

# INSTRUCTOR'S GUIDE

RELIGION 211, RELIGION 212





# The Life And Teachings of Jesus & his Apostles

INSTRUCTOR'S GUIDE  
(Rel 211-212)

Prepared by the Church Educational System

Published by  
The Church of Jesus Christ of Latter-day Saints  
Salt Lake City, Utah

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Printed in the United States of America

English approval: 3/78

## CONTENTS

Introduction . . . . .	1
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### Religion 211—I Am the Way

Lesson	Title	Page
1	"I Am the Way" . . . . .	9
2	"The Promised Messiah" . . . . .	11
3	"The Son of the Eternal Father" . . . . .	13
4	"Behold the Lamb of God" . . . . .	15
5	"Ye Must Be Born Again" . . . . .	17
6	"This Is He of Whom It Is Written" . . . . .	19
7	The Calling of the Twelve . . . . .	21
8	"Be Ye Therefore Perfect" . . . . .	23
9	"Whosoever Shall Do the Will of the Father" . . . . .	25
10	"He Spake Many Things unto Them in Parables" . . . . .	27
11	"He That Receiveth Whomsoever I Send Receiveth Me" . . . . .	29
12	"I Am the Bread of Life" . . . . .	31
13	That Which Defiles a Man . . . . .	33
14	The Transfiguration of Christ . . . . .	35
15	"I Am the Light of the World" . . . . .	37
16	The Two Great Commandments . . . . .	39
17	Where Much Is Given, Much Is Required . . . . .	41
18	"Rejoice with Me; for I Have Found the . . . Lost" . . . . .	43
19	"What Lack I Yet?" . . . . .	45
20	The Triumphal Entry . . . . .	47
21	"Woe Unto You . . . Hypocrites!" . . . . .	49
22	"What Shall Be the Sign of Thy Coming?" . . . . .	51
23	"As I Have Loved You" . . . . .	53
24	"My Peace I Give unto You" . . . . .	55
25	"Not My Will, but Thine, Be Done" . . . . .	57
26	"I Find No Fault in This Man" . . . . .	59
27	"He Is Risen!" . . . . .	61
28	"I Know That He Lives" . . . . .	63

### Religion 212—Ye Shall Be Witnesses Unto Me

29	"Ye Are My Witnesses, Saith the Lord" . . . . .	65
30	"God Is No Respector of Persons" . . . . .	67
31	"A Chosen Vessel unto Me" . . . . .	69
32	"I Have Set Thee to Be a Light of the Gentiles" . . . . .	71
33	The Coming of the Lord Jesus Christ . . . . .	73
34	"That Your Faith Should Not Stand in the Wisdom of Men" . . . . .	75
35	"This Do in Remembrance of Me" . . . . .	77
36	"Covet Earnestly the Best Gifts" . . . . .	79
37	"Affliction Worketh in Us a More Exceeding Weight of Glory" . . . . .	81
38	"Whatsoever a Man Soweth, That Shall He Also Reap" . . . . .	83
39	"Man Is Justified by Faith" . . . . .	85
40	"Heirs of God, and Joint-heirs with Christ" . . . . .	87
41	"Elected Before the Foundations of the World" . . . . .	89
42	"As Thou Hast Testified of Me in Jerusalem, so Must Thou Bear Witness Also at Rome" . . . . .	91
43	"Ye Are . . . Fellow Citizens with the Saints" . . . . .	93
44	"Be Thou an Example of the Believers" . . . . .	95
45	"I Have Fought a Good Fight, I Have Finished My Course, I Have Kept the Faith" . . . . .	97
46	"Let Us Go On unto Perfection" . . . . .	99
47	"By the Blood Ye Are Sanctified" . . . . .	101
48	Faith: "Evidence of Things Not Seen" . . . . .	103
49	"Pure Religion and Undeified" . . . . .	105
50	"For This Cause Was the Gospel Preached Also to Them That Are Dead" . . . . .	107
51	"Partakers of the Divine Nature" . . . . .	109
52	"Walk in the Light, As He Is in the Light" . . . . .	111
53	"For There Are Certain Men Crept In Unawares" . . . . .	113
54	"The Revelation of Jesus Christ . . . unto His Servant John" . . . . .	115
55	"The Kingdoms of This World Are Become the Kingdoms of Our Lord" . . . . .	117
56	"Behold, I Come Quickly; and My Reward Is with Me" . . . . .	119

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# INTRODUCTION

One who teaches another is engaged in a noble profession; but one who teaches another about the life and teachings of the Master is engaged in a sacred work. It is the privilege of the teacher to invite the student to step upon hallowed ground as they learn of their Redeemer and Savior.

This instructor's guide contains two separate studies under one cover. The first part is designed to assist the students in developing a personal, intimate relationship with their Savior. The latter explores the dynamic world of the early apostles, while helping the student to understand those Christlike qualities so essential to happiness and joy.

However, unlike many teaching manuals, this supplement will not give the instructor a detailed outline and a step-by-step set of instructions to guide him through each lesson. No two classes in the Church are ever the same. The needs, experiences, maturity, and responses of the students will vary tremendously from situation to situation, from location to location. Curriculum materials designed and produced centrally can and should determine subject matter to be taught and specific content areas that need emphasis. But it is the teacher who has been given the stewardship to determine how the materials are actually taught in his classroom. He must prepare, adapt, and present the materials so that they meet the needs of his particular setting and students. *Thus, this teacher's supplement and the course materials have been designed to prepare teachers for lessons rather than lessons for teachers.*

The Lord has not left the teacher without special aid in the fulfilling of his stewardship. Two important guidelines for those who teach the gospel are given in the scriptures.

1. *Teach by the Spirit.* In D&C 42:14, the Lord said: "And the Spirit shall be given unto you by the prayer of faith; and if ye receive not the Spirit ye shall not teach." A few months later, the Lord made it clear how important this qualification is. "Verily I say unto you, he that is ordained of me and sent for to preach the word of truth by

the Comforter, in the Spirit of truth, doth he preach it by the Spirit of truth or some other way? And if it be by some other way it is not of God." (D&C 50:17, 18.)

Who can, of himself, discern the spiritual problems, the emotional needs, and the mental readiness of every student that sits before him each day? Such a task is beyond human ability. But the Spirit has that capability and can direct the responsive teacher to say things or use a story or make a special emphasis that will touch the heart of a student in particular need. One of the thrills of gospel teaching is to have a student come, sometimes after much time has elapsed, and say, "I was fasting and praying for an answer, and what you said was the answer to my prayers." The imparting of special inspiration in answer to an individual's unspoken needs is not the only function of the Spirit. In the daily experience of the classroom, only when the Holy Ghost bears witness to what the teacher is saying will the teaching have true spiritual impact. Without the Spirit we fail.

2. *Treasure up the words of life.* The second injunction adds an important dimension to teaching by the Spirit. One teacher was heard to say, "Well, I don't have anything prepared for today, so I guess I'll go in and teach by the Spirit." He did not seem to understand the charge given by the Lord when he said: "... treasure up in your minds continually the words of life, and it shall be given you in the very hour that portion that shall be meted unto every man." (D&C 84:85.) Treasuring up the words of life constitutes the most important part of a teacher's preparation and involves a consistent and substantive study of the words of the Lord as given through his prophets. Elder Joseph Fielding Smith summed it up thus:

"Treasuring up his word is far *more* than merely reading it. To *treasure it one must not only read and study, but seek in humility and obedience to do the commandments given, and gain the inspiration which the Holy Spirit will impart.*" (*Doctrines of Salvation*, 1:305.)





When such a program of personal preparation takes place, then the teacher can and will be directed by the Spirit of the Lord as he prepares and teaches each lesson.

The course materials for *The Life and Teachings of Jesus and His Apostles* (including the student manual and the instructor's guide) have been designed to help you treasure up the words of life so that you can more effectively teach by the power of the Spirit. The diagram below illustrates the materials available for both teacher and student.

### Course Texts for Religion 211-212

As in almost every course, the most important text for Religion 211-212 will be the four standard works. In addition, certain books, which are included in what is called the "basic library," are being made available to all teachers. This will give them the words of the modern prophets to study as they prepare their lessons. Though the list may vary in some areas or in some languages, the books listed below will probably be included in the basic library.

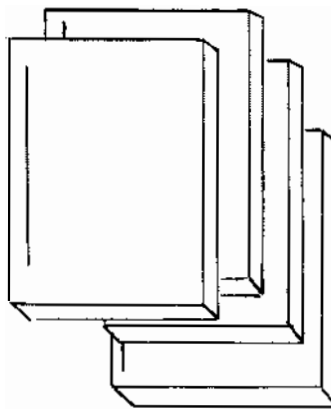
In addition to the basic sources, there is a course manual used by both the teacher and student and a teacher supplement for the teacher exclusively. A description of the materials found in the course manual is given in the introduction of the manual itself. The teacher should study that carefully before beginning the semester's instruction.

The abbreviations in the left-hand column are used throughout the teacher study guides of the teacher supplement where reference is made to these books in the basic library.

The students should be encouraged to have the four standard works. The following diagram illustrates the materials generally available for both teachers and students:

### Basic Study Materials for All Courses

#### (For the Teacher)



The Standard Works

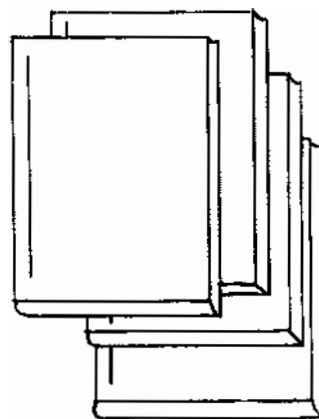


The Basic Library

### The Basic Library

<i>CR</i>	<i>Conference Reports</i> , 1970 to the present. (Note: In languages other than English, only talks by the First Presidency, the Quorum of the Twelve, and the Patriarch of the Church are included.)
<i>Teachings</i>	<i>Teachings of the Prophet Joseph Smith</i> , compiled by Joseph Fielding Smith
<i>Discourses</i>	<i>Discourses of Brigham Young</i> , compiled by John A. Widtsoe
<i>Gos. Doc.</i>	<i>Gospel Doctrine</i> , Joseph F. Smith
<i>DS</i>	<i>Doctrines of Salvation</i> , Joseph Fielding Smith (3 vols.)
<i>M of F</i>	<i>The Miracle of Forgiveness</i> , Spencer W. Kimball
<i>Jesus the Christ</i>	<i>Jesus the Christ</i> , James E. Talmage
<i>A of F</i>	<i>Articles of Faith</i> , James E. Talmage

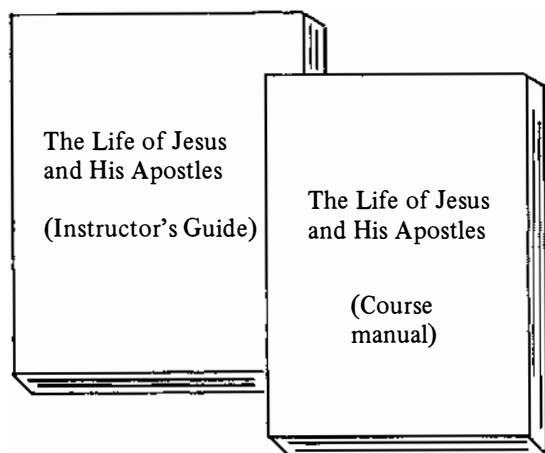
#### (For the Student)



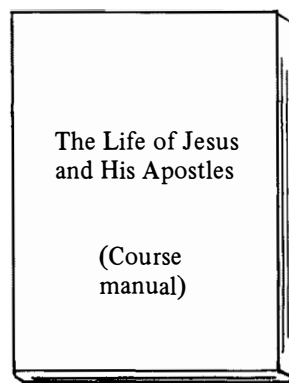
The Standard Works

*Additional Materials for This Course*

(For the Teacher)



(For the Student)



**The Instructor's Guide**

Each lesson in the instructor's guide consists of one sheet printed on both sides. The first part provides a study guide for the teacher; the second part, some suggestions of methods that have been used by other teachers in presenting this lesson.

**THEME**

In a brief sentence the objective of the lesson is summarized. This provides the content theme that is to be taught.

**THEME ANALYSIS**

The theme is analyzed in a brief outline, providing additional concepts supporting the basic lesson objective.

**STUDY SOURCES**

This portion of the guide contains study guidelines which are divided into the following four categories: (1) "Course Manual"—indicates where the reading assignment relating to this lesson is found in the manual; (2) "Standard Works"—indicates sources containing important references from the scriptures which apply to the theme of this lesson; (3) "Basic Library"—refers to books containing references that provide in-depth information on the particular subject matter area; (4) "Additional Sources"—lists enrichment references which may be studied if they are available but which are not absolutely essential to the presentation. how the lesson is to be presented.

**First Part**

Teacher Supplement	
THEME	Title
<b>THEME ANALYSIS</b>	
A. _____	
1. _____	
2. _____	
B. _____	
1. _____	
2. _____	
<b>STUDY SOURCES</b>	
Course Manual	
_____	
Standard Works	
_____	
_____	
Basic Library	
_____	
_____	
Additional Sources	
_____	
_____	
_____	
_____	

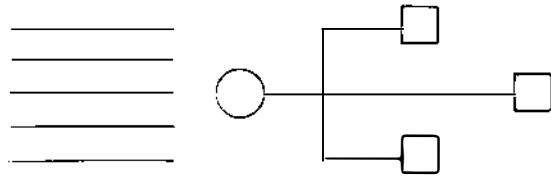


## Second Part

### SOME SUGGESTIONS FOR PRESENTATION

The second part contains ideas suggested by other teachers for presenting the lesson material. These suggestions are not necessarily keyed to specific parts of the lesson but are given to provide some ideas that may be useful as you prepare your own lesson. The teacher should feel free to adapt these suggestions to his own situation or to develop and create methods of his own. In this way the lessons will be individualized to fit his own students. All methods included here are only suggestive, and the teacher should feel free to use only those he finds valuable. Teachers should remember that this is not a sequential outline of how the lesson is to be presented.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)




1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

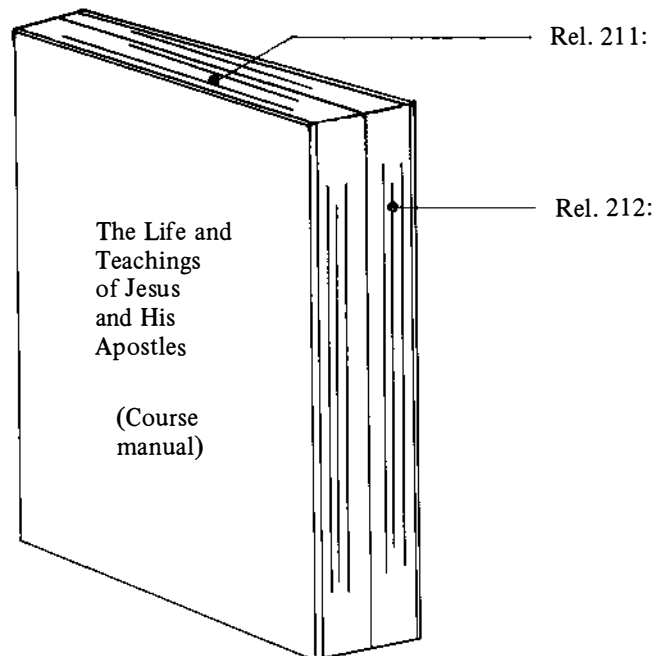
### How to Use the Course Manual

A study of the life and teachings of Christ, containing twenty-eight chapters for a one-semester (one and a half quarters) course.

A study of the world of the early apostles, containing twenty-eight chapters for a one-semester (one and a half quarters) study.

### The Instructor's Guide and the Course Manual

In every case, the lesson numbers of the instructor's guide correspond to the chapter numbers of the course manual. The themes are identical. Each quote or paragraph in the Study Resources has been given its own individual number, such as 1-5 (the fifth reading in chapter one) or 13-2 (the second reading in chapter thirteen). Teachers may wish to assign students readings other than those given to students in the course manual. These numbers should make it easier to make such assignments and to use the manual in class.



### Adapting the Course Materials to Quarter, Semester, or IS Use

The majority of students in the Church Educational System are on a semester system, although many students are on a quarter system, and still others participate in individual study programs where courses take a full year. The following information should be helpful as teachers adapt the materials to their situation:

1. The average semester provides approximately twenty-eight sessions in which formal class instruction is given; the average quarter provides eighteen sessions. Individual study classes usually meet weekly for about eight months. With tests and other class activities, this gives IS students from twenty-eight to thirty class meetings.

2. This New Testament study is made up of two parts, either of which can be used as a separate course for one semester or one quarter. However, if used together, they would occupy a full year's study (two semesters or three quarters). (See diagram above.)

3. Teachers will note as they examine the lessons that often some areas of content are more important than others. Some concepts are so important, for example, that two or three lessons may be devoted to them.

4. The teacher should feel free to adapt the lessons to his own time requirements, expanding some lessons into two or more sessions if necessary or combining two or more lessons into one presentation.

