ne. 3:7). If we think this is daunting to be our children's teacher, remember Nephi who built a ship and put his families' lives at risk by putting them into it, but he trusted the Lord's instruction concerning the ship.

-responsibility: in telestial the responsibility is someone else's, in terrestrial we take the responsibility upon ourselves, in celestial we recognize the accountability to God of these duties, that it is not just teaching for our own reasons, but for God's reasons.

-stage 4 the years of service, adulthood: in this stage, we continue to learn, serve God and man, build Gods kingdom, and endure to the end. This is when we build the kingdom in the most meaningful ways. We know and teach our children that our lives are not our own, but that we are bought and paid for with a price. So, our purpose isn't to build a very large house. A problem with capitalists is they want freedom to perform their own ends; we need to be consecrationists, who seek to serve the poor and build God's kingdom.

-many say they like the separation of church and state, not wanting the schools to teach religion because it is the job of the parents; well, we are living in the days where, as Nephi said, good is called evil, and evil is called good. The constitution says there will be no laws infringing or influencing religion. They wanted religion free from the arm of government, but they very much depended on religion to influence government. Tocqueville commented on how many churches there were in America. We should be free to follow our prophet and educate our children the way we want to. The separation of church and state has been flipped backward. We must use the Book of Mormon as a reader, a tool to teach how to read. Some want to fight illiteracy. Thomas Jefferson said we "shock the common feelings by a forcible transportation and education of the infant against the will of his father" (note: along these lines, Thomas Jefferson said, "If it is believed that these elementary schools will be better managed by the governor and council or any other general authority of the government, than by the parents within each ward, it is a belief against all experience.")

-for the parents who think their children are doing great in public schools, doing family scripture study, being the leaders in these telestial schools; consider Alma 23 with the Rameumptum, the poor were kicked out of the synagogue, the rich prayed saying 'thank you for making us so much better than anyone else'; the

poor were forced to be humble, they were kicked out, so they got to hear the prophets' teachings. Many are forced out of public schools because their children are not thriving there, they were forced to be humble; this lead them to having access to light truth and knowledge, and later they counted being forced to be humble as their greatest blessing; but it says those who are not forced to be humble yet chose the higher way are so much more blessed as they take their talents here without having to be destroyed first. Parents spend most of their time trying to repair what has happened in school, but if we can instead spend our time teaching. Do we let our children climb up the Rameumptum and say 'thank you God for making me so much better than others'?

-more about separation of church and state, schools not teaching religion, but Mosiah 23:14-15, 17, 20 & Mosiah 24:1 speaks of the schools Alma established for the saints. "14 And also trust no one to be your teacher nor your minister, except he be a man of God, walking in his ways and keeping his commandments. 15 Thus did Alma teach his people, that every man should love his neighbor as himself, that there should be no contention among them 17 And it came to pass that none received authority to preach or to teach except it were by him from God. Therefore he consecrated all their priests and all their teachers; and none were consecrated except they were just men. 20 And it came to pass that they did multiply and prosper exceedingly in the land of Helam; and they built a city, which they called the city of Helam. 1 And it came to pass that Amulon did gain favor in the eyes of the king of the Lamanites; therefore, the king of the Lamanites granted unto him and his brethren that they should be appointed teachers over his people, yea, even over the people who were in the land of Shemlon, and in the land of Shilom, and in the land of Amulon." The teachers can't be influenced by the Holy Ghost unless they are righteous, hence the need for people of God to be the teachers. Further, they didn't just study about religion, else they would have remained poor, but it says they 'prospered exceedingly in the land'. NOW COMPARE this to the school of the Lamanites, where they prospered but were wicked learning the worlds ways and eventually persecuted God's people, in Mosiah 24:5-8 "5 And they were a people friendly one with another; nevertheless they knew not God; neither did the brethren of Amulon teach them anything concerning the Lord their God, neither the law of Moses; nor did they teach them the words of Abinadi; 6 But they taught them that they should keep their record, and that they might write one to another. 7 And thus the Lamanites began to increase in riches, and began to trade one with another and wax great, and began to be a cunning and a wise people, as to the wisdom of the world, yea, a very cunning people, delighting in all manner of wickedness and plunder, except it were among their own brethren. 8 And now it came to pass that Amulon began to exercise authority over Alma and his brethren, and began to persecute him, and cause that his children should persecute their children."

