

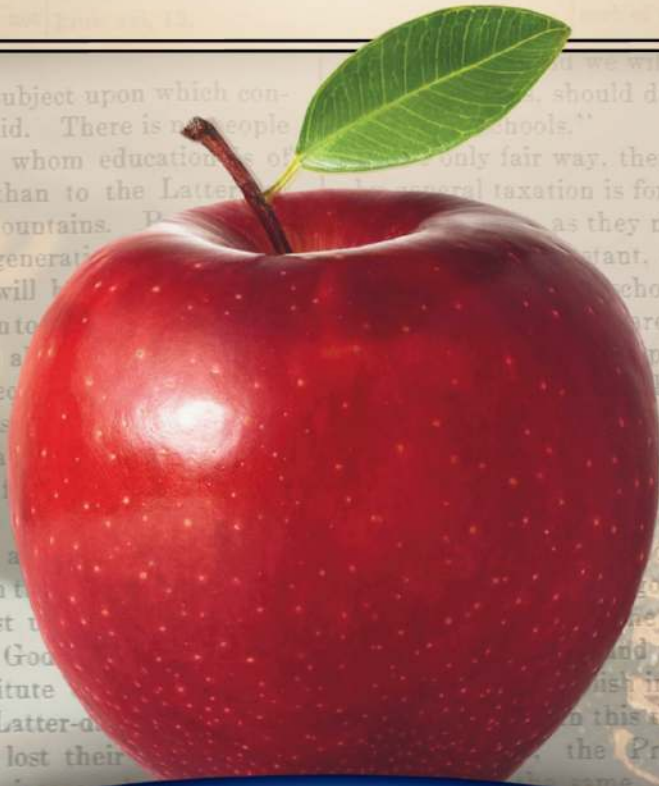
A MEETING WITH THE

Principle

An Education to Usher in the Millennium



EDUCATION is a subject upon which considerable can be said. There is no people upon the earth to whom education is of more importance than to the Latter-day Saints in these mountains. Proper education will make a generation of words and deeds, will bring honor and renown to the name of our Father, and our education will in a measure save the souls of those who receive it. Children of Latter-day Saints should have a better education than that of the world, and education in their minds of the great work. There is no skill that can make up for the lack of a young man or a young woman that can be obtained in the highest colleges, and leave out faith in God, the lasting gospel, and it is destitute



we will maintain the school ourselves; and should do the same, and not use our taxes to support schools." It is only fair way, therefore, where schools are supported by general taxation is for them to be kept free from all religious bias, as they now are in this Territory, so that if an infidel, a pagan, a Jew, or a Latter-day Saint should attend school they would not be taught any doctrine that would be opposed. This is the principle of our public schools are now placed by the law. It prevails under the law. It is opposed to the "free school" system in taxing for the support of schools, and in favor of secular education. They believe in the importance of teaching the children to read and write. It is very seldom, therefore, that they go to the public schools. They go to schools where the teachers are Catholics, where the text books are Catholic, and where the whole course of study is so arranged as to instill in the children a belief in and love for the Catholic religion. In this Territory the Presbyterians, the Methodists and the Baptists have schools, and they all believe in their doctrines. There are also Latter-day Saints who pretend to be Christians, but can send their children to school and lose their



Ali Cannon Eisenach

THE Juvenile Instructor

ORGAN FOR YOUNG LATTER-DAY SAINTS.



When Jesus Christ visited the Nephites after His resurrection, He taught them about Zion and the great Millennial Day to come. He quoted the words of Isaiah and gave a beautiful promise:

“And all thy children shall be taught of the Lord; and great shall be the peace of thy children.”

Those words mean even more to me now than they did ten years ago when I first published *A Meeting with the Principle*. Since then, I have come to feel more deeply just how much God cares about the education of His children.

I still look back at the creation of this book as a miracle. It came quietly to my mind, one chapter at a time. It wasn't until it was finished—and honestly, as I watched the years unfold afterward—that I began to realize how profound the inspiration truly was.

George Q. Cannon understood these divine principles of education deeply, and as his descendant, I feel a sacred responsibility to help carry that vision forward.

My hope is that this book is more than just a message about education. I hope it is an invitation to remember—to seek the Lord in your learning, to build homes centered on truth, and to prepare hearts for the day when Jesus Christ will reign as King and the earth will be filled with the knowledge of the Lord.

Table of Contents:

- 3 - Introduction
- 4 - A Meeting with the Principle
- 6 - A Meeting with Six More Principles
- 9 - Education—A Manifesto
- 16 - An Unexpected Education
- 19 - When Thou Art Converted
- 22 - Establish a House
- 25 - The Power of the Press
- 31 - A Divine Educational Birthright
- 35 - A Superstructure of Knowledge
- 38 - True and Correct Principles
- 40 - Seek out of The Best Books
- 42 - Seek Learning
- 44 - Seek Personal Revelation
- 46 - Seek Wise Counsel
- 48 - Seek Gifts
- 50 - Seek your Divine Mission
- 52 - A Meeting with the Principal
- 54 - Notes
- 55 - Circular Letter to Stake Presidents
- 56 - Addy's Story
- 58 - Afterword



♥
Ali Cannon Eisenach
 Editor, Millennial Standard Press



MILLENNIAL STANDARD
 Press

INTRODUCTION

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

I love to write, but writing is simply a tool to express my thoughts, feelings, and the deepest impressions of my heart.

I remember learning that words written down with the Spirit would bring that same Spirit back to its readers. This idea has greatly influenced my decision to write, but my underlying intention is simply to inspire my children and future posterity—to give them direction and guidance, and most importantly, to turn their hearts to God. But what if it was all in vain?

What if my children and grandchildren never picked up the words I had written? What if they never considered my thoughts? What if the deepest impressions of my heart sat in a book on a dusty shelf, unopened for more than a hundred years?

It is painful to think about, really.

I remember picking up a book that contained the teachings of my great-great-grandfather. I remember the day I dusted off the cover and began to flip through his writings.

I remember feeling a twinge of guilt that I had never even looked at his teachings—thousands of words penned by him, the best of his soul.

He was bold. He was opinionated. And he sacrificed everything for the Lord. I admired his passion.

As I poured over his writings, the words jumped off the pages and spoke to me in a powerful way. The timing was significant.

The circumstances in my life had sent me on a path seeking answers. I was brought to my knees in humility due to some personal hardships, and I was ready to learn. I was also looking for an answer to one very specific question—

A question that my great-great-great-grandfather could hopefully answer, a question I never, ever thought I would have to ask.

How should my children be educated?

This question arose when my six-year-old daughter was having screaming meltdowns when I dropped her off at school. She would cry uncontrollably as I left her, flailing in the arms of her first-grade teacher.

She was a peaceful, happy child at home, but her anxiety at school was causing me great uneasiness.

This personal struggle brought me to my knees, led me to prayer, and then to this dusty old book on my shelf.

Maybe education deserved a second look.

Maybe God did, in fact, have an opinion about the way His children should be educated.

I was ready to find out.



A MEETING WITH THE PRINCIPLE

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

I have always been an “idea” person, but some ideas have proven to be better than others.

I once had a brilliant idea that landed me right in the principal’s office.

After participating in a softball fundraiser (where we tirelessly labeled bags of potato chips for sale), I had acquired several giant rolls of orange stickers. The color orange just happened to be my high school’s signature color, and I thought it would be fun to pass out a few million stickers to the student body.

It seemed like a harmless idea at the time, and besides, it was Friday... game day!

Well, apparently the bright orange stickers that I thought would go on the students’ faces and arms ended up plastered all over lockers, exit signs, restroom stalls, mirrors, and ceilings.

A short while later, I got the dreaded call over the intercom. “Please send Ali Cannon to the principal’s office.” My heart dropped out of my chest. I slowly stood up from my desk and made the long walk down the hall to have...*A meeting with the principal.*

I opened the door to the principal’s office and took my seat in front of his oversized desk. My head hung in shame, and elephant tears welled up in my eyes as I listened to him lecture me about my poorly thought-out idea.

It was a meeting with the principal I wish I could have avoided, but sometimes a meeting with the principal is just what you need. It sets you straight and helps you re-evaluate your big ideas.

Ten years later, I had another meeting with the principal—but this was a different meeting, and a different kind of principle.

I was now a busy stay-at-home mom, juggling the demands of three small children. We were living in Colorado, where my daughter, Addy, was attending public school. She was halfway through her first-grade year, but there was only one problem. She hated it!

Ever since Addy was born, she had been extremely cautious of the world around her. So going away to school for an entire day felt about as unnatural as sending her off to college at age six. She worried about assignments, reading in front of her peers, and even using the restroom during class. She worried about who to play with at recess, what shoes to wear, and which friends to sit with at lunch. Every morning was a struggle.

I tried to pretend that everything was okay, but after several months, my conscience began to nag at me. This struggle sent me on a path looking for answers. I learned quickly that when you ask questions with real intent, God will indeed deliver answers.

A short while later, I met an inspiring friend named Kris. Kris was a devout Christian, and she loved the Lord. She was well-educated—a thinker, a leader, a published author—and surprisingly, a homeschool mom. Weird!

I admired her passion for life and for God. She spoke of Jesus Christ with reverence in everyday conversation. She loved the Lord and was a “doer” of the word—not just a “hearer.” She intrigued me.

I started wondering why I lacked this kind of enthusiasm for the Good Lord. Didn’t Nephi teach us to, “...talk of Christ, rejoice in Christ, and preach of Christ.”[1] My friend Kris feasted upon the Bible, enjoying every little morsel of wisdom. I, on the other hand, had a buffet of knowledge at my fingertips—which I only nibbled on occasionally.

I was curious about the way Kris studied her scriptures, so I began asking her questions to uncover her secrets. She taught me something I will never forget—a word that I had heard a million times but never considered the depth of its meaning. A Principle.

“Do you understand what a principle is?” she asked.

“Hmmm... I think so,” I said, but I wondered why.

She asked me a hypothetical question: “Do you think that when you see the Lord face-to-face on judgment day, He will sit you down with a multiple-choice test to evaluate your knowledge of the scriptures?”

I started to imagine the sweat that would pool on my forehead if I were required to take a scripture final exam to pass through the pearly gates. Surely, I would fail! Test-taking has never been one of my strong suits.

I quickly answered, “NO!” to her hypothetical question. It seemed absurd that God would test our knowledge of the scriptures in such a way.

She then said, "God will probably not ask you the name of the prophet who was thrown into the lion's den, where he lived, and the year it happened—but He will want to know if you learned and applied the principles taught in the story."

Kris then asked, "So what principles do you think God is trying to teach us with the story of Daniel?"

"Well," I said, "obviously Daniel felt it was important to trust in God, even in the face of great persecution, and he also showed great faith and used the power of prayer."
"Ok, good! So now you have three principles to work with—trust in God, faith, and prayer."

"Now ask yourself if you are applying these principles in your life. If you are not applying them, how can you more fully apply them and how can you make these principles a part of your everyday life? Yes, Daniel's story is inspiring, but if we only learn the story and never apply the principles, we are missing the point of the scriptures," she explained.

God uses the scriptures to teach us correct principles, that we might understand and apply them in every area of our life! We need to apply true principles in our relationships, families, businesses, education, daily habits, how we spend our time and our money. Everything we do should be governed by true and correct principles!

Listening to Kris explain the value of principles was like a light bulb turning on in my head. She quoted Thomas Jefferson when he said to, "...lay down true principles and adhere to them inflexibly!" [2] I started to realize that true and correct principles are the guideposts that lead us through the tests, challenges and opportunities of life.

This "principle paradigm shift" opened my eyes to the wisdom of the scriptures, the words of the prophets, and the truth written in the best books. We have been taught to read out of the best books, because they contain true principles. The value lies not in the story, per se, but in the principles hidden among the words.

I began pondering a few important principles—faith, hope, charity, responsibility, family, prayer, agency, and others—and tried to overlay each one onto my own life. Did the principle fit? Was I truly living it and governing my life by its precepts?

My mind expanded over the next few months as I adapted my scripture study and book reading to the sole purpose of uncovering true and correct principles. This new level of understanding gave me a greater desire to feast upon the words of Christ.

Then one day, I came across a principle that caused an earthquake of paradigm shifts in my heart and mind!
Throughout this learning process, I started noticing little miracles in my life.

People were showing up at the exact moment to teach me the lessons I was ready to learn. Sincere prayers were being answered with perfect timing, business ideas were sparking, my creativity was flowing, and I began to notice more fully a divine hand orchestrating opportunities and growth in my life. And then it hit me...

God is real.

I know, I know—it's simple, right? You probably believe that God is real, but those words came forcefully to my heart: "GOD... IS... REAL!" He is my Father in Heaven, and Jesus Christ is His Son. He is governing the course of my life. I could see it. I could feel it.

I pondered and pondered upon this principle, and I began asking myself the hard questions.

What is my purpose? Am I teaching my children that God is real and living that truth in my everyday life? Because I know He is real. And if this principle is true, how do I apply it to the education of my children? I started to wonder if public schools supported this principle.

I wrote down the questions floating around in my head to see if I could find some clarity.

- Do public schools teach that God is real?
- Do they teach righteousness and faith in God?
- Can teachers openly speak about God?
- Do schools teach about prayer?
- Do they teach from the scriptures or about God's hand in the founding of this country?
- Do they teach the divine creation of the world?

I threw my hands in the air. I began to realize the question might not be, "How do I get my daughter to accept public school?" But rather (with my knees buckling), it might be, "What in the world am I going to do if I cannot accept public school for my children?"

So, I took the long walk down the hall to my bedroom, put my elbows on the edge of my bed, fell to my knees, and asked the Lord to have... *A meeting with "The Principle."*

It was a meeting I never expected. But sometimes a meeting with the principle is just what you need. It sets you straight and helps you re-evaluate your ideas in a very... big... way.

◆◆◆
"The greatest obstacle that has ever opposed the spread of truth and the diffusion of correct principles is the traditions of the people. The people have not yet learned the lessons which the experience of the past should have taught them. They have not yet learned that every tradition must be uprooted and that when God speaks and commands, even if it should be contrary to everything that tradition may make dear, there is no other course but to obey." [3] -George Q. Cannon

A MEETING WITH SIX MORE PRINCIPLES

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS



After my initial meeting with “The Principle,” I felt prompted by the Spirit to study the topic of education.

I had always been under the impression that public schools were the acceptable standard for Latter-day Saints, but I began to wonder if public education in the twenty-first century had possibly become a “tradition of our fathers” rather than an effective means of educating our children the way God intended.... I needed more insight.

A book on my shelf caught my eye—*Gospel Truth: The Teachings of George Q. Cannon*, compiled by Jerreld L. Newquist.

I pulled the book down, blew off the dust, and made myself comfortable on the couch. I began digging through the teachings of George Q. Cannon, looking for answers to my questions about education.

I had always admired George Q. Cannon and the life he had lived, mostly because my maiden name was Cannon and I was proud to be his direct descendant. But I quickly learned there was much more to this man than I had ever realized.

George Q. Cannon was truly passionate about the gospel of Jesus Christ. He was called as an Apostle at the young age of thirty-three, and by the time he was forty, he was serving in the First Presidency as a counselor to Brigham Young following the death of Parley P. Pratt. Cannon later served as first counselor to the next three successive Presidents of the Church: John Taylor, Wilford Woodruff, and Lorenzo Snow.

He also served numerous missions for the Church and was a five-time territorial delegate to the United States Congress. He was an influential writer, editor, publisher, and founder of *Cannon & Sons*, the publishing company that later became what is now *Deseret Book*. Everything he did was with an eye single to the glory of God, and his life was a witness of it.

I hoped in my heart that George Q. Cannon had left me just a little insight about education.

Attempting to read 500 pages of *Gospel Truth* felt daunting, so I turned to the index and searched the topic of education.

To my surprise, I found an entire chapter highlighting George Q. Cannon’s teachings about education. I quickly turned to chapter 43, “True Education: Literature for the Saints,” and began combing through each paragraph, hoping to gain some insight. Then I stumbled across this statement...

“No system of education can be perfect which does not teach the principle of righteousness and faith in God. Learning has not saved the world, neither can it save it.

No man by wisdom ever found God and men may study all their lives and acquire all the knowledge and worldly wisdom that is within the reach of the human mind and yet be utterly destitute to the true knowledge of God.

It is of utmost importance that our children should, in the first place, be taught faith in God. This cannot be left out of our system of education. Every child in our midst should be taught how to obtain a knowledge of God; this should be the cornerstone and foundation of all education.”[1]

George Q. Cannon did not mince words. He made his point very clear. He said, “...a knowledge of God should be the cornerstone and foundation of ALL education.”

I was surprised by his bold perspective and began wondering if this had once been the original counsel from Church leaders. If it was, then when had it changed—and why?

I kept reading, searching for answers.

I learned that George Q. Cannon believed children should be taught faith in God even before learning to read and write. He believed parents held the primary responsibility for the education of their children and that it was a sacred stewardship not to be taken lightly.[2]

I was beginning to see that George Q. Cannon had a very strong opinion about the way children should be educated, and it sparked my curiosity. I wondered why he was so passionate about the subject.

In my spare time, I began combing through history books, trying to uncover more about Cannon’s role in education. One book, in particular, answered a myriad of questions: *Revealed Educational Principles and the Public Schools* by Jack Monnett. In it, Monnett paints a vivid picture of the educational climate during the early days of the Utah Territory.

A MEETING WITH SIX MORE PRINCIPLES

I was surprised to discover that George Q. Cannon was not only concerned about education, but he was, in fact, one of the main authorities on the subject! Jack Monnett says:

“President Cannon had been one of the chief leaders of the church school movement. As President Woodruff’s first counselor, he had worked hand in hand with the prophet to bring about a celestial education program that they and all the General Board agreed was a necessary step in creating Zion among the Saints.”[3]

I realized that the leaders of the Church were firm in their views regarding education—George Q. Cannon was not alone.

Brigham Young, John Taylor, and Wilford Woodruff believed children should receive an education that included God. They felt strongly that separating spiritual learning from secular learning would ultimately be detrimental to the rising generation.

Brigham Young once told Karl G. Maeser:

“I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God.”[4]

The leadership of the Church set out to create an environment where this type of learning was accessible to the Saints. They established church schools and selected morally upright teachers to instruct the children. Every family that participated was required to pay a small tuition in order to cover the teacher’s salary.

But, unfortunately, many Saints failed to meet their obligations, and church schools struggled to stay afloat. When “free schools” became available in the form of Protestant schools and district schools, the Saints preferred the latter (even though the prophets warned them about the dangers of free schools).[5]

George Q. Cannon said in this regard: “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. They do not seem to place any value on their children being taught the principles of their religion. Apparently, therefore, they would as soon their children be taught in schools or colleges where religion is entirely ignored...”

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.” [6]

Because of the assertions of George Q. Cannon, I started to reconstruct my original beliefs about education. I began to wonder what principles should govern education.

Jack Monnett explains in his book, *Revealed Educational Principles and the Public Schools*:

“Celestial principles are the key, and fortunately they are the easiest to identify. They are endless, always consistent, and found throughout the scriptures and in the words of living prophets. Joseph Smith said that once understanding correct principles, we would be able to govern ourselves...”

Monnett continues:

“That is true. Every motive, every thought, every idea, every attitude is based on principle. ‘Why do I do what I do?’ ‘Why do I think what I think?’ Honest answers provide keys to our principles, and Latter-day Saints are given more sources from which to select and learn correct principles than others on the earth. Once they are discovered and understood, they should be our primary guides to self-governance.”[7]

Now that I understood the power of principles, it was time to put public school to the “principle” test. I narrowed it down to six.

#1 Responsibility—Who is ultimately responsible for the education of my children?

I am.

#2 Agency—Who makes the decision about curriculum, books, and worldview from which my children are taught?

My husband and I are.

#3 Family—How important is it that my children receive an education that supports the family (in theory and in practice)?

Very important!

#4 Scriptures—Am I willing to disregard the truth of God’s word in the process of education?

No.

#5 Prayer—Am I willing to send my children into an environment where prayer is illegal?

No.

#6 Faith—How important is it that my children learn to trust God as they pursue their education?

Essential!

As I studied the words of George Q. Cannon and pondered upon these principles, I found myself at a very unexpected crossroad.

A MEETING WITH SIX MORE PRINCIPLES

I had humbly asked in prayer, “How should my children be educated?” Then, serendipitously, the teachings of my great-great-great-grandfather fell into my lap.

After meeting with the next six principles, I could see that public school was not going to pass the “principle” test.

So I did the unthinkable.

I went down to my daughter’s school, signed the papers, and took her out.

Within a day, Addy was back to her happy, creative self. She set up her own classroom in the basement, where she could work on her creative projects. She spent hours and hours reading and learning about horses, pretending and playing, and rediscovering her happy place. She hugged me and thanked me every day for letting her come home.

Over the next two years, I put my nose to the books with the desire to piece together this education puzzle. I felt impressed to share my thoughts in a clear essay to help my family and friends understand my decision to homeschool.

Late one night, I pulled out my laptop, and the thoughts began to flow. Scriptures, talks, and quotes came back to my memory as I pieced together an essay explaining the history of education in America.

Ten pages later, it was done, and I titled it...

Education: A Manifesto

*A closer look at public schools in America—
and why Latter-day Saints should take back the
responsibility of educating their children*

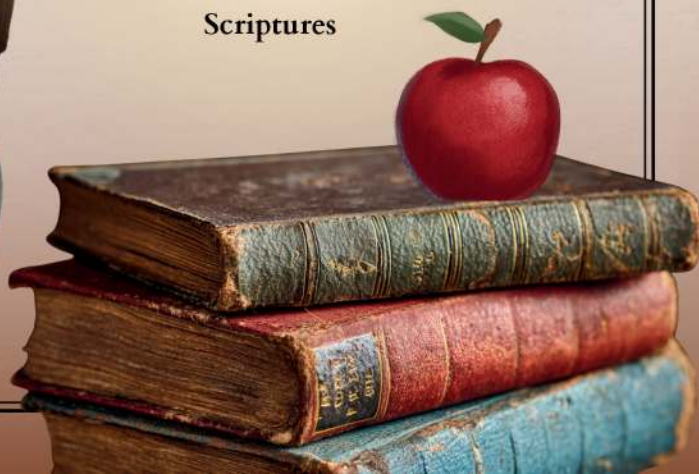
I couldn’t help but think that George Q. Cannon would be proud of my decision to research and share the history of education.

Divine education was, in fact, his passion. And surprisingly...

It was becoming mine too.

“To obtain the highest conception of the calling of man and woman in the capacity of parents, one must look upon them from an educational point of view, for from no other does the grandeur of this sacred relationship so well present itself to the mind, with all its intricate complexity. The home is the sanctuary of the human race, where each generation is consecrated for its life’s mission. The parents are the high priests, responsible to God for the spirit of their ministry.”[8]

—Karl G. Maeser



EDUCATION—A MANIFESTO

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

*A closer look at public schools in America—
and why Latter-day Saints should take back the
responsibility of educating their children*



If knowledge is power, then why do the powerful often try to restrict knowledge? Many kings and leaders throughout time have tried to keep certain information out of the hands of the common man. Some withheld religious writings, others kept people in ignorance by restricting learning and reading, and even resorted to the burning of books.

