

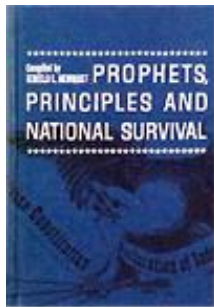
The Newquist Group

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The Newquist Group

Beginning in the 1960's at the request of Jerreld L. Newquist, a small group of men met in the Hotel Utah in Salt Lake City over breakfast on Conference Saturday each spring and fall to consider problems related to freedom and moral issues. Jay had compiled, and recently published (1964), *PROPHETS, PRINCIPLES, AND NATIONAL SURVIVAL*,¹ a comprehensive collection of statements by Church leaders on those very issues. The book proved to be a treasure of information. Then-Elder Ezra Taft Benson, who was part of the group, recommended the book in three General Conference addresses.²



After Jay's death in 1975 there had been no meetings and little association among the original participants. In 1989 Dave Jorgensen, who had been a participant as a young man, invited others of the former group to resume the meetings under the name of "The Newquist Group" to honor Jerreld L. Newquist. Some changes were made at that time. Speakers were added, and invitations were extended to women and youth. Many from both Newquist groups have passed on, but surely they are still involved in the freedom fight.

I was invited to give a short update on Common Core at the April 2014 meeting of the Newquist early-morning breakfast, before the Saturday session of General Conference. I decided to share the one message of hope concerning Common Core: *Escape!*

Following are my remarks, with references and notes added. You might want to watch the video or read the article first; the references will require a substantial investment of well-spent time, and I do hope you will make that substantial investment for the sake of the children and the country you love.

I thank Dave Jorgensen for 25 years of hosting the Newquist Group and for this opportunity.

"It is our duty to concentrate all our influence to make popular that which is sound and good, and unpopular that which is unsound. 'Tis right, politically, for a man who has influence to use it. ... From henceforth I will maintain all the influence I can get" – Joseph Smith, *History of the Church*, 5:286.,

quoted by Ezra Taft Benson, General Conference, Oct. 1987

<https://www.lds.org/general-conference/1987/10/our-divine-constitution>

1. PROPHETS, PRINCIPLES, AND NATIONAL SURVIVAL free online:

<http://newquist.org/old/PPNS/ppns.html>

<http://www.inspiredconstitution.org/ppns/> (this one has a full Table of Contents)

2. October 1964:

“Students, study the writings of the prophets. Fortunately, the consistent position taken over the years by the prophets of the Church on vital issues facing this nation have recently been compiled in an excellent book entitled Prophets, Principles and National Survival [by Jerreld L. Newquist].”

“Three Threatening Dangers,” Elder Ezra Taft Benson Of the Council of the Twelve Apostles, Conference Report, October 1964, pp. 56-60

<http://scriptures.byu.edu/gettalk.php?ID=1361>

April 1965:

“First: ‘We really haven’t received much instruction about freedom,’ the devil says. This is a lie, for we have been warned time and again. No prophet of the Lord has ever issued more solemn warning than President David O. McKay. Last conference I spoke of a book embodying much of the prophets’ warnings on freedom from Joseph Smith to David O. McKay which I commend to you. It is entitled Prophets, Principles, and National Survival.”

“Not Commanded in All Things,” Elder Ezra Taft Benson Of the Council of the Twelve Apostles, Conference Report, April 1965, pp. 121-125

<http://scriptures.byu.edu/gettalk.php?ID=1413>

April 1972

“Fortunately we have materials to help us face these threatening dangers in the writings of President David O. McKay and other church leaders. Some other fine sources by LDS authors attempting to awaken and inform us of our duty are: Prophets, Principles, and National Survival (Jerreld L. Newquist), Many Are Called But Few Are Chosen (H. Verlan Andersen), and The Elders of Israel and the Constitution (Jerome Horowitz).”

Civic Standards for the Faithful Saints, Ezra Taft Benson, General Conference, April 1972

<https://www.lds.org/general-conference/1972/04/civic-standards-for-the-faithful-saints?lang=eng>

Escape from Common Core
Joyce Kinmont
Newquist Group Breakfast
April 5, 2014

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1. *Escape from Common Core*

Since Ezra Taft Benson was one of the original members of the original Newquist breakfast meeting, I'll start with his words from the official book of his TEACHINGS.¹ He said:

*There is absolutely nothing in the Constitution which authorized the federal government to enter into the field of education. . . . It is unconstitutional for the federal government to exercise any powers over education.*²

If you subscribe to the two Utah stop Common Core blogs,³ and if you have been reading about Common Core in the New American⁴-- a Dave Jorgenson approved publication -- you know that whatever name it is called by, and whatever the shell game, American education is being nationalized by corrupt government and clever businessmen.

In 1967 President Benson wrote in an article in a church magazine, and it is quoted in his book of TEACHINGS,

*From the fifth grade through the fourth year of college, our young people are being indoctrinated with a Marxist philosophy, and I am fearful of the harvest.*⁵

That harvest is here. It is a full-blown, high-tech, science fiction disaster beyond the wildest dreams of any dictator. It is destroying our children and our best teachers, and it will destroy liberty --

Unless the Lord has an escape for us. If He does, I think it will be to remove all the children we can from the government school system and homeschool them. Or send them to private schools, even if we have to start them in our own homes.

Escaping is the part of Common Core I want to talk about this morning.

First I want to tell you a Utah story.

1. THE TEACHINGS OF EZRA TAFT BENSON, Bookcraft, 1988. Although the book doesn't bear the name of its compiler, President Benson's son Reed said in an audio address that the book

was compiled by Sherri Dew. You will find it that audio, "A Son's Loving Tribute," which was given a few days after President Benson's death, under "audios" on our website <http://ldshea.org>

2. Benson, TEACHINGS, p.298. President Benson also said, and published in two books, "*The phrase federal aid to education is deceptive and dishonest. What is really meant is 'federal taxes for education.'* The federal government cannot 'aid' education. All it can do is tax the people, shuffle the money from one state to another and skim off its administrative costs from the top. Only the people can aid education. They can do it safer, faster, and cheaper within their local communities than by going through the middleman in Washington. Federal taxes for education means federal control over education. No matter how piously the national planners tell us that they will not dictate policies to local school systems, it is inevitable that they will in the long run. In fact, they already are doing it. Whenever the federal government spends tax money for any purpose, it has an obligation to determine how and under what conditions that money is used. Any other course would be irresponsible." (original source: AN ENEMY HATH DONE THIS, pp.230-231.)
3. UTAHNS AGAINST COMMON CORE, started by Utah Eagle Forum and Oak Norton, a concerned dad who has long been involved in his local public school: <http://www.utahnsagainstcommoncore.com>

WHAT IS COMMON CORE, founded by three Utah moms who started reading the documents and attending state meetings long before most people had heard of Common Core: <http://whatiscommoncore.wordpress.com>

Here is a clip from a past article on the blog:

Dr. Alan Manning of Brigham Young University has written:

"The Core standards just set in concrete approaches to reading/writing that we already know don't work very well. Having the Core standards set in concrete means that any attempts to innovate and improve reading/writing instruction will certainly be crushed. Actual learning outcomes will stagnate at best. An argument can be made that any improvement in reading/writing instruction should include more rather than less attention the reading/analysis of stories known to effective in terms of structure (i.e. "classic" time-tested stories). An argument can be made that any improvement in reading/writing instruction should include more rather than fewer exercises where students write stories themselves that are modeled on the classics. This creates a more stable foundation on which students can build skills for other kinds of writing. The Core standards would prevent public schools from testing these kinds of approaches."

MISSOURI EDUCATION WATCHDOG has links to 29 other states. You may find your state here: <http://missourieducationwatchdog.com/school-board-member-needs-a-lifeline-to-answer-questions-about-common-core/>

Caution: Common Core is so large and so awful that you can get sucked into spending hours and hours in discouraging studying. Every day there are new developments. I have spend days and weeks studying Common Core over the past year or two; now I'm just reading the blog headlines and a very few articles to stay informed, but not over-whelmed. I concentrate most on warning my neighbors and promoting homeschooling and private schooling.