-is your motivation in schooling your children for them to be wise, to be rich, or

is it for them to be the children of God?

-in telestial education, remote politicians without the gospel truth nor the Holy Ghost make the decisions for the children. In terrestrial education they rely on the brightest minds they can find. In celestial education we look to God.

-letting go of the traditions of our fathers is very painful.

-telestial ed is “this is what’s on the test say it and get an A”, terrestrial ed is “think for yourself, search and test things”, celestial ed is “seek all truth, ask Gods guidance and confirmation as fundamental guide”

-kids learn multiplication in a class, but the environment is the real teacher; they learn that the world is not safe, that they have to do well, to prove their right to be here; if they struggle in school the lesson they learn is I’m stupid; if they are smart they learn they are good because they know all the answers; we can wait to teach until a student is ready to learn, it’s a positive environment. The temple is non-competitive, you really can’t do better than someone else at the temple, there is no contention, challenges are taken to the Lord. “let’s see what God says about why this is hard for you: “God gives weaknesses that they may be humble” so God is giving you an opportunity!” they can study why there is the challenge, family prayer can be operated to help them in their challenge

-developing talents: telestial ed is ‘everyone is the same, do what we tell you to; use your talents to serve yourself’ terrestrial ed is ‘develop your talents good job you are wonderful look what you can do!’; celestial ed is ‘look at what you can do, God could have given that talent to anyone but he gave it to you, your Heavenly Father must trust you so much to give this talent to you, he must have a great work for you to do, I’m very thankful to be your parent and your teacher’; the celestial ed version brings humility not pride.

-discipline: telestial ed, ‘might is right. Force. Bribery. Punishment, inconsistency. I’m bigger and more powerful and I said so’ but eventually you’re not bigger anymore and kids say, ‘so make me’ and rebellion comes. In terrestrial ed, ‘rule of law, regular consequences’; celestial ‘based in love, common obedience to God, parent needs obey also’. Ask your child what you can do to teach them to be kind and loving to each other as King Benjamin taught we need to do. Celestial education doesn’t mean we have perfect children. The law of suffering is upon us as we labor to teach them. Just like God, our children don’t need to be perfect for us to be perfect parents.

-if you didn’t raise your children in these ways and didn’t know about this, you weren’t accountable; if you feel you messed them up beyond repair this is not so because even in the next life there is progress, and our children will be ours if we are obedient to God.

-teachings: how to: we don’t break down the subjects like we do in telestial because all learning is the gospel.

-Teaching reading in telestial is ‘sit and do this because you have to, now now now, it must be done by age 6, maybe earlier but never later! Read because reading is needed, and you need to go to the next grade!’ Rather, teach them to

love reading. It's better to teach a 7-year-old to love reading than teaching a 6-year-old to read if he hates it. **If you ever let contention in, you know immediately it is telestial.** Your children are different do not hold them to the same standard on reading, do not enforce outward expectations on them, God made them; we don't want one to think it is better or worse than another, they are all created in Gods image and are smart and wonderful.

-teaching writing: telestial is 'know how to write for writings sake' in terrestrial, 'writing is important because it helps you think and learn'; in celestial ed 'writing enables you to keep a journal, to write letters, etc.' the goal is to write celestial truth.

-teaching history: telestial is 'memorize names dates places to answer on test' which says this is dumb boring and not applicable to me; terrestrial is 'learn of great historical figures, the course of mankind to not repeat our mistakes, how to be like a great person, how to influence human affairs', this can be used diabolically, for power. Celestial is 'eternal context of history, what events did in God's plan, how did they do in their stewardships did they obey God, will their choices bring them eternal joy?' the celestial lesson is that talents opportunities and challenges are all from God, and God used them. Then they think 'what has God given me how will he use me?' wanting to be themselves not wanting to be someone else.

