

Peace be to this house, The Prologue

In the beginning God created the heaven and the earth. Genesis 1:1

My children were and are home taught. We were not perfect or professional teachers. Our methods were constantly being modified as we learned to overcome our own frailties, failings and faults as parents and pedagogues to our children. We learned from our children as our children learned from us. We have been growing up together for years.

We realized to educate our children is a right and therefore a responsibility. The reason education is so important in the rearing of children is because, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."¹

Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life: but teach them thy sons, and thy sons' sons; De 4:9

Home teaching may have been a freedom enjoyed by us but it may not be by our children because many believe as Peter Hoagland, the Nebraska State Senator, who stated that, "Fundamental, Bible believing people do not have the right to indoctrinate their children in their religious beliefs, because we, the state, are preparing them for the year 2000, when America will be part of a one-world global society and their children will not fit in."²

That global society is here now because of treaties, alliances, trade agreements, borrowing and debt, to say nothing of the applications and contracts of the people. There are virtually no wholly sovereign nations left in the world today.

Because we educated our children and took the time to do so, we may see the world differently than many of our publicly educated peers. Yes, we molded the minds of our children as we molded also their bodies, but the experience clearly changed us as well. We discovered many things about ourselves, the nature of freedom and the responsibility of liberty. We also, being out of the mainstream of life in the Americas, discovered much about the world and its history, as well as its sophistries and changing consciousness.

Some think that by teaching your children at home you narrow their thinking. This can be true. But teaching children modern mass produced curriculums in a national educational system can also have a decidedly constricting result.

In our efforts to educate our children we became collectors of school books of the past and present. We began to discover an explicit difference between the books used today and the older text books we found in second hand stores.

Besides a clear 'dumbing down' there seemed to be an almost conscious distortion of History. Both by the progressive omission of certain facts and the all too frequent misrepresentations and untruths. We have seen history steadily change over the last 100 years in published textbooks.

"I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachment of those powers than by violent and sudden usurpations."³

"To tell deliberate lies while genuinely believing in them, to forget any fact that has become inconvenient, and then, when it becomes necessary again, to draw it back from oblivion for just so long as it is needed, to deny the existence of objective reality and all the while to take account of the reality which one denies... It systematically undermines the solidarity of the family..."⁴

The mention of this Orwellian modern reality brings me to mention that the undermining *solidarity of the family* by the canards of contemporary education has subverted the nations.

“Who owns the youth owns the future.”⁵

Could “... our schools have been scientifically designed to prevent over education from happening?”⁶ Surely we would notice the changes? If we did notice the changes would we find the energy to act to prevent the malignant mental malformation of our youth in public society or would we just complacently croak a complaint in our morning coffee and continue to submerge our children in a scorching mediocrity of adroit prevarication?

“Throughout history, rulers and court intellectuals have aspired to use the educational system to shape their nations... One can see how irresistible a vehicle the schools would be to ... to mold future citizens early in life, to instill in them the proper reverence for the ruling culture, and to prepare them to be obedient and obeisant taxpayers and soldiers.”⁷

Socrates offered advice to kings in Plato’s Republic, ‘take all the children from their parents and rid the city of adults.’ Modern schools have become closed cities where only qualified adults are allowed to instruct. Divergent or socially unacceptable opinions are checked at the door or suppressed altogether.

Socrates again instructs men who would be the ruling elite, “The young can’t distinguish what is allegorical from what isn’t, and the opinions they absorb at that age are hard to erase and apt to become unalterable”.

Train up a child in the way he should go: and when he is old, he will not depart from it.
Proverbs 22:6

There were many other ideas that came down to us through fatuous but extolled philosophers. Plato also described a simple economic policy whereby no gold or silver shall be owned by any citizen. It was not unlike the corvee’ system of bondage used in Egypt where all the money of substance was held in government treasuries or like the Israelites who built their Golden Calf. Such systems were designed to control, bind and subject the people.

Socrates reasoned for a form of equality between the sexes. Women were to take part in the military, performing tasks that are suited for them. Some of the other liberating ideas included the wives and children should be held in common and women will be permitted to have sex with whomever they choose and vice versa. Men will have ‘no private women, children, or servants.’ Land and property was to be communized and the citizens individual farm plot would be worked for the good of the state.