I recommend that you study enough to understand that Common Core is just the current, and possibly the final step in a long agenda to nationalize public schools and control us "cradle to grave" (the wording used in national meetings of governors and published in the cover-letter of a report signed by Utah's governor in 1993). States are now changing the names of their

standards (even my local district has done that), but the standards are copyrighted by national organizations and the governors signed the contract to use them. Adopting a different set of standards, or pretending to, won't change the decades of federal mandates and the power of Bill Gates and Arne Duncan. (Gates is partnered with Pearson Publishing who owns 80% of the market). There are fortunes to be made at the expense of our children.

I believe it was Stephen Covey who said, "You can't talk (or lie) your way out of what you behaved yourself into." If our state legislators and school board members had understood and were committed to the Constitution they would never have accepted the first drop of federal money decades ago. I've heard two state legislators quietly say we need to stop taking federal money. Instead, our legislature just passed (March 2014) a preschool bill, requiring more state and federal money and further grieving the heavens. These are good religious people who should know that the goal of every socialist or Marxist, or whatever, is to separate our youngest children from their parents so the wise "collective" can be the strongest influence. They want our children attached to data mining computers, not to parents.

If parents had understood and were committed to the Constitution, we would have separated ourselves from the government schools when the unconstitutional federal Department of Education was formed. But everyone likes federal money; after all, we pay federal taxes. Now we all have to repent, which means change, sometimes sorrowfully, and do our remedial homework in the proper role of government. And then we have to behave ourselves out of previous behaviors. As families. At home.

4. THE NEW AMERICAN is a publication of the John Birch Society, an organization President Benson, President McKay, and other church leaders fully supported:
www.thenewamerican.com/
5. Benson, TEACHINGS, p.320-21. The original source for this quote is "The Greatest Work in the World," from the Improvement Era, January 1967, which I strongly suggest you read. The Saints seem to have slept through much of history. Today our high school and college students are openly talking about Marxism as a good thing. This time we had better take action. I found "The Greatest Work in the World" article on page 24 of the magazine, which is page 26 on the screen:
<https://archive.org/stream/improvementera7001unse#page/n66/mode/1up>

2. A Utah Story

Wednesday, April 5, 1876, was a very chilly day in Salt Lake City. Preliminary Conference meetings had already begun.

In the foothills above, a couple of boys were herding cattle. Coming home in the late afternoon they reached Arsenal Hill,¹ just north of where our state capitol now stands. Guns, ammunition, and powerful explosives, more than 45 tons of them, were stored in four brick and stone buildings with metal doors. The doors were pockmarked with bullet holes, and one of the boys had brought his rifle along.

Down in the city some other boys were playing baseball. They heard the rifle shots, then the explosion knocked some of them unconscious. Five hundred tons of rock, brick, and debris were blasted down over the city in a mile and a half radius causing massive property damage and many injuries. Miraculously there were only four deaths -- two of them being the boys.

The explosion caused a frightening, but relatively minor, incident in the Twentieth Ward Schoolhouse when all the plaster fell off the ceiling. The teacher, Karl Maeser,² went to President Brigham Young's office to report that he could not continue teaching until the school was repaired."

"That is exactly right, Brother Maeser," said the Prophet. "I have another mission for you. . . . We want you to go to Provo to organize an academy in the name of the Church — a Church school."

Brother Maeser had now been traumatized twice in one day! He asked for counsel. President Young paused for a few moments in deep thought, then replied,

"Brother Maeser, I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God. That is all. God bless you. Goodbye."

The First Presidency's secretary said he would never forget the Spirit that filled the office that day.

I tell you this story because we must remember:

- a) that adults should not be casual about securing buildings that are deadly attractions, and,
- b) that our Creator wants us – and our children -- to have a religious education.

Two weeks later Maeser was in Provo, administering and teaching in the Brigham Young Academy.³ But, President Young had personally endowed the Academy, and when he died the next year the school struggled severely. Struggle seems to be part of the plan.

President Maeser stayed true to the counsel, and eventually more church schools were built as Brigham had planned.

1. The story I read online was, "Arsenal Hill Explodes" from IT HAPPENED IN UTAH, Gayen and Tom Wharton, p.49-52

http://books.google.com/books?id=Q_FktnTQhw4C&pg=PA49&lpg=PA49&dq=Arsenal+hill+salt+lake+city+ut&source=bl&ots=mdGevwQMGS&sig=fgvqyB87ZvvyByVtVUOaeakyL0U&hl=en&sa=X&ei=pR0sU4uglevOyAGnzoG4Aw&ved=0CEAQ6AEwAg#v=onepage&q=Arsenal%20hill%20salt%20lake%20city%20ut&f=false

After I spoke, someone at the breakfast asked me if the story was true. I had wondered the same thing, so I looked for another story, just to verify that this really happened. I found this account, "Grand Bang; Arsenal Hill Explosion Rocked Salt Lake in 1876," apparently written by the Salt Lake Tribune for the schools. There are quite a few Utah history stories on the website.

http://historytogo.utah.gov/salt_lake_tribune/in_another_time/041397.html

Here is a picture of Arsenal Hill, but you may want to go to the website to view it larger. The Arsenal is in the center, just above the road. It appears to be either a quadplex or four buildings right next to each other. My husband suggests that the building was much higher than it looks in the picture. Today the State Capitol sits on or near where the Arsenal was located. Anyone walking up the hill to the Capitol would call it steep.

http://content.lib.utah.edu/cdm/singleitem/collection/USHS_Class/id/22922/rec/2



"North Main Street, 1868. Deseret News building, northeast corner of Main and South Temple. Powder Magazine on Arsenal Hill, now State Capitol grounds. Ensign Peak above." (from website) The Arsenal is the triangular shape in the center.

Here is a link to a lot of images of the current State Capitol, and yes, it is high above the city and beautiful. "The building was constructed between 1912 and 1916, using granite from nearby Little Cottonwood Canyon. The dome is covered with Utah copper. It was financed mainly by inheritance taxes from the estate of a railroad magnate. (Aren't inheritance taxes mmoral?) The building was updated to code a few years ago, but the ties to the states pioneer heritage remain.

https://www.google.com/search?q=image+salt+lake+capitol+building&tbm=isch&tbo=u&source=univ&sa=X&ei=1v5PU_rfN-iMyAGGm4GoBA&ved=0CDIQ7Ak&biw=1012&bih=625



This is roughly the same view, maybe closer.

2. The story of Brigham Young and Karl Maser is pieced together from many sources, a fact here and a fact there, and I don't remember the sources.

To learn a little more about Brigham Young's views, visit The Joseph Smith Foundation, part of Zion's Tube, a wonderful website collection of educational video, audio, and text sources, many of them free. The site is the work of the Stoddard family.

<http://www.josephsmithacademy.org/wiki/brigham-youngs-vision-for-education/>

<http://www.josephsmithacademy.org/wiki/brigham-young-academy/>

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

To learn more about Karl Maser, go to "The Lighters of Our Lamps," the BYU Devotional address of Terry Warner, on video. The Devotional text is entitled, "An Education of the Whole Soul," but they are both the same. Brother Warner headed the establishment of a permanent multimedia exhibit in the Joseph F. Smith building on the BYU-Provo campus.

video: "The Lighters of Our Lamps," <http://www.byutv.org/watch/2a442d3a-a3a1-4c5d-8e86-6fddfd7b1586/byu-devotional-address-c-terry-warner-111108>

youtube: "An Education of the Whole Soul," <https://www.youtube.com/watch?v=MSF8a327t3M>

text: "An Education of the Whole Soul," <http://speeches.byu.edu/?act=viewitem&id=1813>

exhibit website: <http://educationinzion.byu.edu/exhibitions/permanant/>

documentary: Journey to Temple Hill: The Brigham Young University Story

<http://news.byu.edu/archive12-sep-temple.aspx>

3. The Academy was operating as a territorial school but was failing when Brigham Young acquired it at the beginning of its second term and started it anew. (Not the original building.)