-work: telestial says 'hire someone to do it, be successful so you can hire it out, seek the easy and most dollar'; terrestrial says 'the American dream, you can build a kingdom for yourself, you can be the US President, start a company, invent something, be great, accomplish my goals'; celestial says 'God created this world for work.' God cursed the land for Adam and Eve's sake, for their wellbeing. Work can accomplish wonderful things, building temples and settling places look at what that accomplishes. Work is the method of contribution in the law of consecration.

-teaching math: telestial, 'follow these steps a b c plug the steps show all work so I know you followed all steps' this results in 'when will I ever use this I hate this I need a calculator'; terrestrial is 'true understanding of math concepts, thinking mathematically, understanding process and usefulness'; celestial is 'numbers are our way of understanding Gods creation, there is a system, they are mathematically, maybe God will teach us more math someday, without math we don't understand order, we need this to become like God, God has meanings for numbers which enlivens scriptures' just never let this be a point of contention

-teach health, science, behavioral science, money management, etc.

-outcomes of celestial ed: service vs earning; kids who value service, not worried about how to provide for a family but how to contribute to the world in a way only you can; kids with gospel foundation, who can seek truth, who have spent time and energy preparing for their mission, these adults will be very prepared to provide for their families. School college job doesn't work anymore,

many college graduates can't provide; getting stuck in a job you don't enjoy doesn't have to happen so much if the kid prepares for this stuff; Joseph Smith wasn't very good at providing exceedingly well they were often quite poor, but this shows us that the role of providing isn't everything. It's essential, but we take it too far so often. Other celestial ed outcomes are humility and sharing, not seeking to put others down to get up, its cooperative; we don't want our kids to put others down but to wish for others' success as much as their own. Another outcome is charity vs greed, we don't want nicer cars vacations and houses we want to serve the poor; another outcome is compassion vs judgement, not thinking we are smarter than others via grade and team rankings. Kids in homeschool can think they are different since the norm is public school, we teach them it is a gift to use to help people not to think ourselves better. Another outcome is faith over fear; we don't fear that we can't do celestial ed or that our kids won't fit in, we have faith that God has not led us astray in his councils. If we decide via fear it's from Satan; know that you have power to act on promptings, that you'll become powerful as you obey him; God can make you a brilliant teacher who can teach your children everything they need to know, so you can watch them soar beyond our wildest expectations. Another outcome is love and sacrifice: we face our insecurities, we give up our time and means to provide this education, we love God enough to raise up unto him an obedient generation. Another outcome is a sound mind, knowing that we are in an awful situation and that public school is not the will of God, we do not need to let our minds be darkened because of disobedience because of the traditions of our fathers, we don't have to follow the masses. We can raise the leaders of a generation dedicated to God. Make a righteous people the Savior will come to in Zion. We are raising a generation prepared to live in the Millennium.

Graded Homework & Gospel Analogies

The following link is to a summary recent educational research supporting my claim of the minimally helpful or even hindering role graded homework can play is found here: <https://www.alfiekohn.org/homework-improve-learning/>

Note: though graded homework can be negative, feedback on assignments is still critical. Assignments aren't tests, they are about learning, and thus ought not to be graded. This doesn't mean we don't tell them which ones they got wrong and work through that with them. Homework should not contribute to the final grade as a reflection of their worth/intelligence/value but should rather be a safe place to make mistakes to learn and grow. Dr. David Rockwood said, "feedback is the secret to progress."

This video also supports the theory of altering how we grade students: [click here](#)

In the following exhibits we will discuss the ability of a person to become an independent thinker, and thus become like God himself. We will show that GPA is used as a threat and must be eliminated for ideal learning. We will show that the natural consequences of procrastination are enough to motivate a student to not do so. We will show that a loving supportive environment will motivate the unmotivated student faster than the threat/force based traditional method of schooling. We will show how giving practice homework and drills can support learning more than graded homework and graded drills. We will focus the core of an educational system on what a student walks



away as in the end, rather than what he can throw into the treasury in the various stages of his existence. We will treat the delicate nature of the individual soul and show that more persons can find success if appropriate new methods of training are employed. We will show how a benevolent teacher/parent/student can turn the pupil/child/self into a self-contained genius if operating on principles of faith rather than fear. We will not only set up a majestic view of the future for the pupil as other teachers do, but we will, rather than threatening to take that future away via bad grades, walk with them to their destination, where they will learn to fly in their own way and time. We will be these methods, get more people/souls flying than traditional fear-based education systems. We will tie this into the gospel and show not only how to pass the test of life, but what the final exam of life is really about, and how it is scored.