5. The following adaptation schedule could be used to teach a one-quarter course.

### Religion 211

Lesson Number Semester	Lesson Title	Lesson Number Quarter Adaptation
1	"I Am the Way" . . . . .	1
2	The Promised Messiah . . . . .	2
3	The Son of the Eternal Father . . . . .	3
4	"Behold the Lamb of God" . . . . .	3
5	"Ye Must Be Born Again" . . . . .	4
6	"This Is He of Whom It Is Written" . . . . .	5
7	The Calling of the Twelve . . . . .	5
8	"Be Ye Therefore Perfect" . . . . .	6
9	"Whosoever Shall Do the Will of the Father" . . . . .	6
10	"He Spake Many Things unto Them in Parables" . . . . .	7
11	"He That Receiveth Whomsoever I Send Receiveth Me" . . . . .	7
12	"I Am the Bread of Life" . . . . .	8
13	That Which Defiles a Man . . . . .	8
14	The Transfiguration of Christ . . . . .	9
15	"I Am the Light of the World" . . . . .	10
16	The Two Great Commandments . . . . .	10
17	Where Much Is Given, Much Is Required . . . . .	11
18	"Rejoice with Me; for I Have Found the . . . Lost" . . . . .	12
19	"What Lack I Yet?" . . . . .	12
20	The Triumphal Entry . . . . .	13
21	"Woe unto You . . . Hypocrites!" . . . . .	13
22	"What Shall Be the Sign of Thy Coming?" . . . . .	14
23	"As I Have Loved You" . . . . .	15
24	"My Peace I Give unto You" . . . . .	15
25	"Not My Will, but Thine, Be Done" . . . . .	16
26	"I Find No Fault in This Man" . . . . .	17
27	"He Is Risen"! . . . . .	17
28	"I Know That He Lives" . . . . .	18

## Religion 212

Chapter	Semester	Lesson Title	Lesson Number Quarter Adaptation
29	1	"Ye Are My Witnesses, Saith the Lord" . . . . .	1
30	2	"God Is No Respector of Persons" . . . . .	2
31	3	"A Chosen Vessel unto Me" . . . . .	3
32	4	"I Have Set Thee to Be a Light of the Gentiles" . . . . .	3
33	5	The Coming of the Lord Jesus Christ . . . . .	4
34	6	"That Your Faith Should Not Stand in the Wisdom of Men" . . . . .	5
35	7	"This Do in Remembrance of Me" . . . . .	5
36	8	"Covet Earnestly the Best Gifts" . . . . .	6
37	9	"Affliction Worketh in Us a More Exceeding Weight of Glory" . . . . .	6
38	10	"Whatsoever a Man Soweth, That Shall He Also Reap" . . . . .	7
39	11	"Man Is Justified by Faith" . . . . .	8
40	12	Heirs of God, and Joint-Heirs with Christ . . . . .	8
41	13	Elected Before the Foundations of the World . . . . .	9
42	14	"As Thou Hast Testified of Me in Jerusalem, so Must Thou Bear Witness Also at Rome" . . . . .	10
43	15	"Ye Are . . . Fellow Citizens with the Saints" . . . . .	11
44	16	"Be Thou an Example of the Believers" . . . . .	11
45	17	"I Have Fought a Good Fight, I Have Finished My Course, I Have Kept the Faith" . . . . .	12
46	18	"Let Us Go On unto Perfection" . . . . .	13
47	19	"By the Blood Ye Are Sanctified" . . . . .	13
48	20	Faith: Evidence of Things Not Seen . . . . .	14
49	21	"Pure Religion and undefiled" . . . . .	15
50	22	"For This Cause Was the Gospel Preached Also to Them That Are Dead" . . . . .	15
51	23	"Partakers of the Divine Nature" . . . . .	16
52	24	"Walk in the Light As He Is in the Light" . . . . .	16
53	25	"For There Are Certain Men Crept In Unawares" . . . . .	17
54	26	"The Revelation of Jesus Christ . . . unto His Servant John" . . . . .	17
55	27	"The Kingdoms of This World Are Become the Kingdoms of Our Lord" . . . . .	18
56	28	"Behold, I Come Quickly; and My Reward Is with Me" . . . . .	18







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# I

## “I AM the way”

### THEME

The way to exaltation and eternal joy is found only in and through the Savior, Jesus Christ.

### THEME ANALYSIS

- A. The Savior taught, “I am the way, the truth, and the life.” (John 14:6.)
  - 1. The Savior, as the Son of God, showed the way by which all others can become the sons and daughters of God.
  - 2. The Savior is not only the revealer of truth, but he *is the truth*.
  - 3. The Savior is the agent through which real life and power is given to man, bringing rebirth and eventually eternal life.
- B. All the prophets and holy men of all ages have borne witness that Jesus was indeed the Son of God, the Savior of the world.
- C. The modern disciple of the Lord can also know for himself that Jesus is the Christ.
  - 1. To come to this knowledge, the student must live the gospel.
  - 2. As he lives the gospel, he will come to know the Savior and gain eternal life.

### STUDY SOURCES

#### Course Manual

General introduction and chapter 1, “I Am the Way”  
(Note: Chapter 29 serves as the introduction for 212 for those on the semester or quarter system. Individual study teachers should use lesson 1 to introduce the whole course.)

#### Standard Works

John 17:3. What is the only way eternal life may be gained?  
1 John 5:20. What major understanding did Christ give his disciples?  
D&C 132:24, 25. For what two reasons do many fail to obtain eternal life?  
1 Nephi 19:7, 10; Mosiah 15:1. Who is the Savior?

Mosiah 7:27, 28. For what testimony did Abinadi suffer death?

John 14:6. How does the Savior describe himself and his mission?

Ephesians 2:18; John 1:16-18; John 11:25; D&C 88:1-13, 50. How is He the way, the truth and the light?

Acts 4:11, 12; Mosiah 3:17. Can man be saved any other way?

#### Basic Library

*Jesus the Christ*, pp. 1-5. What are the specific teachings of the Church about the Savior?

DS, 1:18-37. How many may see and know Christ?

#### Additional Sources

(Note: The following books are excellent resources for the teacher of the New Testament. Many are not works by Latter-day Saints, but they are among the best of conservative scholarship and are written with feeling and insight for the Savior. Generally these will not be cited in other places in this manual.)

Clarke, Adam. *The Holy Bible . . . A Commentary and Critical Notes*, 6 vols.

Dummelow, J. R., ed. *A Commentary on the Holy Bible*. New York: Macmillan Co., 1930.

Alexander, David and Alexander, Pat, eds. *Eerdman's Handbook to the Bible*. Berkhamsted, Herts, England: Zion Publishing Co., 1973.

McConkie, Bruce R. *Doctrinal New Testament Commentary*. 3 vols. Salt Lake City: Bookcraft, 1965-73.

Smith, William. *Smith's Bible Dictionary*. rev. ed. Grand Rapids: Zondervan Publishing House, 1948.

Clark, J. Reuben, Jr. *Our Lord of the Gospels*. Salt Lake City: Deseret Book Co., 1954.

Edersheim, Alfred. *The Life and Times of Jesus the Messiah*. Grand Rapids: Wm. B. Eerdman Publishing Co., 1967.

Farrar, Frederic W. *The Life of Christ*. Portland, Oregon: Fountain Publications, 1964.

McKay, David O. *The Ancient Apostles*. Salt Lake City: Deseret Book Co., 1964.

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Matthews, Robert J., *A Burning Light: The Life and Ministry of John the Baptist*. Provo, Utah: Brigham Young University Press, 1972.

Conybeare, W. J. and Howson, J. S. *The Life and Epistles of Saint Paul*. Grand Rapids: Wm. B. Eerdmann Publishing Co., n.d.

Goodwin, Frank J. *A Harmony of the Life of St. Paul*. Grand Rapids: Baker Book House, 1964.

Matthews, Robert J. *Unto All Nations: A Guide to the Book of Acts and Writings of Paul*. Salt Lake City: Deseret Book, 1975.

Sperry, Sidney B. *Paul's Life and Letters*. Salt Lake City: Bookcraft, 1955.

### Media Suggestions

Cassette tape (President David O. McKay), *Make Jesus Your Ideal* (1:15)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

*"And This Is Life Eternal. . ."*

Since eternal life is conditional on *knowing* the Father and the Son, a discussion could be based on these questions: What does it mean to know the Savior? and Is it good enough merely to know *about* him and believe that he lived? Peter knew the Savior and explained those blessings which are received by those who come to know him. (See 2 Peter 1:2-4.) *Note:* Do not get into the subject Calling and Election, since this topic is covered during the course of study.

The teacher may wish to use word analysis to emphasize what Peter meant by *knowledge*. Using this method the teacher selects a key word and explains its meaning, or has the class suggest meanings and ramifications, and then puts the word into its scriptural context to emphasize the point of the scripture. In this case the word *knowledge* is translated from the Greek *epignoseos* rather than the usual *gnosis* (i.e., to know). *Gnosis* denotes to know *about* something, while *epignoseos* denotes knowledge based on experience or close association with something. By what does Peter say *peace* and *grace* come to an individual? In Matthew 7:23 of the Inspired Version, what is the significance of the change from "I never knew you" to "You never knew me"?

### To Know the Savior Rather Than Know About the Savior

As one lives worthily he receives the Spirit, through which he comes to understand and know the Savior. Therefore, learning about the Savior is important because it shows

what one should do. As one does what the Savior did he receives the Spirit, and as he does so he knows the Lord. This concept could be stressed by writing the word *follow* on the chalkboard and then asking the class, What did Jesus do that you can do? and noting the responses on the board. These could include baptism, reception of the Holy Ghost, kindness, feeding the hungry, and so forth. What is the result of following the Savior? (Answer: We come to know him.)

### Those Who Followed Him Knew He Was the Way

The instructor could develop the concept of the power of the testimony of those who knew Christ by comparing and contrasting the various features of the Gospels with one another. The material in chapter 1 could be used, or other sources could be used if the instructor has access to them. The point of the discussion could focus on the testimony, the absolute conviction, of the writers that Jesus was the Christ. To emphasize the point, the teacher could select passages from the Gospels and the other works of the New Testament and have the students read them. The following scriptures are suggestions: Matthew 1:1, 23; Mark 1:1; Luke 1:31, 32; John 3:16, 17; Acts 1:1-3; Romans 1:1-4; 1 Corinthians 1:4-7; Galatians 1:3-5; James 2:1; 1 Peter 1:1-5; 1 John 5:20; Jude 24-25; Revelation 1:1-3. The teacher may wish to use others.

### He Who Does the Will Shall Know the Source of the Doctrine

The teacher may wish to review with the students the first two paragraphs in the general introduction to the course and readings 1-2, 1-3 in chapter 1. By using the student manual, its importance is emphasized and the students' interest in reading is heightened.

The responsibility of gaining a testimony belongs to the students. Does one generally have to sacrifice and pay a price for material riches? What is the price? Does one have to sacrifice and pay a price for spiritual riches? What is the price? In the judgment, is there any advantage to having had material riches? Of having spiritual riches?

"But let me explain again, the highest of all ideals are the teachings and particularly the life of Jesus of Nazareth, and that man is most truly great who is most Christlike.

*"What you sincerely in your heart think of Christ will determine what you are, will largely determine what your acts will be. No person can study this divine personality, can accept his teachings without becoming conscious of an uplifting and refining influence within himself."* (David O. McKay in *CR*, Apr. 1951, p. 93. Italics added.)

How is this statement exemplified in the lives of such people as Peter, Paul, Mary, Martha, Joseph Smith?



## 2

# the PROMISED MESSIAH

### THEME

Jesus was chosen from before the foundation of the world to be the Christ, the Anointed One, and his coming was heralded by all the prophets from the beginning.

### THEME ANALYSIS

- A. Jesus was the firstborn spirit child of our eternal parents; and because he was like God in the pre-earth world, he was chosen as the Savior.
- B. Acting under the Father's direction, Jesus was the great Creator of the world, and he is the God of the Old Testament.
- C. All the prophets of all the ages have identified the coming of Christ, the promised Messiah, as the greatest event of all time.

### STUDY SOURCES

#### New Testament Reading Assignment

Luke 1:1-18; John 1:1-18; John 17:1-5

#### Course Manual

Chapter 2, "The Promised Messiah"

#### Standard Works

- John 17:3-5, 24; 6:38, 51-58. In what way does Jesus testify of his premortal existence?
- John 1:1, 2, 14; Colossians 1:14, 15. What further information do these references give concerning the Savior's pre-earth life?
- Revelation 13:8; 1 Peter 1:18-20. Jesus was the Lamb of God, slain from before the foundation of the world. Hebrews 1:1-9. Who is the Anointed One, who was foreordained from the beginning and called a God?
- Abraham 3:22-26. Who was like unto God?
- John 1:3, 10; Moses 1:31-35; 7:30. How vast are the creations of the Savior?
- Exodus 3:1-16; 6:1-3; John 8:56-59. What is the significance of these passages as they relate to the godhood of Jesus?
- 1 Corinthians 10:1-10. Who was the God of ancient Israel?

- 1 Nephi 10:4, 5; Mosiah 3:4-10. Were the prophets specific in their predictions of the promised Messiah?
- Jacob 7:9-11. How many of the prophets have testified of the coming of Christ?

#### Basic Library

*A of F*, pp. 465-73. Jesus, the firstborn of God, was and is Jehovah.

*Teachings*, p. 181. Jesus appointed as Savior of the world. *DS*, 1:18-37. An overview of gospel doctrine about the Savior.

Bruce R. McConkie in *CR*, Apr. 1972, pp. 133-35. A powerful testimony of the position and importance of Christ.

*Jesus the Christ*, pp. 6-16. The premortal existence of Christ.

#### Additional Sources

Marion G. Romney, "Jesus Christ: Lord of the Universe," *Improvement Era*, Nov. 1968, pp. 46-49.

*Ensign* (front inside cover), Dec. 1973. This scriptural study of the many names of the Savior gives a grand overview of his all-inclusive mission.

#### Media Suggestions

Transparency, The Son of God Was Creator of All Things

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Blackboard Presentation and Discussion

The teacher may wish to place a large picture of the Savior on the board with the scripture John 17:3, and then ask this question: Why is it so important to know the truth about Jesus? Following this, three main columns could be drawn under the picture as follows. A discussion of the scriptures with the students could be helpful. (The scriptures given are only a sampling, and the teacher may wish to add to or change them.)





John 17:3

Jesus' Premortal Foreordination	Jesus, God of the Old Testament	Emmanuel—God with Us
Hebrews 1:1-9 Abraham 3:24-27 Others	1 Corinthians 10:1-9 Exodus 6:1-3 John 8:56-59 Others	Matthew 1:23 Matthew 8:25-27 Others

As we study the New Testament whom do we really learn about? (See John 20:27-31.)

#### Scripture and Transparency Exercise

Using the overhead transparencies ( 1, 2, 3, ) included in the media kit, the teacher might develop an interesting discussion of the role of the Savior as Creator. The teacher could have the students ponder Moses 1:31-33; then he could show and discuss transparencies 20, 32, and . (A review of President J. Reuben Clark's talk "Who Is This Man That We Worship?" in section 1 of the course manual may also be appropriate.)

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# 3

## “THE SON OF THE ETERNAL FATHER”

### THEME

It is important that we know that Jesus Christ is literally the Son of the Eternal Father and that he had to overcome the trials and vicissitudes of mortal life.

### THEME ANALYSIS

- A. Because Jesus is the Only Begotten Son of the Father in the flesh, he inherited power which enabled him to break the bands of death.
  - 1. Because Jesus was born of Mary, he inherited the capability to die.
  - 2. Because of his divine birth, Jesus had power to suffer more than man can suffer, including the capability to suffer the pains of all mankind.
- B. As Joseph Smith taught, Jesus was born with a veil of forgetfulness common to all who are born to earth, but even as a child he had all the intelligence necessary to enable him to govern the kingdom of the Jews (see source under Basic Library), because he overcame the veil and came into communication with his Heavenly Father.
- C. Through the Spirit, we must gain for ourselves the knowledge that Jesus is divine.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 1, 2; Luke 1, 2

#### Course Manual

Chapter 3, “The Son of the Eternal Father”

#### Standard Works

- 1 Nephi 11:14-17. What did Nephi learn about the “con-  
descension of God”?  
Luke 1:28-35; 1 Nephi 11:18-20; Alma 7:10. Who was the  
father of Jesus?

- John 5:26. What powers did Jesus inherit from God the  
Father?  
Mosiah 3:7, 8. Jesus inherited from Mary the capacity to  
suffer what?  
Alma 34:10-14. What kind of sacrifice was required for the  
Atonement?  
Luke 2:46, 47. Who was teaching whom in the temple?  
John 8:28; 12:49. Why was Jesus able to give answers that  
would astonish the wise men of his nation?

#### Basic Library

- Jesus the Christ*, p. 81. What does this statement contribute  
to our understanding of the birth of Jesus?  
*Discourses*, p. 50. This describes what relationship between  
the Father and Jesus?  
*Teachings*, pp. 187-88. How did Jesus have the power to  
overcome the world?  
*Jesus the Christ*, pp. 103-4; Harold B. Lee in *CR*, Apr.  
1973, p. 4. What do we know about the date of Jesus’  
birth?  
*Jesus the Christ*, pp. 85-87. What may have contributed to  
the desire of the leaders of the Sanhedrin to have Jesus  
killed?  
*Teachings*, p. 261. Why was John raised in the wilderness?  
*DS*, 1:32-33. How much knowledge and understanding did  
Jesus have at the time of his birth?  
*Gos. Doc.*, p. 68. How did Jesus gain the fulness of knowl-  
edge that he eventually received?  
*Discourses*, p. 26. How much of the fulness of knowledge  
that Jesus has did he receive from his Father?

- Teachings*, p. 392. How much understanding had Jesus received  
from his Father by the age of twelve?  
*DS*, 1:18-37. What help in understanding the divine sonship  
of Jesus can be found in this chapter? (Note particular-  
ly a clarification from the Inspired Version, found on  
page 32.)

#### Additional Sources

- Marion G. Romney, “Jesus the Christ: Lord of the Uni-  
verse,” *Improvement Era*, Nov. 1968, pp. 46-49.



### **SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)**

#### **Jesus Was the Only Begotten of the Father in the Flesh (A Discussion and Scripture Analysis)**

1 Nephi 11:16-18. What does the word *condescend* mean? In what way did the Father condescend to be the father of a mortal woman's son?

Alma 34:10-14. What is the relationship between the divine birth of Jesus and his power to perform the Atonement?

Jesus' Father	Jesus' Mother
(From him Jesus received the power of immortality, which is the power to live indefinitely.)	(From her Jesus received the capacity to die.)
Jesus	
(Jesus was the only being who had the power to die and the power to take up his body again.)	

#### **Discussion and Scripture Analysis**

Analyze the following scriptural passages with the students, focusing on the testimony of each person.

Mark 14:61, 62. Whose testimony is contained in these verses? Under what conditions did this testimony find expression? What is the significance of this testimony?

1 Corinthians 2:4, 5, 11, 14. How can the most effective testimony of the divine sonship of Jesus be obtained? Does the kind of life we may be living have anything to do with our success in obtaining such a testimony?

Continue with such references as Matthew 3:17; 17:5  
Nephi 11:18-21; John 20:13; Luke 1:32.

What is the relationship between testimony and this warning by Elder Heber C. Kimball?

"The time will come when no man or woman will be able to endure on borrowed light. Each will have to be guided by the light within themselves. If you do not have the knowledge that Jesus is the Christ, how can you stand?"  
(As cited by J. Golden Kimball in *CR*, Oct. 1930, p. 60.)

#### **The Significance of the Virgin Birth (A Discussion and Chalkboard Diagram)**

The teacher might wish to point out that many people in the Christian world want to believe in Jesus, but only as a great human being, only as a great man. They feel uncomfortable about the concept of the miraculous, virgin birth. Yet if this is denied, all of the Atonement must be rejected as well. It was the inheritance that came from a mortal mother and a divine Father that made the Atonement possible. The following paragraphs could be used to illustrate this:

##### **If Jesus had been born of two mortal parents, then—**

1. He could not have had the power to overcome death.
2. He could not have endured the infinite pain and suffering of Gethsemane. (See *Jesus the Christ*, p. 613.)
3. He would have sinned and thus, like all other men, been under the demands of the law of justice.