3. Opposition

Religious education in the homes and schools and churches of early America is what made our country great, but neither Americans¹ nor the Saints have been able to keep it.

In the early 1840's Brigham Young and others living in Nauvoo had gone East on summer missions. Brigham walked the same Boston streets as Horace Mann.² Was he familiar with Mann's ideas about taxpayer supported, compulsory, non-religious education? He wouldn't have agreed with them.

Years later Mann's ideas caught up with the Saints in Salt Lake City. When "free schools" were *publically* espoused by an LDS church member, Brigham Young *publically* called the man an apostate.³

But the Saints *really* wanted "free" schools. ⁴Finally, in the legislative session of 1890, legislators (always clever at naming bills) passed the "Free School Act." The Saints had their free schools - - and taxes went up 55% in the first two years.

Church leaders responded by begging and pleading with the people to stay in the church schools. Yes, it would require sacrifice. The Church did all it could to reduce tuition, but tuition was seen as a matter of principle.

George Q. Cannon questioned how, after all the persecution the Saints had gone through . . . after their willingness to die for their religion . . . how could they now be "so careless as to expose their children to 'ungodliness.'"⁵

Karl G. Maeser said, "I would rather have my child exposed to smallpox or cholera."⁶ He understood that the materials in the brick buildings on Arsenal Hill could only destroy physical bodies, while the ungodly materials in government school buildings could destroy eternal spirits. We should remember that.

This sad story of disobedience is told in Jack Monnett's book, REVEALED EDUCATIONAL PRINCIPLES,⁷ which he has recently revised and is very much worth your reading.

1. One of the basic documents of America's founding is the Northwest Ordinance of July 13, 1787, "An Ordinance for the government of the Territory of the United States northwest of the River Ohio." Article 3 says, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." These words were included in many state constitutions. Religious training and prayer in schools were the culture of America until the 1960's. My favorite historian,

David Barton, talks about early education and the Northwest Ordinance on the YouTube channel Wallbuilders777 on tapes 8.1a, 8.1b, and 8.1c.

<https://www.youtube.com/user/wallbuilders777>

2. *"We have enough and to spare, at present in these mountains, of schools where young infidels are made because the teachers are so tender-footed that they dare not mention the principles of the gospel to their pupils, but have no hesitancy in introducing into the classroom the theories of Huxley, of Darwin, or of Mill and the false political economy which contends against co-operation and the United Order. This course I am resolutely and uncompromisingly opposed to, and I hope to see the day when the doctrines of the gospel will be taught in all our schools, when the revelations of the Lord will be our texts, and our books will be written and manufactured by ourselves and in our own midst. As a beginning in this direction I have endowed the Brigham Young Academy at Provo."*[35][36][37] - Brigham Young, LETTERS OF BRIGHAM YOUNG TO HIS SONS, p. 200
<http://www.josephsmithforum.org/research/faqs/14-byus-purpose-was-brigham-young-university-established-to-refute-the-theories-of-darwinism/>

Horace Mann (May 4, 1796 – August 2, 1859) was an American education reformist. As a politician he served in the Massachusetts House of Representatives from 1827 to 1833. He served in the Massachusetts Senate from 1834 to 1837. In 1848, after serving as Secretary of the Massachusetts State Board of Education since its creation, he was elected to the US House of Representatives. Mann was a brother-in-law to author Nathaniel Hawthorne.

Arguing that universal public education was the best way to turn the nation's unruly children into disciplined, judicious republican citizens, Mann won widespread approval from modernizers, especially in his Whig Party, for building public schools. Most states adopted one version or another of the system he established in Massachusetts, especially the program for "normal schools" to train professional teachers.[1] Mann has been credited by educational historians as the "Father of the Common School Movement". -

http://en.wikipedia.org/wiki/Horace_Mann

3. H. Verlan Andersen, THE GREAT AND ABOMINABLE CHURCH OF THE DEVIL, p.137. "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. . . .
"But when you come to the fact, I will venture to say that I school ten children to every one 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)
4. American educators were fascinated by German educational trends. In 1818, John Griscom gave a favorable report of Prussian education. Beginning in 1830, English translations were made of French philosopher Victor Cousin's work, "Report on the State of Public Education in Prussia." Calvin E. Stowe, Henry Barnard, Horace Mann, George Bancroft and Joseph Cogswell all had a vigorous interest in German education. In 1843, Mann traveled to Germany to investigate how the educational process worked. Upon his return to the United States, he lobbied heavily to have the "Prussian model" adopted.

Mann persuaded his fellow modernizers, especially those in the Whig Party, to legislate tax-supported elementary public education in their states. Indeed, most northern states adopted one version or another of the system he established in Massachusetts, especially the program for "normal schools" to train professional teachers.[21] In 1852, Mann was instrumental in the decision to adopt the Prussian education system in Massachusetts. Soon New York state set up the same method in 12 different schools on a trial basis. -

http://en.wikipedia.org/wiki/Prussian_education_system

"Free" Education and Literacy, Ludwig von Mises Institute article

<http://mises.org/daily/1425>

"The Common School Movement and Compulsory Education," Ludwig von Mises Institute,

<https://mises.org/daily/1679>

5. Jack Monnett, REVEALED EDUCATIONAL PRINCIPLES, 2014, p.141-2. *"There are parents who are very favorable to their children receiving education, but appear to be indifferent as to the character of the teaching which they receive...The Latter-day Saints have forsaken everything for their religion. They have been willing to die for it...How persons who have had these feelings concerning religion in their own case can be so careless as to expose their children to infidelity seems a great mystery."*

President Cannon also said, *"...it will be a great temptation to many people to send their children to the free schools that will now be supported by our taxes, but of what value is learning if it is acquired at the expense of faith?"* (p.136)

6. Benson, TEACHINGS p.307, *"I would rather have my child exposed to smallpox, typhus fever, cholera, or other malignant and deadly diseases than to the degrading influence of a corrupt teacher."* (original source *God, Family, Country*, p. 225)
7. Monnett, REVEALED EDUCATIONAL PRINCIPLES, back cover. *"Dr. Monnett painstakingly and systematically documents the sad commentary of latter-day Israel abandoning sound prophetic counsel."* – Dr. Scott Bradley

4. Call to Action

Church leaders have never stopped warning about the false teachings of Darwin,¹ Dewey, and others, some of whom President Benson named by name in his official book of TEACHINGS.² He also said we were not “*using the Book of Mormon as we should*”.

Our families may be corrupted by worldly trends and teachings unless we know how to use the book to expose and combat the falsehoods in socialism, organic evolution, rationalism, humanism, etc. our nation will continue to degenerate unless we read and heed the words of the God of this land, Jesus Christ, and quit building up and upholding the secret combinations [which the Book of Mormon tells us proved the downfall of both previous American civilizations].”³

Are we doing that? In a recent BYU Forum, Southern Baptist Educator, Albert Mohler,⁴ pointed out that as we watched the secularizing of Europe, we never realized we were doing the same thing here. Dave [Jorgensen] will tell you about him.

In this book, THE GREAT AND ABOMINABLE CHURCH OF THE DEVIL,⁵ which most of you have, Verlan Andersen, then a BYU professor, used the Book of Mormon to teach us how we’ve been deceived into upholding secret combinations. He pointed out that students are taught Satan’s false theories in their classes, and then they practice those theories day after day in their schools and then pass them on to the next generations.

How many people have been taught Marxism since 1967? [when President Benson warned that school children were being indoctrinated] How many of them are governing us, teaching our teachers, and teaching our children?