Exhibit A:

-as stated in a general conference address (I think 2018), let the students redo an exam as many times as they wish. The exams will be different, but they will

help the student learn each time. The teacher is on the side of the student. This resembles the Lord who gives us opportunities to repent and get our lives in order, even if we don't deserve it.

Exhibit B:

-have no graded homework. This detracts from showing what they really understand as measured on the final exam. This also saves the teacher much unneeded hassle. There can be optional assignments which automatically are graded for practice to see where you stand, but up until the final, it's up to you to learn knowledge. You aren't seeking to score points to buffer your ignorance on the final exam. The student at the beginning of the semester is a very different person than the student at the end of the semester. The student at the end of the semester, we hope, has become someone who loves his subject, and sacrifices for it in repeated passionate devotion, and the reflection of that is beautiful work. But the young student, his work is sloppy, and he, though include to the topic, is not yet fully committed. Tis a shame to count those early days against him by having graded homework. Graded homework leads the student to naturally perform poorly at first, then that poor performance remains on his record, slowing down his future opportunity, so he throws in the towel on the whole business, quenching the little sparks and flames which the professor was trying to create in him to develop a passion for the subject.

Exhibit C:

-assigning homework builds an unsafe environment, as the student is terrified that if they don't perform with perfection, they will be limited in their academic and vocational career. I often do my homework quickly to get it out of the way, so I can actually start learning. I would have had more time to learn if I didn't have to worry about getting a pesky grade from an assignment in the first place, the homework assignment being a thing which is written in the mind of the teacher, not necessarily in the mind of the student. Since the brain of the student and the brain of the teacher are different, the teacher should not grade homework which has the potential to destroy the future of the child but use homework as learning experiences. And if you think making a grade on homework which threatens their future is what will get kids to work, you are using force, and forced learning really isn't learning at all, but is rather a short-term memorization of facts or the professors' thinking patterns on which they will be tested. A teacher can give homework if that means something to think about and work on, but if the homework is used as a threat against their GPA, it turns into a fear factor rather than a laboratory of genius. God forbid that we grow up

learning to merely go around doing what others ask of us, never really learning how to be ourselves, never really learning our own learning style, never really learning that we in and of ourselves are important, not just forever looking up to the professors. If a professor gives someone an A for jumping through their hoops, what does it benefit the student? Nothing. The student may gain a degree, but put him in the work place, and you must tell him at every turn what to do, for he never learned to do anything but what his head leader commanded him. He never learned to be “anxiously engaged in a good cause” of his free will and choice, he was always laboring under the burden of fear that everything could be taken from him. Let us rather be loving teachers and parents and assure our children that we are their mentors rather than their tormentors. Real learning occurs when the student can focus on the material, not the critics, not the numbers they’ll give for his performance. The student must be allowed to, within a general and broad timeframe, be allowed to go at their own pace. Yes there is a final exam, but the duration of time between the beginning of the class and the final exam is a time of deep thought, and working the mechanics of the brain, and the brain being a very unique organ, some work deep, some work wide, some fast, some slow, some multi-task, some focus, yes, there are many beautiful variations which must be allowed for. The duration of the semester can be a busy but happy and self-paced time. Some brains need the body to frequently pause for physical activity to function, others to pause for social time, time working independent projects of fascination etc., to be at the Hight of their function. So, must we do for life, and rearing children in life.