In essence he does not own the property, the *polis* is merely leaving it in his legal charge. If the beneficial use of property is not paid for annually the one who has the legal title can be beat with impunity by the citizens of that civil power. Also, the Lawgiver must assign magistrates and appropriate laws to govern the enfranchised polis.

In the early American society men braved danger and death to obtain unencumbered land free from the dominion of tribute:

“The ordinary citizen, living on his farm, owned in fee simple, untroubled by any relics of Feudalism, untaxed save by himself, saying his say to all the world in townmeetings, had gained a new self-reliance. Wrestling with his soul and plow on week days, and the innumerable points of the minister’s sermon on Sundays and meeting days, he was becoming a tough nut for any imperial system to crack.”⁸

¹ Thomas Jefferson.

² Peter Hoagland, Nebraska State Senator and Humanist said in 1983:

³ James Madison

⁴ On Doublethink in Book Two Section IX of 1984 by George Orwell

Today, the plan of Socrates and Plato rule the earth. Because of the comfort of their chains and their own personal and national pride, Americans tenaciously cling to the idea that they live in a free country. Freedom is not the same as affluence and comfort. Affluence is an illusion when debt is pervasive. The farther men get from God the more comfort becomes the god of men. Today, a new idea of ownership is dictated more by Greek philosophers than by those early pioneers or ancient prophets of God.

“The ultimate ownership of all property is in the State: individual so-called ‘ownership’ is only by virtue of Government, i.e. law amounting to mere user; and use must be in accordance with law and subordinate to the necessities of the State.” Senate Document No. 43 73rd Congress 1st Session. (Brown v. Welch supra).

Plato’s Republic was decidedly different from other Republics. A pure Republic is a threat to the ruling elite of the world. It is a place of freedom that functions within the perfect law of liberty.

In ancient times and these there has always been another group of inspired philosophers who preached a different kind of government. Unlike Plato’s Republic there was a system preached where people were *free from things public*, *Libera Res Publica*.

In such governments there was no central government ruling over the people and making laws for them and forcing them to pay tribute and labor for the administration. There were leaders, but no ruling elite. Such noble men were titular in their office.

Republic. “A state or nation in which the supreme power rests in all the citizens... A state or nation with a president as its titular head; distinguished from monarchy.”⁹

Titular is defined as, “existing in title or name only; nominal...” In a pure Republic the leaders do not exercise authority by making laws and extracting tribute and should not be confused with an indirect democracy where the majority of the leaders can take away the rights of the people with an exercising authority.

In such a republic where the people remained free they also trained their children in their ways so that when they were older, they would not depart from them.¹⁰ On the other hand the rulers of the world trained the children of the state for their own purposes.

Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life: but teach them thy sons, and thy sons’ sons; De 4:9

They also taught that ‘every man should possess the land’¹¹ and live under ‘the perfect law of liberty’¹². In that nation ‘there was no king’¹³ or ruling elite. Matrimony and the family was so sacred to transgress it was one of the most grievous violations of law. Instead of a ruling elite regulating the people there was a ministerial group that could not own land as a personal estate. They were not guaranteed a wage but could only hope to receive compensation in the form of tithing *according to their service*.¹⁴

One of the purpose of these ministers of the people was to *proclaim liberty throughout the land unto all the inhabitants and return every man unto his possession, and return every man unto his family*¹⁵.

Those who assume that philosophers like Socrates and Plato were enlightened men may also assume that, “It is the unquestioned right and imperative duty of every enlightened government, in its character of *parens patriae*, to protect and provide for the comfort and well-being of its citizens.... The performance of this duty is justly regarded as one of the most

⁵ Nazi leaders, used the slogan of the Wandervögel (a 19th century youth movement in Germany)

⁶ William Harris, 1899 U.S. Commissioner of Education 1889-1906

⁷ Sheldon Richman in his book Separating School and State.

⁸ History of the U.S. Vol.1 James Truslow Adams, p. 176.

important governmental functions, and all constitutional limitations must be so understood and construed so as not to interfere with its proper and legitimate exercise.”¹⁶ But such assumption opens another Greek paradigm, a Pandora’s box of power and confusion.

Governments have nothing to give or provide to the people unless they first receive it from the people. How the government obtains the contributions of the people is the difference between a free state under liberty or tyranny by mobs or despots.