During the Dark Ages in Europe, a handful of brave men began to wake up to their censored reality; the reality that certain truths were being withheld. Their goal was simple—inform the people.

They only needed one book—the Holy Bible.

Since the Bible was written in ancient languages such as Hebrew and Greek, very few ordinary people could read it for themselves. Most teaching was controlled by the religious and political authorities of the day—but that was soon to change.

Once the common man gained access to God's word, a desire for freedom set fire within his soul. He began to understand that life was a gift from God, that his rights came from God, and that all men are created equal. Living in slavery, ignorance, and deception was never God's plan. This new understanding was powerful. At first, it was only a few people who rebelled, then families, and eventually entire villages. That passion for truth and freedom carried over into the New World.

When the Pilgrims and Puritans set foot on American soil, they took it upon themselves to teach their children from the Holy Bible. Fresh in their minds were the stories of Martin Luther, William Tyndale, and other revolutionaries who had risked their reputations, their freedom, and even their lives to provide access to God's word. They also understood that freedom was dependent upon teaching the next generation.

Education in early America was centered in God. Children learned principles of honesty, charity, faith, stewardship, responsibility, morality, self-government, and the golden rule. Reading, writing, and arithmetic were also taught from the Bible. It was upon this foundation that the Constitution of the United States was established.[1]

**TRUST NO ONE TO BE YOUR TEACHER...
EXCEPT HE BE A MAN OF GOD. —MOSIAH 23:14**

The Framers of the Constitution understood the importance of education. They also felt strongly that the federal government should not be involved in the education process. Ezra Taft Benson stated:

“There is absolutely nothing in the Constitution which authorizes the federal government to enter into the field of education. Furthermore, the Tenth Amendment states: ‘The powers not delegated to the United States Government are reserved to the States respectively, or to the people.’ Nothing could be more clear. It is unconstitutional for the federal government to exercise any authority over education.”[2]

When America was in its infancy, parents were blessed with the opportunity to educate their own children or select private or local schools. In a free-market society, this is ideal. Parents can send their children (and money) to schools that teach the same values and provide quality teachers. Schools that miss the mark would fail. Public education, as it is offered today, is not based on choice. One cannot select the curriculum or the teacher, and every homeowner is forced by law to support public schools through the payment of property tax. Brigham Young declared, “I am opposed to free education as much as I am opposed to taking property from one man and giving it to another. . . . Would I encourage free schools by taxation? No!”[3]

Alma the Elder also knew firsthand the deception that could be instilled upon a people when a nation was governed by wicked men, for he himself fell victim to this illusion. He said, “. . . trust no one to be your teacher, nor your minister, except he be a man of God, walking in his ways and keeping the commandments.”[4]

GOD'S HAND IN THE FOUNDING OF AMERICA

Education in the early days of America was centered in God. The Founding Fathers understood the power of divine providence and natural laws that governed mankind. There are many accounts of faith and miracles during the Revolutionary War and the founding of this country, but these stories are not found in textbooks or taught in public schools. Here are a few important stories that are often missed in history class.

EDUCATION—A MANIFESTO

At 81 years of age, Benjamin Franklin was in attendance at the Constitutional Convention. When the delegates began to disagree on certain points, he reminded them that during the War for Independence they had prayed regularly to God in that very hall. He said:

“Our prayers, Sir, were heard, and they were graciously answered! Have we forgotten that powerful Friend, or do we imagine that we no longer need His assistance? I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth, that God governs in the affairs of men. And if a sparrow cannot fall to the ground without His notice, is it probable that an empire can rise without His aid? We have been assured, Sir, in the sacred writings that ‘except the Lord build they labor in vain that build it.’ I firmly believe this; and I also believe that without His concurring aid we shall succeed in this political building no better than the Builders of Babel.”[5]

During the French and Indian War, the young George Washington was attacked by gunfire at close range, but miraculously he was not killed. For fifteen years, the Indian chief sought him out, searching for the man who was “a favorite of heaven.” The Indian chief said:

“I am chief and ruler over my tribes. My influence extends to the waters of the Great Lakes and to the far Blue Mountains. I have traveled a long and weary path that I might see the young warrior of the great battle. It was on the day when the white man’s blood mixed with the streams of our forest that I first beheld this chief [Washington]. . . . I called to my young men and said, ‘Quick, let your aim be certain, and he dies.’ Our rifles were leveled—rifles which, but for you, knew not how to miss—’twas all in vain. A power mightier far than we shielded you. . . . I am come to pay homage to the man who is the particular favorite of Heaven, and who can never die in battle.”[6]

Thomas Jefferson, whom many criticize for not subscribing to one specific religion, obviously had a deep desire to understand truth and hoped for the day that Christ’s true church would be restored. He said:

“I hold the precepts of Jesus, as delivered by Himself, to be the most pure, benevolent, and sublime which have ever been preached to man. I adhere to the principles of the first age; and consider all subsequent innovations as corruptions of this religion, having no foundation in what came from Him. . . . If the freedom of religion, guaranteed to us by law in theory, can ever rise in practice under the overbearing inquisition of public opinion, truth will prevail over fanaticism, and the genuine doctrines of Jesus, so long perverted by his pseudo-priests, will again be restored to their original purity.

This reformation will advance with the other improvements of the human mind, but too late for me to witness it.”[7]

As Latter-day Saints, we know that God’s hand was in the Reformation, the Enlightenment, the Revolutionary War, and the founding of this country. But do we educate our children in these important truths? The Lord Himself said, “I established the Constitution of this land by the hands of wise men, whom I raised up unto this purpose.”[8]

Do our children understand that America is a covenant land and that the Constitution is inspired? President Benson said, “We must appreciate that we live in one of history’s most exceptional moments—in a nation and a time of unprecedented freedom. Freedom as we know it has been experienced by perhaps less than one percent of the human family.”[9]

EARLY LEADERS OF THE CHURCH AND EDUCATION

In 1830, with freedom of religion guaranteed in America, God’s Church was restored to the earth. Although persecutions raged and Latter-day Saint families were uprooted, they continued to teach their children from the Bible and the Book of Mormon. When the Saints settled in Utah, church schools were established. George Q. Cannon was at the forefront of education and had a firm conviction that children should have every opportunity for learning. His stance was clear:

“No system of education can be perfect which does not teach the principle of righteousness and faith in God. Learning has not saved the world. It is of utmost importance that our children should, in the first place, be taught faith in God. This cannot be left out of our system of education.”[10]

George Q. Cannon fulfilled prophecy by writing some of the first textbooks for Latter-day Saint children. He understood that ALL learning, ALL blessings, and ALL opportunities come from God, and that learning should be centered in Christ and His teachings. Education was based on these ideals in the early days of the Church, but that was soon to change.

In 1894, Utah was considered for statehood through the Enabling Act. The federal government gave Utah an ultimatum: statehood would be granted, but free schools would have to be available for all children. The prophet and apostles spoke out strongly against such an idea. The leaders of the Church could foresee the danger in free, government-sponsored education and tried to warn the Saints. But the people did not listen.[11]

EDUCATION—A MANIFESTO

Many have wondered, “What is the problem with free education? It seems like a noble cause.” History has shown that systems of government that gradually seek to gain power and control will eventually institute free schools. Aristotle said, “All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.”[12]

Karl Marx believed that “free schooling” was such an important component of communism that he named it one of the ten planks of *The Communist Manifesto*. Although you may think our schools in America could never be used for such a purpose, President Ezra Taft Benson warned that it was possible:

“Should the education system ever fall into the hands of the in-power political faction, or into the hands of an obscure but tightly knit group of professional social reformers, it could be used not for education, but indoctrination.”[13]

HUMANISM

After the passage of the 16th Amendment in 1913, the American financial and educational landscape began to change dramatically. During this same period, large tax-exempt foundations established by wealthy industrialists such as Rockefeller and Carnegie began exerting increasing influence on education, media, and public policy in America. Critics later argued that these foundations allowed concentrated wealth to shape American institutions in powerful ways while operating with significant tax advantages.[14]

Public education was now being funded and sponsored by large corporations. People grew suspicious of their motivations, including Tennessee Representative Carroll Reece. A congressional investigation took place in 1954 and provided detailed information about the motivations of these large corporations. The committee’s findings were shocking, to say the least. Here are just a few examples from the 2,000-page investigation:

- The power of the individual large foundation is enormous.
- It can exercise various forms of patronage that carry with them elements of thought control.
- It can exert immense influence on educational institutions, the educational process, and educators.
- It is capable of invisible coercion through the power of its purse.
- It can materially predetermine the development of social and political concepts.

- It is a system that is antithetical to American principles.
- It induces educators to become agents for social change.
- It promotes collectivism.
- It promotes internationalism directed toward world government.
- and more...

Although the findings were conclusive—that large corporations, such as the Rockefeller, Carnegie, and Ford foundations, were influencing the goals and direction of public education—there was nothing “illegal” about their agenda. As a result, the committee’s findings were never brought to the public’s attention.[15]

The question remains: Why do big businesses, corporations, and the wealthy elite have an interest in the education of our children? There are two main reasons. Woodrow Wilson gave the first when he said:

“We want one class of persons to have a liberal education, and we want another class of persons, a very much larger class, of necessity in every society, to forgo the privileges of a liberal education and fit themselves to perform specific difficult manual tasks.”[16]

Simply put . . .

Corporations need workers (and not necessarily the “factory worker” you might imagine on an assembly line). They need people to work in schools, hospitals, banks, corporate chains, government agencies, universities, etc. They need individuals who will follow instructions, be on time, and not complain. In the book *Linchpin*, Seth Godin states, “It is not an accident that school is like a job, not an accident that there are supervisors and rules and tests and quality control. You do well, you get another job (the next grade), and continue to do well and you get a REAL job. Do poorly, don’t fit in, rebel—and you are kicked out of the system.”[17] This new “factory” model of education was put into place in the early 1900s.

And the second reason is . . .

Foundations seek centralized power through corporations. Corporations do not benefit from a free-market society, and it would greatly benefit their bottom line if people bought into a collective system.

Thomas Jefferson was an outspoken critic of the centralized power of corporations. He said, “I hope we shall crush . . . in its birth the aristocracy of our moneyed corporations, which dare already to challenge our government to a trial of strength and bid defiance to the laws of the country.”

EDUCATION—A MANIFESTO

He warned the people not to put their faith in “the selfish spirit of commerce that knows no country, and feels no passion or principle but that of gain.”[18]

America was built on a free-market society. Today, more than two hundred years after the founding of this country, corporations have a chokehold on the economy. Big businesses generate billions of dollars, fall into debt, and look to the government (which is the people, right?) to bail them out. Citizens who are thinkers and leaders would not naturally buy into such a system.

They must be trained.

Once corporations had their foot in the classroom door, they needed an education spokesman and advocate to implement their plan. Who did they choose? None other than John Dewey, a philosopher and framer of *The Humanist Manifesto*. John Dewey also wrote an essay entitled “How We Think.” In his essay, Dewey states that there are two main roadblocks to thinking and learning:

- A belief in God, and
- Parents who teach their children values

Dewey believed that education and schooling are instrumental in creating social change and reform.

So, what is Humanism? Humanism is a worldview and moral philosophy that considers humans to be of primary importance—that man is the master of himself and the universe. The doctrine emphasizes a person’s capacity for self-realization through reason and scientific methods. It also rejects religion and the supernatural.[19]

Basically, the philosophy of Humanism would have men be their own gods. It denies the salvation of God and replaces it with the salvation of man: “Men prosper by their own genius.” In the Book of Mormon, Korihor told the Nephites, “. . . that there could be no atonement made for the sins of men, but every man fared in this life according to the management of the creature; therefore every man prospered according to his genius, and that every man conquered according to his strength . . .”[20]

John Dewey and Korihor would agree on numerous points:

- There is no God, which means no sin.
- Do whatever makes you feel good.
- Don’t be tied down by the traditions of your parents.
- You prosper according to your genius—follow your bliss. Don’t worry about getting married, having a family, or raising children. Just seek after your career, status, and personal interests.

- People are foolish who look to Christ for redemption.
- Religion ties you down, oppresses you, and keeps you from thinking freely.
- Death is the end—no eternal consequences.

John Dewey promoted humanism as a national way of life. Humanists believe they are doing America’s children a favor by eroding their faith in God and replacing it with hope in their own efforts. Dewey was a strong advocate of evolution and believed that science, political policy, and government are continually evolving—and that people should evolve with them. Dewey is praised by academia as one of the greatest philosophers of the twentieth century, and his godless ideals have helped lay the foundation for today’s national curriculum. In John Dewey’s *Pedagogic Creed*, he writes:

“I believe that every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth. I believe that in this way the teacher is always the prophet of the true God and the usherer in of the true kingdom of God.”[21]

John Dewey was an atheist, so we must ask ourselves, “What kingdom is he talking about?”

Many concerned Latter-day Saints have sensed something was wrong in the public education system but could never quite put their finger on it. Humanism is the issue. I cannot overstate the danger that humanism presents to our children, our families, and our society. The entire philosophy of humanism stands in direct opposition to God, for God did not counsel us to seek first our own selfish desires, but to seek first the kingdom of God.

Korihor was a humanist. His teachings were “anti-Christ,” or “without Christ.” Korihor challenged Alma, claiming that there was no God, that religion was oppressive, and that the people should be free from Christian traditions and covenants. He repeatedly asked for a “sign” until finally he was struck dumb. Korihor admitted that he had been deceived by Satan and that he taught these philosophies because they were pleasing unto the carnal mind.[22]

When we hear the word “anti-Christ,” we shudder at the thought. We imagine an evil villain in direct opposition to the Church, or an oppressive dictator seeking to take over the world. Of course, we would never follow such teachings or believe such propaganda. Satan knows that, so he uses more deceptive methods. The question remains: Has Satan cunningly slipped his “anti-Christ” teachings into the education system without members of the Church even questioning it?

EDUCATION—A MANIFESTO

H. Verlan Andersen was a General Authority and a professor at BYU, with law degrees from Stanford and Harvard. He had personal insight into the education system and the laws governing it. He said:

“If evolution, atheism, materialism, socialism, and 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 identify a set of teachings better calculated to serve his purposes. And if socialized education is not the 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 if this is his plan, he ‘deceiveth the whole world.’”[23]

And lastly, President Boyd K. Packer agreed that humanism was having a detrimental effect on the school system. In speaking to the David O. McKay School of Education at BYU, he said:

“In many places it is literally not safe physically for youngsters to go to school. And in many schools it is becoming almost generally true that 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 educational philosophies. Pragmatism and humanism were among the early ones, and they branched out into a number of other philosophies which have led us now into a circumstance where our schools are producing the problems that we face.”[24]

CURRICULUM TODAY

We have seen the public education system in America take a spiraling downward turn over the last fifty years. God has been taken out of the classroom, and school-sponsored prayer has been ruled unconstitutional. Christmas and Easter have become “the holidays” and “spring break” in the name of acceptance and world peace. Millions of dollars are poured into a system that is nothing more than a sinking ship.

In a last-ditch effort to save public education—or more fittingly, to reform it—the federal government steadily expanded its role in education through a series of major initiatives and laws: [25]

- **The Elementary and Secondary Education Act (1965)**
Marked the beginning of significant federal involvement in local education, shifting influence away from families and communities.
- **The Goals 2000: Educate America Act (1994)**
Introduced national education goals, moving toward a more standardized vision of what children should learn and

- **The School-to-Work Opportunities Act (1994)**
Emphasized preparing students for the workforce, reinforcing an education model centered on economic productivity.
- **The No Child Left Behind Act (2001)**
Expanded federal oversight through standardized testing and accountability measures, increasing control over curriculum and outcomes.
- **The Every Student Succeeds Act (2015)**
Returned some authority to the states, but maintained the structure of federal standards and continued emphasis on measurable performance.

In the book *Fed Ed*, Allen Quist writes, “The overall effect of these interconnected bills was that state and local governments could no longer determine education policy in the United States, including the curriculum—even though the Tenth Amendment to the U.S. Constitution stipulates that education is reserved for state and local governments.”[26]

So now, who determines the curriculum?

Measures such as H.R. 6 and related federal initiatives directed funding toward centralized programs and organizations, including groups like the Center for Civic Education. With funding comes influence—and over time, that influence has extended into curriculum development, standards, and classroom priorities.

So, what does this new curriculum look like? To simplify, it is organized around themes—threads that run through nearly every subject. Allen Quist identifies them as:

- Undermining national sovereignty
- Redefining natural rights
- Minimizing natural law
- Promoting environmentalism
- Requiring multiculturalism
- Restructuring government
- Redefining education as job skills [27]

You will also find these themes reflected in federal standards now adopted across much of the country. Textbooks in today’s classrooms often present the Constitution, Declaration of Independence, and Bill of Rights as documents tied primarily to the issues of the eighteenth century, rather than as enduring principles.

There is also a growing emphasis on global issues—such as the environment and multiculturalism—as central priorities. And, notably, no mention of God.

EDUCATION—A MANIFESTO

So, how are these standards enforced? Quite simply—through federally aligned standardized testing. If teachers and schools want their students to perform well (and receive increased funding), they are often required to teach accordingly. Even the most dedicated and inspiring teachers feel that their hands are tied.

George Q. Cannon would be deeply concerned by the current trajectory, as he had already warned of unsound theories being introduced into textbooks in the late 1800s. He said:

“The books which are in our schools, and from which our children are taught, contain theories that are unsound. They are based upon false premises that lead to wrong conclusions, and it requires the utmost care on the part of parents and teachers to prevent harmful effects resulting from education based upon such textbooks. There is danger in education of this kind.”[28]

HUMANISM VS. THE GOSPEL OF JESUS CHRIST

“It is self-evident that on this scheme, if it is consistently and persistently carried out in all parts of the country, the United States system of popular education will be the most efficient and widespread instrument for the propagation of atheism that the world has ever seen.”[29]

—A. A. Hodge, quoted by Ezra Taft Benson,

What does this mean for our country and for our children?

Latter-day Saint families desire for their children a worldview that includes God. Parents strive to teach that God created the earth, that He provided an eternal plan, and that we are His children. But when we send our precious offspring—entrusted to our stewardship—into a humanistic learning environment for six to eight hours a day, five days a week, plus hours of homework, it can become confusing for them, especially during the teenage years.

Many begin to question:

- Did God really create the earth, or did it happen by chance through some “big bang” in the universe?
- Was I truly created in the image of God, or did I simply evolve from apes?
- Am I truly a child of God, or is that just a hopeful idea my Primary teacher once taught me?

- Was the founding of this country something divinely guided, or merely the work of a few self-interested men?
- Is God real? Because what I am sensing at school and in the media is that Christians who care about God, family, and country are often portrayed as narrow-minded, prejudiced, or intolerant.

And finally, if God is NOT real (as the world would have me believe), then... what a relief—because it certainly makes it easier to sin and do what I WANT without feeling guilty.

Although we try to counterbalance the effects of this humanistic environment through seminary, family home evening, and scripture study, a great number of youth are still being pulled away. So, what is a parent to do?

In October 2010 General Conference, Larry R. Lawrence said,

“Challenges and temptations are coming at our teenagers with the speed of a freight train. As we are reminded in the Family Proclamation, parents are responsible for the protection of their children. That means spiritually as well as physically.” He also taught, “What the world really needs is courageous parenting from mothers and fathers who are not afraid to speak up and take a stand.”[30]

What can we do?

Speak up and take a stand!

This new paradigm shift may feel uncomfortable. It will likely require greater sacrifice and a renewed commitment to take an active role in our children’s education—but it is possible. Many families have already taken this step of faith and chosen principle-based alternatives for the education of their children.

HOW DID WE GET DECEIVED?

Just as a good magician uses distraction to keep his audience looking in the other direction, so have foundations and corporations used distraction to keep our attention elsewhere.

The Lord has told us that “even the elect will be deceived”... so the question is: how do we make sure that we are not being deceived? The Lord has given us the answer in the Doctrine and Covenants: “And again I will give unto you a pattern in all things, that ye may not be deceived; for Satan is abroad in the land, and he goeth forth deceiving the nations.”[31]

EDUCATION—A MANIFESTO

The Lord has given us a pattern. He has given us the Book of Mormon, which shows us the pattern of two great civilizations that lived before us—right here on this continent. They faced the same challenges, the same false teachings, and the same stumbling blocks.

Speaking of the Book of Mormon, Ezra Taft Benson said, “God, with His infinite foreknowledge, so molded the Book of Mormon that we might see the error and know how to combat false educational, political, religious, and philosophical concepts of our time.”[32] Notice that President Benson specifically mentions false educational ideas.

History repeats itself, so the Lord, in His mercy, has given us a warning for our day. Mormon wrote, “Condemn me not because of mine imperfection, neither my father because of his imperfection, neither them who have written before him; but rather give thanks unto God that he hath made manifest unto you our imperfections, that ye may learn to be more wise than we have been.”[33]

Will the prophet ever tell us to take our children out of public school? Probably not.

The Lord has told us that we should not be commanded in all things: “For behold, it is not meet that I should command in all things; for he that is compelled in all things, the same is a slothful and not a wise servant.”[34]

It is our duty to study the scriptures, understand the patterns of history, and learn true and correct principles so we can govern ourselves. Just as the Holy Bible brought truth and freedom to those living in the Dark Ages, so the Book of Mormon is a light unto us today.

We must read it and truly “liken” it unto ourselves, as Nephi taught.[35]

The divine opportunity to raise and educate our children is a sacred stewardship—a responsibility that should not be taken lightly. God is counting on us.

So what do you think? Has the education system in America fallen into the hands of an “obscure but tightly knit group of professional social reformers,” as President Benson warned? Their goal was to create compliant people who would not ask too many questions.



AN UNEXPECTED EDUCATION

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

And ye shall teach your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up.
Deuteronomy 11:19



I have discovered something beautiful about writing. When you do it with real intent and seek the Spirit as your guide, one idea will start to build upon the next until the desires of your heart and God's will are woven together in a beautiful tapestry of thought.

I felt this divine connection when I was writing about the history of education in America, and I did not want the inspiration to stop. So, as soon as the essay was complete, I quickly opened a new file and typed the header:

Where do we go from here?

I hoped in my heart that the inspiration would continue to flow and that the Lord would reveal His instructions on how to educate my children—effortlessly.

But unfortunately, the inspiration came to a stop.

I realized that I did not have the answers—at least, not yet. In fact, it would take many more years of searching, reading, pondering, and petitioning the Lord before the pieces of the education puzzle would finally come together with clarity. Still, I was determined to move forward and educate my children.

But apparently, God had different plans...

He needed to educate me first.

DIVINE EDUCATION 101

Never in a million years did I imagine I would homeschool my kids. I grew up on the east side of Salt Lake City in a community where the public school system was strongly supported.

Everyone in my immediate and extended family attended public school, and both my grandmother and great-grandmother were public school teachers. You can imagine the shock—and even concern—from family and friends when I told them I was going to homeschool my children. They thought I had seriously lost it!

They simply could not understand why “Miss Public School herself”—Senior Class President and captain of the softball team—would choose anything other than the same public school opportunities for her own children. They were confused, sad, and a little upset—and honestly, I could not really blame them. I was pretty shocked myself that the Lord had brought me to this point!

I felt like a pioneer, leaving behind my old, comfortable life and setting off into uncharted territory—without a map. Fortunately for me, I met a few wonderful homeschool moms, and I drew strength from their experience.