##### **If Jesus had been born of two divine parents, then—**

1. He would not have died; he would have been immortal.
2. He would have been impervious to physical pain and suffering and so would not have been able to experience the physical pain and agony of the Garden.
3. He would not have been subject to the temptation and the opportunity to sin.

##### **But, Jesus was born of a divine parent and a mortal parent; therefore—**

1. He had power to die and to rise again. The sons of Joseph and Mary could not do that.
2. He had capability to suffer like man but could endure much more than man. The sons of Joseph and Mary could not do that.

# 4

## “BEHOLD THE LAMB OF GOD”

### THEME

John the Baptist held the keys of Elias as the forerunner of the Lord and was a witness to His faithfulness to the Father in all things.

### THEME ANALYSIS

- A. John the Baptist was sent to prepare the way for the ministry of the Savior.
  - 1. John was an Elias with keys to prepare for the kingdom of God.
  - 2. John’s ministry included his witness that Jesus was the Christ, the Lamb of God.
- B. The Lord sought out John to be baptized of him because he held the priesthood authority.
- C. Christ was totally obedient to the Father.
  - 1. He showed his subjection to the Father’s will by being baptized.
  - 2. He resisted all temptation and maintained his sinlessness.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 3:1-17 4:1-11; Mark 1:1-13; Luke 3:1-23; 4:1-13; John 1:14-51; 2:1-12.

#### Course Manual

Chapter 4, “Behold the Lamb of God”

#### Standard Works

- D&C 84:27, 28. What specific keys did John hold as an Elias?
- 2 Nephi 31:4-10. In what four ways did Christ fulfill all righteousness?
- Hebrews 5:8, 9. How did Christ learn what was necessary to be totally obedient?
- Hebrews 2:17, 18; 3:12-15. Why can Christ succor and strengthen the tempted?
- D&C 93:11-17. In what way did Christ receive a fulness of the glory of God?

### Basic Library

- Teachings*, pp. 318-19. Why did John’s mission include the overthrow of the kingdom of the Jews?
- Teachings*, pp. 275-76. Why did Jesus describe John as being least in the kingdom of heaven?
- Teachings*, p. 336. In what way was John’s mission limited?
- Teachings*, pp. 271-73. Did John actually hold the keys of the kingdom of God?
- Teachings*, pp. 265-66. Can men also fulfill all righteousness by being baptized?
- Discourses*, pp. 80-82. Why is it a blessing to be tempted?
- DS*, 1:161, 171-72, 194-95. How was John the head of a dispensation?
- Jesus the Christ*, pp. 121-52. Why did Christ retire into the wilderness after baptism?
- DS*, 1:172. What is an Elias?
- DS*, 2:107-10. How was John an Elias?

### Additional Sources

- John Taylor, *Mediation and Atonement*, pp. 9-10. How was Christ’s baptism a foreshadowing of Gethsemane?
- David O. McKay in *CR*, Apr. 1967, pp. 84-85. How did Christ gain strength to overcome Satan?
- David O. McKay in *CR*, Apr. 1960, p. 27. How were Christ’s temptations symbolic of all mankind?

### Media Suggestions

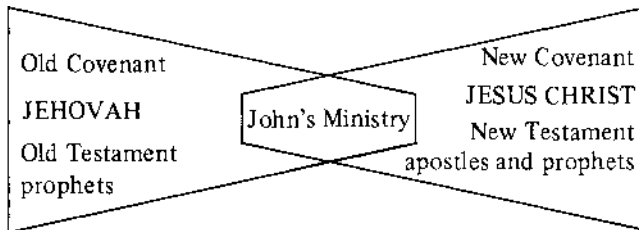
Transparencies, *There Are Several Meanings to the Word Elias; Jesus’ Temptations Were Not Unlike Man’s Temptations; Matthew 4:1, 2, Inspired Version.*

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

(Note: The instructor could feature either or both the ministry of John the Baptist and the obedience of Christ. He should not develop the doctrine of baptism except to demonstrate the Savior’s willingness to do the Father’s will in all things. Nor should the purpose and place of miracles be developed, since these concepts are treated later in this course of study.)

### The Importance of the Transitional Ministry of John the Baptist

The following diagram could be used to emphasize the critical position held by John at this special crossroads in history: the last of the old prophets and the first of the new; the one chosen to herald the ending of the old and the beginning of the new covenant.



Under the left side of the diagram the instructor may wish to list those preachments of John which show the ending of the old order, and under the right side he could list those teachings which show John's declaration of the beginning of a new order.

### The Importance and Need for a Forerunner

The instructor could lead into the material by asking students to suppose that the political head of another country wanted to visit your city. What preparations would need to be made in anticipation of his coming? (Assessment of unfriendly influences, security, publicity, schedule, definition of goals and purposes to be accomplished, people to be met with, and so forth.) These advance preparations would be carried out by representatives of the foreign leader. In a similar manner, in anticipation for the mortal visit of Jesus

Christ to the earth, advance preparations were made by an appointed representative, or forerunner, John the Baptist. The instructor could then ask the following question: Since Christ himself was such a dynamic and powerful person, why did he need a forerunner? Student responses could be listed on the chalkboard.

### The Temptations of the Lord as a Type of All Mankind

Some aspects of the temptations of the Lord are unique to his special calling and ministry; but in general, his temptations are typical of those which all people face. (See 1 Corinthians 10:13.) The instructor may wish to develop the following diagram on the chalkboard as a way of helping the students to understand some types of temptations and how to overcome them.

	Type of Temptation	Root Problem	How to Overcome
Temptation 1 (Matthew 4:3, 4)	Change stone to bread	Physical needs versus spiritual strength	What the Savior did: What I can do:
Temptation 2 (Matthew 4:5-7)	Cast himself off the pinnacle of the temple	Desire for acclaim and dramatic proof	What the Savior did: What I can do:
Temptation 3 (Matthew 4:8-11)	All the kingdoms of the world	Aspiring for the honors and powers of men versus the honors and powers of God	What the Savior did: What I can do:

The instructor could have the students read the verses indicated in each reference, identify the type of temptation, and determine in what ways the students themselves might be confronted by such a temptation. Then the class could analyze the way in which the Savior resisted the temptation and what they could do to resist.





# 5

## “YE MUST BE BORN AGAIN”

### THEME

Because of his Messiahship, Jesus can provide the power that leads to spiritual rebirth.

### THEME ANALYSIS

- A. All who would enter the celestial kingdom must be born again.
1. As Joseph Smith said, to be born again one must first “see” the kingdom of God, or gain a testimony.
  2. Once one “sees” the kingdom, he then can be born into the kingdom through obedience to the commandments.
- B. Being born again is often a gradual process that is accomplished through the redemptive power of Jesus Christ.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 4:12; Mark 1:14; Luke 3:19, 20; 4:14; John 2:13-25; 3:1-36; 4:1-44.

#### Course Manual

Chapter 5, “Ye Must Be Born Again”

#### Standard Works

- Alma 5:49. To whom is the challenge given to “repent and be born again”?
- Mosiah 27:25. How does Alma describe being born again?
- Mosiah 5:7. Who “begets” us in our spiritual rebirth?
- 3 Nephi 9:19, 20. What must we do to receive a spiritual life from the Savior?
- Moses 6:52, 65-68. What requirements must we fulfill to be born again?
- Mosiah 5:5-13. What must we be willing to do to be “spiritually begotten”?
- Alma 5:7-48. What are the characteristics of one who is born again?
- 3 Nephi 9:20. Is the process of being born again always accomplished in a miraculous way?

Alma 36:10-24. How does Alma the Younger explain his experience?

#### Basic Library

*Teachings*, pp. 12, 264, 360. What must man do to see the kingdom of God?

*Teachings*, p. 328. What is the difference between “seeing” and “entering” the kingdom of God?

*DS*, 2:323-32. What are the common elements in the first and second birth?

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, p. 101. How does this new birth take place?

Harold B. Lee, “Born of the Spirit,” Address to Seminary and Institute personnel, 26 June 1962.

B. H. Roberts, *Comprehensive History of the Church*, 6:383-84. The experience of Lorenzo Snow’s conversion.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Discussion Starters

Sometimes students have the idea that baptism is the requirement for celestial glory. Besides being “born of the water,” what else does the Savior say we must do? What does it mean to be born of the Spirit? (You may wish to share the following definition with the class.)

“ . . . birth into the kingdom of heaven takes place when mortal men are born again and become alive to the things of the Spirit and of righteousness. . . . [This] birth begins when men are baptized in water by a legal administrator; it is completed when they actually receive the companionship of the Holy Ghost, becoming new creatures by the cleansing power of that member of the Godhead.

“Mere compliance with the formality of the ordinance of baptism does not mean that a person has been born again. No one can be born again without baptism, but the immersion in water and the laying on of hands to confer the Holy Ghost do not of themselves guarantee that a person has



been or will be born again. The new birth takes place only for those who actually enjoy the gift or companionship of the Holy Ghost, only for those who are fully converted, who have given themselves without restraint to the Lord.” (Bruce R. McConkie, *Mormon Doctrine*, p. 101. See the entire quote.)

### Chalkboard Illustration

The following illustration could be developed to compare physical birth with the spiritual birth:

Physical Birth (First Birth)	Spiritual Birth (Second Birth)
Birth occurs and a new mortal life is begun.	Through birth of the water and the Spirit a new life dedicated to Christ is begun.
The child is endowed with the heritage of his father.	Christ is the Father of the new birth, and the child is given His spiritual heritage.
The name of the father is given to the child.	The child of the new birth receives the name Christian.
The child has the potential to be like his father.	Through the new birth the person is at the beginning of progression toward being like his spiritual Father.

The teacher may add further ideas here.

The teacher might conclude by asking: The physical body receives nourishment from its parents, but where does the spirit receive its nourishment? Discussion could then be

held relative to Jesus’ statement to the Samaritan woman that he was the “living water,” and his statement that he is the bread of life. How does this relate to the sacrament? (See 3 Nephi 12:3, 5.)

### Chalkboard Illustration and Scripture Analysis

1. We can be born to three types of life:

Types of birth	Father—one who gives the power to be born
a. As a spirit child	God the Father
b. As a physical entity	Earthly father
c. Spiritual rebirth	Jesus Christ

2. How does spiritual rebirth take place? The teacher might examine some scriptural accounts of this: Alma 36:5-25; Mosiah 27:23-26; Mosiah 4:1-4; and so forth.
3. What are some observable changes in a young adult’s life that indicate he or she is going through this process? Alma 13:12. Changes in behavior such as grooming, movie standards, dance standards, desiring to go on a mission, and the like. Changes in attitudes toward family, Church, and so on.

The teacher might wish to have his students consider “Alma’s exam” in Alma 5. Here Alma asks some very introspective questions as to how one may know he had been “born again.”

# 6

## “THIS IS HE OF WHOM IT IS WRITTEN”

### THEME

Jesus Christ has the power to heal not only the physical body but, more importantly, the spirit.

### THEME ANALYSIS

- A. Miracles are an evidence of the compassion and divinity of Jesus Christ.
- B. Christ's greatest miracle is the healing of human souls through the redemptive power of the gospel.
- C. Miracles will always be present in the Church among those who have faith.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 4:13-25; 8:1-4, 14-17; 9:2-17; Mark 1:14-45; 2:1-22; Luke 4:14-44; 5:1-39

#### Course Manual

Chapter 6, “This Is He of Whom It Is Written”

#### Standard Works

Matthew 11:2-6; Luke 5:18-21; John 2:1-11; 14:10, 11.

Why was it necessary that Jesus perform miracles?

Luke 7:11-35; 3 Nephi 17:6, 7. In what way are miracles an evidence of the Savior's compassion?

Mormon 9:18-21. Following the deaths of Jesus and the early apostles, why did miracles cease to be found in the church?

Acts 9:1-18. In the case of Paul's restoration from physical and spiritual blindness, which was the greater miracle?

Alma 15:3-12. How was it possible that wicked Zeezrom be healed of his affliction?

#### Basic Library

*M of F*, pp. 220-22. Miracles are in harmony with the laws of nature.

*A of F*, pp. 230-32. Miracles are not infallible proof of godly power.

*M of F*, p. 362. The healing of both body and spirit are two great miracles.

*M of F*, p. 368. The greatest miracle of all is the miracle of forgiveness.

*Discourses*, pp. 40-41. Do miracles really happen? If so, under what conditions?

### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, pp. 506-7. Miracles are manifestations of the divinity of the Lord's work.

N. B. Lundwall, comp., *Masterful Discourses and Writings of Orson Pratt*, pp. 565-91.

### Media Suggestions

Cassette tape (Elder Matthew Cowley), *Miracles* (5:35)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Discussion

1. The teacher may wish to have the class define the meaning of the word *miracle*. He could then point out that God, working in harmony with the eternal laws of nature, produces miracles among men.
2. Jesus performed many miracles among the Jews during his Galilean ministry.
  - a. More miracles were performed in the city of Capernaum than in any other city, yet the people would not repent. Of Capernaum's future, Jesus was to prophesy. (See Matthew 11:23, 24.)
  - b. On the Sea of Tiberius (Galilee) Jesus miraculously stilled a storm; and on another occasion he walked on stormy waters.
3. Miracles are evidences of Christ's power.
4. The kinds of miracles Jesus performed are impressive evidences of his compassion for men and of power over the elements. A chart, based on Appendix B in the course manual and supplemented with scriptures where appropriate, could be prepared on the chalkboard. The miracles might be categorized as *physical healings*, *miracles of nature*, *the dead raised*, and *unclassified*. Teachers should note that these categories are not necessarily parallel or mutually exclusive.



5. True miracles are always a part of the true church. These miracles are signs which always follow true believers (Mark 16: 14-20; Mormon 9: 20-25). However, they may not stand alone as evidence of the true church, for many false miracles occur which tend to lead men astray (Revelation 13:14; 16:14; 19:20).
6. Miracles were to continue within the church following the earthly ministry of Christ.
  - a. Read with the students Mark 16:15-20 for the promise of Jesus to his disciples.
  - b. Ask your students to list with you, on the chalkboard, the specific evidences that signs and miracles did continue with the apostles.
  - c. Miracles will always be present with those who have faith in Jesus Christ, and will cease only where faith is no longer present.
7. Is the gift of miracles found within the Church today? The tape recordings *Boy in County Hospital Healed* and *Dead Man Raised to Life*, by Elder Matthew Cowley, may be played. The instructor may wish to bear witness to any present evidences of miracles in the Church today, as appropriate.
8. What did Jesus mean when he said, "I will heal you"? (3 Nephi 18:32; D&C 112:13.)
  - a. The restoration of the church was a miracle to help bring souls to the "healing waters" of the gospel.
  - b. Through the miracle of repentance and forgiveness, we can be spiritually healed, and our spiritual heritage as sons and daughters of God may be seen in our countenances and lives.
  - c. The instructor could bear witness to the miracle of the healing of men's souls.

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# 7

## THE CALLING OF THE TWELVE

### THEME

Apostles are special witnesses of the Lord Jesus Christ.

### THEME ANALYSIS

- A. Apostles have a special calling to unlock the door of the kingdom of heaven unto all nations and to preach the gospel to every creature.
  - 1. Members of the Council of the Twelve Apostles have all the keys of the kingdom.
  - 2. They are called to be special witnesses of the Savior.
- B. Apostles are called by the Lord.
  - 1. In antiquity He Himself was there to call them.
  - 2. Since His ascension He calls them by revelation.
- C. We should sustain these special witnesses in word and deed.
  - 1. When we sustain them, we sustain the Lord.
  - 2. When we reject them, we reject the Lord.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 12:1-21; Mark 2:23-28; 3:1-21; Luke 6:1-16;  
John 5:1-47

#### Course Manual

Chapter 7, "The Calling of the Twelve"

#### Standard Works

- Acts 1:14-26. How was revelation involved in the selection of Matthias?
- Acts 13:2; 14:14. How were Barnabas and Paul called?
- 1 Corinthians 15:1-20. What is the significance of Paul's statement that he was "born out of due time"?
- Galatians 1:1, 10-24. Did Paul get his knowledge from the other apostles?
- 2 Peter 1:16-19. What was the "more sure word" more sure than?
- Alma 5:45-49. How did Alma get his testimony?
- Alma 17:2, 3. What did the sons of Mosiah do that made them men of sound understanding?

D&C 112. What special instructions did the Lord give the Twelve through their first president?

D&C 1:14. What will be the consequences of the world's rejection of the message of the apostles? (See also Luke 10:6; D&C 84:36, 37.)

#### Basic Library

*Teachings*, p. 190. What is the special assignment of the Twelve?

*DS*, 3:144-59. How do keys and witnessing carry through into all phases of the holy apostleship?

*Discourses*, p. 136. In what way is an apostle greater than a prophet?

*Gos. Doc.*, p. 178. How real must be the witness of an apostle?

Spencer W. Kimball in *CR*, Apr. 1974, pp. 173-74. What did President Kimball illustrate by his review of the testimony of two apostles?

David B. Haight in *CR*, Apr. 1976, pp. 29-31. What did Elder Haight's introspection lead him to in his understanding of his call?

#### Additional Sources

William E. Bennett and Alma P. Burton, *Readings in LDS Church History*, 1:88-90. How does the experience of Lorenzo Snow fulfill the requirement of an apostolic witness?

Bruce R. McConkie, *Mormon Doctrine*, p. 785. Is a testimony of an apostle superior to the logic of a scientist?

Parley P. Pratt, *Autobiography of Parley Parker Pratt*, pp. 119-26. The charge to the Twelve by Oliver Cowdery.

#### Media Suggestions

Cassette tape (Elder Boyd K. Packer), *The Spirit Beareth Record* (9:40)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Using Questions to Generate Discussion

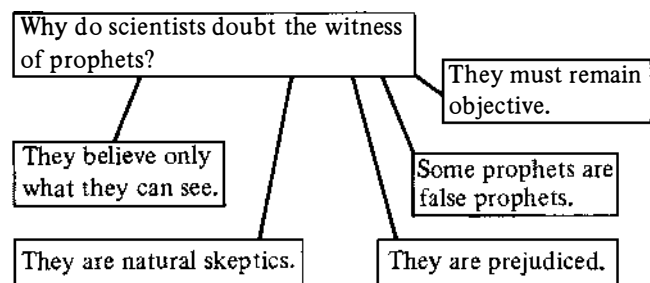
Proper questions, properly used, are a productive method of generating discussion. If a teacher uses them, he should obey the following rules:



1. Never ask a question that is designed to stimulate criticism or skepticism. (Thus one would never ask, Are scientists likely to believe the testimony of apostles of The Church of Jesus Christ of Latter-day Saints? or Why are scientists not likely to believe the testimony of apostles? Both of these questions could lead students to seek negative responses and to get involved in endless and pointless discussion. A better question would be, How do the many witnesses of apostles validate the scientific principle of replication? [Replication is the principle that an experiment is not valid if it cannot be repeated successfully by others than its originator.] [See item 7-1.] This, in turn, could be an opener to a discussion on the need to obey the rules of experimentation to get the same results as someone else got in spiritual matters. Next might come a discussion of the divine law of witnesses and the need for exercising faith before receiving a witness [Ether 12:6].)