Exhibit D:

-it may be feasible to offer a midterm exam in addition to the final exam to help the students pace themselves, but even this should be for practice, not graded, just to help the students see if they are on track. It’s up to the students to keep themselves on track, or, if need be, to repent and get on track. Like life itself, the longer you postpone repentance the harder it is to repent and the less desire and hope you have for repentance. You have until the final exam to get it right, like how you have until death to get your life right, but life like a college course has a series of things we should learn which really can’t be learned if you wait until last minute, or even if you wait until half time to start playing. Fortunately, God is merciful, and will help even the late bloomers to have access to the gospel blessings, but those who seek the Lord early, how great is their reward! Like Alma warned, don’t procrastinate the day of your repentance until that night of darkness cometh wherein no labor can be performed, wherein it is “everlastingly too late”. This life is the time to prepare to meet God, as Alma said, and similarly, the duration of the semester is the time to prepare for the final exam. Some of the mid-term exam-like opportunities we have in life are taking the

sacrament and attending the temple. Therein we gain a feeling (discernment) for what our standing is before God, and an idea (revelation) of what we must do to more fully align ourselves with his will (to ace the final exam).

Exhibit E:

-The final exam of life is us presenting ourselves before God in a 1 on 1 interview, the son standing before the father, comparing one another side by side, to see if the creation has risen to the stature of the creator. All our thoughts, actions, choices, feelings, etc., will shine through our bodies like the morning rays of sun shine over the mountainside, and by our bodies will the Lord God pass judgement upon us, our bodies being the key to our souls, the tablet on which we have written our exams. The final isn't so much about who you chose to marry, but how you loved who you chose. Not so much about what you did for a career, but how you performed in your career to make an honest quality product. Not so much about the amount of service you gave, but about how much you truly wanted to give it.

As the great teacher Hugh Nibley had his students do at BYU, we essentially attend the course without being bothered by graded assignments along the way which allows unique and deep growth, and at the end write an essay reflecting our knowledge (shows our character) which shows if we get it, or if we missed the point entirely. The great professor allows the student to choose all the way through and doesn't threaten the future of/ discourage the at first wayward student by pinning him down to "GPA" mistakes he earned in his "youth". Everyone can succeed in the class, it is certainly not graded on a curve of all things! We are tutors and coaches more than judges. We aren't spending our time measuring people but stretching them. Then when judgement day finally does come, as we all must pass the SAT/ACT/GRE/judgement bar of God etc. to move on to the next phase, everyone has a good shot at success, not just those who seemed gifted from the beginning. We are all gifted from the beginning, and just need the chance to tap into those gifts in our own time and way. Blessed be the Lord, the giver of all gifts, the master creator of all people!

Exhibit F:

-the blessing of not procrastinating for the final exam is having the time to understand the concepts without the heavy burden of anxiety looming over your head, whispering into your ear all manner of doubts which could greatly if not completely hinder your progress. In other words, don't give the Devil opportunity to enter your life and slow your progress, rather, seek to do what is right all the way through, making minor course corrections as you go instead of

thinking that you can handle major course corrections. Those who don't procrastinate know the secret joy of school: Learning is one of the most thrilling things you can do, it's one of the pillars of human joy! Like eating a relaxed gourmet meal in the company of friends rather than shoving cold tasteless leftovers down your throat alone, so is the life of the saint more rewarding than the life of the sinner.

Exhibit G:

-Tuition in college isn't cheap, and neither is tuition for this life. It costed us all our devotion in pre-mortality to get this far, and it would be such a pity to waste our investment on "this class" called life. Our pre-mortal efforts are forever rewarded by gaining a body which will, after the resurrection, remain with us to our joy forever, but the investments made in pre-mortality go far beyond that, namely in their potential to make us like unto God himself, especially in that we could have an eternal spouse and eternally increasing offspring to rule over.

Exhibit H:

-If we fail this class called life, we won't necessarily suffer forever, we just won't know the joys of graduation and moving on to bigger and better things. Things which are exponentially and infinitely bigger and better. In one sense, knowing that we could have qualified for bigger and better yet did not will be a source of torment in and of itself. Failing means that we never learned how to be independent, how to tap into our own brains, our own will, our own ability to solve complex problems one independent step at a time.

Exhibit I:

More thoughts on not giving graded homework:

I would be twice as smart by the time graduation comes around if they just didn't assign any homework whatsoever and I had more time to learn in a way meaningful to me.

Many rigorous classes at universities, such as organic chemistry, don't have any homework at all, just exams. We could get into philosophy on education, learning styles, etc. I have a friend with a doctorate in education who says the studies are showing graded homework is less effective than non-graded

guided practice followed by examinations to check understanding. To associate a different philosophy with a lack of responsibility is in my opinion short sighted.