The power to impose a tribute or income tax, which is an excise tax, is a *patrimonial* right of government under *Parens Patriae*. “Excise (tribute), in its origin, is the patrimonial right of emperors and kings.”¹⁷ Emperors, kings and presidents receive their power [*imperium*] from the people by consent through application, participation or acquiescence.

“*Parens patriae* literally means ‘parent of the country’ and refers to the traditional role of the state as sovereign and guardian of persons under legal disability.”¹⁸ The state and its ruling leaders become the Father of the people as the people relinquish rights and responsibilities once enjoyed by the individual free man.

“*Parens patriae* originates from the English common law where the King had a royal prerogative to act as guardian for persons under a legal disability such as infants and those mentally ill. In the United States, the *parens patriae* function belongs with the states.”¹⁹

In essence a *legal disability* is one where the individual as a person is no longer in a whole and natural state or status. With the relinquishment or assignment of rights and responsibilities an individual becomes a person under legal disabilities with incumbent duties and limitations. They are no longer whole. A more detailed examination has been extensively addressed in my book *The Covenants of the gods*.

The United States, as most ruling governments in the world today, relies heavily upon the authority of *parens patriae* (*U.S.C. 15 Chapt. 1, Sec. 15*). Of course the words *parens patriae* are Latin terms that reach back into Roman law and government at the time of Christ when the Emperor was the *Patronus* or *Our Father*, the Senators were addressed *Patri*, Father, and the world order of the Pax Romana was ruling much of the planet by power and might. With greater and greater influence from those Greek philosophers the power of the Roman world soon came in conflict with the teachings of the philosopher prophets of the Old Testament and their government. This was a time when everyone knew that tribute, excise tax and income tax was based on the *patrimonial* right of the king or government standing in the position of *Father*.

Then came a man called Jesus, who said, “*And call no [man] your father upon the earth: for one is your Father, which is in heaven.*” Matthew 23:9

This Jesus, this Christ [Anointed] King, had another plan other than that of Socrates and Plato. The government of Israel which had been the kingdom of God for centuries had become much different than its origins. The Jews had become Hellenized by the influence of

⁹ Webster’s New Dictionary unabridged 2nd Ed. 1965.

¹⁰ Proverbs 22:6

¹¹ Jud 2:6 And when Joshua had let the people go, the children of Israel went every man unto his inheritance to possess the land. [*inheritance* is the possession of property as an estate.]

¹² James 1:25 “looketh into the perfect law of liberty, and continueth [therein], he being ... a doer ...”

¹³ Jud 17:6 In those days [there was] no king in Israel, [but] every man did [that which was] right in his own eyes.

¹⁴ Nu 7:5 Take [it] of them, that they may be to do the service of the tabernacle of the congregation; and thou shalt give them unto the Levites, to every man according to his service.

¹⁵ Le 25:10 And ye shall hallow the fiftieth year, and proclaim liberty throughout [all] the land unto all the inhabitants thereof: it shall be a jubile unto you; and ye shall return every man unto his possession, and ye shall return every man unto his family.

the Greeks and the Romans. John the Baptist and Jesus who came after him preached a kingdom at hand that was decidedly different in form and manner than that of the dominant form of government of its day. This conflict has remained with us throughout the centuries.

The Jews had begun to apply to Rome and the people of Judea began to apply to Herod for benefits similar to what Rome offered. John preached a kingdom where benefits came from the members by charity and choice not by entitlements. He told men if you have two coats and your neighbor has none then share with him your extra coat.

When the people asked Jesus how to apply for benefits in his kingdom he said they were to pray to Our Father who art in Heaven not the Father in Rome.

“After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name.”

Matthew 6:9

Israel was a kingdom, a form of government instituted by God. It had no central ruling power but was effective for centuries until it strayed from the wisdom of God.

The Pharisees and Sadducees at the time of Christ misunderstood that original kingdom as men do today. The Mysteries of that kingdom have been hidden, lost and stamped out from the mind and memory of men throughout the ages.

Jesus preached a kingdom different than that of the nations, a kingdom of faith not force, charity not control, hope not entitlements. It operated in liberty for and by the people under God.

From the fall of mankind until today there has been two kinds of government on earth. One is established by force and the other by love.