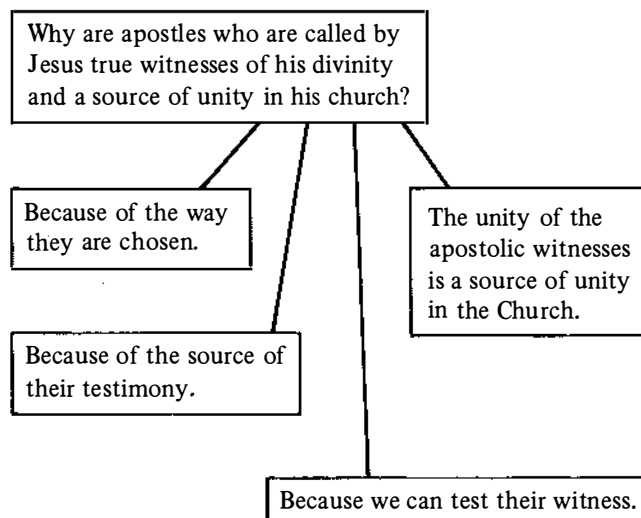
2. Have a clearly defined objective in mind so that the discussion will go where you want it to go and will reach that objective. A properly designed question implies the objective and leads naturally to it.

#### Improper Question and What It Leads To



None of these responses is of any particular value to the lesson, and each could lead to an hour of fruitless discussion.

#### Proper Question and What It Leads To



Can the teacher see how this latter type of question leads to a positive discussion concerning the calling of apostles and, perhaps, the divine source of their authority and testimonies? What objectives would this question lead to? Of course, it is really three questions in one. Each should be dealt with separately. What are these three questions? (See items 7-5, 7-6, 7-8, and 7-9.)

Beginning with a list of questions and their objectives, a teacher can plan a class session that will have unity as it moves logically to its objective.

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# 8

## “BE YE THEREFORE PERFECT”

### THEME

Perfection is an ultimate goal that can be achieved as we draw upon the power of Christ.

### THEME ANALYSIS

- A. The Sermon on the Mount is a guide on the path to perfection.
- B. Perfection commences in this life.
- C. Ultimate perfection is godhood.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 5-7; Luke 6:17-49

#### Course Manual

Chapter 8, “Be Ye Therefore Perfect”

#### Standard Works

- 3 Nephi 12-14. How are the changes in the Nephite version important to our understanding of the Sermon on the Mount?
- 3 Nephi 27:27. What manner of men ought we to be?
- Ephesians 5-6; Colossians. How do these statements on Christian conduct correlate with the Sermon on the Mount?
- 1 John; 2 John; 3 John. Why does John relate obedience to love?
- 2 Peter 1:1-11. Can perfection be achieved without this formula?
- Galatians 5:16-25. What is Paul’s prescription for spiritual health?
- Hebrews 5:11-14; 6:1-6. Is it enough to start on the true foundation?
- Alma 5:26-39. What may keep us from being ready to meet God?

#### Basic Library

*Teachings*, p. 51. How does the Prophet analyze the process of perfection?

*Teachings*, p. 216. What must we be to go where God is? *Gos. Doc.*, pp. 339-40. How may we obtain mercy? *Gos. Doc.*, p. 132. Can mortal man be absolutely perfect? *Jesus the Christ*, pp. 237-42. Can the saying of prayers be praying? *Jesus the Christ*, p. 248. Is any kind of perfection possible for a mortal?

#### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:127. Was Jesus tempted?  
Brigham Young in *Journal of Discourses*, 11:173-74. How do we reveal our weaknesses to Satan?  
David O. McKay in *CR*, Oct. 1956, pp. 5-6. What is the effect of victory over self?

#### Media Suggestions

Transparency, The Blessings of Those Who Come unto Christ

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Proof-Testing Your Character

Going the second mile (the first was required by law), turning the other cheek, giving the cloak *and* the coat, and other requirements of the Sermon on the Mount were not given to make our lives miserable. Rather, they were given so that, by using them, we could free our souls from those hostilities which inhibit a complete Christ-like love. For the possession of this love is the essence of perfection and the quality required for celestial happiness.

There are many analogies that can be used by teachers to illustrate this principle. What percentage of foul shots would a basketball player have to reach in practice to be sure he could shoot 70 percent in the games he plays? What extra strength is built into the steering mechanism of a car to be sure it will not fail under normal use? How much extra strength is built into a bridge or a skyscraper? The teacher will think of other appropriate analogies.



Those teachers who are familiar with guns may wish to show how going the extra mile is like *proof-testing* a gun barrel. When a bullet is fired in a rifle, the pressure that develops peaks out at about 30,000 to 70,000 pounds per square inch, depending on a number of variables. However, it is possible that some unforeseen circumstance may be introduced that could cause higher pressures. In order to be reasonably sure that their customers are safe, reputable gun manufacturers proof-test their rifles by firing a special cartridge in each rifle. This cartridge will develop higher pressures than normally would be reached. Then the barrel is stamped with a mark that shows it has been proof-tested.

The soul who can go the extra mile will not complain about the first mile. The normal aggravations of life will not upset one who has developed that built-in strength that will carry him through worse than normal trials. How is this person marked to show he has been proof-tested? How does this improve home life and professional life?

#### **Who Should Take No Thought of the Morrow?**

The teacher of this lesson should compare Matthew 6:25-34 with 3 Nephi 13:24-34. (See also item 8-8 in the course manual.) This is self-explanatory and will help the teacher show the class why it is more profitable for Latter-day Saints to teach the Sermon on the Mount out of 3 Nephi.

Why is the 3 Nephi version of the Sermon on the Mount different in some places from the Matthew version? Does the composition of the audience have any bearing on Jesus'

different treatment of the "take no thought" instruction? (See 3 Nephi 13:25 to 3 Nephi 14:1 and the corresponding verses in Matthew.) What had occurred to help explain the changes in 3 Nephi 12:18, 48 and 13:9-13? Was Jesus now completely like his Father? Had the kingdom come?

#### **Discussion Questions**

If a person prays in a public place in an attitude which shows he is praying, can he have any other motive than "to be seen of men"? (Matthew 6:5.)

How can you pray secretly and not "to be seen of men" when in the presence of other people? Can you pray with your eyes open? How does God see and hear secretly? (See Matthew 6:6.)

If you say, "What John did was evil," how is this a signal to the bar of justice that you would be accountable if you did the same thing as John? (See Matthew 7:1-5, especially verse 2.)

The teacher may think of many other such questions. If so, he should have his objectives thought out in advance and be sure not to use any questions that will lead to responses he cannot handle in open discussion.

If debate or dissension crops up, the teacher can say something like this: It is improper for any of us to dictate standards of interpretation to others in these matters. The Sermon on the Mount is given to help you. Each of you must seek the Spirit and try to understand it as Christ meant it and profit thereby. Let us go on to the next point.

# 9

## “WHOSOEVER SHALL DO THE WILL OF THE FATHER”

### THEME

Through obedience to the commandments, we choose Christ as our Father and become his sons and his daughters.

### THEME ANALYSIS

- A. Those who reject Jesus Christ choose Satan as their father.
- B. We can choose Christ as our father through obedience to the commandments.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 8:5-13; 11:2-30; 12:22-50; Mark 3:22-35; Luke 7:1-50; 8:1-3; 19-21

#### Course Manual

Chapter 9, “Whosoever Shall Do the Will of the Father”

#### Standard Works

Hebrews 12:9. To whom does Paul refer when he says, “fathers of our flesh”? Who is the Father of Spirits?

D&C 84:31-34. In what ways are faithful priesthood bearers the sons of Moses and Aaron?

Moses 6:68. How may the spirit children of God also become his eternal sons and daughters?

Mosiah 5:7-10. What is taught here about those who are begotten by Jesus Christ as sons and daughters unto God?

D&C 29:43-45. From whom do men receive “wages”?

Alma 5:38-42. How does one become a “child” of either God or the devil?

#### Basic Library

*Teachings*, pp. 51-52. How are we made equal with God in all the affairs of his kingdom?

*Teachings*, p. 331. Must we obey all the ordinances to be exalted?

*Teachings*, pp. 346-47. What is the process of progressing to exaltation?

*DS*, 2:35-57. How can we become the sons of God?

*Jesus the Christ*, pp. 265-80. How did Jesus use the blasphemous charges of the scribes and Pharisees to teach the doctrine of becoming sons and daughters of God?

### Additional Sources

Joseph Fielding Smith, *Take Heed to Yourselves*, pp. 345-48

Joseph Fielding Smith, *The Way to Perfection*, pp. 243-44

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Discussion and Scripture Analysis

- A. The teacher may wish to challenge the students’ grasp of the scripture by referring to Matthew 12:46-50. Was Jesus rejecting his mother, Mary, and the rest of his family?  
How were his disciples, his mother, and brethren?  
Which family relationship was Jesus emphasizing here, physical or spiritual?  
Does family status as a result of physical birth guarantee us eternal life?

#### Who Is Your Father?

An interesting discussion can be had with the students by using John 8:31-44 and talking about spiritual and physical parenthood. The following questions are suggestive of some that could be used to stimulate the discussion:

1. What does being a physical child of someone imply? (They have begotten us. We are dependent to some degree on their help and sustenance. We have their name. We feel motivated to be obedient to them. Others.)
2. How is becoming a son of God related to the sacramental covenant to take the name of Christ upon us?
3. Why does the Savior suggest that some Jews were children of Satan? Had they been “spiritually



begotten” by the devil? What evidence is there for your answer?

4. Suppose one could, at the present, be thought of as being “a child of the devil.” By what steps can he change his “parenthood,” i.e., become a son or daughter of God?

**Scripture Analysis of the Doctrine of  
Becoming Sons and Daughters of God**

As you consider this doctrine, the following passages of scripture may be helpful:

2 Nephi 2:26, 27. According to the prophet Lehi, we are free to make only one of two choices. What are these

two choices? If we choose not to follow the Redeemer, to whom will we be subject?

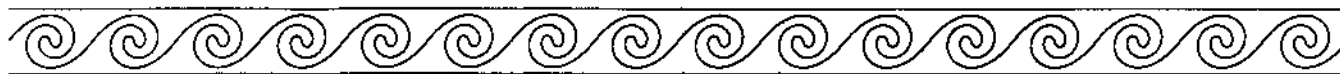
Romans 6:16-18. As we choose to obey the laws of righteousness, whose servants do we become?

D&C 84:35-38. How can we receive Jesus Christ into our lives? What does it mean to receive his servants?

Luke 10:16. How can we choose Christ and, in turn, choose God as our father?

Mosiah 27:23-27. How can we become the sons and daughters of God?

Mosiah 5:7, 8. How is Jesus Christ also our father? As we become the children of Christ, are we then worthy to become a joint-heir with him of all that the Father has?



# 10

## “he spake MANY THINGS UNTO THEM IN PARABLES”

### THEME

The parables of Jesus offer a special message to those who are spiritually in tune.

### THEME ANALYSIS

- A. Jesus taught in parables for various reasons.
  - 1. The wicked would not understand the parables.
  - 2. The righteous are even better instructed by parables.
- B. There are keys to understanding parables.
  - 1. Look at the question that brought it forth.
  - 2. Each parable has a major message.
  - 3. The parts have special meanings.
- C. We, too, can understand Jesus’ parables if we are spiritually in tune.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 8:18-34; 9:1, 18-34; 13:1-58; Mark 4:1-41;  
5:1-43; 6:1-6; Luke 8:4-18, 22-48; 9:57-62.

#### Course Manual

Chapter 10, “He Spake Many Things unto Them in Parables”

#### Standard Works

D&C 45:56-59. How and when will the wise virgins be blessed?  
D&C 54:53, 54. What does this contribute to our understanding of the parable of the Virgins?  
D&C 86:1-7; 101:65, 66. How is the parable of the Wheat and the Tares being fulfilled in our day?

#### Basic Library

*Teachings*, pp. 95-102, 276-78. What keys did Joseph Smith give to understanding New Testament parables?  
*Jesus the Christ*, pp. 281-99. What mistake should you avoid in interpreting parables?

### Media Suggestions

Transparency, The Uses and Purposes of the Parable

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Chalkboard Analysis

Very few lessons lend themselves more than this one to discussion carried out with listings and drawings on a chalkboard. This is true for that part of the discussion which explains parables in general as well as any discussion which explains parables in this New Testament reading assignment. This analysis can take many forms. One of these might be to write on the chalkboard, “A parable is like a . . .” and then list some things that are like a parable. The teacher may wish to consult a dictionary before class. James E. Talmage in *Jesus the Christ*, p. 304, note 10, gives a definition that is very clear: “A brief narrative or description allegory founded on real scenes or events as occur in nature and human life, and usually with a moral or religious application.”

#### The Parts and Their Meanings

In listing the parts (for instance, in the parable of the Sower the parts would be the seed, the various grounds, the fruits, and so forth) and in giving their meanings, it is well to remember Elder Talmage’s caution (*Jesus the Christ*, pp. 282-86) about not getting away from the central idea or message by getting bogged down in an explanation of the parts. Most of the parts, as well as the main messages, are given or inferred in the passages. One column on the chalkboard could list the parts and another the meanings. In the parable of the Sower, the teacher might also wish to list the characteristics of the good ground and point out or list the three different bad grounds and three grades of good ground.

#### Chalkboard Diagrams

The teacher may wish to experiment with ways of diagramming the parable of the Sower. For instance, the various good grounds could be illustrated as follows:



**Obedience**

Those who “heareth these sayings of mine, and doeth them. . . .”  
(Matthew 7:24.)

Good ground (100-fold)  
Good ground (60-fold)  
Good ground (30-fold)

How might the bad grounds—stony, weedy, dry—be depicted?

**Cross-Referencing**

The parable of the Sower has many of the elements of what

we now call a plan of salvation chart. Nephi gave us another one in 1 Nephi 8, with interpretations in 1 Nephi 15. This is the allegory of the tree, the river, and the rod of iron. How might this be compared in general and part by part with the parable of the Sower? Could students be asked to diagram the similarities? How are the various kinds of people in Lehi’s vision (those partaking of the fruit, those in the spacious building, those drowning in the filthy water, or those wandering in forbidden paths) like the various soils in the parable?

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# II

## “HE THAT RECEIVETH WHOMSOEVER I SEND RECEIVETH ME”

### THEME

Those who bear and honor the priesthood are the Lord’s representatives and should be received as his ambassadors.

### THEME ANALYSIS

- A. The credentials of servants of the Lord are that they always are properly called by an approved method.
- B. Those who receive the Lord’s servants receive the Lord, and those who reject the Lord’s servants reject the Lord.
  - 1. This is as true in our day as in Jesus’ day.
  - 2. Local leaders as well as General Authorities must be sustained.
- C. We receive the servants of the Lord by respect and obedience.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 6:12; 9:35-38; 10:1, 5-42; 11:1; 14:1, 2, 13; Mark 6:6-16, 21-32; Luke 9:1-11

#### Course Manual

Chapter 11, “He That Receiveth Whomsoever I Send Receiveth Me”

#### Standard Works

D&C 18:35, 36. How is the Lord’s voice heard? (See also 2 Nephi 32:1-5.)  
D&C 68:2-4. What is the Lord’s definition of scripture?  
D&C 84:36, 88, 89; 99:1-4. Are modern servants as fully accepted by Jesus as the ancient ones?

D&C 1:14, 38. Does it mean more if Jesus speaks rather than his servants? (See Luke 10:16.)

2 Nephi 33:10-15. What does Nephi say about those who truly accept Christ?

Ether 12:38, 39. How well did Moroni know Jesus?

Mormon 7:8, 9. Will those who accept Bible prophets reject Book of Mormon prophets?

Luke 16:28-31. Why do people reject the prophets?

#### Basic Library

*Teachings*, p. 74. Who unlocks the door of the kingdom of heaven?

*Discourses*, pp. 139-40. What happens when an apostle magnifies his calling?

*DS*, 1:310. What happens if we reject the apostles?

*DS*, 3:153-54. What must the Twelve Apostles know?

Joseph Fielding Smith in *CR*, Apr. 1972, pp. 98-99. When are the keys of the presidency conferred?

Harold B. Lee in *CR*, Apr. 1972, pp. 120-22. What happens when we try to be “a law unto ourselves”?

Spencer W. Kimball in *CR*, Oct. 1972, pp. 27-31. Apostolic succession from an eternal viewpoint.

*Jesus the Christ*, pp. 328-31. Jesus’ charge to the Twelve summarized.

*Jesus the Christ*, p. 426. What does acceptance of Christ today require?

#### Additional Sources

Boyd K. Packer, “Follow the Brethren,” *Speeches of the Year*, 23 Mar. 1965. Why must we follow living prophets?

Marion G. Romney in *CR*, Oct. 1960, pp. 73-78. What are the reasons the prophets aren’t deceived?



Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:857-58. Can apostles remit sins?

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:337. What position does Joseph Smith have with reference to the world and Christ?

#### Media Suggestions

Cassette tape (Elder Boyd K. Packer), *Follow the Brethren* (:56)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### What Is a Vested Servant or Agent (A Discussion)

There are many illustrations which show the usefulness and authority of agents. For example, consider the power of insurance agents to obligate the companies they serve to pay claims.

If the teacher chooses this illustration to teach the power of apostleship, he should think through his objectives in advance and determine how he will deal with the questions that may arise. For example, what will he do with the questions of whether an agent of Christ has to be as perfect as Christ? What of the question of credentials or proof of agency? Or what of the question When is an apostle a perfect agent, as Jesus was to the Father (see John 3:34, 35), and when is he just a man (see Deuteronomy 18:22)? The teacher will think of more questions. He should not necessarily raise them himself unless he has a good reason and knows he can handle them. If he has done his part in preparation, the Spirit will aid him.

#### If You Were in the Days of the Prophets

One device some teachers have used since, at least, Orson Pratt's day is to compare our day with the days of Peter

and Paul. For example, when asked about credentials for modern prophets, the teacher may respond with a question: Did Jesus expect the Jews of Peter's day to accept Peter as the Lord's agent with no more witness than that of the Spirit in the heart and mind? (See 2 Peter 1:16-21.) Why did people reject Jesus? (See John 3:18-21.) A resourceful teacher will see that many problems can be handled by having found New Testament parallels to modern situations. See, for example, what Paul said of the Roman Jews who rejected him (Acts 28:23-29). Do those who reject Jesus' agents in our day sometimes "have great reasonings among themselves," also? Would not faith and a listening ear solve their problems better than rational exercises that may be only self-serving excuses for turning a deaf ear to the message of God's servants?