Interestingly, this book was published in 1972, during the 2½ year Church Presidency of Joseph Fielding Smith who we are studying this year in the LDS church, so you might want to read that book as a supplement to your Sunday lessons.

My plea, again, is to get the children you love out of public schools and teach them truth.

1. I didn’t have enough time to say that Brigham Young also warned against false teachings: “*We have enough and to spare, at present in these mountains, of schools where young infidels are made because the teachers are so tender-footed that they dare not mention the principles of the gospel to their pupils, but have no hesitancy in introducing into the classroom the theories of Huxley, of Darwin, or of Miall, and the wrong governmental system which contends against co-operation and the cohesive Order. This course I am resolutely and uncompromisingly opposed to, and I hope to see the day when the doctrines of the*

gospel will be taught in all our schools, when the revelation of the Lord will be our texts, and our books will be written and manufactured by ourselves and in our own midst. As a beginning in this direction I have endowed the Brigham Young Academy at Provo.” - Brigham Young, Letters of Brigham Young to His Sons, p. 200

<http://www.josephsmithacademy.org/wiki/brigham-youngs-vision-for-education/>

We know who Darwin was, and Huxley was known as “Darwin’s Bulldog.” But who was Miall? For quick research, I went to Wikipedia. Edward Miall was a minister and member of Parliament in England who worked for “disestablishment” or the separation of church and state. (When I was in school we knew that “antidisestablishmentarianism” was the longest word in the dictionary, but until now I didn’t know what it meant.) I would think “disestablishment” would be a good thing, but apparently Miall was going about it in a wrong way. In a book Miall wrote there was a chapter on education in which he seemed to want government schools, a second reason Brigham would have not wanted “tender-footed” teachers teaching this man’s false theories.

President Packer gave a strong warning about Atheism in our schools in at the Utah State University baccalaureate services, June 8, 1973, an address more people should read:

“There is a crying need for the identification of atheism for what it is, and that is, a religion—albeit a negative one, nevertheless it is a religious expression. It is the one extreme end of the spectrum of thought concerning the causation of things. . . .

“I submit that the atheist has no more right to teach the fundamentals of his sect in the public school than does the theist. Any system in the schools or in society that protects the destruction of faith and forbids, in turn, the defense of it must ultimately destroy the moral fiber of the people.”

<https://www.lds.org/ensign/1973/09/what-every-freshman-should-know?lang=eng>

2. THE TEACHINGS OF EZRA TAFT BENSON, p.307. *“As a watchman on the tower, I feel to warn you that one of the chief means of misleading our youth and destroying the family unit is our educational institutions. There is more than one reason why the Church is advising our youth to attend colleges close to their homes where institutes of religion are available. It gives the parents the opportunity to stay close to their children, and if they become alerted and informed, these parents can help expose some of the deceptions of men like Sigmund Freud, Charles Darwin, John Dewey, John Keynes, and others. (original source, God, Family, Country, p.225)*

3. “The Book of Mormon Is the Word of God,” General Conference, April 1975. *“Now, we have not been using the Book of Mormon as we should. Our homes are not as strong unless we are using it to bring our children to Christ. Our families may be corrupted by worldly trends and teachings unless we know how to use the book to expose and combat the falsehoods in socialism, organic evolution, rationalism, humanism, etc. Our missionaries are not as effective unless they are “hissing forth” with it. Social, ethical, cultural, or educational converts will not survive under the heat of the day unless their taproots go down to the fullness of the gospel which the Book of Mormon contains. Our Church classes are not as spirit-filled unless we hold it up as a standard. And our nation will continue to degenerate unless we read and heed the words of the God of this land, Jesus Christ, and quit building up and upholding the secret combinations which the Book of Mormon tells us proved the downfall of both previous American civilizations.”*

4. BYU Forum Address. R. Albert Mohler, Jr. (2/25/14). "Strengthen the Things That Remain: Defending Human Dignity, Human Rights, and Human Flourishing in a Dangerous Age" <http://www.byutv.org/watch/d95b818e-561a-45b0-adf4-20ea2aac0c5/byu-forum-address-r-albert-mohler-jr-22514>

A similar Forum message, "The Political Argument Today," was given by the witty George Will in October of 2013. He said Americans' desire to have a large welfare state and not have to pay for it has put us in the most predictable crisis in our history. He also mentioned Calvin Coolidge, "the last candidate with whom I fully agreed."

<http://www.byutv.org/watch/4bcf79b1-4ecc-425c-b726-004097517232/byu-forum-address-george-will-authorjournalist-102> or view it on YouTube: <https://www.youtube.com/watch?v=iGsSrH6v7ro>

President Benson also gave a similar message and mentioned Coolidge: "Watchman, Warn the Wicked," General Conference, April 1973.

<https://www.lds.org/general-conference/1973/04/watchman-warn-the-wicked?lang=eng>

Woodrow Wilson (D) was the 28th president and served 8 years, from 1913-1921. Glenn Beck credits him with being the worst president ever, the one who started American on the road to destruction. Harding (R) was next, for 2 years. Then Coolidge (R), who had been Vice President, then served 6 years, 1923-1929. Herbert Hoover (R), the 31st, served 4 years on the promise that he would put a chicken in every pot and a car in every garage. Then FDR (D), whose New Deal gave Harry Reid's father employment and made Harry a Progressive, served 3 terms, 1933 to 1945. Then Truman (D) served 2 terms, followed by the 34th President, Dwight D. Eisenhower, who asked Ezra Taft Benson to be his Secretary of Agriculture. President McKay approved the appointment, which kept Elder Benson in Washington DC for 8 years, from 1953-1961.

I looked up the biographies of Wilson and Coolidge on the government website, which I'm told was rewritten from a Progressive point of view, but their political persuasions still showed. I understand why three great men liked Coolidge.

<http://www.whitehouse.gov/about/presidents/woodrowwilson/>
<http://www.whitehouse.gov/about/presidents/calvincoolidge/>

President Benson understood what was going on in government. So did President J. Reuben Clark whose experience was international. His biography of public service is too long to summarize, but reading it made obvious to me why our church leaders felt such concern. In fact, it's a wonder we have made it this long.

http://en.wikipedia.org/wiki/J._Reuben_Clark

To round out the historical background, and to see how easily dictators take over children, watch a YouTube video of Kitty Wethermann, who lived in Austria when the people there voted Hitler in by 98%. (It's not so easy to fool that many people today, thanks to the blessing of technology.) Kitty went to school one day in 1938 and the crucifix was no longer on the wall. It had been replaced by a picture of Hitler and a flag. The teacher said there would be no more prayers. The twice-weekly religious study would be changed to sports. And at 8:00 on Sunday mornings all children would report to the gymnasium for compulsory National Youth Day. For the first two hours they would have "Political Education" in which they were told not to listen to their parents anymore, that they had freedom and rights, and that their parents could not tell them when to come home at night. For the rest of the day they had sports. They were given "tennis rackets and skis -- everything." The boys were given motorcycles. And they had great fun, much more fun than going to church. She also said they began arguing with their parents a lot. I believe we will begin to see this family

breakdown next year (2014-15) as Common Core is fully implemented. That's why it is so important for parents to be teaching in their home *NOW!*

YouTubes, different audiences, same sobering information:

https://www.youtube.com/watch?feature=player_detailpage&v=PSKeo7OpyY 1 hr audio
https://www.youtube.com/watch?feature=player_detailpage&v=baApAqBK82Q 30 min, 2010, age 85
https://www.youtube.com/watch?feature=player_detailpage&v=mZYjgicQOJU 33 min, 2013, age 87

I've thought a lot about Kitty and her story. Somehow, her mother was able to send her away to a school. She said she hated her mother for doing that at the time. She also said that when she came home on school vacations all the girls she knew were pregnant with the babies of soldiers, producing children for Hitler's blonde, blue-eyed, Aryan master race. I wonder how her mother was able to save her daughter, and I wonder if that escape happened so Kitty could now be a witness to us. I love the von Trapp family who escaped from Austria (*The Sound of Music*) and I've read Maria's autobiography, and loved it too. I've read *The Hiding Place*, and was changed by it. I know the message of another book, but couldn't remember the name. I looked it up on Wikipedia: MAN'S SEARCH FOR MEANING by Victor Frankl. While I was there I clicked the link to Action T4, euthanasia. I couldn't read it all. The von Trapps escaped to freedom. Kitty delivered a warning. Ought we not to listen?