I must agree with one thing stated by Plato, “And the one man that dares to tell the truth is called at once a lunatic and a fool.”

Today, we are dealing with the education or reeducation of children in public and private schools which did not begin with your children but with your parents and grand parents. If centuries of misrepresentations have been taught, then the very foundation of our understanding is subverted. Each generation is moved farther and farther from the truth until all are lost in a labyrinth of lies and deception and the whole world lives under the cloud of a strong delusion.

“The trouble with people isn’t their ignorance- It’s the number of things they know that just ain’t so.” Attributed to Mark Twain

We must look at all things anew.

¹⁶ Illinois Supreme Court 1882.

¹⁷ Vectigal, origina ipsa, jus Cæsarum et regum patrimoniale est.

¹⁸ Black’s Law Dict. 1114 (6th ed. 1990). .

¹⁹ Black’s Law Dict. 1114 (6th ed. 1990).

The Cover of the book, The Elixir of Love.

The picture on the cover of this book is a sketch by George John Pinwell of *The Elixir of Love* which shows the elements of mankind, young and old, men and women. Evidently there is a man standing in the village square offering for sale. Some are curious and others are hungry, desirous of the satisfaction of love received. What is the Elixir of love. Can it be bottled, packaged or passed from one to another? Does it come from outside ourselves where it may be drunk or rubbed on us?

Love is something that comes from inside and shines out through our words and our deeds. Like the kingdom of God and its righteousness it is first born within us, grows, flourishes and spreads itself from inside out. We do not have love when we get it from others. We only have love when we give it to others.

Joh 13:34 A new commandment I give unto you, That ye love one another; as I have loved you, that ye also love one another.

God's kingdom comes when his will is done on earth as it is done in heaven. God is love, the source of love and he comes into us as we give his love to others. The more we give love away the more we will receive the love of God in our hearts and minds.

Joh 13:35 By this shall all [men] know that ye are my disciples, if ye have love one to another.

This book is about love and the institution that God has given us to foster and nurture that love. Love begins in the family, home and spreads like a vine out into the world. The true Elixir of Love is the Kingdom of God which is at hand for those who will seek it and its righteousness under the perfect law of liberty.

Jas 2:5 Hearken, my beloved brethren, Hath not God chosen the poor of this world rich in faith, and heirs of the kingdom which he hath promised to them that love him?

First we should love God but then what shall we do second?

Mr 12:31 And the second [is] like, [namely] this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these.

John 14:15 If ye love me, keep my commandments.

About the Author

The author was born in America in 1948. His father was a practicing attorney and his mother the daughter of Norwegian immigrants. He grew up in southeast Texas and when he wasn't attending private school, he roamed the woods and bayous that meandered along the edge of that growing urban community.

As a young man, he entered the seminary where he studied Latin, Greek and Theology and met a man living in the Vatican who revealed to him some of the mysteries hidden from us over the centuries within the Catacomb Libraries of that ancient city. The course of his life was refined in that meeting and knowledge with new questions arising to be answered.

Over the following decades he has continued to search for both the answer and the question. He is the author of several books, dozens of pamphlets and maintains the His Holy Church web site [Http://www.hisholychurch.net/](http://www.hisholychurch.net/) He Married his wife in 1973, and is the Father of 6 children.

He has written several books on the history and nature of the kingdom of God on earth and man's ongoing relationship with the God of Heaven and earth or the gods of world. Titles include ***The Covenants of the gods, Thy Kingdom Comes*** along with numerous pamphlets, tapes. He has also authored a number of manuals on the formation of a free Church and Congregations.

He now lives near Summer Lake, Oregon where he continues to care for his family, tending sheep and working as a carpenter when he is not traveling and spreading the Good News that the LORD, GOD, is GOD and His kingdom is at hand in spirit and truth for those who will seek it and its righteousness.

The His Holy Church was appointed by Yeshua, a.k.a. Jesus, 2000 years ago. It is established in us as we do the work of that LORD and King in faith and in truth. It is the servant government established by Him for His people. It is His organization upon this earth. It can make neither treaty nor swear allegiance, it compels not taxes nor maintain a central treasury, it exercises no authority nor is it under the authority of any other government. It is a part of God's kingdom at hand under the perfect law of liberty.