I knew that I was supposed to embark on this homeschooling journey, but the path was unclear. What did teaching my children really look like? How would I become the teacher God wanted me to be? How would I pattern my teaching after Jesus Christ—the Master Teacher? I imagined a beautiful classroom with a chalkboard, vintage desks, maps, and charts covering the walls.

Classroom learning was the only kind of “school” I had ever known, and I assumed it must be the ideal environment for teaching my children. But my vision for the perfect “school at home” kept getting tangled up in the realities of motherhood and everyday life. I wondered how I would ever turn that lofty vision into reality. I wanted to give my children a “divine education,” but I did not yet know what that truly meant.

So I prayed to know...

Apparently, God heard my prayers—because He enrolled me in His divine education course.

The first semester was painful! If I had known the struggle God was about to put me through, I would have never taken the course. The required prerequisite was *Learning Humility 101*.

Apparently, God needs humble students. Humble students are ready to listen, ready to learn, and ready to follow where He leads. I could either choose to be humble, or God was going to humble me Himself—and He did.

Life handed me a bucket full of lemons, and suddenly my world turned upside down.

AN UNEXPECTED EDUCATION

We had recently moved to Colorado with the promise of a successful, well-paying job. We left behind our beautiful home, believing it would sell quickly, and set off on a new adventure. What we could not foresee was the economic downturn waiting just around the corner.

Within months, the housing market crashed, and our home dropped significantly in value. Any hope of reclaiming equity disappeared, leaving us financially upside down. Then the problems began to compound. My husband's promising career was hit hard by the downturn, and he lost his job.

We were broke—and almost broken.

We had no choice but to simplify and sacrifice wherever we could: no more cable TV, no more eating out, no vacations, and no shopping. Something interesting happened when I had nowhere to go and no money to spend.

I had to start thinking about life.

Thinking about my existence and the purpose behind it, I felt like the entire world was moving at an accelerated speed—but my world had come to a stop. I began to recognize every moment of my life. I was no longer rushing from one appointment or ball game to the next. This was uncharted territory for me. The canvas of my life became clear, and I was finally still enough to listen. With a humble heart and a quiet space, the learning began.

No, God did not roll out a chalkboard or deliver textbooks. He simply began to teach me about principles.

More free time meant more reading, more studying, and more pondering. Principles began to jump off the pages of the scriptures, and I noticed people showing up in my life to teach me the lessons I was ready to learn.

The first principle I learned (in a very real way) was the power of prayer. I had always prayed in my life, but I had never needed to pray in order for my basic needs to be met. I needed to learn how to turn my will over to God—with no strings attached—and I needed to learn quickly. I found myself in situations where I truly needed help. I needed God to hear my prayers and to deliver me.

I needed divine intervention.

The financial strain we found ourselves in left our family with very little money for groceries. I had to rely on prayer and trust in God that He would provide for our needs.

I watched the food in the pantry dwindle away and prayed that, somehow, the Lord would provide.

Then, one day, a friend knocked on my door carrying a big box of food and said, "Let's make lunch and test some recipes. You cook—I'll eat." She left me with enough groceries for the entire week. A few days later, another friend called to tell me that a local grocery store was having a buy-one-get-one-free sale. She explained that she could not use the extra food and wondered if I could. Almost magically, our fridge began to fill as my prayers were answered through others. My heart began to soften as I witnessed God's love for me. I started to learn the principle of faith.

Real faith.

I felt gratitude in my heart as I had never felt it before. As a family, we knelt every night and poured out our hearts to God in thankfulness for not forgetting us.

The next principle I learned was responsibility.

Our financial downturn left us with significant personal and student loan debt. The weight was heavy, and with limited income and compounding interest, I was unsure how we would ever dig ourselves out of the hole we had fallen into.

I have always tried to teach my children that when they make a mess, it is their responsibility to clean it up—and I realized that I needed to live up to that same principle. This was my mess, and I was responsible to clean it up. I read in the scriptures that all things are possible with God, and I trusted that He would help me find a way to pay off our debts.

I was beginning to grasp the beauty of the principle of creation, and I dreamed up the possibility of creating and designing my own recipe book. This was a big dream that would require a lot of work (teaching myself food photography and graphic design), but I felt inspired to move forward. Throughout this process, I continued to learn more and more principles. The countless late nights taught me the principle of hard work. I learned to apply the principle of sacrifice every time I had to choose between buying butter and chocolate—or a much-needed pair of shoes.

I learned the principle of hope... and then I learned about love. I began to see life from an entirely different perspective. It was no longer about money, status, or material things. I had built my life on those things before—and my world came crashing down. This time, I was building a foundation on Jesus Christ.

AN UNEXPECTED EDUCATION

I was laying a foundation of true and correct principles in my own life. I could see that true principles were firm and steadfast, and they would never fail. My personal “empire” could rise and fall, and it would not matter. I would always be left with a sure foundation if I stood on true principles. I could see God’s hand in my life, guiding me, and I felt His love for me.

I was beginning to understand that true principles are eternal laws, and when we are obedient to those laws, we receive blessings. In Doctrine and Covenants we learn, “There is a law, irrevocably decreed in heaven before the foundations of this world, upon which all blessings are predicated—And when we obtain any blessing from God, it is by obedience to that law upon which it is predicated.”[1]

No, the heavens did not open and instantly fill my bank account—but I learned to surrender my will to God, and the blessings began to pour in.

This happened to be the same time Addy was struggling with school, and I felt impressed to take her out. I often found myself pondering education. What was the purpose? What was the goal? Careers, status, money... or was there something more? What is the purpose of life? What is the vision for my own education? What is the vision for my children’s education? What does it mean to be successful, anyway?

Elder Larry R. Lawrence said:

“Would you be surprised to learn that your success in life depends upon how much light you gain while you are here?”

Success is not about how much money you make or how many medals you win or how much fame you achieve. The real objective of our existence is to gain light.”[2]

“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.”[3]

Money, status, honors, and worldly things brought me fleeting happiness, but true joy came with the application of the principles I was learning. I had become a seeker. I was reading out of the best books, studying my scriptures, and learning and applying true principles.

Then it hit me... I was teaching my children.

I was becoming the teacher that God wanted me to become! No, I wasn’t standing at a chalkboard or giving out homework, but I was living the principles that I was learning—and my children were watching.

Jesus, the Master Teacher, did not give lectures and worksheets to His students. He taught true and correct principles through His example and His stories. He showed His students the way, the truth, and the light.

Although I still did not fully understand the grand vision of a “divine education,” I could see that principles were the foundation—and it made sense. True and correct principles would prepare my children for the most important test they would ever take. Not standardized tests, not ACTs, not SATs, but...

the test of life.

“As you seek spiritual knowledge,
search for principles...

Principles are concentrated truth, packaged for application to a wide variety of circumstances. A true principle makes decisions clear even under the most confusing and compelling circumstances. It is worth great effort to organize the truth we gather into simple statements of principle.”

— Elder Richard G. Scott



WHEN THOU ART CONVERTED

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

I have prayed for thee, that thy faith fail not: and when thou art converted, strengthen thy brethren.

—Luke 22:32



One of my favorite heroes of the New Testament is Peter.

Peter is real to me because he had weaknesses. He also had a tremendous love for Jesus Christ. He wanted to be a good disciple, but he was painfully aware of his mortal flaws.

The night that Jesus suffered in the Garden of Gethsemane, Peter was overcome with exhaustion and physically unable to stay awake. The next day, Peter's fears got the best of him, and he denied Jesus three times. He wanted to do what was right, but he often stumbled and was forced to look at his own painful shortcomings.

When the Savior's mortal ministry was coming to a close, He gave Peter some very poignant advice. He said, "When thou art converted, strengthen thy brethren."

Jesus knew Peter's weaknesses, but He also knew Peter's potential.

Then Peter passed through the refiner's fire. He witnessed his friend, his mentor, the Son of God, falsely accused and raised upon the cross, where He suffered and died. I can scarcely imagine the pain and anguish Peter must have felt, knowing that he had denied Jesus three times. Peter could have walked away and given up, but he didn't. He committed his life to Jesus Christ and began to work on his own conversion.

When the resurrected Lord appeared at the Sea of Tiberias, He called to His disciples from the shore. When Peter realized it was the Son of God, he jumped from the boat, without hesitation, and swam to Him as fast as he could.

At that moment, Peter was ready to do anything for Jesus Christ. He was ready to teach.

He was ready to serve. He was ready to sacrifice everything for the Lord. He was finally truly converted. He was ready to lead the Church and strengthen his brethren.

I can relate to Peter in my life. Motherhood brings out every weakness I didn't know I had: fear, impatience, physical exhaustion, overconsumption of chocolate, staying up too late, sleeping in too long, and countless other shortcomings. Yet, I want to be a good disciple of Jesus Christ. I want to do what is right.

Jesus knows my weaknesses, but He also knows my potential.

God knows the power of a converted leader; He also knows the power of a converted mother. A converted mother will strengthen her children and show them the way back to God. George Q. Cannon said:

"It is an established fact that scarcely any great men ever had a poor, weak-minded mother. If you read of the great men of antiquity, or of modern times, you will find that in almost every instance they have had great mothers, who have molded and fashioned the minds of their sons according to their own notions of greatness and sent them forth to battle with the circumstances of life, like gods almost." [1]

Throughout his life, George spoke lovingly of his own mother, and rightly so. She was, in fact, a converted mother. She molded and fashioned her children for greatness. Ann Cannon taught her children to love God and study His word. As a mother of six children, she ran a tight ship in her home. She expected her children to work hard and to be obedient, but she loved them with all of her heart and left behind a legacy of faith that would never be forgotten.

When George Q. Cannon was 13 years old, John Taylor knocked on the Cannons' door in Liverpool, England. John Taylor had married George's aunt, Leonora Cannon, and this was the Cannons' first acquaintance with him. John stopped by the house for just a minute, exchanged family news, and promised to return when George Sr. came home from work.

As John Taylor was leaving, Ann Cannon looked at George and said, "There goes a man of God. He has come to bring salvation to your father's house." [2]

After hearing the good news of the gospel and reading the Book of Mormon, the Cannon family joined the Church. The desire of their hearts was to leave England and gather with the Saints in Zion, but making the trip from England to Nauvoo was an expensive dream. Still, Ann was determined to find a way.

WHEN THOU ART CONVERTED

Ann was a thrifty housekeeper and managed the family finances with great care. She knew that with a little creativity and sacrifice, she could squeeze a few extra pennies out of the budget. She set up a secret savings account in order to start saving for the voyage to America.

Ann cherished the idea of Zion in her heart, and she was willing to sacrifice everything to realize this dream. However, sometimes the Lord gives, and sometimes He takes away. While Ann was busy saving money and making preparations, she received a distinct impression from the Spirit—an impression that she would not live to see the shores of America.

This heartbreaking revelation did not change the desire of Ann's heart; in fact, it strengthened it. She knew that if she died while in England, her grief-stricken husband would not be able to make the journey alone. So she pressed forward with faith, praying fervently to know God's will. She trusted and allowed Him to take care of the details; she trusted that He would take care of her precious children after she was gone.

Ann Cannon could have cowered in fear or changed her plans, but she moved forward with faith—setting her house in order, raising the needed money, and making preparations.

After two years, the Cannon family was finally ready to set sail across the Atlantic Ocean. They boarded the ship *Sidney* on September 17th, 1842. Ann Cannon was pregnant with her seventh child, and George Q. Cannon (her oldest son) was now 15 years old.

Shortly after the ship set sail, Ann became very sick. Her health declined rapidly until October 28th, 1842. Ann took her last breath, and her courageous spirit slipped out of this mortal world.

Her children and husband were heartbroken.

The Cannon family had sacrificed everything for the Lord. Every semblance of a normal life was gone—their home, their friends and family in England, and now... their mother.

Ann Cannon was only given a short time to teach and influence her children. Was it enough? Did she lay the foundation of true and correct principles that would propel her children to greatness? By the fruits of her children's lives, the answer is YES!

Although Ann did not live to see Zion for herself, she must have been proud as she watched over George.

He went on to see many significant milestones in the Church. He met the Prophet Joseph Smith in Nauvoo and was mentored by John Taylor. He crossed the plains as a pioneer, was one of the first missionaries in Hawaii, and translated *The Book of Mormon* into the Hawaiian language. He saw the early construction of the Salt Lake Temple and lived to see it dedicated 40 years later. He rubbed shoulders with Abraham Lincoln, served in the U.S. Congress, became a trusted confidant of Brigham Young, and served as first counselor to four different Presidents of the Church. His voice spread far and wide through the newspapers and books he published. He was one of the most influential leaders, speakers, writers, and businessmen of his day. He lived for God, and ultimately he knew his divine mission.

Why?

Because his mother taught him.

I admire the faith of Ann Cannon. I want to mold and fashion my children for greatness.

So, what was her secret?

She was converted.

The gospel was not a sideshow in Ann's life.

It was her life.

George and his siblings had watched their mother seek the establishment of Zion, seek the kingdom of God, seek learning, and seek wisdom. She was not seeking the honors of men or the things of this world... she was seeking for "things of a better." [3]

Ann knew there was more, and she was willing to go out and discover it. She was willing to sacrifice everything (including her own life) in order to seek the Lord and His righteousness.

As I learned more about Ann, I realized that in order to influence my children in a deep and meaningful way, conversion was the key. I had to be all in. God needed me to fulfill my potential as a mother and a teacher. President Russell M. Nelson reminded women about the importance of conversion in his talk, "A Plea to the Sisters." [4]

"My dear sisters, nothing is more crucial to your eternal life than your own conversion. It is converted, covenant-keeping women... whose righteous lives will increasingly stand out in a deteriorating world and who will thus be seen as different and distinct in the happiest of ways.

WHEN THOU ART CONVERTED

So today I plead with my sisters of The Church of Jesus Christ of Latter-day Saints to step forward! Take your rightful and needful place in your home, in your community, and in the kingdom of God—more than you ever have before...

Today, let me add that we need women who know how to make important things happen by their faith and who are courageous defenders of morality and families in a sin-sick world. We need women who are devoted to shepherding God's children along the covenant path toward exaltation; women who know how to receive personal revelation; who understand the power and peace of the temple endowment; women who know how to call upon the powers of heaven to protect and strengthen children and families.

Women who teach fearlessly.”

Could I really teach my children fearlessly, even with all of my weaknesses that so easily beset me?

I wasn't qualified according to the world's standards. I was too impatient and too unorganized. I stayed up too late and slept in too long, and I could barely keep up with the laundry. I was painfully aware of my weaknesses and mortal flaws (just like Peter), but my conversion was deepening, and I knew that if I was converted, I could strengthen my children.

I was ready to seek the Lord and His righteousness.

I was ready to learn.

I was ready to teach.

So, when I heard the Lord calling me from the shore,

I didn't hesitate...

I jumped.

What seek ye?

Seek to bring forth Zion

Seek the Lord thy God

Seek ye out of the best books

Seek the gifts of the Spirit

Seek those things which are above

Seek ye out of the book of the Lord

Seek the face of the Lord

Seek righteousness

Seek to obtain my word

Seek, and ye shall find

Seek peace

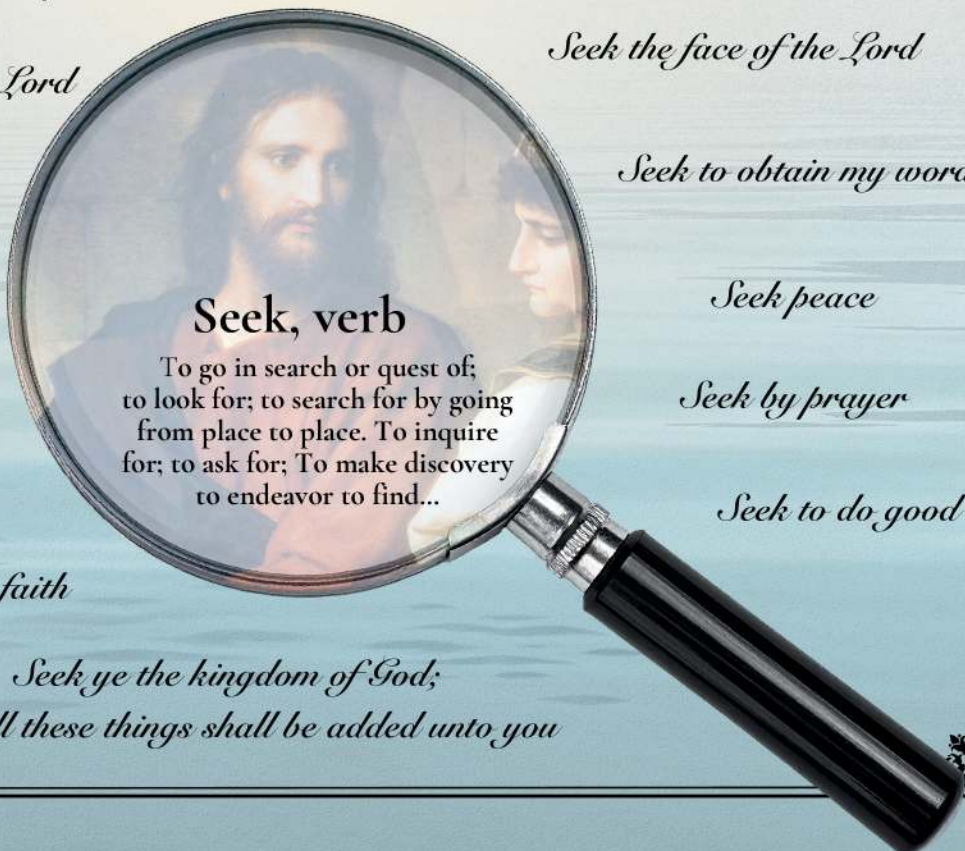
Seek wisdom

Seek by prayer

*Seek learning,
even by study and also by faith*

Seek to do good

*Seek ye the kingdom of God;
and all these things shall be added unto you*



Seek, verb

To go in search or quest of; to look for; to search for by going from place to place. To inquire for; to ask for; To make discovery to endeavor to find...

ESTABLISH A HOUSE

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

"Therefore, whoso heareth these sayings of mine and doeth them, I will liken him unto a wise man, who built his house upon a rock." —3 Nephi 14:24



The voyage across the Atlantic Ocean brought unimaginable pain and heartache to young George. He mourned deeply for his mother and often wondered if he could go on another day without her. Fortunately, the seeds of faith planted in his heart were beginning to take root.

As the oldest child, heavy burdens were placed upon his shoulders. His father depended on him greatly to help with the younger children as they continued their journey toward Zion.

When the Cannon family arrived in Nauvoo, a crowd was assembling at the dock. Among the Saints was the beloved prophet, Joseph Smith. George had never met or even seen a picture of the Prophet, but he recognized him instantly through the Spirit. [1]

I can only imagine the anticipation and excitement George felt when he shook hands with the Prophet of the Restoration. Little did Joseph Smith know (or perhaps he did) that this faithful young man would grow up to become a devoted apostle and one of the most influential voices of the Church to the world! George Q. Cannon's love and respect for the Prophet later led him, in his life, to research, write, and publish one of the most comprehensive biographies of the Prophet Joseph Smith ever written. [2]

Now that the Cannon family was finally in Nauvoo, it was time to build a house. George Sr. was a carpenter by trade. He purchased the needed materials and got right to work. In the meantime, George went to live with his aunt and uncle, Leonora and John Taylor.

It would be several more years before George Q. Cannon would feel the comforts of a house he could call his own, but he was grateful for this new living arrangement. He kept himself busy working as an apprentice to his uncle, John Taylor. Taylor was the editor and publisher of *The Times and the Seasons* and *The Nauvoo Neighbor*.

George spent many long hours setting type for the printing press. The work was tedious, but it sharpened his reading, writing, and editing skills. He learned the art of printing and publishing as he worked under the wing of his uncle. This experience proved to be an invaluable step along his journey toward a divine mission. Acquiring the skill of printing and publishing would open doors for George to use his voice in declaring truth through the power of the press.

One year after the Cannon family arrived in Nauvoo, John Taylor accompanied Joseph and Hyrum Smith to Carthage Jail. It was in Carthage Jail that the Prophet and his brother were murdered at the hands of an angry mob. John Taylor sustained a bullet wound to his thigh but miraculously lived to tell the story. [3]

George was heartbroken by the death of Joseph and Hyrum Smith, the injuries to his uncle, and shortly thereafter, the unexpected death of his father. The rains of opposition continued to beat down upon George, but he withstood every storm with unwavering faith.

After Joseph Smith's death, persecutions increased against the Saints. Eventually, George was forced to leave Nauvoo with the Taylor family. He helped make the necessary preparations and headed across the Mississippi into yet another great unknown.

Maybe someday George would know the comforts of a real home. But for now, the only "house" he would have for years was a covered wagon, a tent in the wilderness, adobe huts in the desert, work barracks in San Francisco, and eventually grass huts on the beaches of Hawaii.

Though he lacked the comforts of a physical home, the Lord did not forsake him. His spiritual house was being firmly established upon the rock of Jesus Christ.

My life seemed like a cakewalk compared to the challenges George Q. Cannon faced, but in some small way, I felt I could relate. After our financial downturn, our lives felt uprooted. We rented, moved here, moved there, and then moved again. At times, I wondered if we would ever have a home to truly call our own.

With every move, we let go of more and more of our possessions. We sold the leather couches, the kitchen table, beds, and countless other household items. The extra money helped us pay the bills as we slowly learned the principle of sacrifice. Our goal was clear: get out of debt. No worldly possession was going to stand in my way—well ... maybe just one.

A few years back, I had spoiled myself and bought a brand-new, beautiful, oversized, old-world hutch.

ESTABLISH A HOUSE

It had the most beautiful antiqued cabinets and cherry wood paneling behind the shelves. I loved everything about this piece of furniture! It made a big, bold statement in my living room, with all my antique books adorning the shelves. I just couldn't let it go!

I made my husband (and the six other men required to lift it) drag it around for me every time we moved.

I bargained with the Lord over this hutch. I told Him I could give up everything else, but I begged Him to PLEASE let me keep the hutch.

In the meantime, I was pursuing a big dream of creating, designing, and photographing a recipe book. I love food, and I love creating beautiful, colorful things. I thought this might be the ticket to help my family get out of debt.

I put in hundreds of hours over two years working on this project.

I realized that the only chance of making money with a recipe book was to self-publish. So, I went to the local printer, laid out my pictures, and told him about my big idea. He snickered a little when I told him I was going to create and design the entire book myself.

Then he was painfully honest about the time and money the project would require and gave me a quote for \$25,000. I was crushed. I didn't have \$25,000, and taking out a loan was not an option. I walked away heartbroken! How could it be, Lord? I felt so inspired to pursue this dream! I went home disappointed, set my idea on the shelf, and . . . went back to the daily grind.

A few months later, my optimistic friend Cyndi said, "Have you ever thought about printing individual recipe cards? Your pictures are beautiful and bright, and the recipes are really delicious—it might be worth a shot."

I had never considered printing recipe cards, so I checked on pricing—and it was surprisingly reasonable. Then the creative juices really started to flow! We talked about taking each chapter of the original book and turning it into its own little 4" x 6" recipe book.

It might work! I could design the cards myself—sort, punch, coil—and create my own little books. I could be the creator, the editor, the publisher. I could be crazy!