5. H. Verlan Andersen, "THE GREAT AND ABOMINABLE CHURCH OF THE DEVIL," 1972. Brother Andersen wrote several books, all excellent. This one teaches us about "prostituted government" using many of the teachings of the prophets and of scripture. THE BOOK OF MORMON AND THE CONSTITUTION was of special interest to President Benson, but it wasn't published until three years after Brother Andersen's death. This book deals specifically with the secret combinations in the Book of Mormon. These are probably the two books President Benson would most want us to read as we study the Book of Mormon.

5. The Patterns

But how? I will just give you a quick glimpse of possibilities. I pray that the Holy Ghost will whisper specific information to you during Conference today and tomorrow. (I will ask Dave to send out links and references from this paper after Conference -- I'm waiting to see if what I am saying this morning is all rendered false!)¹

We have a wonderful pattern for education in the LDS Church, a Learning and Teaching model that was developed at BYUIdaho and introduced to our youth through the Sunday School² last year. The implementation is new, but the principles are eternal. They include taking personal responsibility and inviting the Holy Ghost to be the teacher.

BYUIdaho also has a new college program called Pathway.³ At age 18, or at 30 for older students, the first two years of college can be taken through the local Institute, at a reduced tuition. Students study at home, online, and meet with their cohort group once a week. My daughter is in the program, and she loves having the gospel taught in every subject.

[After they earn their two year Associate Degree they can continue through online classes, they can attend any BYU campus, or they can transfer to any other college. This program is being used all over the world.]

My hope is that the entry age may someday be lowered so that one or both years could be completed during the junior and senior high school years. That is a pattern many home-schoolers are following now with junior colleges.

At the other end, I firmly believe that in the first eight years, when the Holy Ghost and the Devil are both held back and parents are completely responsible to build the nature and character and faith of their child, no outside schooling is needed if there is a nurturing mother or grandmother at home. An involved father presiding and protecting the family makes it even better. There is certainly no government substitute for the family in those beautiful early years, especially not preschool.⁴ Nor is there need for government schooling after age eight.⁵

For the sake of time we must skip to the Aaronic Priesthood and Elder Callister's Conference Address from April 2013, a year ago, *The Power of the Priesthood in the Boy*.⁶

Elder Callister spoke of a 12-year-old boy who gave a successful 25 minute lesson on the Atonement in a Sunday priesthood class, and he showed a chart⁷ with a line moving upward from age 12 to 18, representing the standard spiritual growth of Aaronic priesthood boys. He drew a second line that went from age 12 to age 18 at a higher level, the result of the mentoring leadership method he was teaching, where leaders step back and allow the young men to do more.

So I ask, if a 12 year old boy can give a 25 minute lesson on the Atonement on a Sunday, what could that same boy be doing during the rest of the week -- if we incorporated leadership principles from the new models, if we were raising a young man with the idea of their being

young men rather than teenagers,⁸ and if the boy was homeschooled? Would Brother Callister then be able to raise his line at age 12 as well as at age 18?

With the Holy Ghost involved, and with true curriculum and parental leadership, learning is faster and much more satisfying to the soul. A homeschooled youth who is self-reliant in his education could also be involved in tutoring and serving others, teaching the Constitution, developing his own talents and skills, apprenticing at a job, or any number of things.

Actually, there are patterns that homeschoolers have been using for decades in which students attend classroom school just one or two or three days a week.

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1. To my knowledge, nothing I said was rendered false in Conference; unless . . . there was talk of teaching our children the gospel at home to help them cope with the problems at school. Does that mean that the Church wants us to keep our children in public schools? Does it mean that they know we will soon be forced to do so? Or is it simply the only thing the church can or will say, leaving the rest up to parents whose responsibility is to teach their children and protect them from harm?

Two weeks after General Conference my own stake held a stake conference and the same dilemma occurred again, and again I questioned what was really meant. This time I saw a different perspective: parents do have to teach their children the gospel in their homes in order to protect the children from the schools, if they attend, or from the state if the family homeschools. And, if a family will teach their children the gospel and develop a gospel-centered family culture, they will see for themselves what they should do about the rest of their children's education.

There are also ever-present questions about students needing to be in public schools to be a light or to do missionary work. There are answers to those questions that I will present in another article.

Meanwhile, to make your head spin a bit more, I will share two other considerations in decision-making. First, I learned a principle long ago from President Benson from a 1965 Conference Talk, "Not Commanded in All Things": Since I was a new member in 1965, I probably didn't learn this until a decade or so later, but it helps me understand many things:

"Usually the Lord gives us the overall objectives to be accomplished and some guidelines to follow, but he expects us to work out most of the details and methods. The methods and procedures are usually developed through study and prayer and by living so that we can obtain and follow the promptings of the Spirit. Less spiritually advanced people, such as those in the days of Moses, had to be commanded in many things. Today those spiritually alert look at the objectives, check the guidelines laid down by the Lord and his prophets, and then prayerfully act—without having to be commanded "in all things." This attitude prepares men for godhood. . . .

"The overall objective to be accomplished in missionary work, temple work, providing for the needy, and bringing up our children in righteousness has always been the same; only our methods to accomplish these objectives have varied. Any faithful member in this dispensation, no matter when he lived, could have found righteous methods to have carried out these objectives without having to wait for the latest, specific church-wide program.

“Sometimes the Lord hopefully waits on his children to act on their own, and when they do not, they lose the greater prize, and the Lord will either drop the entire matter and let them suffer the consequences or else he will have to spell it out in greater detail. Usually, I fear, the more he has to spell it out, the smaller is our reward.”

<http://scriptures.byu.edu/gettalk.php?ID=1413>

Second, in 2013 Elder Uchtdorf gave a CES Devotional on “What is Truth?” and quoted from the poem, the “The Blind Men and the Elephant,” the point being that sometimes there are things we can’t see. The doctrine is clear, as is the history, but I always remain open to the possibility that something I don’t yet know could do damage in some way.

Having taken all these things into account and pondering the Holy Ghost in my life, my own course is set -- but please, do your homework and get your own testimony.

Elder Uchtdorf, CES, “What is Truth?”

<https://www.lds.org/broadcasts/article/ces-devotionals/2013/01/what-is-truth?lang=eng>

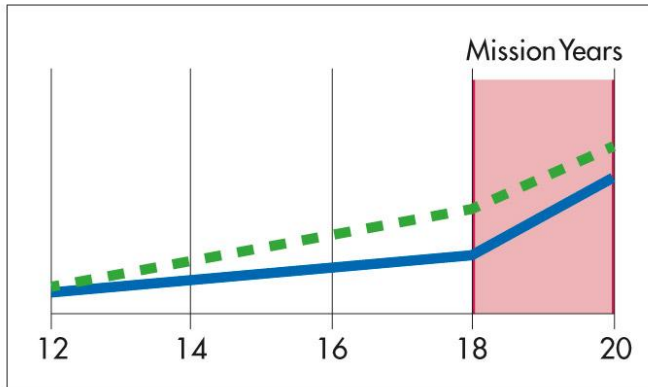
“The Blind Men and the Elephant” (with my favorite graphic):

http://www.noogenesis.com/pineapple/blind_men_elephant.html

2. Come, Follow Me, the Sunday School version that is being used with our youth:
<https://www.lds.org/youth/learn?lang=eng>
3. Pathway: <http://www.byui.edu/about/defining-aspects/pathway>
4. Those first eight years are so important. Like a gardener, you spend the early times on preparing the garden plot (your home and your family culture), gathering tools (scriptures, blankets, toys, music), and arranging for nutrients. What makes a baby thrive is mother’s milk, loving arms and voices, fresh air and sunshine, and activity. Then come stories, scissors and glue, wandering and investigating, family adventures, responsibility, challenges, and people. The things children need to learn in those years can easily be taught by ordinary mothers, mostly in the course of their days. No classrooms, no testing, no forced separation. These are the “greenhouses” years in which strong roots are developed for tender plants that are closely watched, put out in the sunshine, and protected from storms.