I agree that some types of knowledge are obtained in different ways than others, yet I still think there are alternate educational philosophies other than those we operate on here which would result in students becoming excellent healthcare providers.

Regarding 'brushing things under the rug in other topics', I sense that sometimes people in healthcare think other professions aren't as critical or worthwhile as their own, and therefore require less rigorous training. Each of us has a personal bias regarding which field of work will best benefit society and demand our greatest efforts and precision. One could make an argument that healthcare is not the only science which largely contributes to life or death. One could also make an argument that there are more important things than life and death.

Mass Academic Corruption: APA Homosexual Parenting “Research” & Beyond (combo w or duplicate w slides in fam bk)

Topics: Sandra Scar, Bill Clinton, effect of mothers working outside the home, etc.

Dr. of Marriage and Family Studies Jason Carroll told me about something called “heterodox academy” <http://heterodoxacademy.org> which shows that the social sciences are increasingly bias toward liberal views... not publishing conservative stuff, etc. It was 1/3 in the field were conservative, now much less. The uphill battle in that field is becoming a vertical wall we can't pass over.

One example: he said the APA said there's no diff between homo parented children and bio hetero parented children, but the samples they used were ALL from hetero divorced parents! They thought this would be fair since most homo parent kids went through a parents' divorce... But no one dares compare bio hetero parented kids vs homo parented kids, the benefits are so massive toward the bio hetero parenting.

The new thing they are saying is "oh that's just because of stigma. If we get rid of stigma against homo parenting, all will be the same." Well that's scientific! (not!)

Another example: When it became politically popular for women to work outside of the home, scholarly journals pushed back any research articles which showed that children develop better when a parent is at home with them.

What is the situation? Babylon vs Zion. Science is always trying to catch up with the prophets. And corruption in politics slows down the progress of science even further.

I would also point out this narrative of sister Sandra Scarr – for 6 years she had the final say on what would get put in the scholarly journals of human development. It had to go through her first. One of her main views of hers is the value of having child care, that child care is necessary for modern life. She allowed a few articles against this to be published, but those who were against her view in this had to go through much more scrutiny before they got published. Much more scrutiny than those who believed what she believed. Another one of her views was that women who trust in men are unwise, and that the only way to ensure your happenings is the ensure it yourself, and that women must have a professional career. Editors decide what will be assumed true, and what needs substantially more evidence! For example, 97% of articles submitted to the Journal of Science are rejected from publication. The articles must pass the BORE analysis which says, "ah this is interesting!" it doesn't deal with quality just popularity; then it must pass more revisions, then those remaining 7% get published.

I would point out the voted "innocence" of Bill Clinton, which also is tied into this topic of real truth vs. debated truth: Was president Clinton guilty of violating his oath of office? Charged with obstruction of justice and perjury, but not convicted because although 50 voted on the obstruction of justice charge and 45 voted on the perjury charge, a 2/3 vote (67 senators) was required to remove him from office. So, he was guilty, but according to votes he was not guilty... Yikes! Of course, later he admits to the whole sex scandal after point-blank denial...

Public Schools Exposing Kids Godless Sex

Sex education is best done by parents because parents can preach religion, and one cannot understand the full grounds for premarital abstinence in a non-religious context. True children need to have sex education when they are mature enough to receive it, and when taught the divine role of sexuality in marriage, they can understand why waiting for marriage is appropriate, and why they should live in keeping with the proper use of sexual relations.

We've heard cases of American schools, namely in California, teaching children that they are "purple penguins" until they decide which gender to be; or that pedophilia is a lifestyle choice, one among many. Some schools are pushing detailed surveys on regular and irregular sex practices in middle schools. Not only are the schools teaching sex without morality, they're teaching perverse sex.

There is much equalization going on among their peers, forcing all students without parental consent to learn about these things can be like the "bean up the nose" thing; I child may not have even thought of putting a bean up his nose until you told him not to do it; then the child does it out of curiosity (killed the cat you see).