Now, for the money . . . How would I finance this big idea? I could design the first three books and start my own business, but I still needed \$7,000 to pay for the initial printing—and I did not have \$7,000.

Shortly after these creative epiphanies began, I mentioned the idea to my friend Christine. I told her about designing, printing, and publishing my own little recipe books. She felt it was an inspired idea—and like a miracle from heaven . . . She offered to pay for the printing!

I couldn't believe it—my heart almost burst with gratitude. The pieces were finally starting to fit together! But how could I ever thank Christine for her kindness? I didn't have a penny to my name, and I wanted her to know how much this meant to me. She had opened a door that would finally allow me to pursue the biggest dream of my life.

Then the Spirit nudged me, and the words came out . . .

"Can I give you my hutch?"

It was just a piece of furniture anyway—I had to surrender it all. She graciously accepted, and I had nothing left—not a trace of my old life, not anything to remind me of some future dream house.

The Lord gives, and He takes away, but He is crystal clear about the reward. If I can set aside my worldly desires and seek Him first, He has promised to build me a better house—maybe even a mansion in heaven. I had to trust the words of the Apostle Paul when he testified to the Corinthians:

"Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love him." [4]

And I loved Him. I knew that a physical house was out of the question—for now—but I discovered the blueprints for the kind of "house" I was truly meant to build in the Doctrine and Covenants:

"Organize yourselves; prepare every needful thing; and establish a house—even a house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God;" [5]

This kind of house is not affected by market values, inflation, or high interest rates. It won't collapse in a storm or wash away in a flood, but it will shape the salvation and education of my children—providing the perfect classroom for a divine education and the ideal environment for teaching correct principles.

If God was the architect, I could start the building. Together we set out to . . .

Establish a house.

Establish a House...

And create an environment
for teaching true and
correct principles

Organize yourselves; prepare
every needful thing; and establish
a house, even a house of prayer,
a house of fasting,
a house of faith,
a house of learning,
a house of glory,
a house of order,
a house of God.

-D&C 88:119

I am
Joy
One eternal round
Creation Mercy
Divine Self Charity
Agency Child of God Family
Marriage Truth
House of God
Atonement
Respect Freedom Eternal laws Individual worth
Spiritual Gifts Resurrection Grace Immortality Eternal life

Stand in Holy Places Priesthood Motherhood Covenants Preparedness
Cleanliness Justice Responsibility Word of Wisdom
Family work Self-discipline Commandments
Finances Tithing **House of Order**
Time Self-reliance Temperance Planning Law of the Harvest Seek first the kingdom of God
Everything in its place Self-government Beauty Stewardship Councils Covenant

Integrity Let your light shine Example Chastity Honor the Sabbath Day
Heritage Honor Humility Virtue Loyalty Modesty
Discipleship **House of Glory** Godliness
Sanctification Exaltation Temples Power Moral uprightness
Ordinances Blessings Consecration Honor Father and Mother

Glory of God is intelligence Hearts of children turn to their fathers
Scriptures Accountability Patterns Truth Sacred geometry Numbers
languages Wisdom Best books History Story Seek
Mentors **House of Learning** Ask
Past-present-future Knowledge Divine mission Opposition in all things

Trust Patience Courage Conversion Hope God's timing
Perspective Plan Vision Purpose Forgiveness Repentance
Fear not Keeping covenants Rest Becoming
Confidence **House of Faith** Baptism
If ye are prepared ye shall not fear Testimony By small and simple things

Ask and ye shall receive
Counsel Reverence
Knock **House** Seek
Trust in God Worship
Gratitude Hope Unity
Holy Ghost Promptings
Guidance Family circle
Ponder **Prayer**
Intercession Devotion

Overcoming natural man
Sacrifice Body is a gift
House
Spiritually-minded
Love of God Sharing
Abstinence Offerings
Thy will, not mine
faith Love
Fasting
Love thy neighbor
Generosity

THE POWER OF THE PRESS

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

"The power of the periodical press is second only to that of the people."

—Alexis de Tocqueville

George Q. Cannon forged a path through life with tremendous faith. Every opportunity and experience provided him with the education he needed to fulfill his divine mission. Volumes have been written about the remainder of his life, but my intention is to simply show you that his path was inspired.

George spent his formative years mentored by his uncle John Taylor. He often heard him speak about the experiences and miracles he witnessed as a missionary, and George anticipated the day he would be called to the work as well. In 1849, this desire became a reality when Brigham Young called Cannon to serve as one of the first missionaries in Hawaii.

When George Q. Cannon and nine other elders stepped off the boat into the tropical paradise, they were met with a harsh reality. The small Hawaiian islands came with enormous challenges. It wasn't long before many of the elders chose to leave—but not George. He was determined to learn the Hawaiian language and fulfill his mission. His faith and hard work were eventually rewarded when he miraculously received the gift of tongues. Hawaiian words began to flow through his mind as clearly as English, and from that day forward, he was able to communicate with ease.

George Q. Cannon became a powerful force for good in Hawaii. He earned the respect of both royal dignitaries and humble followers of Christ. By the end of his mission four years later, he sailed back to America leaving behind nearly four thousand converts to the Church.

When George returned to Salt Lake City, he married his sweetheart, Elizabeth Hoagland. The new couple had little time for a honeymoon because George was called to serve another mission for the Church. He packed up his bride and headed to San Francisco, where he would print and publish *The Western Standard*, a newspaper aimed at defending the Church and spreading the gospel. [1]

While in California, George also completed the Hawaiian translation of the Book of Mormon and printed the first 2,000 copies. After serving in San Francisco, he was called to serve in the Eastern States mission. Upon returning from the East Coast, he was called as an apostle at just 33.

George was then called to preside over the European Mission alongside two other apostles, Charles C. Rich and Amasa M. Lyman. While in England, he became the editor of *The Millennial Star* and continued to use his gift of writing and publishing to spread truth through the power of the press. During this time, he also served as the Church's immigration agent, assisting thousands of converts as they gathered from England to the United States.

Charles Dickens, the famed author, became curious about why so many people were leaving England for America and joining the Church. Hoping to understand more, he visited the docks, where he met George Q. Cannon and later gave this description of him:

"A compactly made, handsome man in black, rather short, with rich brown hair and beard, and clear and bright eyes . . . probably a man who had 'knocked about the world' pretty much. A man with frank, open manner and unshrinking look; withal a man of great quickness." [2]

While in Europe, George Q. Cannon was elected to serve as Utah Territory's delegate and was instructed by Brigham Young to go straight to Washington, D.C., where he would represent Utah in the bid for statehood. George Q. Cannon became the face of Mormonism to Congress and to leaders of the United States. He was a powerful orator and boldly defended the Church.

Elder Orson F. Whitney said: "President Cannon was a man of varied gifts and wide experience. A natural counselor, his eminence and influence, as such, were well warranted... No man in Utah after the passing of President Brigham Young wielded with all classes so great an influence as President George Q. Cannon." [3]

It is an established fact that George was a mighty instrument in the Lord's hand. So, what would be the capstone of his life's work? In what areas would his talents in printing and publishing be of the most value in building up Zion?

Although George's influence was felt around the world, his heart was at home. After settling back into Utah in the mid-1860s, he noticed the children in Salt Lake City were becoming a little unruly. He worried the next generation was not being taught the principles of the gospel.

THE POWER OF THE PRESS

His solution was to start a Sunday School program in a local ward, which soon spread throughout Utah. George Q. Cannon is credited with helping organize the Church's Sunday School system and served as its general superintendent for the rest of his life. He once said:

"When I returned from Europe after filling continuous missions for a long time, I felt there was an immense field in Zion for the labors of the Elders... When I reflected on the numbers of our children at home, a burning desire filled me to spend all my time teaching them the principles of the Gospel... Upon my return in 1864, I organized a Sunday School in the Fourteenth Ward, and others followed directly afterward." [4]

George Q. Cannon felt deeply called to teach and inspire the youth. His knowledge—of countries, books, history, languages, religion, and gospel principles—made him uniquely prepared to do so.

With his gifts for writing and publishing, the desire of George Q. Cannon's heart began to take shape. The focus of his efforts slowly shifted away from influencing the dignitaries of the world.

He was now being called to influence a far more important audience:

The children.

He must have felt the deep, eternal love Heavenly Father has for His children. Perhaps he pondered the Savior's visit to America—how He gathered the little ones, wept over them, blessed them one by one, and how angels encircled them. The children, filled with the Spirit, spoke sacred things too holy to be written. [5]

God has often used children to help bring about His work. Joseph Smith was only 14 when he received the First Vision. Mormon was ten when entrusted with the Nephite records, and by 15 he led an army. David faced Goliath in his youth. Josiah became king at eight. Joan of Arc received heavenly visions at 13 and helped free France by 17. [6]

Children possess a simple faith—but it is powerful. George Q. Cannon knew he could help strengthen that faith through his writings.

He began to envision a publication for Latter-day Saint children—a blank canvas where he could share stories of history, science, and scripture.

He would be the creator. He would be the editor.

He would be the printer and the publisher. He would gather talented contributors, but oversee every detail.

He would call it *The Juvenile Instructor*.

Its guiding words would include Proverbs 4:7: "With all thy getting get understanding," along with the mottos "No Excellence Without Labor" and the Latin phrase Nil Desperandum—"Never despair."

To make this dream a reality, George had to sell subscriptions. Determined to keep the *Juvenile Instructor* free from advertisements, the price was higher than that of typical publications. Still, he hoped and prayed that Latter-day Saint families would recognize its value.

Cannon's big dream came with a few setbacks. He had promised subscribers the first volume in the fall of 1865, but obtaining paper proved difficult. With no other option, he purchased paper in California, causing delays, and the first volume finally came off the press in January 1866.

Much of the initial expense came from George Q. Cannon's own pocket. He allowed families to pay "in-kind," which brought an abundance of wheat, fruit, and vegetables to the printing office—but very little money.

"The large quantities of produce delivered at the Juvenile office created a financial problem for the editor. He disposed of these goods in two ways. First, suppliers and printers were paid with what was called 'chips and whetstones,' meaning produce with occasional 'store orders.' No one else was paid at all. The writers, who were friends of Brother Cannon, donated their services to assist this noble project." [7]

Even with these challenges, the little paper was printed twice a month, with George Q. Cannon as editor.

Not for one year... not for ten years... but for 35 years!

The Juvenile Instructor encompassed the most beautiful kind of learning, because it contained Gospel truth. Cannon approached history and science through a worldview that included God. He touched on grammar, chemistry, geography, cultures, manners, Book of Mormon sketches, the life of Joseph Smith, Church history, poetry, music, and the founding of America. [8]

I was humbled and deeply impressed by his vision—and felt I needed to see it for myself.

We were living in southern Utah at the time, but when my husband had to make a quick trip to Salt Lake City, I found a babysitter, slipped away for the day, and spent the afternoon at the Church History Library poring over volumes of *The Juvenile Instructor*.

THE POWER OF THE PRESS

If that wasn't enough of a treasure, the library just happened to be in the middle of a four-week exhibit honoring George Q. Cannon—something I had no idea about before arriving. The Church Historian's Press had recently released his journals online, calling it his final great publication, and a small collection of artifacts was on display for the public to see.

I leaned over the glass and saw, with my own eyes, a first-edition copy of the Hawaiian Book of Mormon, original copies of *The Juvenile Instructor*, photographs, and George Q. Cannon's personal journals.

There was something powerful about seeing words written by his own hand.

I moved closer, trying to make out the faded lines. The journal had been opened to a blessing given by Brigham Young. In it, George was promised that as he took up the pen, he would receive wisdom—that the Lord would inspire him with thoughts and ideas—and that he would be blessed in writing and publishing. [9]

I stepped back and caught my breath.

I remembered a blessing I received at eighteen—one that hinted at a similar gift. A gift I hadn't fully recognized until now...the gift to write.

Maybe every step of my journey had been inspired. Maybe the time had come to remind others of George Q. Cannon's vision for education in Zion.

Maybe he wanted me to do it.

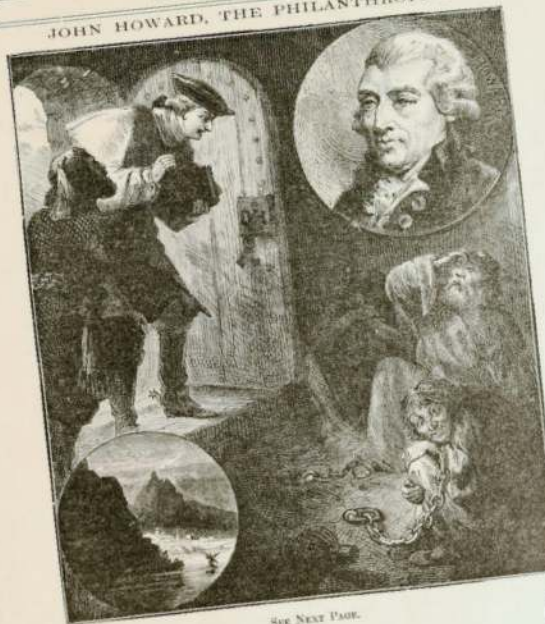
I could write a book... couldn't I?

The Lord had already placed me on a path—years of learning to write, create, design, print, and publish.

It was a big dream.

But apparently, big dreams run in the family.

So, I grabbed a pen— *and started to write.*



SEE NEXT PAGE.

Holiness to the Lord! The Juvenile Instructor



VOL. 7

SALT LAKE CITY, SATURDAY, APRIL 27, 1872.

NO. 9.

A MEMBER OF THE "TRY" CLUB.

WE take pleasure in introducing our readers, in this number, to a member of the "Try" Club. Look at her in the engraving, she is an interesting little lady, and being a member of the most important club in the world you should feel pleased to make her acquaintance. You may have heard of Odd Fellows, Freemasons, and many other clubs with various names, all of which, with wise and proper management, may be useful, and a source of benefit to their members, but for general, and lasting usefulness they are nothing to be compared to the "Try" Club. The benefits of the first named, if they possess any, are confined solely to their members, but the benefits of the "Try" Club are enjoyed by every member of the human family. The "Try" Club is not confined to any particular town or locality, as some other clubs are, but it exists in every country, state, territory and town in the whole world. There are thou-



sands of its members in Utah, and we hope, and believe too, that all the readers of the *Juvenile Instructor* are members of the "Try" Club. Look at her in the engraving, she is an interesting little lady, and being a member of the most important club in the world you should feel pleased to make her acquaintance. You may have heard of Odd Fellows, Freemasons, and many other clubs with various names, all of which, with wise and proper management, may be useful, and a source of benefit to their members, but for general, and lasting usefulness they are nothing to be compared to the "Try" Club. The benefits of the first named, if they possess any, are confined solely to their members, but the benefits of the "Try" Club are enjoyed by every member of the human family. The "Try" Club is not confined to any particular town or locality, as some other clubs are, but it exists in every country, state, territory and town in the whole world. There are thou-

will never be useful men and women; and, on the other, the more energetic and zealous they are as members of that club, the more useful they are likely to be when they reach the years of maturity. It is the members of this club the world is indebted for every useful art and invention. The steam engine, the steamboat, the railroad, the telegraph, the stocking loom, and scores and hundreds of others, in fact everything that helps to build up nations and individuals, and make life and home happy and comfortable, is due to the efforts and labors of the members of the "Try" Club. Had it not been for their untiring perseverance the boys and girls who read this would be in possession of as few comforts as the children of the Indians are. All men and women

The Juvenile Instructor



VOL. 4.

SALT LAKE CITY, SATURDAY, JUNE 19, 1869.

NO. 13.

THE STORY OF AMERICAN HISTORY.

Selected from Jacob Abbott's Writings.

168

JUVENILE INSTRUCTOR

Original Poetry.

For the Juvenile Instructor.

CHILDREN.

A SONG FOR THE 13TH WARD SABBATH SCHOOL, G. S. L. CITY.

TUNE—Tramp, Tramp, Tramp.

In our lovely Deseret, where the saints of God have met,
There's a multitude of children all around;
They are generous and brave—they have precious souls to save
They must listen, and obey the gospel sound.

CHORUS.

Hark! hark! hark! 'Tis childrens' music
Childrens' voices, O how sweet
When in innocence and love, like the angels up above,
They, with happy hearts, and cheerful faces meet.

That the children may live long, and be beautiful and strong
Tea and coffee and tobacco, they despise.
Drink no liquor and they eat but a very little meat;
They are seeking to be great and good and wise.

Chorus.

They should be instructed young, how to watch and guard
the tongue,
And their tempers train, and evil passions bind;
They should always be polite and treat everybody right,
And in every place be affable and kind.

Chorus.

They must not forget to pray, night and morning, every day.

to one but nobody has left his unality. Com made on down in di with the re in awe-str We dan gator ever he will fin and, expi epitaph al But, ho has to do of this ve yourself spelling a foolish, o passer by It either the result dence of anything bishop or at all, go Such thi on, or wi them for enough. tempted up your bling, sci

JUVENILE INSTRUCTOR

Is published in Salt Lake City, Utah Territory,
EVERY OTHER SATURDAY.

GEORGE Q. CANNON, EDITOR & PUBLISHER.

Single Copy, per Annum.....\$2 50.

Grain brought to this City for the JUVENILE INSTRUCTOR will be received at the office of our paper—DESERET NEWS BUILDINGS.

JUVENILE INSTRUCTOR.

THE STORY OF AMERICAN HISTORY.

Selected from Jacob Abbott's Writings.

[CONTINUED.]

IN the last number we told you about the masterly manner in which Washington handled the British at Trenton, and was very successful in his military operations advantages over them, which encouraged the and had the opposite effect upon the British God was with the Americans. He inspired

"If we do not employ the Indians to fight for them, the Americans will engage them and as well have the benefit of their assistance. So Burgoyne convened the Indian chiefs of various promises, induced them to agree a horde of their savage followers to accompany him to march down the country, and fight with the Indians. He, however, charged them with their cruel mode of warfare, and especially to kill any women and children, or even he was actually fighting against them. to obey these injunctions, but any one who they would never keep their promises.

Although Burgoyne thus charged the Indians in the war, still he thought there would be a little in advance. He accordingly proclaimed, saying that he was coming down with a large army of his own, and with allies; and that if the inhabitants would give up their arms, he would protect them; if not, that he should not only resort to the sword, but that he would surround them with his own troops, and that he would punish them with fire and sword, and inflict the same upon the inhabitants.

General Burgoyne was greatly disappointed by this proclamation as this, even by the Indians, however, that all he intended by was to induce the Indians to fight for him, and then induce



126

JUVENILE INSTRUCTOR

For the Juvenile Instructor.

Chemistry of Common Things.

FOSSIL FUEL.

IT will enable the young reader to form a better idea of the causes that have given rise to, and the nature of, the vast deposits of fossil fuel, by describing the natural operations that are now going on and forming fuel deposits in various places.

When the soil of any country has a flat, basin-like form, so that the water that flows on to it from the surrounding country freely flow away, but remains stagnant for a length of

which, in turn, were the events of indifference of them. So, for the ages, the bright sun bring forth the gigantic 'boniferous' epoch of our fossil fuel, not qualities of which, as we may now investigate, and by people; it was CIRCUMNAVIGATED by the

OUR readers will be interested to know that the was rich and could hire Hessians and approve of public

JUVENILE

THE LANDING OF THE PILGRIMS.

THE engraving which we give herewith is known as "Landing of the Pilgrims." We presume that the JUVENILES who can read know something of the "Fathers." They were Englishmen; but on account of their religion they could not live peaceably in their own country. Their opponents called them "Puritans," as a nickname. They were harassed, annoyed and oppressed in England, and resolved to leave their native land and seek liberty in another country. They made arrangements to sail to America, but when they were embarked, and, as they thought, at the point of sailing, officers came on board, who carried them off to prison. They treated them with indignity, but they finally succeeded in reaching Amsterdam, the city of Holland. This was probably in the fall or early part of 1607. They remained at that city about a year, and



Robinson, who was their pastor, removed with his congregation

SELF INSTRUCTION.

THERE are some persons who are in the habit of asserting that it is impossible for those to gain a good education who have to work hard for their living by manual labor. Past experience has, however, proved to the contrary. Many names, might be mentioned, well known to the student of history, who have gained the greatest renown and honor, as rulers, or law givers, as philosophers or writers, who have had to till the ground, to labor in the workshop, or dig in the mine to support themselves and those depending on them. But this excellence was never attained by these men in a few days or weeks, for "There is no excellence without labor." It required time, patience and perseverance to bring about the desired end.

There may be some in our midst who have neither the time nor means, to attend school. Such can open school for themselves, and when once opened never let them close it. Never let an hour pass idly by; but improve every spare moment, every unoccupied hour, and there are many such in the course of a year in almost every one's life when their studies would interfere with no duty. Of course a few books will be required, easy ones on the branches that may be studied. Added to these a dictionary to learn the meaning and application of words that may not be thoroughly understood. Then, again, to aid in

SOUL SCULPTORS.

A THOUSAND little sculptors
Are working, day by day,
To carve, with tiny chisels,
A block of living clay.
Each little stroke is given
To beautify or mar;
One grace adds every sculptor,
Or leaves an ugly scar.
Thin is the clay that's fashioned;
Oh, ever watchful be!
For every thought, a sculptor,
Carves for eternity.

CHURCH HISTORY

the company of citizens who militia called out by Governor at was their attitude toward s? 3. How did the company the brethren were at General 4. When the Governor was to conduct what did he do? baptized Mr. Hubbel and his wife on their journey. W. W.

For the Juvenile Instructor.

REMINISCENCES OF MY MOTHER.

"Mother! Oh gently breathe that name!"

For the Juvenile Instructor.

Book of Mormon Sketches.

THE NEPHITES AND THE LAMANITES AGAIN BECOME WICKED.

FOR about one hundred and sixty years after the final ascension of Jesus to heaven, the people who inhabited the continent of America enjoyed perfect peace. They had no robbers nor murderers amongst them, neither did they have any quarrels, contentions, lyings, tumults nor whoredoms in their midst, but they loved each other and became very prosperous, numerous and powerful. About this time a few of the wicked and apostatized from the church, taking From this time the

For the Juvenile Instructor.

CHILDREN OBEY YOUR PARENTS.