Part of the Common Core agenda is universal preschool, which is what dictators do to break parental bonds and shape compliancy. Legislated preschool also gives the state an excuse for monitoring pregnancies, and they will be doing that. The final verses of Abraham 4 show us that the most important events happening on our earth are the births of babies. How did we ever let the Gadiantons talk mothers of under-eights into going to work and putting their babies in daycare and school?
5. This may be the time to begin launching out into learning from a few mentors and teachers who are agents for and responsible to the parents: Achievement days, Scouting, private co-op classes, music lessons, sports, etc. It is also a time when children should be developing some academic skills. By age 12 the child should have a love for the English language and be able to read and write, do math, and be hungering for more learning. (Writing ability, I believe, comes from a foundation of reading and being read to from good books. This also includes being “read to” on stage or film from well-written stories and movie scripts.) Multi-family clubs or co-ops can be wonderful. Most important is the child’s development of personal responsibility and his reliance on the Holy Ghost.
6. Callister, *The Power of the Priesthood in the Boy*:
<https://www.lds.org/general-conference/2013/04/the-power-of-the-priesthood-in-the-boy?lang=eng>

7. Elder Callister: *“While serving as a mission president, I observed that there was a dramatic increase in the spirituality and leadership skills of young men during their mission years. If we could somehow quantify these qualities over their Aaronic Priesthood and mission years, perhaps they would look something like the blue line you see on this graph. In my mind there are at least three key factors that contribute to such dramatic growth in the mission years: (1) we trust these young men as never before, (2) we have high but loving expectations of them, and (3) we train and retrain them so they can fulfill those expectations with excellence.”*



If we can give our children a religious education at home and build a strong foundation before age 12, the starting point of Elder Callister’s line will be higher. If we can use the Church patterns and the principles of agency, responsibility, leadership, and scholarship at home and/or in group settings from age 12 to 18, together with real-life activities (apprenticeships, service activities, internships, entrepreneuring, etc.), recognizing the Holy Ghost as the primary teacher, how well prepared would our missionaries be? Our challenge is to move the dotted green line up!

In the Sunday session of Conference, Elder Callister was called to be the Sunday School President! Happy day! I have been excited for a long time about the brilliant brethren who have been called to that position and who have been working on this project for at least a decade. I was excited beyond words when I heard Elder Callister’s name called. He has an amazing way of making things easy to understand. Here are the articles:

Church Newsroom

<http://www.mormonnewsroom.org/article/newly-called-sunday-school-president-emphasizes-christ-pattern-teaching>

Church News:

<https://www.lds.org/church/news/tad-r-callister-called-as-new-sunday-school-general-president?lang=eng>

Deseret News:

<http://www.deseretnews.com/article/865600338/Brother-Tad-R-Callister-called-as-Sunday-School-general-president.html?pg=all>

Deseret News

<http://www.deseretnews.com/article/865600384/LDS-adults-to-get-new-course-outlines-for-Sunday-classes-new-Sunday-School-president-says.html>

*We have just learned that the new learning model is about to reach the adults through our own wards. As a side effect, **the Sunday School will be teaching parents how to homeschool!** “Not so much as the times tables without the Spirit of God!”*



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8. “Teenage” is still a fairly new word, but it represents extended childhood. It has become a curse on our children. We need to raise young men and young women, not overgrown children. Church leaders are concerned about what they call “failure to launch.” The concern isn’t for the hard-working, mature young adults who are living with parents for good reasons; it is about young adults who, with some thanks to a failing school system and a failing culture, are not presently *capable* of “launching.”

Elder Hales spoke right before Elder Callister. He told the young men to “...*use your agency to develop yourself personally. As you discover your gifts and talents, remember that parents and mentors may assist you, but you must let the Spirit guide you. Choose and act for yourself. Be motivated from within. Make a plan for your life, including education or vocational training. Explore interests and skills. Work and become self-reliant. Set goals, overcome mistakes, gain experience, and finish what you begin.*”

*“Along the way, be sure to participate in family, quorum, class, and combined Mutual activities. Enjoy **wholesome** fun together. Through these experiences you will come to respect and appreciate one another’s spiritual gifts and the eternal, complementary natures of the sons and daughters of God.”* (emphasis mine)

By age twelve a parents’ job is, in some ways, over.

“Stand Strong in Holy Places” April 2013

<https://www.lds.org/general-conference/2013/04/stand-strong-in-holy-places?lang=eng>

6. Choices

We have choices. If you like your school, you can keep it¹. But there might be better ways.

In that same Conference last year, Elder Hales² described the distance between church and the world. The world is, “*way, way out there.*” Why then, I wonder, are we still sending our children so far from “Holy Places” to be educated in school buildings that are dangerous attractions, and spiritually unsafe?

Elder Hales also said, “*Ironically, standing strong sometimes means avoiding and even fleeing from the world.*” Good advice. If you think fleeing from the Common Core would be wise, and if you are willing to develop sufficient faith and courage, and do the hard work required, then you can choose homeschool or private school, or both.

I know President Benson would approve both choices. He would approve homeschooling because his son Reed³ would not have written the country’s first dissertation on homeschooling, and BYU would not have accepted it -- and Reed would not have spoken at many homeschool conferences, and he and May would not have homeschooled their own children, if it wasn’t pleasing to his prophet/Father and the Lord.

I know Elder Verlan and Shirley Andersen⁴ would approve the choice to homeschool because they helped teach their homeschooled grandchildren, and their daughter LaDawn Jacob was one of the pioneers of homeschooling.

I know they all would approve the choice of private schooling because they helped build the American Heritage⁵ school, a Holy Place across the street from the Mount Timpanogos Temple -- a school fit for the John Adams’s and Thomas Jefferson’s and the Karl Maesers of our day. Years ago, President Benson told the students, at the end of their patriotic assembly, “*If all children in America had what you have here, I would not fear for the future of our country.*”⁶ We must give our children that!

Maybe you are scared. Who isn’t these days? Our Church leaders have warned us of persecution to come. We must strengthen our faith. Speaking of the fight for freedom President Benson has said,

*It might cost us blood before we’re through.*⁷

If blood were to be spilt, where would you want to be standing when it happened? Here, or out there?

Remember:

Don’t be careless about buildings that are spiritually deadly attractions.

and

Not so much as the alphabet or the times tables without the Spirit of God.