#### The Casting of Lots

Sometimes students have heard that Judas' replacement was chosen by throwing dice (casting lots). What is there in the account itself which shows that the event was based on revelation? (Note Acts 1:24.) What do we know from the modern system of succession that justifies a deduction that the "putting forth of lots" was a process of coming to an inspired unity? (See President Spencer W. Kimball in *CR*, Oct. 1972, pp. 27-31.)

#### Anecdotal Approach

If the teacher knows any stories which illustrate proper reception of the Lord's servants, this method can be very effective in teaching proper reverence for the priesthood of God. For instance, Elder Ezra Taft Benson tells how his father read his family the instruction of the First Presidency to have family home evening and announced, "The Presidency has spoken, and this is the word of the Lord to us!" ("Timely Counsel," Solemn Assembly, Cardston, Alberta, Canada, 2 Aug. 1975. Used by permission.) It became a family tradition to hold family home evening. Has this meant anything to the Benson family?

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# 12

## “I AM THE BREAD OF LIFE”

### THEME

Jesus is the bread of life to all who will accept him as their personal Savior.

### THEME ANALYSIS

- A. Jesus proclaimed his messiahship in the Bread of Life sermon.
1. Jesus has the power to bless and sustain each of us according to individual needs.
  2. Like those who heard the Bread of Life sermon, we must choose whether or not we will come to Christ.
- B. To partake of the “Bread of Life,” we must recognize our complete dependence upon the Lord for all that we have and are.
1. God’s prophet-leaders, through the ages, have had success as they acknowledged their complete dependence on the Lord.
  2. As we come unto Christ for strength, he will nourish and bless us temporally and spiritually.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 14:14-33; Mark 6:33-52; Luke 9:11-17; John 6:1-71

#### Course Manual

Chapter 12, “I Am the Bread of Life”

#### Standard Works

John 15:1-8. How dependent are the servants of the Lord upon Jesus Christ for their strength and their success?  
Moses 1:8-10. How did Moses recognize his complete dependence on the Lord?

Alma 26:11, 12. What did Ammon indicate was the source of his strength?

Philippians 4:13. What did Paul say he could do with the help of Christ?

2 Nephi 4:17-34. To whom did Nephi turn in this moment of sorrow and discouragement?

Mosiah 2:21-23; D&C 88:3-13. How dependent on Jesus Christ is each of us?

Ether 12:27. If we recognize our complete dependence on the Lord, what blessing can be ours?

#### Basic Library

*Jesus the Christ*, pp. 340-48. How can we eat and drink the body and blood of Jesus Christ?

*Teachings*, p. 179. What promise is given to those who will “live unto God”?

*Gos. Doc.*, p. 62. For what are we indebted to the Lord?

*DS*, 1:131-32. How indebted are we to Christ?

Harold B. Lee in *CR*, Apr. 1970, p. 125. The realization of his personal dependence on the Lord.

#### Additional Sources

John Taylor in *Journal of Discourses*, 6:110. A comparison of the vine and branches.

George F. Richards in *CR*, Apr. 1943, p. 67. Without Christ we can do nothing.

Neal A. Maxwell in *CR*, Apr. 1976, p. 39. A witness to the power and divinity of Jesus Christ.

### SOME SUGGESTIONS FOR PRESENTATION

#### (Ideas Other Teachers Have Used)

#### Jesus Proclaims His Messiahship (A Discussion)

The events of this reading block bear witness to the divine mission of Jesus.

The feeding of the five thousand, his preventing them from forcibly making him their king, and his walking on the sea were all preludes to one of the most important sermons ever given: the Bread of Life sermon. The teacher might wish to discuss each of these events, explaining how each one bore witness of Jesus' divine messiahship.

### Our Dependence upon Christ

The teacher might wish to share the following two poems and discuss their impact with the students:

Invictus

By William E. Henley

Out of the night that covers me,  
Black as the Pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate.  
I am the captain of my soul.

(Bruce B. Clark and Robert K. Thomas,  
*Out of the Best Books*, 4:92-93.)

*Note:* Students should be helped to see that Brother Whitney is answering an erroneous concept, not criticizing the poet William Henley. Had Henley known the gospel principles, almost certainly he would have expressed himself differently.

The Soul's Captain

By Orson F. Whitney

(A reply to William Ernest Henley's poem  
"Invictus." . . . )

Art thou in truth? Then what of him  
Who bought thee with his blood?  
Who plunged into devouring seas  
And snatched thee from the flood?

Who bore for all our fallen race  
What none but him could bear—  
The God who dies that man might live,  
And endless glory share?

Of what avail thy vaunted strength,  
Apart from his vast might?  
Pray that his Light may pierce the gloom,  
That thou mayest see aright.

Men are as bubbles on the wave,  
As leaves upon the tree.  
Thou, captain of thy soul, forsooth!  
Who gave that place to thee?

Free will is thine—free agency,  
To wield for right or wrong;  
But thou must answer unto him  
To whom all souls belong.

Bend to the dust that head "unbowed,"  
Small part of Life's great whole!  
And see in him, and him alone,  
The Captain of thy soul.

(*Improvement Era*, May 1926, frontispiece.)

### Church Leaders Express Their Dependence on the Lord

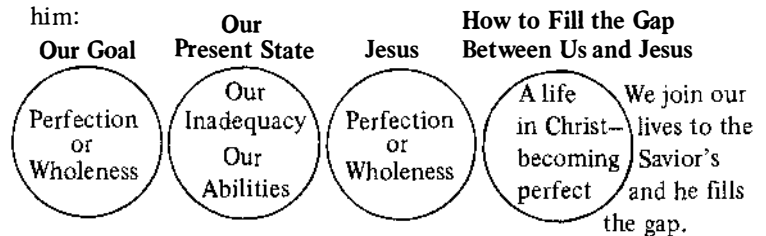
The teacher might refer to the addresses of Church leaders who were just sustained to new callings. The following is an example:

"Throughout these weeks, I have recognized my limitations and have realized more than ever before my utter dependence upon Almighty God, our Heavenly Father, for strength beyond my natural strength and wisdom beyond man's wisdom and spiritual insight into problems that might be my responsibilities now. Only with God's help can I begin to fill the position to which I have been chosen by the President of the Church and the Quorum of the Twelve, and now sustained by the vast body of the priesthood of the Church and by the membership of the Church. . . ." (Harold B. Lee in *CR*, Apr. 1970, p. 125. Italics added.)

What other examples can we find in the scriptures and modern prophets?

### Chalkboard Illustration

The teacher might use an illustration like the following to show how we come unto Christ to receive strength from him:



As the diagram is completed, use the scriptures found in Matthew 5:48; 3 Nephi 12:48; Ether 12:27; and D&C 93:19, 20.

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# 13

## THAT WHICH DEFILES A MAN

### THEME

The pure in heart have faith to draw on the powers of heaven.

### THEME ANALYSIS

- A. True righteousness is a matter of inward desires and thoughts.
- B. Thoughts and desires can be controlled through a conscious effort to center our minds on righteousness.
- C. The powers of heaven are controlled only upon the principles of righteousness.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 14:34-36; 15:1-39; Mark 6:53-56; 7:1-37; 8:1-10; John 7:1.

#### Course Manual

Chapter 13, "That Which Defiles a Man"

#### Standard Works

D&C 121:34-37. Upon what principle are the powers of heaven made available to man?  
Psalms 24:3, 4. What qualifies man to stand fearlessly before the Lord?  
Romans 8:6. Why is it necessary to be spiritually minded?  
Philippians 4:8, 9. What thoughts are to occupy our attention?  
Mosiah 4:29, 30, 21. How important is it to improve our thoughts?  
Titus 1:15. What blessing comes to the pure?  
D&C 132:52. What will happen to the impure?

### Basic Library

*M of F.*, p. 103. What is the relationship of thought to action?

*Teachings*, pp. 226-27. How pure must we be to live with God?

*Jesus the Christ*, pp. 350-54. Why were the Pharisees offended by Jesus?

Boyd K. Packer in *CR*, Oct. 1973, p. 21. How can we control our thoughts?

### Additional Sources

Vaughn J. Featherstone in *CR*, Apr. 1975, p. 99. The importance of inward purity.

Marion G. Romney, *Look to God and Live*, pp. 260-73. What does it mean to have clean hands and a pure heart?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Our Character Is Determined by Our Inward Thoughts (Object Lesson)

The following is an example of an object lesson the teacher may wish to use. Holding a hand mirror, the teacher might point out how useful a mirror is in giving us a look at our physical endowments. Were it not for mirrors or other reflecting materials, we could never know what we look like physically.

What mirrors or reflecting devices are there that will reveal to us what our spiritual self, or character, looks like?

What evidence is there to substantiate the idea that a person's thoughts and conversations are real indices to his character?

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Is there a distinction between one's casual thoughts and words and one's habitual thoughts and words as they pertain to character? If so, what?

### Chalkboard Discussion

How important is it to have pure thoughts and actions? Discussion could be held on the following scriptures:

Matthew 12:36. What is an "idle word"?

Alma 12:14. In the day of judgment what personal verification will we have within ourselves that God's evaluation of us is right?

D&C 1:3; 88:108-10. What difference could it make in our lives if we were really convinced that all our iniquities and secret acts would be made public in the day of judgment?

D&C 121:34-37. For what reasons should we be pure in heart? Why do some people have more power from God than others? (See course manual, chapter 13, under Points to Ponder.)

Matthew 5:29, 30. How can we live in an evil environment and remain unspotted? See the Inspired Version of this chapter.

### We Can Remain Pure in a Defiled World (Object Lesson)

The following is one possible way of teaching this.

1. Have four clear glasses half filled with water. Color each glass of water with food coloring: one red, one blue, one green, one yellow. Label each glass as follows: Red—immorality, blue—dishonesty, green—material greed, yellow—drugs.
2. Have a small, clear, capped bottle filled with clear water.
3. Drop the small bottle in each of the glasses and point out

that even though the bottle was submerged in the colored water it remained clear. In other words, the bottle can be surrounded with colored water but the only way that it can taint the clean water in the bottle is if it gets inside.

4. The same is true of us. We determine what defiles us by what we choose to let inside our character. Like the bottle, however, we can keep our spiritual cap on so tightly that no evil can leak through or rush in, and thus we can be in the world and remain pure. How can this be accomplished? Elder Boyd K. Packer gives us an idea of how we can better control our thoughts:

"I have the idea that many go through life with their minds something like a corner lot at a city intersection, just a lot on which there is no house. It's used for many things—children cross it to play, people cross it going here and there, sometimes a car will take a shortcut across it. Here is a mind, a vacant playing field; and anyone who comes by can crisscross it. I don't have that anymore. On my lot I have some signs that say No Trespassing, and then I list to whom that refers. I will not consent to contamination of the slightest single spot from a perverse source. I will not consent to it. If a thought like that enters my mind, it comes as a trespasser; it comes as an unwanted intruder. I do consent openly—without reservation, hopefully, with anxiety, pleadingly, with all invitation—to inspiration from the Lord." ("To Those Who Teach in Troubled Times," *Growing Edge*, vol. 5, no. 3 [Nov. 1972].)

5. You may wish to bear your testimony of the truthfulness of the great concept that men are defiled only when they choose to be and that with Christ's help it is possible to isolate ourselves from wickedness and shun even the very appearance of evil.

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# 14

## The

### TRANSFIGURATION

### OF CHRIST

#### THEME

On the Mount of Transfiguration Peter, James, and John beheld the glory of Jesus Christ and received keys of priesthood from holy visitations. These keys still reside in the Church.

#### THEME ANALYSIS

- A. The transfiguration of Christ and those events surrounding it were an important witness to Peter, James, and John of the divinity of Christ and the reality of revelation.
- B. A significant part of the transfiguration experience was the committal of priesthood keys to the presiding apostles.
- C. Priesthood keys, in essence, are the power of presiding over and conducting the activities of the priesthood of the Church.
- D. All the priesthood keys presently pertaining to mortality are held by the President of the Church.

#### STUDY SOURCES

##### New Testament Reading Assignment

Matthew 16, through 18; Mark 8:11-38; 9; Luke 9:18-50; 10:1-16.

##### Course Manual

Chapter 14, "The Transfiguration of Christ"

##### Standard Works

Matthew 17:1-9. What happened on the Mount of Transfiguration?

D&C 63:20, 21. What else occurred on the occasion of the transfiguration?

Luke 9:28-36; 2 Peter 1:16-19; 3 Nephi 28:13-17. Further light on what transfiguration is.

Matthew 16:16-19. How did the Savior describe the use of priesthood keys?

D&C 81:2. Who always has the right to the keys of the kingdom?

D&C 27:12, 13; 110:11-16. How and by whom were priesthood keys given to the leaders of the present dispensation?

#### Basic Library

*Jesus the Christ*, pp. 370-77. The transfiguration.

*Gos. Doc.*, p. 136. What are priesthood keys?

*DS*, 3:125-30. The restoration of priesthood keys.

Joseph Fielding Smith in *CR*, Apr. 1972, pp. 98-99. The keys of the priesthood are in the Church today.

#### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:399-400.

Bruce R. McConkie, *Mormon Doctrine*, pp. 411-13. The keys of the kingdom.

#### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

##### Priesthood and Keys (A Discussion)

To help students understand how keys relate to priesthood, the teacher might give the example of a father giving a son a new car. Ask what would be needed to make the car run? (Keys.) How do keys help the priesthood function? Is there often more than one key for a car? Why? Why must there be many priesthood keys? (See D&C 128:21.)

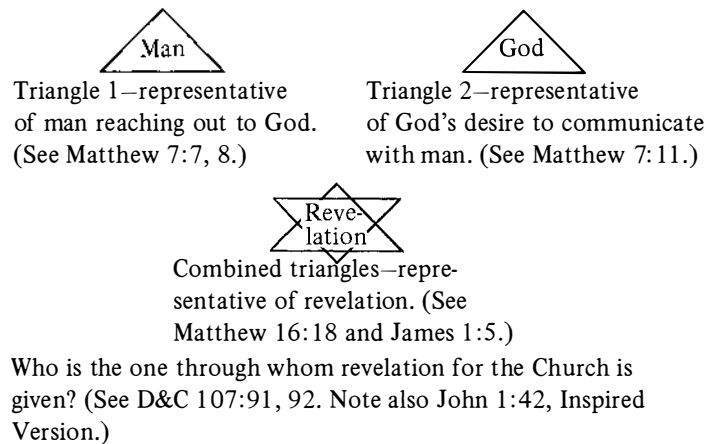
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**Revelation—the Rock upon Which the Church Is Built (An Illustration)**

The instructor could place the following statement on the board or on a student handout:

“ . . . Jesus in His teaching says, Upon this rock I will build my Church, and the gates of hell shall not prevail against it. What rock? Revelation.” (Joseph Smith, *Teachings*, p. 274.)

Then by use of the following analogy, an important point about revelation could be made:



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# 15

## “I AM THE LIGHT OF THE WORLD”

### THEME

The light of Christ enables mankind to clearly choose between the kingdom of God or spiritual darkness.

### THEME ANALYSIS

- A. The light of Christ is in and through all things and assists all who will yield to its influence to receive more light and truth.
- B. He that will follow the Savior shall not walk in darkness but receive the light of eternal life.
  - 1. Those who come not to him die in their sins.
  - 2. Those who do come to him receive revealed truth which makes them free forever.
- C. Men are free to choose eternal life or captivity and death.

### STUDY SOURCES

#### New Testament Reading Assignment

Luke 9:51-56; John 7:10:21

#### Course Manual

Chapter 15, “I Am the Light of the World”

#### Standard Works

D&C 88:6-13. How is the light of Christ the law and life of all things?

2 Nephi 2:26, 27. What are the only two choices men ultimately have?

D&C 93:31. What is the condemnation of man?

D&C 93:39. How do men lose light and truth?

D&C 1:33. Can men lose even the light previously received?

D&C 88:63. What does the Lord promise those who draw near unto him?

D&C 11:11-14. To what will the Spirit lead and what will it do?

D&C 88:66, 67; 84:45-47. If one does not fight against the light, what will be the result?

D&C 50:23-25. How does one become perfect by receiving light and truth?

Alma 19:5, 6. What is the effect on one who accepts a fullness of light?

3 Nephi 18:24. What light are we to show forth?

#### Basic Library

*Jesus the Christ*, pp. 398-422. For what reason was the man born blind?

*Teachings*, p. 49. What is the relationship between agency and the “free independent mind”?

*Teachings*, p. 187. Can the devil compel mankind to do evil?

*A of F*, pp. 52-58, 71, 473. What is the foundation of the rights of man?

*DS*, 1:49-54. What is the relationship between the Holy Ghost and the light of Christ?

*DS*, 1:58-61, 64-65, 70. Why can there be no salvation without agency?

*Gos. Doc.*, pp. 47-51. What blessings does God bestow only upon a rightful exercise of agency?

*Discourses*, pp. 223-37. What is the effect of obedience versus disobedience?

*M of F*, pp. 218-19. Why does one forfeit all light by disobedience?

#### Additional Sources

Joseph Fielding Smith, *Answers to Gospel Questions*,





1:190. Analysis of the scriptural account of the adulterous woman.

David O. McKay in *CR*, Oct. 1965, pp. 6-11. The interdependence of free agency and responsibility.

Brigham Young in *Journal of Discourses*, 16:74-75. How to know the voice of the good shepherd.

#### **Media Suggestions**

Cassette tape (President Spencer W. Kimball), *So Many Kinds of Voices* (5:47)

### **SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)**

#### **The Consequences of Any Meaningful Choices Brings One Closer to Spiritual Light or Darkness**

The instructor may wish to have the class consider that almost every choice, even a seemingly small one, is important because it affects for good or bad our ability to receive the Spirit of the Lord. One method the teacher could use is to have a student demonstrate how easily a single toothpick can be broken, but that it is impossible to break a number held together by an elastic band. It also could be pointed out that one action is not isolated or independent, but it reflects what we are totally or what we are trying to become.

Another way to point out that any choice brings one either spiritual light or darkness is to use scriptural analysis. Among others, the teacher could list on the chalkboard the following scriptures:

Matthew 12:30; Luke 11:21-26; 2 Nephi 2:27-29; 10:23; Helaman 14:31; Alma 34:34.

The question Ultimately, what are the only two choices one makes? could then be asked, and the students would independently or collectively analyze these scriptures to find the answer. This could then be used as a springboard into a discussion of the proper use of moral agency.