IT is more than three thousand years since the Lord commanded, through Moses, "Honor thy father and thy mother;" but Jesus, when on earth, repeated this command and in these days the Lord has, through the prophet Jesepe Smith, again said the same thing. In ancient times the Lord ordained that when a son persisted in being rebellious against his parents, after they had talked to him and pleaded with him and tried to show him how wicked it was, that they should take him before the elders of the church and tell them what a bad, rebellious boy he was, and that the people should stone him to death. By this we can see how fearful



George Q. Cannon began publishing *The Juvenile Instructor* in 1866. Through stories, editorials, and gospel instruction, he strengthened youth and guided Latter-day Saint families during a time when many were moving toward a more secular education system. Cannon boldly taught the importance of keeping God, faith, and moral truth at the center of learning, dedicating much of his life to helping families build strong spiritual foundations through education. Below are a few powerful excerpts from his editorials in *The Juvenile Instructor*:

— *“Shall the Latter-day Saints, for the sake of a little filthy lucre, in the shape of taxes collected from those who are not of our faith, put ourselves into bondage? Shall we deprive ourselves of the right to teach our children the Bible and faith in our God? Is it for this that we have suffered ourselves to be driven from our homes and to cross the dreary waters which led to these valleys? Is it for this that our Elders go forth for years without purse and scrip to preach the gospel? Is it for this that the people are being gathered together to build Zion? Our communities owe our children the education of the Bible, the Book of Mormon, the book of Doctrine and Covenants and faith in God. Every child born of Latter-Day Saint parentage is entitled to this, at least. God has put them in our charge to be taught these truths, and it will be woe unto the parents who neglect this plain duty. This is the education for which we plead.”*

— George Q. Cannon, *Juvenile Instructor*, March 15, 1884

— *“No people in the world ought to have a deeper interest than we Latter-day Saints in the question as to whether religion should be taught in the school-room. Our very existence is wholly dependant upon our religion. The most deadly blow that could be struck at our organization would be to deprive our children of instruction in our religion. The prosperity and permanency of our society depend upon the thorough instruction of the rising generation in its principles.”*

— George Q. Cannon, *Juvenile Instructor*, August 15, 1886

— *“Education which leaves out God is destitute of all true value. Satan is aware of the great power which a true system of education gives to the people. He is, therefore, opposed to such a system. He knows full well that a generation trained in all true knowledge cannot be led by him, as they would be if their education were neglected. He therefore stirs up all the agencies under his control to do everything in their power to defeat the purposes of God in regard to the education of our children.”*

— George Q. Cannon, *Juvenile Instructor*, April 15, 1890



A DIVINE EDUCATIONAL BIRTHRIGHT

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

*O house of Israel, cannot I do with you as this potter?
saith the Lord. Behold, as the clay is in the potter's hand,
so are ye in mine hand, O house of Israel.*

Jeremiah 18:6



Now that *The Juvenile Instructor* was coming off the press twice a month, LDS families were richly blessed by George Q. Cannon's inspired vision. At their fingertips were uplifting church history stories, science, and chemistry lessons, Book of Mormon sketches, American history, biographies, poetry, and music.

George Q. Cannon invited trusted friends and associates to contribute. Eliza R. Snow frequently shared her poetry, and Karl G. Maeser wrote a monthly column for a time titled "Voices from Nature." [1]

The Juvenile Instructor quickly became a valuable resource for LDS families and a place where Cannon shared his thoughts on life and education. Though he served as an Apostle, *The Juvenile Instructor* was a personal endeavor. He received no compensation from the Church and remained deeply grateful to members who supported his vision. In 1900, one year before his death, Cannon sold the rights to the Deseret Sunday School Union. Yet for the first 35 years, he served as editor, developer, financier, and chief writer—a true builder of minds and hearts. Of his vision, he said:

"We wish to make the Instructor so attractive to our young readers that they will always prefer the truths which its pages will contain to the fictions found in many papers brought here from a distance."

If we can inspire in them a love of truth and help guide them in choosing correct paths through life, we will feel that the mission of the Instructor has been a profitable one." [1]

The Juvenile Instructor became a treasure to children and parents alike. Lawrence Flake recounts a story of a young boy:

He used to go down to the Juvenile office and wait as much as an hour for the paper to come off the press. He would then run home with his copy and listen attentively as his mother read it to him. As a man, he reflected:

"I look back on my boyhood and remember reading many things in the Juvenile that left a lasting impression on my mind... I urge the Latter-day Saints to see that this valuable magazine is in their homes. It is worth many times more than its small price to have instilled in the hearts and minds of their children the noble teachings found therein."

That young boy grew up to become President of the Church—Heber J. Grant. [3]

The Juvenile Instructor was originally printed in the same building as the *Deseret News*, though it changed locations several times over the years. At one point, it was even printed "in-house" at the Cannon home.

In those early days, newspapers and periodicals were the primary means of communication. Though intended for youth, Cannon consistently used the Instructor to remind parents of their sacred role in education.

As Utah's educational landscape began to shift—with the rise of Protestant and district schools—Cannon spoke plainly. In April 1884, he cautioned parents against surrendering their responsibility for their children's education. He reminded them that other faiths educated their children within their own religious traditions—and that Latter-day Saints should do the same. Cannon said:

"They (other religions) all have schools, and they all strive to make their pupils believe in their doctrines. There are some who call themselves Latter-day Saints who pretend to believe that this is not so, and that they can send their children to these schools (free schools) without any danger of their losing their faith in the gospel.

"A Latter-day Saint who does this is either unfit to be a Latter-day Saint, or to have children. If he knows better and only pretends to believe that his children are safe going to such schools, he is a hypocrite and unworthy to have standing in the Church; but if, on the other hand, he is so ignorant as not to know the danger to which he exposes his children by sending them to such schools, he is unfit to have the precious souls of children entrusted to his care.

"No man of common sense, who will use his brains, can possibly think that these people come to Utah and open schools merely for the sake of giving our children an education. It is worse than folly to think so. Their object is to proselyte the children, to wean them from the faith of their parents." [4]

A DIVINE EDUCATIONAL BIRTHRIGHT

George Q. Cannon's editorial remarks became sharper as he watched the Saints remove their children from church schools and enroll them in free schools. He warned parents about the danger of a purely secular education. He warned them not to sell their educational birthright for a mess of pottage!

In his mind, the Saints had already been given the correct principles of education. The scriptures clearly teach how to gain knowledge, seek light and truth, become self-reliant, and understand why we are here and where we are going! The scriptures also teach the purpose of our life's work (hint—it is not all about making money). The Book of Mormon teaches that, "The laborer in Zion shall labor for Zion, for if they labor for money they shall perish." [5]

But unfortunately, money became the deciding factor. The Saints were unwilling to pay the small tuition required to keep church schools afloat, and education from "learned men" and the prospect of a well-paying job became the focus of their educational goals.

Wilford Woodruff issued a statement in 1888, as the President of the Quorum of the Twelve and as the Chairman of the Church Board of Education. He gave clear instructions to Stake Presidents on the formation of church schools within each stake. This would be the Saints' last opportunity to choose the "higher law" of education. (See page 55)

Even though the counsel from the leadership of the Church was clear... the Saints rejected the teachings and continued to enroll their children in district schools. Jack Monnett explains three reasons why they felt justified.

"(1) District schools, at least in rural areas, were taught by Latter-day Saints; (2) district schools were free; and (3) LDS schools were unstable. Reaffirming the Church's official position, giving aid from the general funds and lowering tuition fees, had not had any appreciable effect on enrollments. Seeing that the Saints obvious choice was to attend district schools en masse, the Church had no alternative but to soften its stance against public education." [6]

Just like Moses, who came down off the mount to give the Israelites the higher law (which they rejected), the Prophet had given the Saints a "higher law" of education, which they too rejected. So what did they get? The lesser law.

Apostle Abraham H. Cannon, George Q. Cannon's oldest son said during this time period: "We seem to be so mixed up in the affairs of Babylon that when she goes down, Zion will seriously be affected thereby..."

Instead of learning the ways of God and walking in His paths, we have sought to learn the ways of men, and walk in the paths of men. We have looked after the golden calf." [7]

At this point, the Church sought ways to help strengthen and preserve faith alongside secular education. In time, Seminary and Institute programs were organized to provide spiritual instruction and help counterbalance an increasingly secular worldview.

You have probably heard the analogy of the frog in the kettle. If it is dropped into boiling water, it instinctively jumps out. But if the water begins cold and the temperature rises slowly over time, the danger is not immediately recognized.

I wonder... if the early Saints were suddenly dropped into the public schools of today, would they immediately jump out?

Would they be alarmed by a system passed down to their posterity where prayer is forbidden, God is not mentioned, scripture is excluded, moral absolutes are fading, and parental influence is steadily diminishing?

George Q. Cannon could foresee the potential dangers more than 150 years ago. He was well read in scripture and history, and he knew that this was not the first time God's people had sold their educational birthright for a mess of pottage.

It happened in The Book of Mormon, when schools were established under the direction of Amulon, (Mosiah 24) the Nephites and the Lamanites gained the wisdom of the world; yet, they "knew not God." So how did we fall into the same trap? Why did we accept an educational tradition that "knew not God?"

In order to gain a deeper understanding, we have to take a closer look at two of the main approaches influencing education today. [8]

HEBREW VS. GREEK

The Hebrew approach is a scriptural model of education in which the goal is not merely for the student to know what the teacher knows, but to become what the teacher is. In this model, knowledge is a by-product, while the greater aim is the shaping of character.

It is deeply rooted in principles rather than mere information. Parents bear the primary responsibility for teaching and lead by example. Learning is family-centered, faith-filled, and intentionally connected to God and righteous living.

A DIVINE EDUCATIONAL BIRTHRIGHT

The Greek approach to education emphasizes the transfer of knowledge, with students learning what the teacher knows. It is largely based on cognitive input—the act of putting information into the mind. [9]

In many ways, it is curriculum-driven and centered on mastering facts, figures, and content that can be measured through testing. Education becomes primarily the responsibility of the state rather than the family, and spiritual formation is often separated from the learning process, leaving God largely excluded from the classroom.

When the early Saints enrolled their children in public schools, they willingly (but probably unknowingly) embraced the Greek philosophy of education. They exchanged a godly education for one based on intellect and reason. When Paul taught the doctrine of Christ to the Greeks, they did not understand the pure doctrine of Jesus Christ. Their wisdom had become a great stumbling block. [10]

So, do the Greek philosophies still affect us today? Is the wisdom of the world keeping us from understanding the pure doctrine of Jesus Christ? In October 2016 General Conference, Quentin L. Cook warned the Saints:

“We know the Apostasy occurred in part because the philosophies of men were elevated over Christ’s basic, essential doctrine. Instead of the simplicity of the Savior’s message being taught, many plain and precious truths were changed or lost. In fact, Christianity adopted some Greek philosophical traditions to reconcile people’s beliefs with their existing culture. The historian Will Durant wrote: ‘Christianity did not destroy paganism; it adopted it. The Greek mind, dying, came to a transmuted life.’ Historically, and in our own day, some people reject the gospel of Jesus Christ because, in their view, it doesn’t have adequate intellectual sophistication.

At the dawn of the Restoration, many at least professed to follow the Savior’s teachings. Many countries considered themselves Christian nations. But even then there was prophecy of a more difficult time for our day. Heber C. Kimball was one of the original Twelve Apostles of this dispensation and First Counselor to President Brigham Young. He warned: “The time is coming when ... it will be difficult to tell the face of a Saint from the face of an enemy to the people of God. Then ... look out for the great sieve, for there will be a great sifting time, and many will fall.” He concluded that there is “...a TEST coming.” [11]

I find it interesting that Elder Cook mentions the philosophies of men (specifically the Greek philosophies), along with a test. What kind of a test is coming?

Do we need to take a look at the philosophies influencing our lives, our families, society and the education of our children? Could this be part of the sifting?

Public schools today largely follow the Greek approach to education, and even church schools are not immune to its influence. Boyd K. Packer shares an experience at BYU in his talk, “Spiritual Orientation.” [12]

“George Brimhall, having already served 19 years as president of BYU, determined to establish a recognized teachers college (1910). He had hired three professors: one with a master’s degree from Harvard, one with a doctorate from Cornell, and the other with a doctorate from Chicago. They believed practicality and religion, which had characterized the school, must now give way to more intellectual and scientific philosophies.”

When people began questioning the motives of these professors, whether or not they were leading away the hearts of the students, President Brimhall had a dream. President Packer explains:

“He saw several of the BYU professors standing around a peculiar machine on the campus. When one of them touched a spring a baited fish hook attached to a long thin wire rose rapidly into the air...

Lifting his eyes toward the sky he [President Brimhall] discovered a flock of snow-white birds circling among the clouds and disporting themselves in the sky, appearing carefree and happy. Presently one of them, seeing the bait on the hook, darted toward it and grabbed it. Instantly, one of the professors on the ground touched a spring in the machine, and the bird was rapidly hauled down to the earth.

On reaching the ground the bird proved to be a BYU student, clad in an ancient Greek costume, and was directed to join a group of other students who had been brought down in a similar manner. Brother Brimhall walked over to them, and noticing that all of them looked discouraged and downcast, he asked them:

“Why, students, what on earth makes you so sad and downhearted?”

“Alas, we can never fly again!” they replied with a sigh and a sad shake of the head.

Their Greek philosophy had tied them to the earth. They could believe only what they could demonstrate in the laboratory. Their prayers could go no higher than the ceiling. They could see no heaven—no hereafter.” [13]

A DIVINE EDUCATIONAL BIRTHRIGHT

President Brimhall took immediate action and fired the professors who were leading the students astray with their Greek philosophies.

Forty years later, one of the professors approached President McKay in tears. He carried tremendous guilt throughout his life for his actions at BYU. He knew that he had led students away from God and pleaded for forgiveness. [14]

Most well-intentioned people have never considered the origins of education, but as Latter-day Saints, our divine educational birthright comes from the “Hebrew tradition.” It comes from Abraham, Isaac and Jacob. Abraham was the first “Hebrew.” His intelligence was superior to any Greek philosopher because he was taught by God Himself!

He learned astronomy, the secrets of the universe, natural law, science, creation, mathematics, and everything necessary for the salvation of mankind. Abraham was blessed with an abundance of knowledge and earthly prosperity because he obeyed the laws of God.

We know that the glory of God is intelligence, and He will assist us in gaining intelligence (and earthly prosperity) just like Abraham, if we trust Him.

George Q. Cannon knew it! He tried to warn the Saints, but they did not listen.

When people ask me, “How did we get this far off course?” I shake my head and say, “It’s Greek to me, but remember we still have our agency... The divine educational birthright is still ours.”

We still have the wings...

we just need to remember

how to fly.



HEBREW VS. GREEK

- Loyalty to God, Family, Country
- Core teachings: Bible and Holy Scriptures
- The Hebrew system is a scriptural model of education where the goal is not merely to transfer knowledge, but for the student to become what the teacher is. The goal is to shape the character of the student.
- Teach by love and example
- Context
- Principle-Based
- Students are powerful (by divine design)
- God is the source of all true knowledge
- Educate the heart, mind, and spirit
- Prepare to serve and love God
- Honor God
- Holy Ghost teacheth (1 Cor. 2:13)

- Loyalty to the State
- Core teachings: Writings of philosophers
- The Greek system emphasizes knowledge, with students learning what the teacher knows. It is primarily based on cognitive input—the process of putting knowledge in—and mastering content that can be measured through testing.
- Teach with knowledge and tools
- Content
- Curriculum Based
- Students minds are empty and need filling
- Philosophers are the source of all true knowledge
- Educate the mind (knowledge, facts)
- Prepare to serve the state
- Honors of men
- Mans wisdom teacheth (1 Cor. 2:13)

A SUPERSTRUCTURE OF KNOWLEDGE

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

—“The heart of the prudent getteth knowledge;
and the ear of the wise seeketh knowledge.”
—Proverbs 18:15



It has now been many years since I put my elbows on the edge of the bed, fell to my knees, and asked to have a meeting with “The Principle.” Since that day, I have come to know in a very real way that *God is real.*

I have watched Him govern in the details of my life.

The Apostle Paul testified that all things would work together for the good of those that love God.[1]

...and they have for me.

Not in an easy, comfortable, effortless kind of way, but in a stretching, growing and learning outside my comfort zone kind of way.

Many years ago, my anxious six-year-old daughter cried uncontrollably when I dropped her off at school. Today, she is a capable and confident woman with direction, gifts, and purpose. It has been humbling to watch God govern in the affairs of her life. The right mentors, the right books, the right classes, the right opportunities—and, honestly, the right horses—seemed to appear at exactly the right moments, gently guiding her along the path of her own divine education. If I had not witnessed it myself, I probably would not have believed it.

What once felt like a leap of faith slowly became one of the greatest blessings of my life. I have now homeschooled all of my children, with only my youngest still at home finishing out her high school years. Looking back now, I can see the hand of God in ways I could not see at the beginning. The fears that once felt overwhelming slowly gave way to confidence, peace, and countless evidences that the Lord truly cares about the education and direction of our children.

Yes, it was a challenge to step away from the world's standard of education and put my trust in God, but I can now testify that it works.

I have seen it in my children's lives, I have seen it in my own life, and I have witnessed it in the life of my great-great-grandfather.

George Q. Cannon walked away from his formal education when he was thirteen years old, but his self-education continued throughout his entire life. He continued to seek out the best books, seek learning, seek wisdom and develop his gifts until he gained the knowledge and skills needed to become a powerful influence for good. In speaking of George Q. Cannon, Jerald Newquist said:

“There has been no other man in Utah who has shown such marked ability in so many different ways as he has . . . The broad educational views held by President Cannon entitle him to be ranked as one of the foremost men, from an educational standpoint, that Utah ever produced.” [2]

George Q. Cannon received a divine education because he sought after it. His education did not end with a diploma, titles or praise of the world, but with a divine mission... which he discovered and fulfilled.

As for me . . . I am still learning and still growing. For many years now, I have been a homeschool mom, but that title does not accurately describe what I do. My role is probably better described as an *intentional educational mentor and director* for my children.

I have learned that my job is more about mentoring and directing than lecturing and requiring homework. I pray about my children's education, read books, ask questions, seek personal revelation and then watch the Lord work His miracles.

Trust me, I am not organized enough to be a full-time teacher and honestly I don't have to be! There are endless resources, classes, mentors, instructional videos, books, co-ops and opportunities available for my children. The only real challenge is deciding what avenues to pursue because there are so many wonderful options!

But the hub of learning is in our home, and it always will be. God is at the center, and the Holy Scriptures are my family's textbooks. My husband and I have tried to be intentional about the education our children receive.

Looking back now, I realize this journey was never just about teaching my children. The Lord was teaching me, too.

When I first began homeschooling years ago, I stepped into the great unknown without a map. I remember feeling lost and overwhelmed, pleading with the Lord to know, “Where do I go from here?”

A SUPERSTRUCTURE OF KNOWLEDGE

After writing *Education: A Manifesto*, I wanted Him to tell me the perfect curriculum, the best method and exactly what to do next.

So, I waited and waited . . .

But He didn't . . . because there isn't one.

Instead, He placed me on a path of discovering my own divine mission.

We are all different. Our children are different. Our gifts, talents and divine missions are different. There is no one-size-fits-all education that works for everyone. We each have to discover our own unique path . . . and God is waiting to reveal it to anyone willing to ask Him—and get to work!

I have drawn tremendous strength from George Q. Cannon throughout this experience. Because of his extensive writings I often feel as though he has personally mentored me in matters of education.

Though we are separated by more than a century, I feel as though I know him personally. I have felt him near—as though he were quietly overseeing my efforts from another time. I feel that deeply, and I hope to continue to honor his legacy throughout my life.

George Q. Cannon had tremendous aspirations for the youth of Zion—and for his own children. Because of this grand vision, he devoted the final years of his life to teaching the children of the Church. He wrote some of the first textbooks for Latter-day Saint children and remained the creative force behind *The Juvenile Instructor* until the end of his life.

Education mattered so deeply to him that when Utah faced upheaval over free schools, he decided to take matters into his own hands.

He built a schoolhouse out at the family farm, took the plunge, and became the *intentional educational mentor and director* for his own children.

Or perhaps we can call it what it really is.

George Q. Cannon was a homeschooler.

So what was his vision for education? In his own words he said:

“Before Zion can achieve her true position, her sons and daughters must be educated in the highest and best sense of the word—not the education of worldly wisdom, but the education which has for its basis a true knowledge of God and of glorious principles revealed by Him in these days. Taking this for the foundation, we can build a superstructure of knowledge upon it that will be grand and glorious.” [3]

The education he envisioned was not an education rooted in worldly wisdom, but:

- (1) An education based on a true knowledge of God
- (2) An education founded upon glorious principles

How was this type of education possible?

I searched the scriptures and pondered his teachings. I studied education and the words of the prophets concerning knowledge, wisdom, light, and truth until one day, the pieces of the puzzle were suddenly impressed upon my mind.

I saw a diagram—It was pyramid-shaped with steps ascending toward a divine mission. Its foundation was built with true principles.

Scriptures filled the steps as they climbed upward toward a divine mission.

I couldn't believe it! It looked like a blueprint for a divine education! It was visual. Finally, something I could see! I quickly scribbled it into my journal and then jumped on my computer and started to design it.

It was an education that honored God.

It was built upon glorious principles.

It was a superstructure of knowledge.

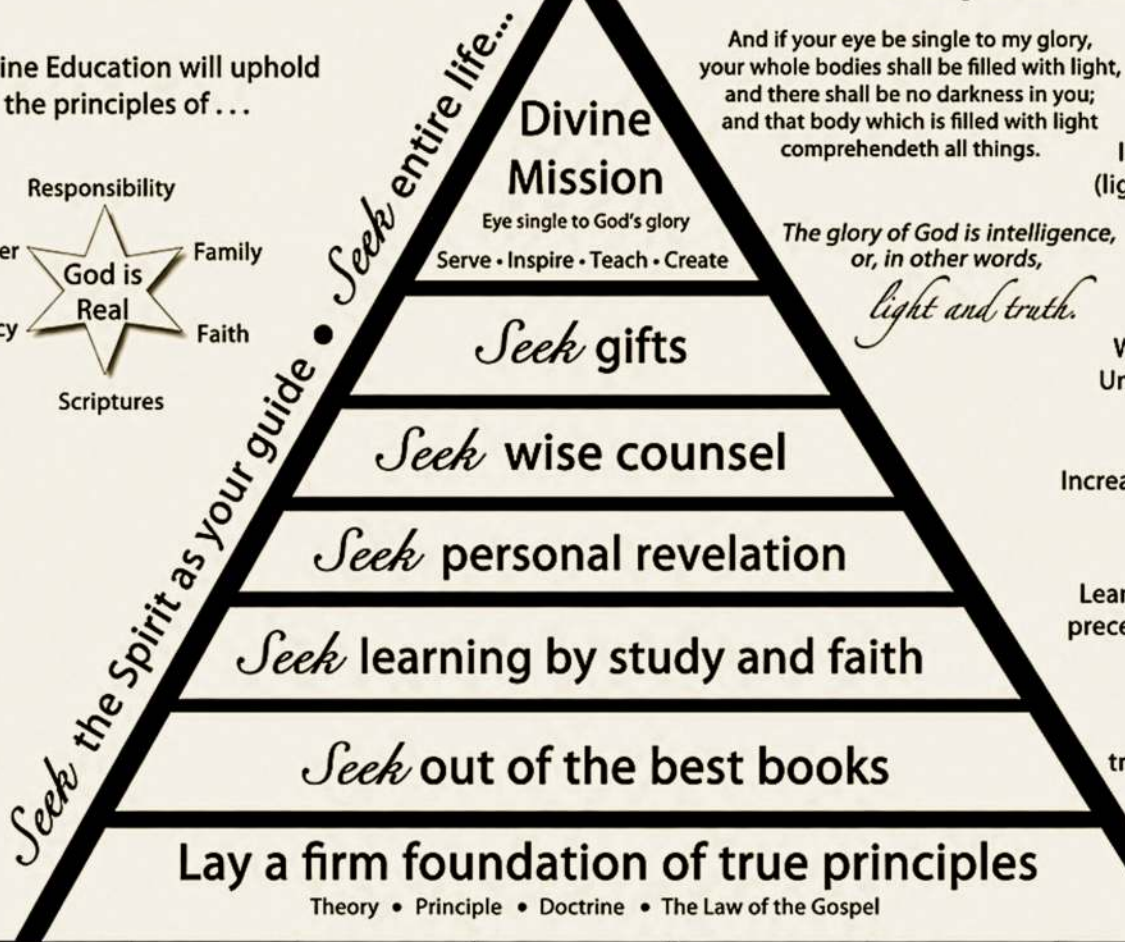
And it was . . . *Grand and Glorious!*



A Superstructure of Knowledge

Seeking a Divine Education

A Divine Education will uphold the principles of ...