Some children have been avoiding these conversations on the irregular sex; (like bestiality, homosexuality, masturbation, etc., then you force them to study it; like running from a serpent only to being caged with one, chained while bitten. It boils down to socialism; if the school (i.e. the government which funds and dictates what the school do) chooses what is moral for your children, it supplants the parent.

Next thing you know you've got FEMA reeducation camps, and children taken away from their parents at birth. Read the book 1984. Read the book Brave New World.

Alternative Options & Accommodations for Homeschooling Difficult / Disabled Children: ADHD, FASD, etc.

Some special cases may require other options than purely getting instruction from the parents. This could mean various technological accommodations, private schools, etc. Physically and mentally disabled children may need therapy, and in extreme cases, diagnosis and more specialized treatment. This may or may not necessitate alternative learning arrangements.

LEARNING GAMES: gamified instruction like Prodigy for math and Lexia for language arts, that goes at their pace

SHORT SESSIONS: 20 minute increments

FITNESS & FOOD BEFORE STUDIES: One suggested that doing “PE (swimming at the rec center) and eating a protein-rich meal before academic work worked best for regulating them”

ISOLATED CLASS AREA: One family with an FASD child said isolation during class time helps: “[we] have all our kids do their work at the library, where we have no pets, no fridge, no Amazon deliveries, no messy house, etc., to distract them, so we can get math and LA done in about 90 mins three times per week”

SLEEP: Since FASD causes sleep issues, some let their kids sleep as late as they want.”

CHILD FIRST: My associate continues, emphasizing the need for individualizing: “put the child first, education second, without dropping expectations entirely. I've had to completely let go of what other people think, though. Prayer and nurturing my relationship with each child has brought much better results than "techniques" and expert advice.

Along these lines another friend recommended “Focus on building good relationships, but also on teaching obedience and self government (Nicholeen peck is an excellent idea!)”

ACCEPT HELP: “I've also had to let go of my need to control everything and learn to use our "village" of therapists, extended family, doctors, and friends”

HABITS/ROUTINES: systems and routines help the household run smoothly - so you can have order and healthy foods (to cut down on behavior problems), and sleeping systems.

PRIVATE & CHARTER SCHOOLS:

Kimber academy of Julie Smith in Lehi, based on Cleon Skousen writings.

CS Lewis Academy.

Catholic private schools often do things well.

Yates Place. I hear “They are not necessarily equipped to deal with severe behaviors, but they are not inclined to expel students without working cooperatively to find solutions.” They have an option for T/Th or W/F with optional gym day. Yates place prefers working with Harmony rather than My tech high but they can do both.

New Hope Academy: trauma informed and utilize TBRI.

GOVERNMENT HOMESCHOOL PROGRAMS: MyTechHigh a bit more flexible than HarmonyEd if you chose to go the government funded alternative at home route. This is less negative influence that a public school, but it

RESOURCES: See Utah FASD support group page Facebook

Resources on Homeschooling

-H Verlan Andersen’s “The Great and Abominable Church of the Devil” has 2 chapters against public school due to it taking away agency, etc. See my highlights of that text.

-Latter-day Saint homeschool curriculum: The Family School
thefamilyschoolonline.org

- Latter-Up virtual latter-day saint conservative homeschool group. Also against evolution.
- ldshomeschoolinginca.org
- Deep Roots at Home website <https://deeproofsathome.com/>
- LDS Homeschool resources from <http://www.hearthstoneplan.org/lds-resources.html>
- theoldschoolhouse.com The Family Education Magazine
- teachinghome.com The Teaching Home
- hsllda.org The Home School Legal Defense Association est. 1983
- homeschoolingtoday.com Homeschooling Today
- home-school.com Homeschool World
- Blimey Cow - A Homeschool Comedy YouTube Channel
- Traci Matt: homeschool 72 things wish I knew
- Cathy Duffy: homeschool curriculum overviews
- Linda Dobson: homeschool fun ideas
- Israel Wayne: homeschooling from a biblical worldview; education does God have an opinion
- Jack Monett – LDS homeschool
- NHERI.org National Home Education Research Institute
- LDSHE.org LDS Home Educators
- Jack Monnett: i.e. book on Revealed Educational Principles seen through prophets and LDS history, and other homeschool books,