#### **Light and Truth Are Received Through Obedience to the Voice of the Master**

The concept that by obeying the Lord we receive light and

truth may be introduced by reviewing the symbolism between Palestinian sheepherding and the Lord's designation of himself as the Good Shepherd. The teacher may wish to review with the students reading 15-6 in the student manual. The following quote could also be used:

"The following quotation from Hartley's 'Researches in Greece and the Levant,' p. 321, is strikingly illustrative of the allusions in John 10:1-16: 'Having had my attention directed last night to the words in John 10:3, I asked my man if it was usual . . . to give names to the sheep. He informed me that it was, and that the sheep obeyed the shepherd when he called them by their names. This morning I had an opportunity of verifying the truth of this remark. Passing by a flock of sheep, I asked the shepherd the same question which I had put to the servant, and he gave me the same answer. I then bade him call one of his sheep. He did so, and it instantly left its pasturage and its companions and ran up to the hands of the shepherd with signs of pleasure and with a prompt obedience which I had never before observed in any other animal. It is also true in this country that a "stranger will they not follow, but will flee from him." The shepherd told me that many of his sheep were still wild, that they had not yet learned their names, but that by teaching them they would all learn them.' "

(William Smith, *Smith's Bible Dictionary*, rev. ed., s.v. "sheep.")

The teacher could then read various newspaper clippings he has gathered which contradict one another and the gospel. Popular press items on subjects such as the population explosion or woman's liberation, for which arguments can be found on either side, might illustrate the point. He could then ask, With so many voices how can the sheep recognize the voice of the Master? President Spencer W. Kimball's address in *CR*, Apr. 1971, pp. 6-11, and Brigham Young's remarks in *JD*, 16:74-75, may prove helpful. The teacher could ask the class, What is the voice of the Shepherd and how do the sheep respond to it? The following scriptures would prove helpful in the discussion: D&C 88:66; 93:26, 18:34-36.

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# 16

## THE TWO GREAT COMMANDMENTS

### THEME

The Savior taught the singular importance of developing pure love, first for God and then for all others.

### THEME ANALYSIS

- A. Charity, or the pure love of Christ, is a requirement for exaltation.
  - 1. The pure love of Christ means that we love God and others as he did.
  - 2. The ability to develop this love is given through the Spirit.
- B. When we love God with all our heart, mind, and strength, we have laid the foundation for our salvation.
  - 1. When we love God properly, he becomes the most important thing in our lives.
  - 2. We prove our love for God when we do those things that please him.
- C. If we truly love God, we will also have charity for our fellowman.
  - 1. A man who says he loves God but does not respond in love toward his fellowman is deceiving himself.
  - 2. When we love as Christ loved, the spiritual welfare of all men becomes of great concern to us.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 11:25-27; Luke 10:17-42; 11:1-54.

#### Course Manual

Chapter 16, "The Two Great Commandments"

### Standard Works

- Moroni 7:44-48. What is charity?
- 1 Nephi 11:8-23. What was the meaning of the tree which Lehi saw?
- John 3:16, 17. Why did the Father send his Son into the world?
- Matthew 26:36-42. How did the Savior show his supreme love for his Father?
- John 15:12, 13. Did the Savior exemplify the second great commandment as well as the first?
- 1 Corinthians 13:1-13. What are the characteristics of the pure love of Christ?
- 2 Nephi 4:21. Is it possible to follow the Savior in developing this perfect love?
- 1 John 2:9-11; 3:14-17. What is the relationship between loving God and loving our fellowman?

### Basic Library

- Teachings*, p. 9. Perfect love as a safeguard.
- Teachings*, pp. 240-42. Is there evidence here that Joseph Smith had developed charity?
- Discourses*, pp. 271-75. Some practical aspects of showing love.
- A of F*, pp. 525-26. Love is a fulfilling of the law.

### Additional Sources

- ElRay L. Christiansen in *CR*, Apr. 1956, pp. 113-15. The need to be charitable.
- Thomas S. Monson, *Instructor*, Sept. 1965, pp. 348-50. To love as Jesus loves.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Scriptural Examples of Those Who Had Developed Charity

On a handout or on the chalkboard, the teacher could refer

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to the following scriptural examples of those who really kept these two great commandments in their mortal lives.

1. Abraham. Genesis 22:15-18. Why was Abraham so blessed of the Lord?
2. Joseph of Egypt. Genesis 39:7-9. What kept Joseph from sinning?
3. Ruth. Ruth 1:14-17. What can we learn from Ruth's love for her mother-in-law?
4. David and Jonathan. 2 Samuel 1:23-27. What was the source of the deep friendship between these two young men?
5. Stephen. Acts 7:55-60. How closely did Stephen follow the example of his Savior in exhibiting love?
6. 2 Nephi 4:21. How real was charity to Nephi?
7. Enos. Enos 9-11. After tasting of the love of God, what concerned Enos?
8. Moroni. Moroni 10:1, 4. Why was Moroni fleeing? Why did he write his book?
9. Joseph Smith and Hyrum Smith. D&C 135:1. Why did the Prophet and his brother give their lives at Carthage?
10. The Savior. John 15:12, 13; 1 Nephi 19:9. How is he the greatest example of perfect love?

### **Why Is the First Commandment to Love God? (A Discussion)**

The instructor might ask the following questions to help the student understand why the Savior placed the two great commandments in the order he did.

1. Who is the source of love? (See 1 John 4:7-10.)
2. Who alone can empower mortals to perfect their love for one another? (See 2 Nephi 4:21.)
3. Is it possible to love God and not love his children? (See 1 John 4:19-21.)
4. What can happen if we put the second commandment first? (See Romans 1:25-30.)
5. What did Jesus mean when he made the statement worded in Matthew 10:37?

### **Further Insights on Charity**

It might be well to consider the material in lesson 36 on charity. See 36-3 in the Interpretative Commentary; see also the later part of the section Points to Ponder (right after 36-12 "What the Pure Love of Christ Does and What It Does Not Do").

(Note: The IS instructor needs to be particularly aware that if he uses the above material in conjunction with this lesson it will weaken its applicability when he arrives at lesson 36.)

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# 17

## WHERE MUCH IS GIVEN, MUCH IS REQUIRED

### THEME

True discipleship requires a willingness to sacrifice one's personal desires in order to be true to the teachings of the Master.

### THEME ANALYSIS

- A. A true disciple is a dedicated student, a loyal follower, and one who strives to emulate the Lord.
- B. Christ requires his disciples to turn aside from the enticements of the world and willingly conform their lives to the principles of the kingdom of God.

### STUDY SOURCES

#### New Testament Reading Assignment

Luke 12:1-59; 13:1-35; John 10:22-42; 13:10-35

#### Course Manual

Chapter 17, "Where Much Is Given, Much Is Required"

#### Standard Works

Mosiah 3:18, 19. What relationship must we assume with the Lord in order to become a true disciple?

Moroni 10:30-33. How can a disciple of Christ become sanctified unto perfection?

Matthew 16:25-29, Inspired Version. What must a person deny in order to accept the Savior?

D&C 117:12, 13. What quality did Oliver Granger possess which memorialized his name as a disciple of the Lord?

#### Basic Library

*Jesus the Christ*, pp. 452-54. Those who seek to be disciples of Christ may test their own sincerity against the Savior's requirements.

Bruce R. McConkie in *CR*, Oct. 1974, pp. 43-47. Those who are not valiant and courageous in the Lord's service aid the cause of unrighteousness.

### Additional Sources

Neal A. Maxwell in *CR*, Apr. 1975, pp. 149-52. A description of the beliefs, commitments, and activities of "the man of Christ."

Ivan J. Barrett, *Joseph Smith and the Restoration*, pp. 392-93. Death of David W. Patten, also found in Orson F. Whitney, *Life of Heber C. Kimball*, pp. 213-14; Joseph Fielding Smith, *Essentials in Church History*, pp. 187-88.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### There Are Many Good Examples of True Discipleship (A Discussion)

1. The teacher might elect to read the story of the death of David W. Patten, having first indicated to the class that they evaluate what they hear in light of the idea of what it means to be a disciple. Ask, What is there about Captain Patten that qualifies him to be termed a disciple? (List student responses on the chalkboard.)

#### Jesus Christ Gave the Word Disciple Its Highest Meaning

If we look at Christ in the role of a disciple of his Father, what do his actions teach us about discipleship?

#### How Does One Become a Disciple of Jesus Christ?

1. The instant response and lifetime sacrifice of Peter, Andrew, James, and John, when called to discipleship, are good models of how one becomes a disciple. (See Matthew 4:18-22.)
2. The Lord is calling disciples to leave their nets today and follow him. Ask, What does it mean to leave one's nets? What do the nets symbolize?



### **Counting the Cost of Discipleship (Chalkboard Discussion)**

Have the students examine some scriptures that indicate some of the costs associated with discipleship (Luke 14:25-33). Make a brief outline of their findings on the chalkboard. Christ must have first priority in our relationship with others.

1. Matthew 10:32-39. The gospel either unites or divides friends and families.
2. Luke 9:57-62. No man can serve two masters.
3. Mark 8:34-38. A true disciple is willing to make great personal sacrifice because of Christ.

The teacher could show from the scriptures examples of those who have had to pay the cost of discipleship (Paul, for example), and then ask, What are some examples of discipleship today? How would you describe what it means to follow the Savior in our world? What trials of discipleship do new converts often face?

### **What Do These Passages Contribute to Our Under- standing of the Responsibilities of Discipleship? (A Discussion)**

1. Ether 4:10-12. Those who seek to believe the scriptures will know by the Spirit that they are true.
2. John 8:31; 13:35; 15:4-8. Those who keep the Lord's commandments and have love for one another are his disciples.
3. D&C 84:87-91. Disciples are discovered in the world by their willingness to accept the message of the Lord's servants and attend to their needs.

What great promise does Jesus extend to those who pay the price of discipleship? (You "shall receive an hundredfold, and shall inherit everlasting life." [Matthew 19:29; see also verses 27, 28.] )

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# 18

## “REJOICE WITH ME; FOR I HAVE FOUND THE . . . LOST”

### THEME

Disciples of Jesus Christ should have a constant love and concern for their fellowman.

### THEME ANALYSIS

- A. Through the use of parables, Jesus taught the importance of each of God’s children.
- B. Disciples of Jesus today are to be concerned about the salvation of each of their brothers and sisters.

### STUDY SOURCES

#### New Testament Reading Assignment

Luke 14:1-35; 15:1-16, 31; 17:1-10; John 11:17-54

#### Course Manual

Chapter 18, “Rejoice with Me; for I Have Found the . . . Lost”

#### Standard Works

D&C 18:10. How important to God is each person?  
Mosiah 18:8, 9. What have we covenanted to do?  
Moses 1:39. What is God’s whole desire for his children?  
Matthew 7:7-11. How anxious is the Lord to bless and prosper his children?  
Luke 15:4, Inspired Version. How does this verse clarify the King James Version?

#### Basic Library

*Teachings*, pp. 240-41. The more righteous a person becomes, the more he looks with compassion upon perishing souls.  
*M of F*, p. 307. Discussion of the parable of the Prodigal Son.  
*Jesus the Christ*, pp. 454-61. How do these parables show the love God has for each of his children?

### Additional Sources

Franklin D. Richards in *CR*, Oct. 1976, pp. 18-19. How can we reach out to the less active?  
Marion D. Hanks in *CR*, Oct. 1976, pp. 40-43. How can we become true disciples?  
Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:507-12. What is the main teaching of these three parables?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### We Have a Responsibility for Our Fellowman (A Discussion)

The teacher might wish to begin with a story that illustrates the message of the parables of the Lost. A story such as the one told by Marion D. Hanks about a girl named Donna, found in *CR*, Apr. 1966, pp. 151-53, could be used. Perhaps the teacher has a story of his own that will also illustrate the above principle. Questions could be asked to emphasize the importance of the Saints’ making an active effort to help others. In the case of Brother Hanks’ story, the teacher might ask:

1. Which parable did Donna represent?
2. Was there anyone who could have prevented or helped save her from falling?
3. Will we be held accountable for those people we could have helped but did not? See Matthew 25:31-40.
4. What are some signs that may alert us to the fact that a particular person is having spiritual problems? (These could be listed on the chalkboard.)
5. Having recognized these signs, what could be done to help those who are having problems?



**Chalkboard Illustration**

This illustration, or another of the teacher’s choosing, could be used to reinforce the last student interaction block in lesson 18 of the course manual relating to the parables of the Lost.

**HOW WE CAN STRENGTHEN OTHERS**

Types of Activity Relating to Spirituality	Possible Reasons	Possible Ways a Disciple of Christ Could Help
Lost sheep— stray gradually away	1. Peer group pressure 2. Other	1. Make a special effort to have an active LDS member friendship this person. 2. Home teachers could be alerted and could make a special effort to help. 3. Other
Types of Activities Relating to Spirituality	Possible Reasons	Possible Ways a Disciple of Christ Could Help
Lost coin— those neglected	1. Are not popular socially 2. Other	1. Friendship those whom we may think are “different.” 2. Other
Prodigal son— those who willfully disobey.	1. The world looks appealing. 2. Other	1. Continue to love and accept them. 2. Pray for them. 3. Other

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# 19

## “WHAT LACK I YET?”

### THEME

A willingness to place all on the altar in the service of the Master is critical in the process of perfection.

### THEME ANALYSIS

- A. Jesus Christ is the ultimate example of the absolutely committed life. He came not to serve himself but to serve first his Father and then his Father's family.
- B. The disciple of the Savior must follow the example of the Master in his total commitment and desire to serve God and his brothers and sisters.
- C. Those who can discipline themselves in this total commitment move along the path of perfection, whereas those who refuse damn their eternal progress.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 19:1-30; 20:1-34; 26:6-13; Mark 10:1-52; 14:3-9;  
Luke 17:11-37; 18:1-43; 19:1-28; John 11:55-57;  
12:1-11

#### Course Manual

Chapter 19, “What Lack I Yet?”

#### Standard Works

D&C 64:34. What does the Lord ask of his disciples?  
LuKe 14:25-33. An overview of the requirements of discipleship.  
Luke 17:5-10. What is the key to increasing our faith? (See vs. 10; see also D&C 58:26-29.)  
Matthew 19:27-29. What are the rewards of those who serve the Lord fully?

Helaman 10:4-10. An example of the blessing that came to one very faithful servant.

Abraham 3:25. Will we, like the rich young man, be tested concerning our commitment to the Lord?

#### Basic Library

*Jesus the Christ*, pp. 476-78. A commentary on the episode of the rich young ruler.

Bruce R. McConkie in *CR*, Apr. 1975, pp. 74-77. An exposition on the principles of sacrifice and consecration, with a commentary on the incident of the rich young man.

Bruce R. McConkie in *CR*, Oct. 1974, pp. 44-46. What constitutes being valiant in the service of the Master?

Harold B. Lee in *CR*, Apr. 1973, p. 180. We best serve God by loving and serving his people.

#### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:551-56. A doctrinal commentary on the incident of the Savior and the rich young ruler. What is the commitment required for eternal life?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### “We Will Prove Them Herewith” (Abraham 3:25)

Discuss the following ideas, emphasizing that like the rich young ruler, our commitment to the Savior must be tested and proven. (A review of Elder McConkie's talk on being valiant could aid in this discussion. See basic library.)





#### **Possible Tests**

A mission  
Marriage in the temple  
The law of chastity  
The Word of Wisdom  
Tithing  
Church service  
Sabbath observance  
Food storage  
Scripture study  
Genealogy  
Fashion  
The charge to follow the prophet

#### **Possible Reactions**

(It might be well to point out that it is seldom the monumental things that test us. Rather, it is the so-called little things of life that make the difference. Few Saints will be asked to give their lives for the Savior. For most of us, the test will come as we attempt to live the gospel in an alien world.)

#### **“What Lack I Yet?” (Matthew 19:20)**

It has been said that the greatest sin is to be conscious of none. In part, perhaps, this was the problem of the rich young ruler. The teacher could use 1 Corinthians 11:28 as a springboard to discussion, asking the students to ask themselves What lack *I* yet? The list of sins on page 25 of *The Miracle of Forgiveness* could aid the discussion.

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# 20

## the TRIUMPHAL ENTRY

### THEME

The triumphal entry of the Son of David into the Holy City gave added witness of his messiahship and prefigured his future coming in glory.

### THEME ANALYSIS

- A. Jesus' triumphal entry into Jerusalem was a sign of his messiahship.
- B. The majority in and around Jerusalem failed to perceive the significance of the triumphal entry because their hearts and lives were not prepared to receive their king.
- C. Only those who were Jesus' faithful disciples were prepared to receive him.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 21:1-27; Mark 11:1-33; Luke 19:29-48, 20:1-8, 21:37, 38; John 12:12-36.

#### Course Manual

Chapter 20, "The Triumphal Entry"

#### Standard Works

Matthew 23:37-39. Did the majority of the Jews receive the Savior? What was their condemnation?

John 3:16-21. Did the coming of Jesus condemn the Jews?

3 Nephi 1:4-9. Were all the Nephites prepared to receive the Lord?

Luke 14:15-20. Reasons why some were not prepared to receive the Lord.

D&C 38:30, 31. What are some characteristics of those who can look forward to receiving the Lord?

Mosiah 15:11-18. Who are those who go before the Lord today figuratively waving palm leaves to prepare the people for his coming?

#### Basic Library

*Jesus the Christ*, pp. 513-17. What is the significance of the triumphal entry?

*Teachings*, pp. 216-17. How must individuals and the Church generally prepare to receive the Savior?

#### Additional Sources

Sterling W. Sill in *CR*, Apr. 1968, pp. 15-16. The triumphal entry as a type of the Savior's second coming.

Harold B. Lee in *CR*, Apr. 1955, pp. 17-20. The Hosanna Shout and the triumphal entry.

#### Media Suggestions

Transparency, The First Part of the Final Week

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Behold the King Cometh, Go Ye Out to Meet Him (A Discussion)

These words were probably echoed throughout the streets of Jerusalem as the Savior approached. Why did so few receive him—the very Lord of the universe—as he came into the Holy City? The following are a few of the reasons the Savior was rejected by so many when he first came. It would be beneficial to discuss these and others and apply them to the here and now.



1. Many really didn't believe the prophets. John 5:45-47.
2. Some were spiritually unperceptive—they were walking in darkness at noonday. Matthew 13:13-15.
3. Many were looking beyond the mark. Jacob 4:14. (Note, for example, John 9:22-41.)
4. Because of priestcrafts and wickedness, the Savior was rejected. 2 Nephi 10:5.
5. Many were immoral and could not receive the Spirit. Matthew 12:39.
6. Some were just so involved with the cares of this world that they had no time for the Savior. Luke 14:15-20.

**The Triumphal Entry—the King of Kings  
Enters Jerusalem (A Discussion)**

One of the sacred titles of the Lord is “King of kings.”