And if your eye be single to my glory, your whole bodies shall be filled with light, and there shall be no darkness in you; and that body which is filled with light comprehendeth all things.

The glory of God is intelligence, or, in other words, *light and truth.*

Faith	Love	Charity	Repentance	Responsibility	Diligence	Obedience	
Hope	Knowledge	Hard work	Sacrifice	Redemption	Prayer	Word of Wisdom	Agency
Kindness	Humility	Divine Self	<i>God is Real</i>		Virtue	Marriage	Family
Unity	Patience	Justice			Golden Rule	Second Mile	Integrity
Discipline	Persistence	Tithing	Self-Government	Forgiveness	Preparedness	Freedom	
Mercy	Repentance	Courage	Ask, seek, knock	Godliness	Temperance	Gratitude	Loyalty
Industry	Honor	Creation	Perseverance	Self-Control	Sharing	Thrift	
Rest	Covenants	God's will	Perspective	Purpose	Respect	Fasting	Joy
Conversion	Stand in Holy Places	Vision	Self-mastery	Longsuffering	<i>Jesus Christ is the Cornerstone</i>		
Self-Reliance	Accountability	Stewardship	Sanctification				
And every other true and correct principle taught in the scriptures							

This diagram was my original design, first sketched into the pages of my journal after the pattern was impressed upon my mind. I believe the scriptures reveal a divine pattern for learning, growth, and purpose, and I would encourage you to seek it prayerfully for yourself.

In the following pages, I will explore this pattern and its application in greater depth.

TRUE AND CORRECT PRINCIPLES

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

“Experience has proved that no one can teach a principle with any success who does not practice it.”
—George Q. Cannon



The first and most essential part of a divine education is to lay a firm foundation of true and correct principles. Psalms 11:3 states:

“If the foundations be destroyed, what can the righteous do?”

If the foundations of a moral society have been destroyed, what can the righteous do?

We can start rebuilding.

The responsibility to build a foundation of truth ultimately rests with parents. L. Tom Perry taught:

“Teaching in the home is becoming increasingly important in today’s world . . . Parents must resolve that teaching in the home is a most sacred and important responsibility.” [1]

Our children are going to have a meeting with their principles. How will they know right from wrong if they have never been taught true principles? What does honesty look like? Respect? Courage? Faith?

How can we train up a child in the way he should go when the world is trying to erase so much of what is good? We begin by laying a foundation of truth in a child’s heart through the Savior’s most powerful teaching methods: A loving righteous example and stories.

A LOVING RIGHTEOUS EXAMPLE

Jesus taught the principle, “Come, follow me.” He showed His disciples the way by the example He lived.

When it comes to the education and development of our children, we should ask ourselves how we can become the loving, righteous example our children need:

- Am I seeking God first?
- Am I governing my actions by true principles?
- Am I seeking knowledge?
- Am I seeking my own divine mission?
- Am I continually learning and progressing?

Children need a parent-mentor who will show them how to live by true and correct principles.

PRINCIPLE-BASED STORIES

Stories are powerful because they allow children to learn principles through the lives of others. They help prepare children to meet with those same principles in their own lives.

A child raised on inspiring stories of courage, honesty, integrity, faith, prayer, gratitude, determination, and hope will carry those principles throughout life.

#1 Scripture Stories

God has given us the perfect collection of principle-based stories in the scriptures. Read them together as a family. Discover the principles hidden within them, teach them to your children, and help the stories come alive.

#2 Your Stories

Your personal stories will influence your children in powerful ways. Share your stories of faith, prayer, courage, sacrifice, hard work, responsibility and hope. Help your children learn to make principle-based decisions through the experiences of your own life.

#3 Family History Stories

Children want to know where they come from. Stories about ancestors give children a sense of identity and belonging. They help them understand the sacrifices, struggles, and triumphs of those who came before them.

#4 Hero Stories

Who are your heroes? George Washington, Joseph Smith, Abraham Lincoln? Hero stories teach timeless principles like courage, faith, sacrifice, determination, freedom, hope, and love.

#5 Fairy Tales and Fables

Fairy tales and fables endure because of the principles woven into them. Stories like The Tortoise and the Hare, The Boy Who Cried Wolf, The Three Little Pigs, The Ugly Duckling, and Cinderella capture a child’s imagination while teaching timeless truths.

Foundation building is a lifelong process. Parents can lay the first bricks of truth in a child’s heart through righteous example and meaningful stories.

*I teach them correct principles,
and they govern themselves.*

-Joseph Smith, Jr.



SEEK OUT OF THE BEST BOOKS

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

"A boy cannot be judged half so correctly by the company he keeps as by the books he reads." [1]

— George Q. Cannon



If you were preparing to climb one of the highest peaks in the world and a wise man—who had recently returned from the same climb—offered you his advice, would you listen? He is willing to tell you about the journey, what to look for, how to overcome the challenges, and where to find the most breathtaking views.

Seeking out the best books is a similar concept. It has been said that education is the struggle for perfection. [2] The word struggle implies that we are embarking on a journey filled with difficult terrain. We can either tread through the challenges of life on our own—and learn the hard way—or we can learn from the experience of others.

Seeking out the best books is like receiving a “Pass Go” card and collecting wisdom at lightning speed. If the goal of life is to gain knowledge and intelligence, then seeking out the best books will help us accomplish that goal. So, what are the best books?

SCRIPTURES

The holy scriptures are the BEST of the best books! Nothing will prepare us for the struggles of life more than God’s word. We need to feast upon the words of Christ every day.

The scriptures do more than simply teach us stories or commandments. They teach us how to hear the voice of the Spirit, how to recognize truth, and how to navigate the challenges of life with faith and wisdom.

“For behold, the words of Christ will tell you all things what ye should do.” [3]

CLASSICS

What are the most transformational, heart-changing, eye-opening, thought-provoking, wisdom-imparting books you have ever read? Make a list and share it with your children. Also ask the most influential people in your life for a list of their personal classics.

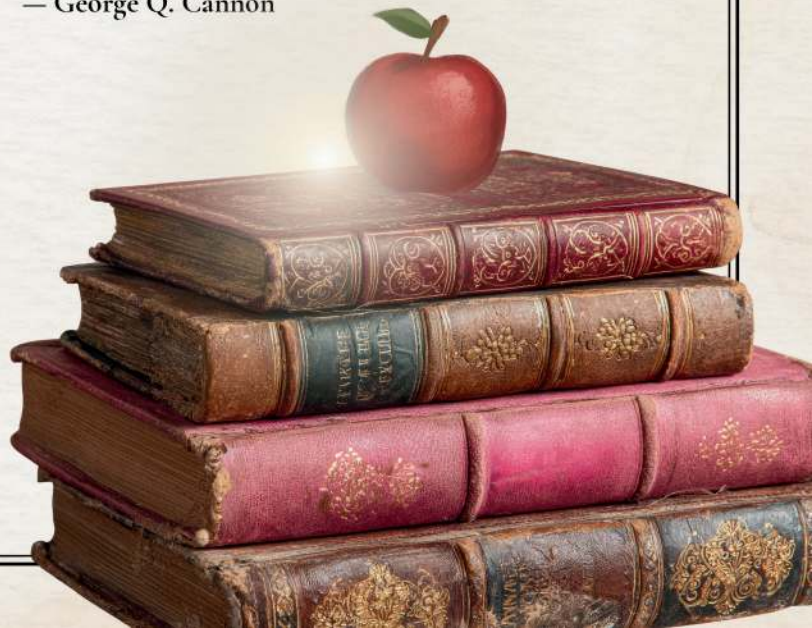
That list may include biographies, poetry, stories, plays, self-help books, history books, or New York Times bestsellers. Be prepared to go seeking. The best books contain light and truth and will help you recognize the areas in your life that need a little work. Don’t be afraid of the painful self-realization that may occur when you begin reading out of the best books. The best books will stretch you and inspire you to begin climbing the mountain of self-mastery.

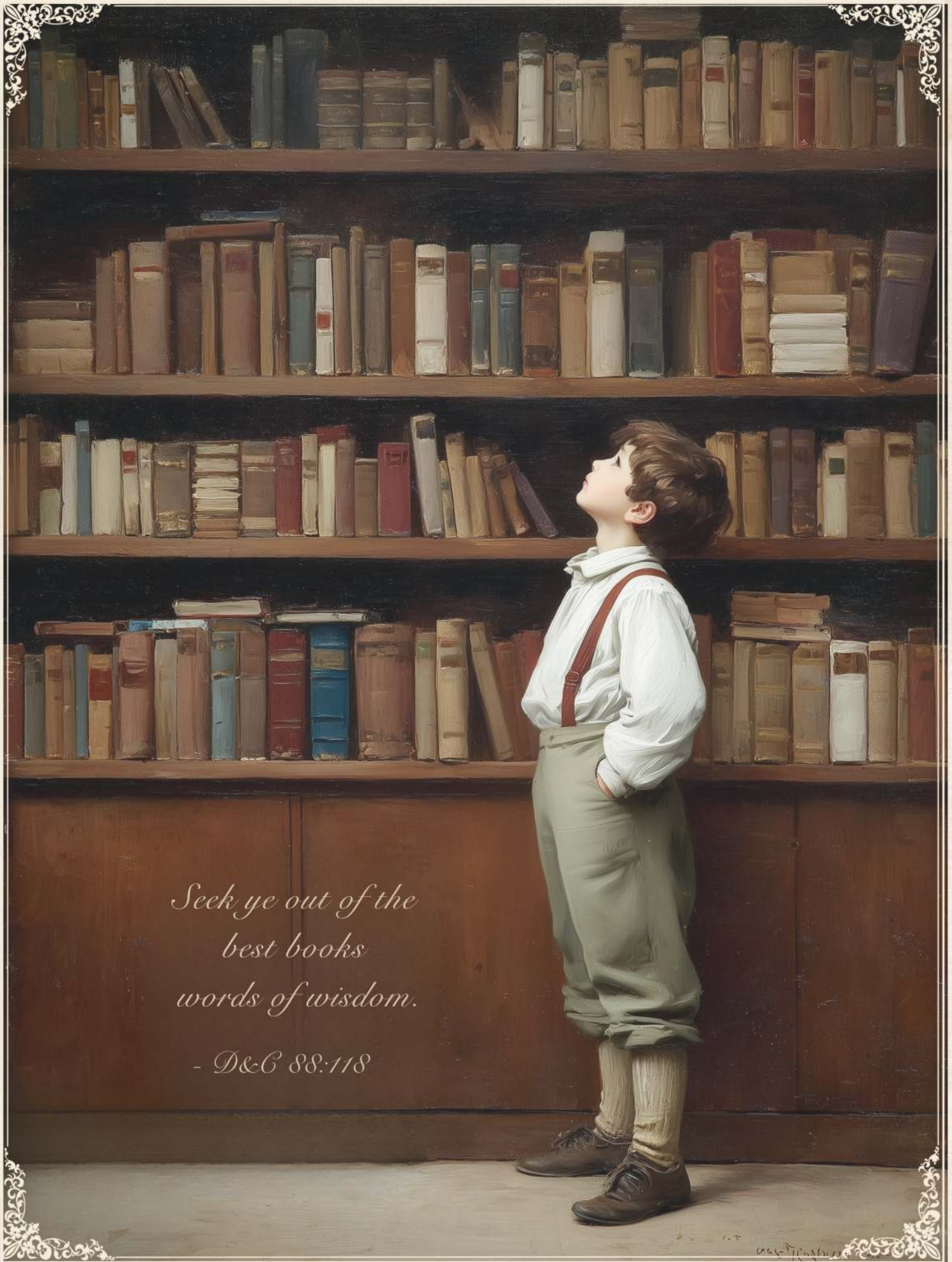
Also, read classics in your area of interest. What subject lights your fire? Find your heroes and mentors in that specific field. Read original works. Climb on the shoulders of the great minds who have come before you and listen to the Spirit teach and lead you along your path toward a divine mission.

George Q. Cannon was an avid reader, and his advice to the youth was to avoid overindulging in fiction books and read healthy, sound literature.

“From constant reading of fiction, the truth becomes tame and uninteresting... On the other hand, the reader of sound, healthy literature is aided and strengthened by his reading for each day’s struggle as it comes along. His heroes are real men and the evidence of whose existence is found in the works they left behind them. He delights in the lessons of history as well as in the noble achievements of individuals.” [4]

— George Q. Cannon





*Seek ye out of the
best books
words of wisdom.*

- D&C 88:118

SEEK LEARNING

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

“Seek learning, even by study and also by faith.”
Doctrine and Covenants 88:118



We have been commanded to seek learning even by study and also by faith. This mortal experience is our opportunity to become like God. “The glory of God is intelligence,” or in other words, light and truth. [1] In order for us to gain intelligence, like our Heavenly Father, we must seek learning and increase in light and truth. Learning is essential to our progression. So, what does God want us to learn about and what should we teach our children?

Early Church schools focused on reading, writing and arithmetic, along with scripture study and character development.

READING AND WRITING

Moses 6:5–6 teaches that from the very beginning, God’s people were taught to read and write. Writing by “the spirit of inspiration” was part of preserving truth and passing it on to future generations. Learning to read and write is far more than an academic skill—it is essential to God’s work, helping us receive, preserve, teach, and share truth.

“A book of remembrance was kept, in the which was recorded, in the language of Adam, for it was given unto as many as called upon God to write by the spirit of inspiration; and by them their children were taught to read and write, having a language which was pure and undefiled.”

MATHEMATICS

Mathematics reveals the order, beauty, and precision of God’s creations. Through numbers, patterns, shapes, design, architecture, and nature, we catch a glimpse of the laws that govern the universe. Math teaches logic, problem-solving, and structure, reminding us that God is a God of order and intelligent design.

God has revealed specific areas of learning in the Doctrine and Covenants. In section 88, the Lord commands us to seek learning in many different areas of life:

“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.” Here are some ideas:

- Theory, principle, and doctrine — Scriptures, words of the prophets
- Things in heaven — Astronomy, planetary movement, stars, light, galaxies, space, heaven, etc.
- Things in the earth — Biology, botany, oceanography, plants, animals, birds, insects, agriculture
- Things under the earth — Chemistry, geology, rocks, minerals, the table of elements
- Things which have been — World history, American history, family history, Church history, past civilizations, laws of nations, biographies of great men and women
- Things which are — Current events, the state of the nation, the world, and the family
- Things which must shortly come to pass — Words of the prophets, scripture, modern revelation
- Things which are at home — Family relationships, work, cooking, cleaning, organizing, self-reliance, time management, gardening, budgeting, establishing a house of God
- Things which are abroad — Countries, cultures, languages, arts, people
- The wars and perplexities of the nations — Wars, history of nations, the House of Israel
- The judgments which are on the land — The Book of Mormon, covenant lands, freedom
- Knowledge of countries and kingdoms — Geography, maps, laws, government

Learning is a lifelong adventure! Seek the Spirit as your guide and include God in the process. You will begin to see the wonder that unfolds when you begin to learn out of genuine curiosity and a desire for truth.

What to learn?

“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;

Of things both in heaven,

and in earth,

and under the earth,

things which have been,



things which are,

things which
much shortly
come to pass,

things which
are at home,

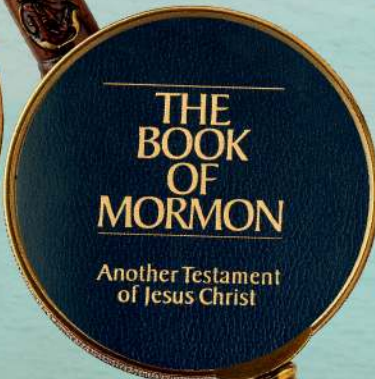
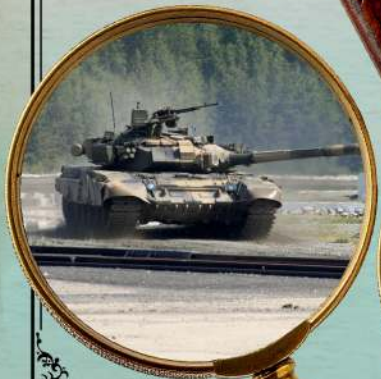
things which
are abroad,



the wars and
perplexities of
nations,

the judgements
which are
on the land,

and a knowledge also
of countries and of
kingdoms—



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.”

SEEK PERSONAL REVELATION

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

“The ability to qualify for, receive, and act on personal revelation is the single most important skill that can be acquired in this life.” [1]—Julie B. Beck



Through personal revelation, God is willing and waiting to direct our paths. He desires to give us answers about education (both our children’s education and our own), our gifts, talents, and divine mission, but He is bound by eternal law . . . If we do not ask, He cannot give. The formula for receiving personal revelation is found in the scriptures:

“Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.”

The first step is to “ask.” Be specific. Ask with faith. Here are a few examples:

- What do you want me to learn?
- How can I better serve you?
- How can I better serve others?
- What books do you want me to read?
- How can I be more efficient?
- What gifts do I need to develop?
- What’s next for me?
- How can I invite the Spirit into my home?
- What do my children need to learn?
- How can I inspire my children?
- What talents do I have?
- What can I create to bless others?
- Where can I improve?
- What habits do I need to develop?
- What should I be seeking in my life?

The next step is to go searching for answers. This requires effort on our part. We must seek and knock. We pray for help, listen to the Spirit, study the scriptures, counsel with mentors, and diligently seek answers to our questions. We keep knocking—even if we have to go to the “fourth floor, last door,” [2] as Dieter F. Uchtdorf counseled in the October 2016 General Conference.

Learning how to access personal revelation is a critical skill as we seek to teach our children and pursue our own divine education. As we do this ourselves, we also teach our children by example how to seek revelation and guidance from the Lord in their own lives.

As we live worthy, seek righteous desires, and become more specific in our questions, the channel of revelation will begin to open. We begin to notice people, experiences, and books crossing our path at just the right time. We recognize the “ah-ha” moments when truth suddenly becomes clear. Little by little, we learn to recognize and follow the quiet promptings of the Holy Ghost as He directs our lives.

President Russell M. Nelson has taught that personal revelation is one of the greatest gifts God has offered His children:

“Even more amazing than modern technology is our opportunity to access information directly from heaven, without hardware, software, or monthly service fees. It is one of the most marvelous gifts the Lord has offered to mortals. It is His generous invitation to ‘ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.’ This timeless offer to provide personal revelation is extended to all of His children.” [3]

In recent years, President Nelson has repeatedly emphasized the increasing importance of personal revelation in our day. In April 2018 General Conference, he warned:

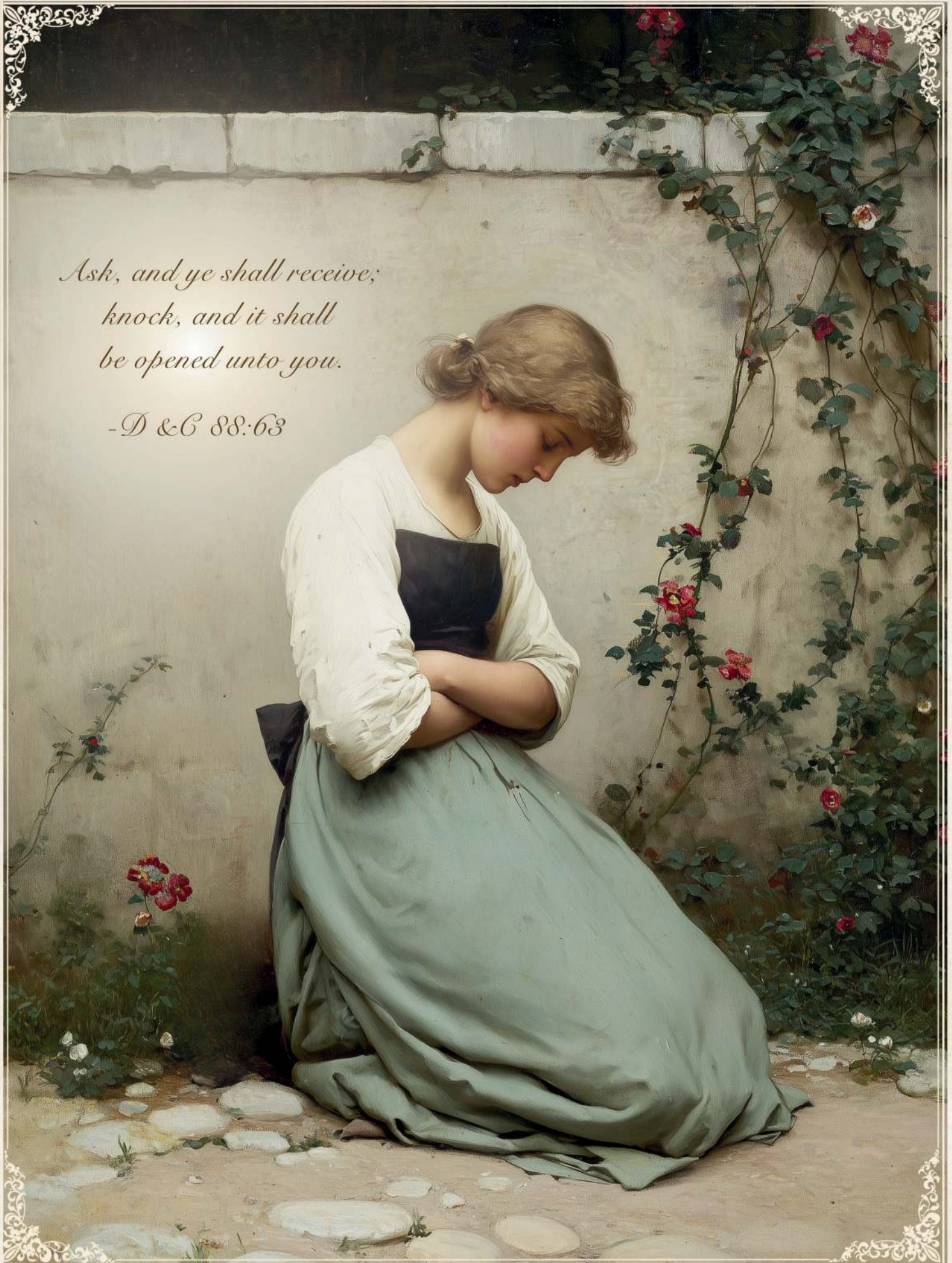
“In coming days, it will not be possible to survive spiritually without the guiding, directing, comforting, and constant influence of the Holy Ghost.” [4]

He also pleaded with us to “increase [our] spiritual capacity to receive revelation.” [5] More than ever before, we are living in a time when we must learn to hear the voice of the Lord for ourselves.

As parents, teachers, and disciples of Jesus Christ, learning to seek and receive personal revelation may become one of the greatest safeguards and blessings in our lives.