☞ END ☞

1. I should have also said, “If you like your teacher, you can’t keep him.” Teachers are leaving!
“Utah Physics Teacher Stuart Harper Resigns over Common Core
“My hands are tied within this system. But I now know that I can be more productive on the outside. I will continue to promote true and correct educational principles, awareness of civic affairs, and our duty to be involved. I am going to be a part of the solution. Asking questions is the essence of education. All I encourage of others is to ask questions, seek truth and not be afraid to share that truth with other Americans who are willing to listen.”
<http://www.utahnsagainstdcommoncore.com/utah-physics-teacher-stuart-harper-resigns-over-common-core/>
2. *“The world has gone far afield; [it has traveled; it is nowhere to be seen;] it has proceeded way, way out, all the way out of this [building and around the world]. What we and our children and our grandchildren have to remember is that the Church will remain constant, [it’s still right here; yet] the world will keep moving—that gap is [becoming] wider and wider... Therefore, be very careful. If you judge your actions and the standards of the Church on the basis of where the world is and where it’s going, you will find that you are not where you should be.”*
Elder Robert D. Hales, “Stand Strong in Holy Places,” General Conference, April 2013
<https://www.lds.org/general-conference/2013/04/stand-strong-in-holy-places?lang=eng>
3. Reed Benson was a director at the John Birch Society and returned to Utah to get his doctorate at BYU. He also taught at American Heritage. When he spoke at our LDS-HEA Conferences he would applaud the parents for attending and say, “You must really love your children.” You can listen to the address he gave at our Conference the week his father died, in the audio section of our website, <http://www.ldshea.org>.
4. Hans Verlan Andersen was born 6 November 1914 in Logan, Utah, to Hans and Mynoa Richardson Andersen. His first two years of schooling were provided by his “angelic” mother at home on their farm near the Idaho border, he says. *“The text that she used was the Book of Mormon, and that’s where I learned to love that volume.”* This may have been before there was kindergarten in the schools, and he would have been 6 and 7. His mother must have taught him to read. She also taught my daughter to read at American Heritage.
<https://www.lds.org/ensign/1986/05/news-of-the-church/elder-h-verlan-andersen-of-the-first-quorum-of-the-seventy?lang=eng>
Elder Andersen and President Benson were very close friends. After President Benson became the Prophet, he called Brother Anderson to the Quorum of the Seventy. I will always remember the talk Elder Andersen gave when he was released as a General Authority in October of 1991. We should read it often. He said, *“In a marvelous discourse given to the fathers in Israel, President Benson reminded us that our most important calling in time and eternity is that of husband and father. I go now to spend my full time in the Andersen area of the Church, a calling from which I pray I shall never be released.”*
“Bring Up Your Children in Light and Truth,” H. Verlan Andersen:
<https://www.lds.org/general-conference/1991/10/bring-up-your-children-in-light-and-truth?lang=eng>
https://www.youtube.com/watch?v=nv7kugAL1_g
5. *“When the BYU Training School closed in 1968, Andersen met with a group of other BYU professors and parents with the intent of establishing a private school. They desired to have their children’s academic learning enhanced and enlightened by principles of morality, religion, liberty and patriotism. The founders purchased an LDS meetinghouse in Pleasant Grove, Utah, and opened the American Heritage School in 1970 with 80 students enrolled.”*

“The Hand of God in Every Subject

“Moral and religious education is incorporated daily in every class and every subject – not as a separate subject and not in a separate location. Students read a large variety of literature from Shakespeare to Tolstoy to writings of the prophet Joseph Smith. All literature that we study is virtuous, of the highest academic standards, original source material and teaches moral truths. A providential view of history is taught and re-enforced through the use of timelines in each classroom that begin with pre-mortal life, continue with developments in the Bible and Book of Mormon as well as world and American history and end with the Second Coming. Additionally, students are taught to see the hand of God particularly in the establishment and preservation of America through stories that are shared from American history.”

Please watch every video on the American Heritage site. You will be so inspired! Many homeschoolers use the American Heritage Family School curriculum.

<http://www.american-heritage.org>

6. I was there! Our children attended American Heritage in the old church building for 2½ years. Sister Shirley Anderson taught our oldest daughter to read. The next year Elder Perry came. Then we moved away and suddenly found ourselves homeschooling.
7. How fitting it was that President Benson was the prophet during the Bicentennial Celebration of the Constitution in September of 1987! To open that eventful year he gave a speech, “The Constitution, A Heavenly Banner,” at BYU on September 16, 1986. He ended with this:

“I have faith that the Constitution will be saved as prophesied by Joseph Smith. But it will not be saved in Washington. It will be saved by the citizens of this nation who love and cherish freedom. It will be saved by enlightened members of this Church—men and women who will subscribe to and abide by the principles of the Constitution.

*“We, the blessed beneficiaries, face difficult days in this beloved land, ‘a land which is choice above all other lands’ (Ether 2:10). **It may also cost us blood before we are through.** It is my conviction, however, that when the Lord comes, the Stars and Stripes will be floating on the breeze over this people. May it be so, and may God give us the faith and the courage exhibited by those patriots who pledged their lives and fortunes that we might be free, in the name of Jesus Christ. Amen.”*

audio and text: <http://speeches.byu.edu/?act=viewitem&id=87>

audio on YouTube” https://www.youtube.com/watch?v=kkb4l_y8THY

An article in the September 1987 Ensign, “The Constitution—A Glorious Standard,” was taken from the Heavenly Banner address and had the same final paragraph.

<https://www.lds.org/ensign/1987/09/the-constitution-a-glorious-standard?lang=eng>

In April 1965, Elder Benson said: *“Brethren, if we had done our homework and were faithful, we could step forward at this time and help save this country. The fact that most of us are unprepared to do it is an indictment we will have to bear. **The longer we wait, the heavier the chains, the deeper the blood,** the more the persecution, and the less we can carry out our God-given mandate and worldwide mission. The war in heaven is raging on earth today. Are you being neutralized in the battle?”* - Not Commanded in All Things

<http://scriptures.byu.edu/gettalk.php?ID=1413>

I bring this up because the Newquist breakfast was held on the same weekend as the Nevada cattle ranch standoff. I want to make it clear that I had no violent intentions in mind, nor do I think President Benson did. It is more likely that ours will be the blood that is shed.

Afterthoughts

The Pilgrims founded America for religious freedom and to promulgate the Gospel of Jesus Christ, but they also fled Holland to save their children. It's heartbreaking to read:

“. . . of all sorrows most heavy to be borne, was that many of the children, influenced by these conditions [heavy labor], and the great licentiousness of the young people of the country, and the many temptations of the city, were led by evil example into dangerous courses, getting the reins off their necks and leaving their parents. Some became soldiers, others embarked upon voyages by sea and others upon worse courses tending to dissoluteness and the danger of their souls, to the great grief of the parents and the dishonour of God.”¹

Great sacrifices were made, but America was born, again, as a Christian nation. She will continue as a Christian nation or be swept clean, again.

Religion was part of political life in early America. The Bible was the foundational influence on the Declaration of Independence and the Constitution. The art work in the buildings depict religion. Church meetings were held in the capitol on the Sabbath. Every state Constitution recognizes God.²

Early American education took place mainly in homes and churches. The first American university was Harvard, founded in 1636. Its motto was “God and Church” and, secondarily, “Truth.” Today its motto is simply “Truth.” Whose truth would that be?

American universities that were once the guardians and preservers of Christianity are now engaged in its destruction.³ Atheism, with its evil political philosophies, has been passed down through the universities to those who would become teachers and parents, generation after generation, until Godlessness has become our national political reality and Atheism our national religion. We will never put God back into America by sending our precious children to government schools and universities.

Our Heavenly Parents send their firstborn son to an earthly home in a small village where he would be taught from the scrolls.⁴ He took his examinations at age 12, at the temple. Adam and Eve were told to teach their children to read and write and keep records. Joseph Smith started the School of the Prophets in Kirtland, to which youth were invited as there was room. He held the charter for a University in Nauvoo, which he was never able to establish. The first schools in Utah were church schools, of several denominations. The plat map of our future Zion includes buildings that are set apart as temples of learning. Dr. Moody, the man who studies near death stories, said in a radio interview that the people who stayed the longest on the other side reported seeing beautiful buildings and large crowds entering into them to learn.

People often ask why the church doesn't set up a school system. The Church **has** a school system. Its first classrooms are the homes of the people and the first teaches are the parents.

We and our children need to learn what the Book of Mormon teaches about government and Gadiantons. We need to learn true American history and our founding documents. We need to learn how to govern and how to rescue our Constitution, if it is not too late. We need to learn Americanism because this land is the Lord's base of operations as the battle over agency and liberty that began in Heaven is now being fought here, across the globe.