Although he condescended to come to the earth under very humble circumstances, there is continued testimony to his being a king. An interesting discussion could be conducted featuring some of the following attestations to the Lord's kingship:

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. Luke 2:8-14                       | A kingly welcome.                   |
| 2. Matthew 2:1-2                     | A king is born.                     |
| 3. Genesis 49:10;<br>Mark 10:46-49   | A kingly lineage.                   |
| 4. Matthew 2:11                      | Kingly gifts.                       |
| 5. Zechariah 9:9;<br>Matthew 21:1-11 | A kingly entrance.                  |
| 6. John 18:33-37                     | An admission of kingship.           |
| 7. John 19:19-22                     | A king is crucified.                |
| 8. Revelation 1:5                    | Jesus is resurrected King of kings. |

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# 21

## “WOE UNTO YOU... HYPOCRITES!”

### THEME

Hypocrisy can be overcome through acts of service rendered quietly and privately.

### THEME ANALYSIS

- A. Jesus condemned hypocrisy as one of the most serious sins.
- B. Hypocrisy is a form of apostasy when people draw near to God with their lips when their hearts are far from him.
- C. Service performed quietly and privately can be a great help in overcoming hypocrisy.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 2:28-46; 22:1-46; 23:1-39; Mark 12:1-44; Luke 20:9-47; 21:1-4; John 12:37-50

#### Course Manual

Chapter 21, “Woe unto You . . . Hypocrites!”

#### Standard Works

Isaiah 32:6. What are some effects of hypocrisy?  
Alma 34:17-29. How does Amulek describe hypocrites?  
Matthew 6:1-18. Is doing the right thing for the wrong reason a form of hypocrisy?  
3 Nephi 13:1-18. How can hypocrisy be overcome?  
D&C 50:6-8. What will eventually happen to hypocrites?  
Moroni 7:6-10. What does the Lord think of the practice of doing the right things for the wrong reasons?

### Basic Library

*Teachings*, p. 303. The status of a hypocrite.  
N. Eldon Tanner in *CR*, Oct. 1970, p. 49. What are the dangers of hypocrisy to Latter-day Saints?

### Additional Sources

Spencer W. Kimball in *CR*, Apr. 1951, pp. 104-5. Pretense in religious matters will not qualify us for eternal life.  
Spencer W. Kimball in *CR*, Oct. 1951, pp. 87-89. We must do the right thing for the right reason.  
J. Reuben Clark, Jr., in *CR*, Oct. 1960, p. 87. Why is hypocrisy such a serious sin?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Jesus Condemned the Hypocrisy of the Scribes and Pharisees (Object Lesson)

Prior to class, blow out the yoke and white of an egg by putting a small hole in each end of the egg with a pin. Show the egg shell to the class and ask what possible uses could be made of the egg. After some responses have been received, crack the shell and show that it is empty. Ask, what word did Jesus use to describe a similar situation among the Jews? The answer is hypocrisy.

The teacher may now wish to discuss the meaning of the term *hypocrisy*.

#### Case Studies

Hypocrisy is a serious sin because it prevents spiritual growth. Why is this so? You might wish to consider the following case studies or develop some that are more applicable to your students:



1. Jim consistently condemns his friends who attend restricted and adult-rated movies; however, he enjoys watching television programs or reading magazines that promote values similar to those in restricted, adult movies.
2. Since returning home from his mission, Bob has enrolled at the university. His elders quorum president has called him to be a home teacher, but Bob claims that he does not have time because of his studies and school activities.
3. Beverly says that she is never going to church again because of all the hypocrites there. She isn't living the Word of Wisdom.

#### **The Root Problem of Hypocrisy (A Discussion)**

The teacher might wish to discuss with his students the root

problem of hypocrisy.

How might one overcome the tendencies to be hypocritical? See 3 Nephi 13:1-4.

How can doing things in secret help one to overcome hypocrisy?

Review with the students the last student interaction block under Points to Ponder. How does President Kimball's solution for self-centeredness also help in overcoming hypocrisy?

Is someone who is sinning but is striving to repent, a hypocrite?



# 22

## “WHAT SHALL BE THE SIGN OF THY COMING?”

### THEME

Those who are aware of the many signs of the Savior’s second coming will be better prepared for that great event.

### THEME ANALYSIS

- A. The Lord and his prophets have declared the signs of the Second Coming so that the faithful might be prepared for the grand event.
- B. Although the day and hour of Christ’s second advent is unknown to us, and understanding of the fulfillment of the signs will indicate its approach.
- C. Only those who obey the gospel and take the Holy Spirit for their guide will be adequately prepared for the second coming of the Lord.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 24:1-51 (see also Joseph Smith 1); 25:1-46; Mark 13:1-37; Luke 21:5-36

#### Course Manual

Chapter 22, “What Shall Be the Sign of Thy Coming?”

#### Standard Works

- Mosiah 3:15. How extensive have been the signs, types, and prophecies of Christ’s coming—of both his first and second advents?
- D&C 43:29-34. Who is the ultimate authority in teaching the Church of the coming of Christ?
- D&C 45:37-40. Why has the Lord provided signs of the times?

2 Nephi 25:9. How often does the Lord warn the world of destruction?

D&C 1:12, 36. According to the Lord’s preface to the Doctrine and Covenants, what is one of the great prerogatives of this last dispensation?

D&C 34:7-9. How imminent is the great day of the Lord?

D&C 133:16-74. Why would these things be discussed in the Lord’s appendix to the Doctrine and Covenants?

#### Basic Library

*Teachings*, pp. 286-87. A chronicling of specific signs to be fulfilled before the Savior comes.

*DS*, 3:1-52. Signs of the times and the second coming of Christ.

*Jesus the Christ*, pp. 569-84. The context and content of the Savior’s warning to his apostles of the destruction of Jerusalem and the signs of his second coming.

*A of F*, pp. 356-74. Christ’s millennial reign and events leading up to it.

Marion G. Romney in *CR*, Oct. 1971, pp. 68-72. The signs of the times and becoming prepared for the coming of the Lord.

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, pp. 715-34. An extensive listing and explanation of the signs of the times.

Joseph Fielding Smith, *Signs of the Times*. This entire book is about the second coming of the Savior and the signs relating to it. The instructor may wish to peruse it.

Joseph Fielding Smith in *CR*, Oct. 1966, pp. 58-61. A discussion of the signs of the times.

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## SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

### Some Specific Signs of the Last Days

As pointed out by President Lee (see reading 22-14), the scriptures are our most authoritative source of information about the events which will transpire before the Savior's return to the earth. While we cannot be certain of the precise order in which specific events will occur, we can obtain more than a passing knowledge of these signs by careful scriptural inquiry. The following exercise could help one's understanding in this regard.

Below you will find a list of events relating to the last days. Some of these events relate to (1) physical phenomena, such as "the earth to be in commotion"; (2) conditions of men, such as "love of men to wax cold"; and (3) the kingdom of God, such as "the gospel to be preached to the world as a witness." You could proceed as follows:

1. Read D&C 29:14-21; 45:26-43; Joseph Smith 1 (Pearl of Great Price).
2. Place the events listed below in their most appropriate category as indicated above in 1, 2, or 3. (You may wish to construct a chart.)
3. Then add the reference source (the passage of scripture).

Your completed analysis sheet should prove to be a valuable compilation to you.

### Specific Events of the Last Days

- |   |   |
|---|---|
| 1. Sun darkened, moon turned to blood, stars to fall from heaven    | 10. Disciples to stand in holy places, unmoved                      |
| 2. Weeping and wailing among men                                    | 11. Two working in the field—one taken, the other left              |
| 3. Gospel to go to the gentiles, but largely to be rejected by them | 12. Gospel to be preached in all the world for a witness            |
| 4. Powers of heaven to be shaken                                    | 13. False Christs and prophets to appear, showing signs and wonders |
| 5. The signs of the Son of Man in the clouds of heaven              | 14. A great hailstorm to destroy crops of the earth                 |
| 6. Times of the gentiles to be fulfilled                            | 15. Wicked to curse God and die                                     |
| 7. Wars and rumors of wars  | 16. Righteous to be looking for the signs of Christ's coming        |
| 8. Great signs in heaven and on earth                               |   |
| 9. Great and abominable church to fall                              |   |

- |   |   |
|---|---|
| 17. Flies to come upon the earth  | 26. Beasts and fowls to devour men's bodies                     |
| 18. Love of men to wax cold   | 27. Whole earth to be in commotion                              |
| 19. Men to say that Christ delays his coming                                  | 28. Earthquakes in divers places                                |
| 20. Remnant of the Jews to be gathered to Jerusalem                           | 29. Elect of God to be gathered from four quarters of the earth |
| 21. Maggots to come on men  | 30. Blood, fire, and vapors of smoke                            |
| 22. Iniquity to abound  | 31. Nation to rise against nation, kingdom against kingdom      |
| 23. Flesh to fall from bones and eyes from sockets                            | 32. Famines, pestilences in divers places                       |
| 24. According to the covenant, even the very elect to be subject to deception | 33. A second "abomination of desolation"                        |
| 25. An overflowing scourge of desolating sickness to cover the land           |   |

### Why Does the Lord Provide Signs? (A Discussion)

The teacher could profitably conduct a discussion of why the Lord gives signs. Note some of the following reasons from the scriptures: Joseph Smith 1:37-39. Why did the Savior give the signs of the times?

Helaman 16:5. Why are the prophecies given?

2 Nephi 11:8. Why did Jacob quote from the prophecies of Isaiah?

D&C 45:35-40. Are the signs given to frighten us?

John 16:19-22. In what ways could these verses relate to Christ's second coming?

Revelation 22:20. How should a saint of God feel about the coming of the Lord?

*Note:* For IS teachers who are teaching the entire New Testament as one course, please note that lesson 33 in Religion 212 also deals with the Second Coming. You should examine both lessons carefully before presenting either.

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# 23

## “AS I HAVE LOVED YOU”

### THEME

Jesus Christ is the ultimate manifestation of the love of the Father, and we become his true disciples only as we follow in his footsteps in our demonstration of love.

### THEME ANALYSIS

- A. Man becomes like the god he serves.
  - 1. If he serves the world and Satan, his life and countenance become expressions of the same.
  - 2. When his life is an attempt to follow the Savior, he begins to overcome the world.
  - 3. As he overcomes the world, he takes on the attributes of Deity and begins to express the pure love of Christ.
- B. The true disciple is known by the quality of love he gives in his service to others.
- C. Only through Christlike service, which is nothing less than organized love, do we obtain the powers of godliness.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 26:1, 2, 6-35; Mark 14:3-31; Luke 22:1-38; John 12:2-8, 13:1-38

#### Course Manual

Chapter 23, “As I Have Loved You”

#### Standard Works

D&C 93:20. What is the only way in which men may receive of the fulness?  
D&C 20:18, 19. Who are men commanded to serve?  
Mosiah 2:17. How does one serve God?  
D&C 4:3. What is the criterion necessary to be called to the service of God?

D&C 4:2. To what degree must we serve?

1 John 3:17, 23, 24. If one only halfheartedly serves the Lord, who is he really serving?

Mosiah 4:11-23. What must we do in order to gain the ability to give true service?

D&C 76:5-10. What is the promise to those who totally serve the Lord?

D&C 20:31. How does one become sanctified?

1 John 2:5, 10; 4:10-12, 16, 17. How can we face the day of judgment with boldness?

#### Basic Library

*Jesus the Christ*, pp. 591-609. How was the Savior’s commandment to love of a higher order?

*M of F*, pp. 19-21. Why is it impossible to serve God and mammon?

*M of F*, pp. 92-99. How can we be damned by doing nothing?

*DS*, 2:117-19. Does one give Christlike service when magnifying the priesthood?

*Gos. Doc.*, pp. 251-57. How does one’s service to others bring honor to oneself?

*Discourses*, pp. 271-79. How much like angels should the Saints live?

*A of F*, pp. 526-27. How does charity fulfill the law of service?

*Teachings*, pp. 313-16. With what will the Lord bless those who love?

*Teachings*, pp. 241-42. Besides relieving the poor, what is the responsibility of the Relief Society?

#### Additional Sources

Loren C. Dunn, *New Era*, May 1972, pp. 4-5. “Make Your Summers Count.” An analysis on how to make a service project into Christlike service.





## Media Suggestions

### Transparencies

- Jerusalem and the Upper Room
- The Law of Sacrifice and the Sacrament Center in Christ
- From the Passover to the Sacrament

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### The Service Rendered by the Lord Was to Assist Others in Becoming like Him

(Note: Lesson 49 also has a service/love theme.)

The teacher could ask the question, What was special about the kind of service Christ rendered during his ministry? The answer could be achieved through the use of scriptural analysis. Using John 13:4-17, the washing of the apostles feet, and Matthew 26:26-29, the institution of the sacrament, the class could focus on acts of service Christ rendered during the Last Supper as a type of his whole ministry. The class would be analyzing the scriptures to find answers to the posed question. Among other answers, two are important: (1) the Savior set the example as to how we are to serve, and (2) his service was to assist others in becoming like him.

#### To Give Christlike Service, One Must Be Striving to Live a Christlike Life

To assist the class in gaining the concept that one cannot render Christlike service unless he indeed is striving to become as the Savior, the instructor could ask one of his students to give another student that which neither of them have. For example, in a class which meets just before lunch the instructor could ask one student to give another some food to help appease his hunger until he can get to lunch. At another time, the teacher may wish to ask a student to give another a pen with green ink. (Almost anything will do, provided the student does not have the item.) When the student states he cannot give what he does not have, the

point can be made that one cannot render Christlike service unless he is striving to become like our Savior. This could become the basis for a discussion on how a Latter-day Saint can render service which brings others closer to Christ or helps them become more like the Savior.

#### Latter-day Saints Should Render Service Which Assists Others in Becoming Christlike

There are many forms of service that can be rendered, but the most important service anyone can render is that which lifts another toward Christ.

The teacher may wish to have the students consider how they could turn their service into a means to assist others in drawing nearer to God. A chalkboard diagram could prove helpful.

#### When We Lift Our Fellowman, We Serve God (See Mosiah 2:17.)

##### Service to Man

1. Visit a home for the elderly
2. Home teaching or visiting teaching
3. (Others suggested by students)

##### Service to God

1. Have a message that centers on the gospel theme.
  - a. Design a program to build testimony.
  - b. Distribute uplifting literature to those who can read.
  - c. (Others)
2. Preplan with the spiritual welfare of the family in mind.
  - a. Teach a message by the Spirit.
  - b. Leave a prayer in the home.
  - c. (Others)
3. (Others suggested by students)



# 24

## “MY PEACE I GIVE UNTO YOU”

### THEME

The peace of which the Savior spoke, that peace that the world knows not, comes to the true disciple through the instrumentality of the Comforter—the Holy Ghost.

### THEME ANALYSIS

- A. Jesus promised the Holy Ghost as a comforter to take his place.
- B. The Holy Ghost is a source of peace.
  - 1. He is a witness of the Savior and of one’s salvation, that is, forgiveness of sins and a place in the celestial kingdom.
  - 2. He is a purifier and refiner.
- C. Reception of the Holy Ghost is granted on condition of worthiness.
  - 1. The Spirit can bear witness to honest seekers before baptism.
  - 2. The gift of the Holy Ghost is given through laying on of hands and continued worthiness.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 26:30; Mark 14:26; Luke 22:39; John 14:1-31; 15:1-27; 16:1-33

#### Course Manual

Chapter 24, “My Peace I Give unto You”

#### Standard Works

Acts 28:25-27. Why did so few of the Jews respond to the Spirit and accept the gospel?  
Alma 18:34, 35. By what power did Ammon gain his knowledge to teach the Lamanites?  
1 Corinthians 2:9-16. Who has the mind of Christ?

- 2 Peter 1:16-21. What is the testimony of Jesus by the Holy Ghost more sure than?
- 3 Nephi 9:20. What is the price of the gift of the Holy Ghost?
- D&C 8:2, 3. What effect does the Spirit have on one who received revelation?
- D&C 130:22, 23. Why is the Holy Ghost a spirit?
- D&C 121:45, 46. How may we obtain the Holy Ghost as a constant companion?
- 2 Nephi 28:30, 31; D&C 42:61. How does the Lord unfold his mind and counsel to us?
- D&C 131:5. How may a person know that the holy priesthood has sealed him up?

#### Basic Library

- Teachings*, pp. 149-50. What are the physical evidences of the Holy Ghost’s presence in a person?
- Teachings*, pp. 242-48. What are the effects and operations of the Spirit?
- Teachings*, p. 328. Can the Spirit operate in any way without revelation occurring?
- Teachings*, p. 199. What is the difference between the Holy Ghost and the gift of the Holy Ghost?
- Discourses*, p. 19. By what power is the Father omnipresent?
- Discourses*, pp. 30-33. How are the members of the Godhead one, and what role does the Holy Ghost play in that body?
- Discourses*, pp. 160-61. A discussion of many things the Saints have through the Holy Ghost.
- Gos. Doc.*, p. 67. What is the difference between the Spirit of the Lord and the Holy Ghost?
- Gos. Doc.*, pp. 59-60. How are priesthood functions dependent on the Spirit?
- Jesus the Christ*, pp. 603-9. How does the Comforter comfort, and what is different about the peace of Christ?

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### Additional Sources

- Marion G. Romney in *CR*, Apr. 1967, pp. 79-82. What is the source of peace?
- David O. McKay in *CR*, Oct. 1967, pp. 5-11. The Spirit and unity.
- Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:754. How does one who has the Spirit reprove the world?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Explaining the Comforters

The chalkboard could be used to discuss the ways and means by which the Lord will comfort the righteous. Why is the Holy Ghost spoken of as another Comforter? (Answer: Jesus had been with his disciples during his mortal ministry to instruct and guide them. He promised not to leave them comfortless. The Holy Ghost, or Spirit of truth, was now to be their Comforter. Following his visits to the apostles and disciples during a forty-day period, Jesus would fulfill his promise. See John 14:16-18.)

The teacher may wish to draw a series of steps (or other indications of ascension) and label them in a manner that shows a progression. Then he might explain the reasons for and conditions of two Comforters. (See *Teachings*, pp. 149-50.) The following diagram partially illustrates what might be done:

Man at the level of the second Comforter

Man at the level of the first Comforter

Man on the level of the carnal world

### Discussion Questions

The following questions are indicative of how a discussion might be initiated by questions. It might be wise to write each question on the chalkboard as it is introduced.

How was Jesus' peace different from that of the world? (See John 14:27; also see *Jesus the Christ*, pp. 603-9 for the full answer to this. What would be the reason or reasons for asking this question? What response or objective would the teacher seek before leaving the discussion?)

What was the source of the peace Jesus promised? (The objective might be to have the class agree that the source of this peace is the Holy Ghost.)