*Ask, and ye shall receive;
knock, and it shall
be opened unto you.*

-D & C 88:63



SEEK WISE COUNSEL

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

—*A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels.*
— Proverbs 1:5



Another essential component of discovering your divine mission is learning how to seek wise counsel. None of us are meant to navigate life alone. The Lord places people, teachings, and inspired counsel in our path to help guide us. It is important to learn how to seek wise counsel from the Lord, the Prophet, and wise mentors.

Each source of counsel can help us see our lives more clearly and make decisions with greater faith and purpose. Take time to ponder where you need guidance right now and how the Lord may already be placing inspired counsel in your path.

SEEK WISE COUNSEL FROM THE LORD

Learn to trust God. Pray often, and remember to counsel with Him about the details of your life. The Lord cares not only about major decisions, but also about the small daily choices that shape who you become. He cares about your education, your family, your gifts, your struggles, your future, and the quiet desires of your heart. As we learn to bring our questions, worries, dreams, and decisions to Him, we begin to recognize His hand guiding our lives more personally and more clearly.

Alma taught his son Helaman:

“Counsel with the Lord in all thy doings, and he will direct thee for good.”[1]

Too often, we try to carry life alone when the Lord is waiting to guide us. He desires to help us grow “line upon line” and direct our paths for good.

SEEK WISE COUNSEL FROM THE PROPHETS AND APOSTLES

Study the words of the prophets. Seek counsel from the scriptures and from the living Prophet and Apostles today. Study and ponder General Conference talks in order to hear the counsel the Lord has prepared specifically for our time. The prophets can see dangers we may not yet recognize and truths we may desperately need. Their words provide direction, warning, encouragement, and clarity in a confusing world.

As we prayerfully study their teachings, the Holy Ghost can help us recognize answers to our own questions and guidance for our personal lives and families. Sometimes a single sentence from a prophet can change the direction of our lives or give us the courage to move forward in faith.

The Lord declared:

“The voice of warning shall be unto all people, by the mouths of my disciples, whom I have chosen in these last days.”— Doctrine and Covenants 1:4

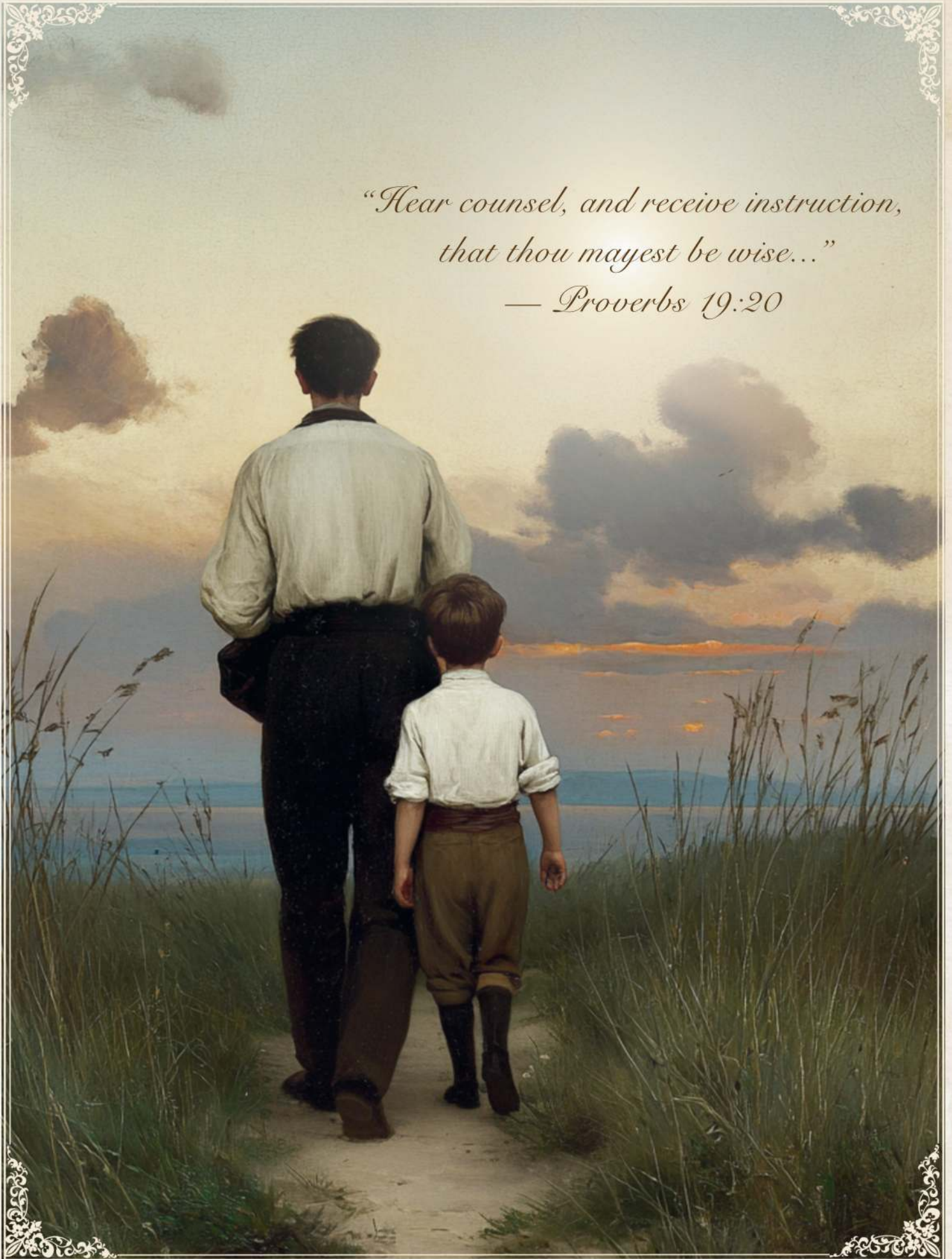
SEEK WISE COUNSEL FROM MENTORS

A wise mentor can be a parent, grandparent, church leader, bishop, teacher, friend, or someone who has found success in an area you hope to pursue. Wise mentors seek God first in their own lives and encourage you to do the same. They inspire you to become your best self, encourage you to pursue your dreams, and set an example worth emulating. A wise mentor can help you cast vision for the future, provide wisdom in times of struggle, and help you recognize gifts and opportunities you may not yet see in yourself.

As heartbreaking as it was for young George Q. Cannon to say goodbye to his mother, it was ultimately her death that gave him the opportunity to live with his uncle, John Taylor. John Taylor was uniquely prepared to teach and inspire George during his impressionable teenage years. As an apostle and experienced printer and publisher, he imparted the wisdom, vision, and practical skills George would need to fulfill his divine mission. The people God places in our path can profoundly shape who we become and help prepare us for the work He has for us to do.

“Hear counsel, and receive instruction, that thou mayest be wise in thy latter end.” — Proverbs 19:20

*“Hear counsel, and receive instruction,
that thou mayest be wise...”*
— *Proverbs 19:20*



SEEK GIFTS

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

“Neglect not the gift that is in thee.”

— 1 Timothy 4:14

God has blessed each of his children with spiritual gifts, talents, and abilities that have the power to bless others, inspire beauty, honor Him, and help build His kingdom.

Spiritual gifts are blessings and abilities given from God to His children through the power of the Holy Ghost, for the benefit of those that love God.^[1] We have been commanded to seek earnestly the best gifts.

“Covet earnestly the best gifts: and yet shew I unto you a more excellent way. - 1 Corinthians 12:31

Every faithful member of the Church has been given at least one spiritual gift—a gift that has the power to bless your life and influence the lives of others. As you apply true principles and strive to keep the commandments, you will gain greater access to your gifts. Instead of coveting worldly things, we are encouraged to “covet earnestly the best gifts” and discover a more excellent way. Spiritual gifts are endless in number and infinite in variety. You can learn more about spiritual gifts in Doctrine and Covenants Doctrine and Covenants section 46.

God has also blessed each of His children with talents and abilities that He expects us to discover and improve upon. An important part of seeking a divine education is discovering your talents and learning to consecrate them to the Lord. Talents, like spiritual gifts, are endless in number and infinite in variety, and many were developed even before this life. Elder Bruce R. McConkie taught:

“Each person in this life is endowed with those talents and capacities which his pre-earth life entitle him to receive. Some by obedience to law acquired one talent and some another.”^[2]

Talents will often appear in the interests you naturally pursue. What lights your fire? What comes naturally to you? Make a list of your interests and study your patriarchal blessing for insight. Seeking to improve your talents is pleasing unto the Lord.

“But with some I am not well pleased, for ... they hide the talent which I have given unto them, because of the fear of man. ... Thou shalt not idle away thy time, neither shalt thou bury thy talent that it may not be known.”^[3]

As you begin to discover your spiritual gifts and talents—and improve upon them—you will become an instrument in the Lord’s hands and do much good in this generation.

SEEKING SPIRITUAL GIFTS

Excerpt from The Millennial Star — April 23, 1894

*By President George Q. Cannon
First Counselor in the First Presidency*

Every man and woman in the Church of Christ can have the gifts of the Spirit of God divided to them according to their faith and as God wills.

How many of us are seeking for these gifts that God has promised to bestow? How many of us, when we bow before our Heavenly Father in family prayer or in our secret places, plead for these gifts to be bestowed upon us? How many of us ask the Father, in the name of Jesus, to manifest Himself to us through these powers and gifts? Or do we go along day by day, like a door turning upon its hinges, without giving much thought to these things—content simply to be baptized and members of the Church, assuming our salvation is secure because we have done so?

I know that God is willing to heal the sick, that He is willing to bestow the gifts of discernment, wisdom, knowledge, prophecy, and many other gifts that may be needed. If any of us are imperfect, it is our duty to pray for the gifts that will help perfect us. If I am an angry man, it is my duty to pray for charity, which suffereth long and is kind. If I am an envious man, it is my duty to seek for charity, which envieth not. So it is with all the gifts of the gospel. They are intended for this purpose.

No man ought to say, “Oh, I cannot help this; it is my nature.” He is not justified in it, for God has promised to give strength to correct these things and to bestow gifts that will help overcome them.

If a man lacks wisdom, it is his duty to ask God for wisdom. The same applies to every other need. This is the design of God concerning His Church. He wants His Saints to be perfected in truth. For this purpose He gives these gifts and bestows them upon those who seek after them, so they may become a perfected people upon the face of the earth, notwithstanding their many weaknesses, because God has promised to give the gifts necessary for their perfection.

*Neglect not the gift
that is in thee.*

-1 Timothy 4:14



P. Annet

SEEK YOUR DIVINE MISSION

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

“Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.” —Matthew 5:16



Once you begin to lay a foundation of true and correct principles in your life, and you are actively seeking a divine education—seeking knowledge, seeking out of the best books, seeking personal revelation, seeking wise counsel, and seeking your gifts—your divine mission will begin to come into focus.

You may find yourself asking, What is my unique purpose? How will I change the world and leave my mark? How can I use my knowledge, spiritual gifts, and talents to...

“...bless others and honor God.”

The Lord will reveal answers to you as you seek Him with patience, faith, and a willing heart. As we grow, learn, and strive to follow Him, He gradually prepares us for the mission He has in store. Divine mission is rarely revealed all at once—it unfolds line upon line as we become more like Him.

You will know you are moving in the right direction when the desires of your heart begin to change—from wanting to impress others to wanting to bless others, and from seeking the praise of the world to seeking the glory of God.

There are infinite ways to bless others and honor God, beginning right within your own home and family. Do not feel that you must do something grand to matter. Start small. Be humble. Seek God’s will, and He will use you as an instrument to accomplish much good.

Allow the process to unfold according to the Lord’s timetable. Be patient. Keep learning, keep seeking, keep becoming—until your light breaks forth and shines brightly before men, and they “see your good works, and glorify your Father which is in heaven” (Matthew 5:16).

Now that you have a glimpse of the principles that make up a divine education, I hope you feel inspired to begin the journey for yourself. These principles are more than simply ideas about education—they are part of a higher pattern of learning, growth, and becoming that the Lord desires for His children.

This book in your hands is a witness that this process works. The Lord prepared a way that allowed me to learn the skills needed to create it. He also placed the books, resources, and information about George Q. Cannon into my path in remarkable ways.

This project is a small miracle—a creation of the heart, from God, through me, to you.

I feel that this book is a piece of my divine mission and a witness that God can use the weak things of the world to accomplish His purposes.

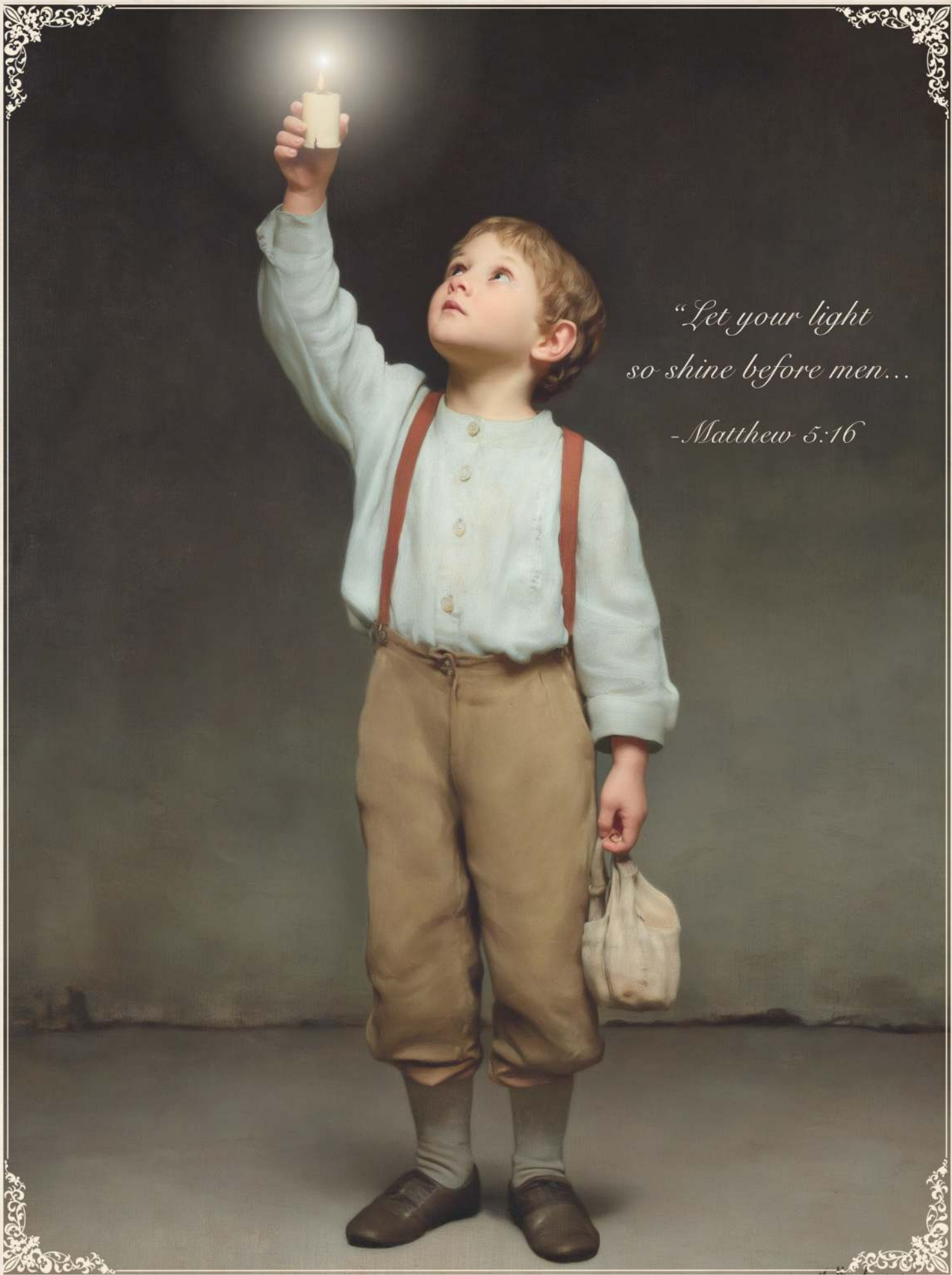
Excerpt below from a George Q. Cannon editorial published in The Juvenile Instructor

“Thousands of people breathe, move, and live—then pass from the stage of life and are heard of no more. Why? Because they did no lasting good in the world. No one was blessed by them; no one could point to them as a benefactor. Not a line they wrote, not a word they spoke, nor a good deed they performed could be recalled, and so they faded from the memory of men. Of what value is such a life? Its possessor allowed the precious days of probation to pass by unimproved, and their light went out in darkness.” (original quote from Dr. Thomas Chalmers)

Children, you have a life before you; do not squander it foolishly. Make up your minds while you are young to live for something.

Understand that you have a mission given to you, and be determined to fulfill it worthily and well. Remember that you cannot be truly great unless you are truly good, and make it your constant effort to do all the good you can. You may be young and not widely known, but you can extend your influence through kindness, service, and righteous example. Wherever you go, you can carry an influence that will inspire others with good resolves and a determination to follow your example. Do this, and you will write your names upon the hearts of your generation in letters that will never perish, and you will enter upon a life of ever-increasing happiness and glory.

—George Q. Cannon, Editor



*“Let your light
so shine before men...”*

-Matthew 5:16

A MEETING WITH THE PRINCIPAL

The Millennial Instructor

ALI CANNON EISENACH - EDITORIAL THOUGHTS

Principal- prin-ci-pal — /prinsəpəl/ adjective

Definition of Principal: Chief; highest in rank, character or respectability; first in order of importance; main. Head of learning. One who takes the lead; the person with the highest authority or most important position in an organization, institution, or group.

Jesus Christ is my Principal.

He is your Principal.

He is the Firstborn of our Heavenly Father, the highest in rank, character, and respectability.

He is at the head of the Church of Jesus Christ of Latter-day Saints, and:

He is coming.

When would be a good time to start educating ourselves (and our children) with this glorious realization in mind?

Saints from every dispensation have looked forward to the day when the Zion of our God would be established upon the earth. Abraham “looked for a city which hath foundations, whose builder and maker is God,” and desired “a better country . . . wherefore God is not ashamed to be called their God.”[1]

Of all the things God has asked us to seek, we cannot forget to “seek to bring forth and establish the cause of Zion.”[2]

We know that the New Jerusalem spoken of by ancient and modern prophets will be built in America—a city set on a hill, whose “builder and maker is God.”[3]

A city where every resource is brought into the storehouse of the Lord, so that everyone may benefit from the gifts of others. A place where the craftsman devotes his time to building magnificent structures that honor God; where the gardener cultivates flowers and breathtaking gardens;

...where the musician creates music that inspires devotion and love for God; where the woodworker uses his tools to create exquisite works of art; where the horseman gently whispers to God’s creations; where the farmer cultivates vegetables, fruits, and grains; where the chef transforms them into nourishing food; where the wise impart wisdom; and where the writer uses words to touch the hearts of men.

A place where people magnify their divine gifts and celebrate the gifts of others—a city filled with abundance, beauty, charity, and love, where God will not be ashamed to be called their God.

...and where Jesus Christ will come and reign as King.

George Q. Cannon declared:

“We will now soon enter upon the Millennium. God has told us this; and it should be the desire of every man and woman in this church that their posterity may live, not only for one generation or two, but throughout the entire millennium. Let us lay the foundation now. Let us as parents influence our children.”[4]

George Q. Cannon understood our potential as parents living in the last days. He knew we could lay a firm foundation, influence our children, and help prepare the way for the Savior’s return. He said:

“God has reserved spirits for this dispensation who have the courage and determination to face the world, and all the powers of evil, visible and invisible, to proclaim the Gospel, and maintain the truth, and establish and build up the Zion of our God, fearless of all consequences. He has sent these spirits in this generation to lay the foundation of Zion never more to be overthrown, and to raise up a seed that will be righteous, and that will honor God, and honor him supremely, and be obedient to him under all circumstances.”[5]

We have a great responsibility. We have been asked to lay the foundation of Zion never more to be overthrown and to teach and raise up a seed that will be righteous, honor God, and honor Him supremely. So how do we do it?

The world is in commotion and men’s hearts are failing them. Do we sit back and simply ride out the storm until the Millennium comes and Satan is bound, or is there something we can do now? George Q. Cannon taught:

“Satan only gains power over man through man’s exercise of his own agency; and when Satan shall be bound, as the Lord says he will be for a thousand years, one of the great powers that will help bring this to pass will be man’s agency.

A MEETING WITH THE PRINCIPAL

The Lord has never forced men against their will to obey Him. He never will do so. If Satan, therefore, has power with man, it is because man yields to his influence. Children can resist Satan. They can obey the Lord. They can be righteous. They can take a course which will give them power over Satan. And every child which takes this course helps bring to pass the fulfillment of the words of the Lord concerning the binding of Satan.”[6]

According to George Q. Cannon, we can begin this process now. We can teach our children to resist evil now. We do not have to wait until the Millennium to experience the peace and joy God has in store for us and our families. We can choose to act and not be acted upon. We can step forward as true disciples of Jesus Christ and teach our children fearlessly—right now.

God needs a righteous people. A people who will honor Him and honor Him supremely. He is counting on us to lay the foundation of Zion and prepare the way for His return. We need an education to match this mission. We need an education like George Q. Cannon envisioned—an education based on a true knowledge of God and glorious principles.

We need an education to usher in the Millennium.

An education that will ultimately prepare our children to have a meeting with...

Their Principal.

In October 2015 General Conference, Elder Russell M. Nelson declared:

“We need women who have a bedrock understanding of the doctrine of Christ and who will use that understanding to teach and help raise a sin-resistant generation. We need women who can detect deception in all of its forms. We need women who know how to access the power that God makes available to covenant keepers and who express their beliefs with confidence and charity. We need women who have the courage and vision of our Mother Eve.”[7]

So, here’s to the women.

May you have the courage and vision of our Mother Eve.

Courage to make decisions that may be difficult and require great personal sacrifice, but that will bless your children and your posterity through all generations of time and throughout all eternity.

Is it worth the bite?



NOTES

A Meeting with the Principle

- [1] The Book of Mormon, 2 Nephi 25:26
- [2] Thomas Jefferson Letter to Samuel Kercheval (1816)
- [3] The Western Standard 370–374 Mar. 27, 1857

A Meeting with Six More Principles

- [1] Newquist, Gospel Truth p. 460 (Juvenile Instructor — April 15, 1890 25:243)
- [2] Newquist, Gospel Truth p. 459 (Journal of Discourse 22:287)
- [3] Monnett, Revealed Educational Principles and the Public Schools p. 190
- [4] Brigham Young, in Reinhard Maeser, Karl G. Maeser: A Biography (Provo: Brigham Young University, 1928), p. 79.
- [5] Anderson, The Great and Abominable Church of the Devil, ch. 16
- [6] The Juvenile Instructor, Vol. 27 p. 546
- [7] Monnet, Revealed Educational Principles and the Public Schools p. 206–207
- [8] Karl G. Maeser, School and Fireside (Salt Lake City, 1898), 45, 59.