In the 2013 State of the Union speech, the President said:

“Right now, countries like Germany focus on graduating their high school students with the equivalent of a technical degree from one of our community colleges, so that they’re ready for a job. At schools like P-Tech in Brooklyn, a collaboration between New York Public Schools, the City University of New York, and IBM, students will graduate with a high school diploma and an associate degree in computers or engineering.

“. . . Tonight, I’m announcing a new challenge to redesign America’s high schools so they better equip graduates for the demands of a high-tech economy. We’ll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today’s employers are looking for to fill jobs right now and in the future.”

He neglected to mention that in Germany the state decides what track a student is put on and very few escape. Common Core will be using the data mined from the computer camera, wrist bands, etc., and from the adaptive testing, to determine where each student should be placed. I have to assume the most brilliant of the compliant will be skimmed off and taken elsewhere to be taught as “leaders.”

We cannot continue to leave our children gasping for air in Satan’s camps, finding islands of peace in Seminary or in digital scriptures, while they spend the rest of the day staring down temptation and falsehoods. This is not education.

Be wise, be prayerful, and do what is right. Let the consequences follow.

Now I tell you it is time the people of the United States were waking up with the understanding that if they don’t save the Constitution from the dangers that threaten it, we will have a change of government.

-- Joseph Fielding Smith, Conference Reports, April, 1950, p. 159

In many places it is literally not safe physically for youngsters to go to school. And in many schools – and it’s becoming almost generally true – it is spiritually unsafe to attend public schools. Look back over the history of education to the turn of the century and the beginning of the educational philosophies – pragmatism and humanism were the early ones, and they branched out into a number of other philosophies which have led us now unto a circumstance where our schools are producing the problems that we face.

-- President Boyd D. Packer, David O. McKay Symposium 1996

*[S]ome disciplines probably lend themselves a little more directly to gospel insights and influence than others, so please spare me the sardonic questions whether there is a Mormon mathematics or a consecrated chemistry. There probably isn't, but I would say there are Mormon mathematicians and consecrated chemists and endowed engineers and historians who are high priests or Church auxiliary leaders. That should be an advantage in our integration of truth. **I am making an unabashed appeal for a distinctly LDS approach to education**--an approach best featured on this campus by our present university-wide efforts in religious, honors, and general education.*

-- Jeffrey R. Holland, A School in Zion
http://fc.byu.edu/jpages/ee/w_jrh88.htm

The "religious question" could not exist in Jewish education any more than in Church schools today, for the whole purpose of education was religious. Nothing was regarded as worth learning except as it illustrated scripture. At home probably Bible stories were taught, but the regular course at school began with the first seven chapters of Leviticus, so that a boy might know what outward acts were required of him; then the rest of the Pentateuch, the Prophets, and the remainder of the Old Testament.

– LDS Bible Dictionary, Education
<https://www.lds.org/scriptures/bd/education>

"No greater immediate responsibility rests upon members of the Church, upon all citizens of this Republic and of neighboring Republics than to protect the freedom vouchsafed by the Constitution of the United States."

(Cited in Jerreld L. Newquist, Prophets, Principles and National Survival [SLC: Publishers Press, 1964], p. 157. - "Not Commanded in All Things," Elder Ezra Taft Benson, April 1965

For the stouthearted, here is more from "Not Commanded in All Things":

Another warning: You and I sustain one man on this earth as God's mouthpiece—President David O. McKay—one of the greatest seers who has ever walked this earth. We do not need a prophet—we have one—what we desperately need is a listening ear.

Should it be of concern to us when the mouthpiece of the Lord [President David O. McKay] keeps constantly and consistently raising his voice of warning about the loss of our freedom as he has over the years? There are two unrighteous ways to deal with his prophetic words of warning: you can fight them or you can ignore them. Either course will bring you disaster in the long run.

*Hear his words: "No greater immediate responsibility rests upon members of the Church, upon all citizens of this Republic and of neighboring Republics than to protect the freedom vouchsafed by the Constitution of the United States." (Cited in Jerreld L. Newquist, Prophets, Principles and National Survival [SLC: Publishers Press, 1964], p. 157.) As important as are all other principles of the gospel, **it was the freedom issue which determined whether you***

received a body. To have been on the wrong side of the freedom issue during the war in heaven meant eternal damnation. How then can Latter-day Saints expect to be on the wrong side in this life and escape the eternal consequences? The war in heaven is raging on earth today. The issues are the same: "Shall men be compelled to do what others claim is for their best welfare" or will they heed the counsel of the prophet and preserve their freedom?

Satan argued that men given their freedom would not choose correctly, therefore he would compel them to do right and save us all. Today Satan argues that men given their freedom do not choose wisely; therefore a so-called brilliant, benevolent few must establish the welfare government and force us into a greater socialistic society. We are assured of being led into the promised land as long as we let them put a golden ring in our nose. In the end we lose our freedom and the promised land also. No matter what you call it — communism, socialism, or the welfare state — our freedom is sacrificed. We believe the gospel is the greatest thing in the world; why then do we not force people to join the Church if they are not smart enough to see it on their own? Because this is Satan's way, not the Lord's plan. The Lord uses persuasion and love.

Hear again the words of God's mouthpiece: "Today two mighty forces are battling for the supremacy of the world. The destiny of mankind is in the balance. It is a question of God and liberty, or atheism and slavery . . .

"Those forces are known and have been designated by Satan on the one hand, and Christ on the other.

"In Joshua's time they were called 'gods of the Amorites,' for one, and 'the Lord' on the other . . . In these days, they are called 'domination by the state,' on one hand, 'personal liberty,' on the other; communism on one, free agency on the other" (Ibid., pp. 215-216).

Now, the Lord knew that before the gospel could flourish there must first be an atmosphere of freedom. This is why he first established the Constitution of this land through gentiles whom he raised up (D&C 101:80) before he restored the gospel. In how many communist countries today are we doing missionary work, building chapels, etc.? And yet practically every one of those countries have been pushed into communism and kept under communism with the great assistance of evil forces which have and are operating within our own country and neighboring lands.

Yes, were it not for the tragic policies of governments — including our own — tens of millions of people murdered and hundreds of millions enslaved since World War II would be alive and free today to receive the restored gospel.

President J. Reuben Clark, Jr., put it clearly and courageously when he said:

"Reduced to its lowest terms, the great struggle which now rocks the whole earth more and more takes on the character of a struggle of the individual versus the state . . .

"This gigantic worldwide struggle, more and more takes on the form of a war to the death. We shall do well and wisely so to face and so to enter it. And we must all take part. Indeed, we all are taking part in that struggle, whether we will or not. Upon its final issue, liberty lives or dies . . . The plain and simple issue now facing us in America is freedom or slavery . . . We have largely lost the conflict so far waged. But there is time to win the final victory, if we sense our danger, and fight." (Ibid., pp. 318, 327-328.)

Now where do we stand in this struggle, and what are we doing about it?

The devil knows that if the elders of Israel should ever wake up, they could step forth and help preserve freedom and extend the gospel. Therefore the devil has concentrated, and to a large extent successfully, in neutralizing much of the priesthood. He has reduced them to sleeping giants. His arguments are clever.

-- Not Commanded in All Things, Elder Ezra Taft Benson of the Council of the Twelve Apostles Conference Report, April 1965, pp. 121-125
<http://scriptures.byu.edu/gettalk.php?ID=1413>

¹ William Bradford, OF PLYMOUTH PLANTATION, p20-21
http://archive.org/stream/bradfordshistply00brad/bradfordshistply00brad_djvu.txt

² <http://www.truthorfiction.com/rumors/g/god-constitutions.htm#.U3dqdfldV-M>

³ An interesting insight to how this happened was very briefly mentioned in this video clip
https://www.youtube.com/watch?feature=player_embedded&v=XNUc8nuo7HI

⁴ LDS Bible Dictionary, Education
<https://www.lds.org/scriptures/bd/education>