Education: A Manifesto

- [1] Eidsmoe, Christianity and the Constitution (1995)
- [2] The Teachings of Ezra Taft Benson (1988), p. 298
- [3] Brigham Young, Journal of Discourses 18:357
- [4] The Book of Mormon, Alma 23:14
- [5] Benjamin Franklin, Constitutional Convention Prayer, June 28, 1787
- [6] Barton, Bulletproof Washington (2002)
- [7] Thomas Jefferson in 1820, quoted in Cousins, Norman, ed. "In God We Trust"
- [8] Doctrine and Covenants 101:80
- [9] The Religious Beliefs and Ideas of the American Founding Fathers, p. 156
- [10] Newquist, Gospel Truth p. 460 (Juvenile Instructor — April 15, 1890 25:243)
- [11] Anderson, The Great and Abominable Church of the Devil, Chapters 16–17
- [12] Aristotle, A Treatise on Education, Charles Hummel, Aristotle, vol. 23 (1993)
- [13] Ezra Taft Benson, An Enemy Hath Done This (1992), p. 229
- [14] Rockefeller Foundation, Wikipedia
- [15] Reece Committee Hearings, Tax-Exempt Foundations (U.S. House of Representatives, 1954)
- [16] "The Meaning of a Liberal Education," Woodrow Wilson, Address to Teachers Association, January 9, 1909, www.wikisource.com
- [17] Godin, Linchpin (2011), p. 46
- [18] Thomas Jefferson, letter to George Logan, November 12, 1816
- [19] John Dewey, How We Think (Boston: D.C. Heath & Co., 1910), "Humanism," Wikipedia
- [20] The Book of Mormon, Alma 30:17
- [21] Dewey, "My Pedagogic Creed," School Journal, vol. 54 (January 1897)
- [22] The Book of Mormon, Alma 30:53
- [23] Anderson, The Great and Abominable Church of the Devil (1972), p. 148
- [24] Boyd K. Packer, Address to the David O. McKay School of Education, December 1996
- [25] Quist, Fed Ed (2002), p. 16
- [26] Quist, Fed Ed (2002), p. 17
- [27] Quist, Fed Ed (2002), p. 43
- [28] Newquist, Gospel Truth, p. 469 (Cannon, Oct. 7, 1894)
- [29] Ezra Taft Benson, "Strengthening the Family," Conference Report, Oct 1970
- [30] Larry R. Lawrence, "Courageous Parenting," October 2010 Gen- Conference
- [31] Doctrine and Covenants 52:14
- [32] Ezra Taft Benson, The Book of Mormon Is the Word of God (1975)
- [33] The Book of Mormon — Mormon 9:31
- [34] Doctrine and Covenants 58:26
- [35] The Book of Mormon, 1 Nephi 19:23

An Unexpected Education

- [1] The Doctrine and Covenants 130:20–21
 - [2] Larry R. Lawrence, The Light of the Perfect Day Ensign March 2016
 - [3] Doctrine and Covenants 50:24
- Quote by Richard G. Scott Acquiring Spiritual Knowledge, October 1993
Artwork: Jesus Christ by Harry Anderson

When Thou Art Converted

- [1] Mar. 3 1867 Journal of Discourses 11:338–339
- [2] Newquist, Gospel Truth, Introduction (Life Sketch)
- [3] Doctrine and Covenants 25:10
- [4] Russell M. Nelson, A Plea to the Sisters, October 2016 Conference

Establish a House

- [1] George Q. Cannon, The Life of Joseph Smith p. xxvi
- [2] George Q. Cannon, The Life of Joseph Smith (1888)

- [3] John Taylor's Watch: Holy Relic, Cultural Artifact www.juvenileinstructor.org
- [4] 1 Corinthians 2:9
- [5] Doctrine and Covenants 88:119

The Power of the Press

- [1] Bitton, George Q. Cannon — A Biography Ch. 3
- [2] Bitton, George Q. Cannon — A Biography p. 126
- [3] Newquist, Gospel Truth — Biographical Sketch xxii
- [4] George Q. Cannon Semi-Annual General Conference 1899
- [5] The Book of Mormon, 3 Nephi 26:16
- [6] Joan of Arc, Wikipedia and see BYU TV, Joan of Arc (2015)
- [7] Flake, The Development of the Juvenile Instructor, BYU (1969)
- [8] Flake, The Development of the Juvenile Instructor, BYU (1969)
- [9] George Q. Cannon Journal entry May 20, 1855

A Divine Educational Birthright

- [1] Flake, The Development of the Juvenile Instructor BYU (1969)
- [2] The Juvenile Instructor, Volume 16 August 15, 1866
- [3] The Development of the Juvenile Instructor, Flake BYU (1969)
- [4] The Juvenile Instructor, April 1, 1884
- [5] The Book of Mormon 2 Nephi 26:31
- [6] Monnet, Revealed Educational Principles & the Public Schools p. 188
- [7] Abraham H. Cannon Collected Discourses Vol. 3 September 2, 1893
- [8] Flinders, Teach the Children, p. 104
- [9] The Moore Foundation, Greek vs. Hebrew Teaching www.moorefoundation.com
- [10] 1 Corinthians 1:23
- [11] Cook, Valiant in the Testimony of Jesus, General Conf. Oct. 2016
- [12] Packer, Spiritual Orientation, Educating Zion p. 185
- [13] Wilkinson, First One Hundred Years 1:421–22
- [14] Packer Spiritual Orientation, Educating Zion p. 188

A Superstructure of Knowledge

- [1] Romans 8:28
- [2] Newquist, Gospel Truth Biographical Sketch xxiv
- [3] Newquist, Gospel Truth p. 461

Lay a foundation of true and correct principles

- [1] L. Tom Perry, Mothers Teaching Children in the Home (2010)

Seek out of the Best Books

- [1] Juvenile Instructor Jan. 1 1899
- [2] CES Global Education Initiative (2016) Kim B. Clark
- [3] The Book of Mormon, 2 Nephi 32:3
- [4] The Juvenile Instructor Jan. 1 1899

Seek Learning

- [1] Doctrine and Covenants 109:7

Seek Personal Revelation

- [1] Julie B. Beck, And upon the Handmaids..., Gen Conf (2010)
- [2] Uchtdorf, Fourth Floor Last Door, Gen Conf (2016)
- [3] Russell M. Nelson, "Revelation for the Church, Revelation for Our Lives," 2018
- [4] Russell M. Nelson, "Revelation for the Church, Revelation for Our Lives," 2018
- [5] Russell M. Nelson, "Hear Him," April 2020 General Conference.

Seek Wise Counsel

- [1] Alma 37:37

Seek Gifts

- [1] Doctrine and Covenants 46:8
- [2] Bruce R. McConkie, Mormon Doctrine, 2nd edition (1966), page 772
- [3] Doctrine and Covenants 60:2,13

A Meeting with the Principal

- [1] Hebrews 11:10 and 16
- [2] Doctrine and Covenants 6:6
- [3] Hebrews 11:10
- [4] The Millennial Star 53:452
- [5] George Q. Cannon, Journal of Discourses, 11:230.
- [6] The Juvenile Instructor, Nov. 15, 1891
- [7] Nelson, A Plea to the Sisters October 2016 Gen Conf

Afterword

- [1] Bitton, George Q. Cannon — A Biography p. 432

Circular Letter to Stake Presidents

June 8, 1888

Salt Lake City, Utah

Dear Brethren,

A Meeting of the General Board of Education was held today, and the subject of the educational interests of the Latter-day Saints was taken into consideration and discussed at some length. It was less than five and not to exceed eight in number, should be selected in each stake to take charge of and promote the interests of education in the Stake. This communication is addressed to you to inform you of this action, and to have you select energetic men who are friends of education, who understand the needs of the people, and who have influence with the Saints, to carry out any suggestions in this direction that may be deemed proper. In the decision which was made by our Board it was made the duty of these Boards to take into consideration the formation of Church schools and the best method of accomplishing this, and after arriving at proper conclusions, to report them to the General Board. Communications of this character may be addressed to Elder George Reynolds, who is the Secretary of the Board. It was felt by the Board that, to begin with, there should be one Stake Academy established in each Stake as soon as practicable.

We feel that the time has arrived when the proper education of our children should be taken in hand by us as a people. Religious training is practically excluded from the district schools. The perusal of books that we value as divine records is forbidden. Our children, if left to the training they receive in these schools, will grow up entirely ignorant of those principles of salvation for which the Latter-day Saints have made so many sacrifices. To permit this condition of things to exist among us would be criminal. The desire is universally expressed by all thinking people in the Church that we should have schools where the Bible, the Book of Mormon and the Book of the Doctrine and Covenants can be used as text books, and where the principles of our religion may form a part of the teaching of the schools. To effect this it will be necessary that funds be collected. The Church will doubtless do its share; but it cannot carry the entire burden. The Saints must be appealed to. There are hundreds of liberal-minded people among us who will be willing to contribute to this worthy object when they find the subject is receiving proper attention, and that definite and permanent arrangements are being made to establish academies of this character.

The brethren whom you select to form this board should be men of character and integrity among the people, who will be able to use an influence in the collection of funds, so that academies may be established, good faculties employed, and education be made so cheap that it will be within the reach of the humblest in the land. After you have made proper selection for this Board, the names of the brethren composing it should be presented regularly at your Stake Conference as other authorities are, so that the people can vote for them.

Very respectfully yours,

Wilford Woodruff
Chairman of the Church Board of Education

George Reynolds
Secretary

ADDY'S STORY

The Millennial Instructor

ORIGINALLY WRITTEN BY ADDY IN 2016 (AGE 14)

When I was six years old, I was excited to go to school. I liked Kindergarten and was looking forward to first grade, but first grade was not what I expected. The teacher gave us a list of rules to follow, and I began to feel uneasy. The school was big, and I felt alone. I tried to fit in with the other kids. I thought they would like me if I wore the right shoes (like the popular kids were wearing). I started to feel anxious about everything. My teacher gave us assignments in class, and I had a hard time reading the instructions. I was too scared to ask for help. I learned that students who did well on their assignments got gold stickers, but I never got a gold sticker. I felt more and more anxious every day. I cried when my mom dropped me off at school; I didn't understand why I felt this way? My mom and dad told me it would get better, but it never did. So, my mom prayed about what to do, and she felt impressed to take me out of school. People did not understand her decision, but I am glad that she was brave enough to listen to her heart.

When I was young, I learned to love learning. I spent hours and hours reading about horses. My mom also read books to me, and we read the scriptures as a family. I learned a lot of practical skills like how to garden, cook, and bake (I make the best cookies, just sayin'.) Learning at home was not like public school. I learned how to learn, how to think and how to trust God in everything that I do. As I have grown up, I have grown in the world but not of the world.

I have thought a lot about my own education and what I want to become. I have looked back on the lives of my heroes to discover how they were educated. George Washington, Joseph Smith, and John Adams did not attend schools like we have today, but they had powerful minds! I wondered why they were able to think so deep and do such great things? I discovered that they learned to trust God in their education. They asked questions with sincere hearts and the answers became clear to them. I wanted to do the same. I wanted to become great in the eyes of God.

When I turned twelve, I joined a commonwealth school. A commonwealth school is a community of families that learn together. It is not forced learning, there are no grades. We learn for fun, we stretch our minds and discover amazing things about history, mathematics, science, Shakespeare etc.

I love it so much. We discuss important things, and we can talk about God in our learning! We study classic literature, and we seek out of the best books.

My favorite books I have read so far are *The Hiding Place* by Corrie Ten Boom and *A Distant Prayer* by Borrowman and Banks.

My learning experience is unique. I have watched both of my parents pursue their dreams and become entrepreneurs. They have taught me why it is important to become a producer and not just a consumer. I hope to start my own business soon (making polo wraps for horses). At home I learn how to dream, create, and work hard. Now that I am fourteen, I also go to seminary. I am lucky because I get to go to seminary with some of my friends, and I have an awesome teacher. I feel like I am different than most teenagers, but I love it. I love standing out and being bold. It confuses people. They are not sure where to put me in their social scale. I don't fit into that mold. I am different. I am not trying to wear the right shoes (like I did in first grade). The Lord is my Rock. I live to honor Him, and I am happy.

I have also had an amazing opportunity to learn from a dear friend named Linda. Linda is a retired university teacher. I walk up to her house twice a week, and she helps me with my grammar, punctuation and writing. She helps me write essays and work on school projects. She is amazing, and she inspires me. The Lord definitely blessed me with Linda. She is truly talented, and she loves to learn. I've learned that if you try to force learning it is not fun, but Linda inspires me to love learning! She taught me how to sew and helped me make a quilt for the hospital. Since Linda helps me with my education I help her with work around her house, cleaning and so forth. I love it because I feel like I am earning my education.

The greatest teacher I am blessed with is God, second to that is my mom. I just smile every time I think of the education I have been blessed with. People always ask me, "Do you ever wish you could go to real school?" My response is, "Do you ever wish you could homeschool and learn what you want to learn and have a strong relationship with God and your family?" As my dreams become bigger my love for the Lord is growing stronger. God is everything to me. He is my best friend! I want to honor Him one day by being a mom, owning a ranch, and training horses! I want to be a producer and use the resources that God has blessed me with to bless others.

I know that when I am a Mom I will homeschool my children. I want my children to discover their talents and gifts and find joy in learning, just like I have. I love the words of the primary song, "I'll go where you want me to go dear Lord, I'll be who you want me to be!" I know that my education is helping me to become who He wants me to be.



ADDY'S STORY—A DECADE LATER

It has now been ten years since my mom published *A Meeting with the Principle*. At the time, I was just fourteen years old and beginning to navigate homeschooling as a teenager. I cherished my unconventional education, which included homeschooling, Commonwealth school, and even a year at a private LDS school. Each season brought new experiences, but my love for learning remained constant. During my high school years, I achieved my dream of owning a horse, launched an Etsy shop called Red Rock Polos, and worked at a local pizzeria.

By age seventeen, I was moving into a more serious scholar phase of my education and felt ready to go deeper. I have always loved American history, government, and the principles of freedom, which led me to books and ideas that expanded my understanding of the world. My education from ages fourteen to eighteen was largely self-directed. I set goals with my parents, but they allowed me the freedom to help shape my own path of learning. Although I did not receive a traditional high school diploma, I continued pursuing an education that was meaningful, well-rounded, and driven by passion and purpose.

For college, I wanted a classical approach to higher education and enrolled at John Adams College. People are often surprised to learn that a traditional high school diploma is not always necessary to pursue higher education. In my experience—and in the experience of many homeschool friends—there are often far more opportunities available than people realize. My advice to teenagers is to pray, dream big, and take ownership of your education.

If there is a college, career path, trade or dream that excites you, research the requirements and make a plan. You may be surprised how many doors begin to open.

I recently graduated from John Adams College, and I am deeply grateful for the experience. My years there strengthened my love for learning and gave me the opportunity to study great books, original sources, history, government, and timeless principles alongside exceptional classmates and mentors. I also had opportunities to attend conferences and travel to places like Washington D.C., Pittsburgh, and New York City, where I was able to discuss ideas about freedom, faith, and education with like-minded people.

Looking back, I can honestly say that homeschooling never limited me. Instead, it opened doors I never imagined possible. One of the highlights of my journey was being crowned First Attendant for the “Days of ’47 Royalty” in 2021, where I had the opportunity to represent my pioneer ancestors and share my testimony and personal story with others. Over time, I have come to realize that homeschooling was, in many ways, a pioneering experience of its own. It taught me to trust God, think deeply, work hard, and continue learning throughout my life.

My advice is simple: keep God at the center of your education and your future. With Him, all things are possible.

♥ Much love, Addy

P.S. I just got engaged! I found someone who loves books as much as I do, and I am so excited for this next chapter of life and learning together.



AFTERWORD

The Millennial Instructor

ALI CANNON EISENACH

In 2016, I launched Millennial Standard Press and published *A Meeting with the Principle*. At the time, I had no idea what would come next.

While finishing this book, I discovered something that felt deeply meaningful to me: George Q. Cannon had begun publishing *The Juvenile Instructor* in 1866—exactly 150 years earlier. That realization stopped me in my tracks. I had spent almost a year studying his life, his writings, and his bold vision for educating the rising generation, and suddenly the timing felt like more than a coincidence.

Cannon once explained that *The Juvenile Instructor* was not created for financial reward, but because “a need existed for such a paper as this, and the step was taken.” [i] Those words stayed with me. I felt that perhaps a similar need existed again—a need for families to learn in a way that brought faith, history, science, art, literature, and the restored Gospel together in the home.

I began creating a tribute publication called *The Millennial Instructor* as I was able while raising young children. At the time, each issue took nearly a year to complete. Every page was designed individually in Photoshop—which, back then, didn’t even have spellcheck. It was slow, labor-intensive work, often done in the middle of busy days with little hands constantly nearby.

After a pause during COVID, I was unsure if—or when—I would begin again. But quietly, the Spirit kept working on my heart. Then, in 2024, when my children were a little older and the timing finally felt right, I launched *The Millennial Instructor* as a subscription series.

Just as I was getting started again in the fall of 2024, I received one of the greatest gifts of my life. A Cannon relative I had never met, who had heard about the work I was doing, generously gifted me his personal collection of *Juvenile Instructor* volumes. Each volume contained well over a hundred individual issues bound together, spanning more than fifty years—including the thirty-five years George Q. Cannon himself served as editor (1866–1901).

You simply cannot put a price tag on a gift like that. Even now, writing about it makes me emotional. The only other place I had ever seen a collection this extensive was at the Church History Library. And now, somehow, it sits in my own home—where I can flip through the pages and draw inspiration from George Q. Cannon himself.



It felt like one of those quiet moments of serendipity that Heaven sometimes sends—one of those tender reminders that the Lord is aware of the desires of our hearts and quietly opens doors we never could have opened ourselves.

Looking back now, I can clearly see the Lord’s hand in the timing, the delays, the learning, and the quiet unfolding of this work. What began with one small book, *A Meeting with the Principle*, has slowly grown into something far greater than I ever imagined.

And perhaps one of the greatest gifts that time brings is perspective—about work, motherhood, and what matters most.

As the years have passed, and as I have continued raising children, I have gained a much deeper compassion and empathy for mothers in general. Motherhood is not for the faint of heart, and homeschooling is such a deeply personal decision for each family. Every child comes with their own unique gifts, needs, personality, and way of learning and growing. Every family situation is different.

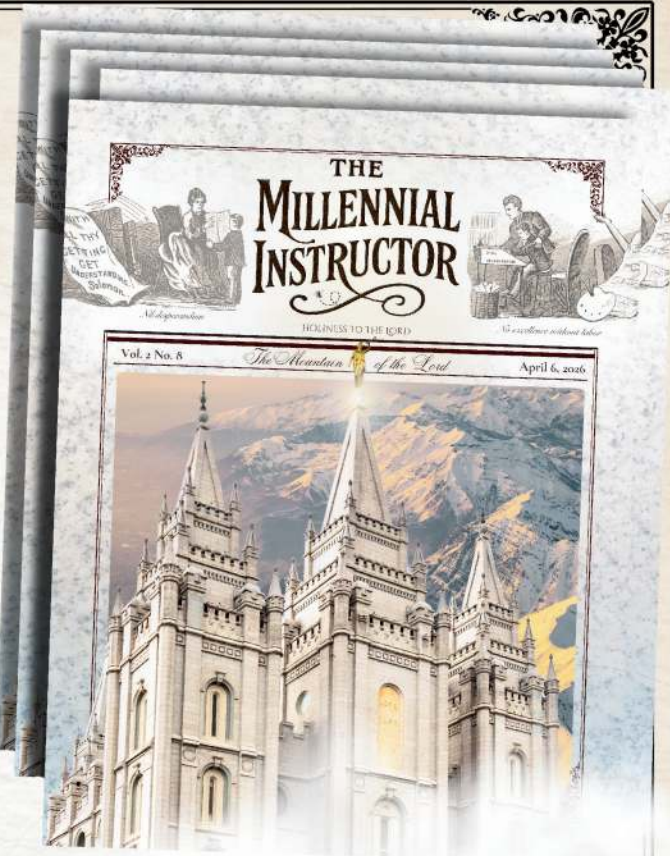
Any small efforts toward truth, goodness, and intentional learning are worth celebrating. Whatever the situation, parents will always have the greatest influence within the walls of their own home, and there is so much light and goodness we can cultivate there.

My hope is that our efforts to carry forward George Q. Cannon’s vision through *The Millennial Instructor* will bless your family and help make those teaching moments a little easier.

With love and gratitude—and cheers to the next ten years.

♥ Ali





MILLENNIAL STANDARD Press

Carrying the Cannon Family Printing Tradition into the Millennium



THE JUVENILE INSTRUCTOR.

NO. 15.

VOL. 1.

“Before Zion can achieve her true position, her sons and daughters must be educated in the highest and best sense of the word—not the education of worldly wisdom, but the education which has for its basis a true knowledge of God and of glorious principles revealed by Him in these days...”

-George Q. Cannon



Poetry.
(For the Juvenile Instructor.)
A DIALOGUE,
BETWEEN JENNY AND CARRY
(Concluded.)
BY ELIZA H. SNOW.

Jenny.—Carry, I've heard my mother say,
Our bodies, in the grave, will lay,
Till the first resurrection day,
Then, free from all impurity,
And clothed with immortality,
These very bodies will come forth
Join'd with our spirits on this earth.
The curse of God upon the soil,
Which causes all the sweat and toil,
Will be remov'd, and all things here
Will very beautiful appear.
And O, what lovely flow'rs will bloom
And fill the world with sweet perfume
And all mankind will dwell in love
As holy beings dwell above.

The beasts and fowls and insects then
Will be as greatly changed, as men—
The lamb and lion then, together,
Will live in peace, and love each other
The bears and tigers, then, will be
As tame as kittens here, by me.

There'll be no bloodshed—nothing slain—
There'll be no sickness and no pain—
All will be righteous on the earth—
No wicked ones will be call'd forth.
The wicked in their graves will lay
Till the next resurrection day;
And never, never will obtain
Such blessings as the righteous gain.

Carry.—Jenny, dear Jenny; what you say
Makes me feel well, and glad to say
What tho' I'm not a righteous man,
If I am not, I'll try to be.

Excursion.
Bernhard was born in Neuwied, which is a small town, beautifully situated on the banks of the Rhine in Prussia.
This afternoon, at the close of school, he came home happy for joy, and as he saw his father standing in the yard, he exclaimed: Father, we are not going to have any school all day to-morrow. Our teacher told us, that we are to go on an excursion to Fair, to eat lots of grapes, and have plenty of sport. Father, I have been a good boy all this week, and I hope you will let me go with our class won't you?
Well, Bernhard, said his father, if you have been a good boy and have studied your lessons well, I would like to see you have some pleasure, so you have my permission to go; but when will you have to be ready to start?
The teacher told us to be all ready in the school room at 9 o'clock to-morrow morning.
Then go and tell your mother now.
So off went little Bernhard, and told his mother, that his father had given him permission to go with his class on an excursion the next morning.
This was in the month of September, and the grapes were just being gathered in from the vineyard to be made into wine.
Neuwied, the place where the school was going to, is a little village about 4 miles from Neuwied, and on the banks of the Rhine, and at the foot of some high mountains, which are all planted with grapes. There are several taverns in the village, which are surrounded by pleasure grounds, nicely arranged—boweries with seats underneath, swings and other amusements for visitors.
The next morning little Bernhard was up early for his pleasure trip, and he took with him his father's permission, which his