On what conditions does the Holy Ghost cause one to feel peace?

Can one feel this peace if he has not obeyed the first principles of the gospel?

Others.

### Synonyms and Antonyms

A chalkboard list of words that are synonymous or closely associated with peace may be written in response to suggestions from the class. For example: at peace, comforted, consoled, justified, vindicated, "faith-filled."

Then another list may be made to show opposite feelings. Words such as fear, anguish, worry, and the like, might be written.

What should be the lesson intended from using this teaching device? Does it have anything to do with how the gospel helps us put our lives together here in the midst of trouble, problems, and grief?

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# 25

## “NOT MY WILL, BUT THINE, BE DONE”

### THEME

Through the suffering of Jesus Christ in Gethsemane, we can receive forgiveness of sins.

### THEME ANALYSIS

- A. The doctrine of the Atonement is the single most important doctrine of the gospel.
- B. Jesus suffered for the sins of the world in the Garden of Gethsemane.
  - 1. Jesus' suffering in Gethsemane was heightened by a withdrawal of his Father's Spirit.
  - 2. Jesus suffered in Gethsemane because of his love for all mankind.
- C. If we repent of our sins, we will not have to suffer as Jesus did.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 26:36-46; Mark 14:32-42; Luke 22:40-46; John 17:1-26; 18:1, 2

#### Course Manual

Chapter 25, “Not My Will, but Thine, Be Done”

#### Standard Works

- 3 Nephi 27:13-21; D&C 76:40-42. What is the gospel message?
- Alma 34:8-16. Why was the Atonement necessary?
- 2 Nephi 9:5-9. What would have become of us without the Atonement?
- D&C 19:16-19; Alma 7:11-13. What did Christ go through to accomplish the Atonement?
- Mosiah 3:7, 8. Could man have suffered as much as Jesus did?
- 2 Nephi 9:21. For whom did Jesus suffer?

D&C 88:33. How should we accept this gift that Jesus offers us?

#### Basic Library

*Teachings*, p. 121. How important is the doctrine of the Atonement?

*Jesus the Christ*, pp. 20-28. Why does man need a redeemer?

*A of F*, p. 78. Why was Jesus able to suffer for our sins?

*DS*, 1:124, 130-31. What ransom did Christ pay for us?

*Discourses*, pp. 26-28. What did Jesus do for our salvation?

*Jesus the Christ*, pp. 610-14. How important to our salvation is Christ's suffering in the Garden of Gethsemane?

*Gos. Doc.*, p. 98. What can man do to receive forgiveness?

*M of F*, p. 339. What must we do to have Christ's atonement cleanse our sins?

#### Additional Sources

John Taylor, *The Mediation and the Atonement*, pp.

142-47. How was the Atonement an infinite sacrifice?

Hugh B. Brown in *CR*, Apr. 1962, pp. 106-10. The importance of faith in the Atonement.

Marion G. Romney in *CR*, Oct. 1969, pp. 57-58. What did Jesus do for us in Gethsemane?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Discussion and Chalkboard Illustration

- A. The teacher may wish to have one of the following quotes, or another of his choosing, on the chalkboard as the students come into the classroom.

“The fundamental principles of our religion are the testimony of the Apostles and Prophets, concerning Jesus Christ, that He died, was buried, and rose again



the third day, and ascended into heaven; and all other things which pertain to our religion are only appendages to it.” (*Teachings*, p. 121.)

“Nothing in the entire plan of salvation compares in any way in importance with that most transcendent of all events, the atoning sacrifice of our Lord.” (Bruce R. McConkie, *Mormon Doctrine*, p. 60.)

- B. The students could be asked to respond to the above quotes. Why are all doctrines appendages to the Atonement? Why is the Atonement transcendent?

### Scripture Analysis

Some teachers have indicated that their students have learned a great lesson when they themselves have searched the scriptures. The doctrine of the Atonement provides an excellent opportunity for students to do this. The teacher may have his own personal approach to this activity, but the following is an example of what might be done:

1. Indicate to the students that the class period will be devoted to learning what the scriptures have to say about the Atonement. Their assignment is to locate in the four standard works scriptures that teach about the Atonement. They will have from ten to twenty minutes to do this. As they locate a scripture (using the concordance and cross-refer-

ences), they are to note what this scripture specifically teaches about the Atonement.

2. When the time is up, the students could then share with the class what they learned. Scriptures could be grouped on the chalkboard according to what they teach about the Atonement. For example, why it was necessary, how we can benefit from the Atonement, and so forth.

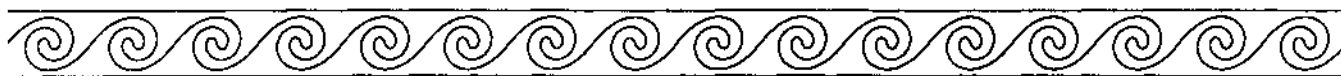
*Note:* If the teacher does not feel the above approach fits the needs of his students, he could assign the scripture analysis as an out-of-class assignment and spend the class period discussing what the students discovered about the Atonement.

### Slide Presentation

The teacher may wish to show the slides that deal with the Garden of Gethsemane from the slide set *The Week of the Atoning Sacrifice*. As they watch the slides they could be asked to meditate on the principles they have learned about the Atonement.

### The Course Manual

The teacher could refer to the story of Martin Harris, course manual p. 174, to illustrate in the “smallest degree” what Jesus went through in the Garden of Gethsemane. Why did he do this for each of us? (See 1 Nephi 19:8.)



# 26

## “I FIND NO FAULT IN THIS MAN”

### THEME

Nothing shows better the magnitude of the character of Jesus Christ than does the last day of his life, which is an example for all his disciples to follow.

### THEME ANALYSIS

- A. Jesus' trial and crucifixion were illegal.
- B. The final events of Jesus' trial and crucifixion further attest to his divinity.
- C. Jesus' final statements and conduct show his love and concern for others.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 26:47-75; 27:1-47; Mark 14:43-72; 15:1-35; Luke 22:47-71; 23:1-45; John 18:3-40; 19:1-27

#### Course Manual

Chapter 26, “I Find No Fault in This Man”

#### Standard Works

Zechariah 12:10; 13:6. How will Jesus be identified by the Jews? (See D&C 45:51-53.)

1 Nephi 11:32-34. Nephi's account of the coming crucifixion.

1 Nephi 17:41; 2 Nephi 25:20; Alma 33:19-23; Helaman 8:14-16. What was the “type” Moses raised up? (See Numbers 21:5-9.)

1 Nephi 19:7-14. What did Zenos, Zenock, and Neum know about Jesus' future suffering?

2 Nephi 6:9. How did Jacob know about Jesus' crucifixion?

2 Nephi 10:3-5. Why was Jesus born among the Jews of that particular time?

Moses 7:45-47. Why did Enoch rejoice?

#### Basic Library

*Jesus the Christ*, pp. 652-63. A recitation of events and their meaning on the way to Calvary.

*Teachings*, p. 309. What did Jesus mean by “paradise” in his statement to the thief?

*Teachings*, p. 222. Why were the Jews so responsible for their acts?

*Discourses*, pp. 121-22. Why is the gospel to go to the Jews last instead of first in this dispensation?

*Jesus the Christ*, pp. 621-43. The story of Jesus' trial.

*Jesus the Christ*, pp. 644-48. What have great lawyers said about the legality of the trial of Jesus?

*M of F*, p. 100. How was Pilate weak and hypocritical?

*M of F*, p. 167. Whom did Jesus mean when he said, “Forgive them. . . .”?

*M of F*, pp. 278-80. What do we learn of forgiveness from Jesus?

*M of F*, pp. 136-37. What was the historical background of the Jews in rejecting Jesus?

#### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:825-26. How was Mary's soul pierced? (See Luke 2:35.)

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:828-32. Some further insights into the final day of Christ's life.

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 1:737. A practical definition for love of God.



Marion G. Romney, "Thou Shalt Thank the Lord Thy God in All Things," *Ensign*, June 1974, p. 3. Can we understand our debt to Jesus?

#### **Media Suggestions**

Cassette tape, *Behold the Great Redeemer Die* (2:15)

Slide set, The Week of the Atoning Sacrifice

Transparency, Summary of the Last Half of the Final Week

#### **SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)**

##### **Illustrated Lectures**

The teacher will want to enrich his discussion of this sacred lesson by using only dignified and spiritually uplifting methods. Role playing and drama usually detract from the episode under discussion. That which is most dignified and appropriate is a very well-prepared lecture which draws heavily on an analysis of the scriptures.

Lectures improve as the use of illustrations increase, provided these illustrations are appropriate and don't become a busy parade that focuses attention on the illustration rather than on the subject of the lecture. When the hour is past, the students should go away impressed with Christ, not with the aids that were used.

The teacher runs the risk of a boring lecture when he goes to the other extreme of using no illustrations. The same set of illustrations can be presented on the chalkboard, on a handout, with transparencies and an overhead projector, or on slides. Following is a partial list of possible illustrations:

1. The events of the trial and crucifixion.
2. The scriptures which list the events.
3. A presentation of Isaiah 53 (see Mosiah 14 to 16), while listing or telling the events foretold therein. (The more a teacher works with this, the more prophetic details he will see. When combined with Psalms 22:10-24, or even the whole Psalm when understood, hardly a detail is neglected.)
4. Others. (The teacher will see many events and details on which to base his lecture. This subject is such high drama just in the telling that it should be easy to get rapt attention.)

##### **Slide Lectures**

If the teacher has procured the appropriate slide set from the Department or has himself visited the Holy Land, he can, of course, present slides of the sites as they presently appear. It will take skill and proper preparation to present the lesson in this way.

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# 27

## “he IS RISEN!”

### THEME

No event in all history compares in importance to the resurrection of Christ, for because of it all will come forth, each in his own order.

### THEME ANALYSIS

- A. On the day Christ was raised, many events occurred that bear witness to the reality of the resurrection.
  - 1. Jesus appeared to many.
  - 2. Many others arose and appeared to many.
- B. The resurrection of our Lord was a triumph over death that will be enjoyed by all mankind.
- C. The fact that the resurrection is a reunion of spirit and physical body can be known by all who will search the record and seek the Spirit in righteousness.
  - 1. Jesus made a point of showing he was tangible.
  - 2. Our resurrection will be patterned after his.
  - 3. A literal rendition of the scriptures allows no other interpretation of resurrection.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 27:52, 53, 62-66; 28:1-15; Mark 16:1-13; Luke 24:1-32; John 20:1-18

#### Course Manual

Chapter 27, “He Is Risen!”

#### Standard Works

2 Nephi 9:4-15. What would have been the fate of all mankind if Christ were not resurrected?

1 Corinthians 15:1-58. Why would all hope die if the resurrection were not real and permanent?

Mosiah 15:20-26. Who will have a part in the first resurrection?

Alma 11:41-46. Does anyone ever lose his body once it is resurrected?

Alma 40:1-5. Who knows the times of each person’s resurrection?

D&C 88:97-102. A definitive statement on the future events of the resurrection.

Alma 41:2-5. What is restored to a person in addition to his body?

Helaman 14:17. In what way is the resurrection a redemption?

3 Nephi 11:12-16; 17:25. What experience did the twenty-five hundred Nephites share?

Ezekiel 37:1-14. How does this allegory prove the resurrection is physical?

Acts 24:14, 15. Was the doctrine of the resurrection new with Jesus?

Job 19:23-27. In what state of existence did Job hope to see God?

#### Basic Library

*Teachings*, p. 367. How is a resurrected body different from a mortal body?

*Jesus the Christ*, pp. 682-99. The resurrection of Christ.

*Gos. Doc.*, p. 435. How well is our identity preserved in the resurrection?

*Gos. Doc.*, p. 23. Will we keep deformities?

*Gos. Doc.*, p. 449. When does perfection of the body occur?

*Discourses*, pp. 374-75. How is resurrection a birth?

*DS*, 1:31-33. What powers were added to Christ by the





resurrection?

DS, 1:62, 124, 128. How extensive is the power of the resurrection?

DS, 1:294. What is the best way to know the reality of the resurrection?

#### Additional Sources

David O. McKay in *CR*, Apr. 1944, p. 122. A strong evidence for the resurrection was the dramatic change that occurred in the apostles.

Wilford Woodruff, "Obtain the Spirit of God," *Millennial Star* 67:612 (1905). Wilford Woodruff's description of the resurrection.

#### Media Suggestions

Filmstrip, *The Witnesses* (9:29)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### The Need for the Resurrection (A Discussion)

Studies have shown consistently that many ministers or leaders of other churches, including most Christian churches, do not believe in a literal resurrection—the actual reuniting of spirit and tangible body in a permanent form. To most of them, resurrection is a figurative concept, and it means something like the spirit rising to a heaven or something that is the equivalent of heaven. Quite generally they teach a judgment at death, with punishments or rewards at that time. They do not teach that there was a premortal existence.

With that information as a background, a teacher can show how much more consistent the LDS theology is, with the many Bible passages which foretell the end of the world, a final judgment, and a universal resurrection. One way to illustrate this is to draw two simple charts, one outlining the LDS plan of salvation and another showing the position common to most of the world.

Keep the chart simple and concentrate on the place of a resurrection and final judgment. A very simple illustration would suffice for the position taken by other Christian churches. It might be a simple line going indefinitely into the future with the words *heaven* and *hell* printed above

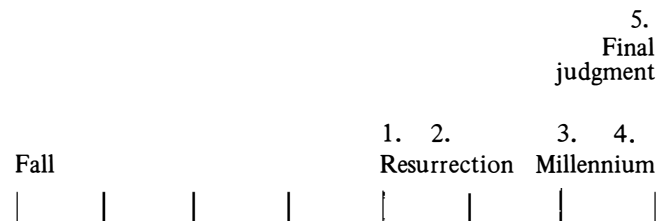
and below the line. It could be explained that the judgment occurs at death and there was no life before birth.

With illustrations on the chalkboard, the teacher could generate discussion by asking such questions as the following:

1. At what point do other religions provide for a judgment?
2. How does a premortal spirit life make a final judgment more reasonable and fair?
3. How does a postmortal spirit world concept make a judgment more reasonable and fair?
4. Others.

#### A Resurrection Timeline

Many questions about the times of the resurrection come up in any discussion on the power and reality of the resurrection. One way to clarify this is to draw a timeline showing the 7,000 years of the earth's temporal existence. (See D&C 77:6, 7.) Then mark on this timeline the known events of the resurrection. The teacher should use D&C 88:97-102 as his main source for future events. The following illustration may be useful:



1. The resurrection of our Savior
2. Others resurrected
3. Great resurrection at beginning of the Millennium (see D&C 88:97-102).
4. Continued resurrection throughout the Millennium
5. Final resurrection events

(*Caution:* Certain questions dealing with this topic should be avoided. If they should arise, the teacher should exercise judgment in how he deals with them. Avoid questions dealing with the resurrection of other than those who are known to have been resurrected since the time of Jesus in both Jerusalem and America.

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# 28

## “I KNOW THAT HE LIVES”

### THEME

The testimony of all the prophets of all the ages is that Jesus is our living Savior; all Saints share that witness.

### THEME ANALYSIS

- A. The Lord has provided many witnesses to the reality of Christ's resurrection.
  - 1. Many people in Jesus' day saw his resurrected body and bore witness of him.
  - 2. The testimonies of Joseph Smith, of all the modern prophets, and of the Book of Mormon prophets stand today as witnesses for the living Christ.
  - 3. The Holy Ghost bears witness to the honest in heart of the resurrection.
- B. A testimony of the living Savior may be received by all of those who will meet the requirements.
  - 1. Study, prayer, and fasting are aids to receiving this testimony.
  - 2. Service in the work of the Master is also essential.

### STUDY SOURCES

#### New Testament Reading Assignment

Matthew 28:16-20; Mark 16:14-20; Luke 24:33-53; John 20:19-31; 21:1-25; 1 Corinthians 15:7

#### Course Manual

Chapter 28, “I Know That He Lives”

#### Standard Works

1 Nephi 10:4, 5; 19:10-14; 2 Nephi 11:2, 3; Jacob 7:11, 12; 4:4, 5, 13, 14; Mosiah 13:33; Helaman 8:14-23;

Ether 12:19, 20; 1 Corinthians 15:1-7; Moses 5:1-12; Revelation 1:9-18; Joseph Smith 2:14-20. Of what have all the prophets borne witness?

### Basic Library

*Teachings*, p. 62. Who bears witness of the Savior?  
*DS*, 2:1. What has the Lord given men to help them discover the truth?  
*Discourses*, p. 429. A testimony of the Lord enables one to discern what?  
Boyd K. Packer in *CR*, Apr. 1971, pp. 123-24. How do we know our testimonies are true?  
Harold B. Lee in *CR*, Apr. 1973, pp. 178-79. Why must we be what we ask others to be?  
*DS*, 1:294. The best evidence that we have (of any doctrine) comes by what two means?  
Marion G. Romney in *CR*, Apr. 1975, p.122. The reality of the resurrection.  
Marion G. Romney in *CR*, Apr. 1976, p. 119. Will we receive different bodies in the resurrection?  
Thomas S. Monson in *CR*, Apr. 1969, pp. 126-29. “Mrs. Patton, Arthur Lives!”

### Additional Sources

David O. McKay in *CR*, Apr. 1944, p. 122. A strong evidence for the resurrection was the dramatic change that occurred in the apostles.

### Media Suggestions

Cassette tapes  
(Elder Thomas S. Monson) *Mrs. Patton, Arthur Lives!* (7:10)  
(President David O. McKay) *Make Jesus Your Ideal* (1:15)  
Transparency, With What Bodies Do They Come?

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## **SOME SUGGESTIONS FOR PRESENTATION**

### **(Ideas Other Teachers Have Used)**

#### **Witnesses of the Living Christ (Lesson Motivation)**

Lesson 28, which follows the lesson on the resurrection, is essentially a testimonial of the risen Lord.

The teacher may wish to have the students consider all of the witnesses that we have of the resurrection.

The following ideas could be used as desired:

1. In the days of the Savior. The filmstrip entitled *The Witnesses* could be shown and handout [19], *Witnesses of the Resurrected Lord*, used.
2. In our day. Modern testimonies, as that of Joseph Smith (Joseph Smith 2; D&C 76:20-22) and other prophets, could be shared. The following are but representative of what could be used:

#### **Testimony of David O. McKay**

“My testimony of the risen Lord is just as real as Thomas’, who said to the resurrected Christ when he appeared to his disciples: ‘My Lord and my God.’ (John 20:28.) I know that he lives. He is God made manifest in the flesh; and I know that ‘there is none other name under heaven given among men, whereby we must be saved.’ (Acts 4:12.)

“I know that he will confer with his servants who seek him in humility and in righteousness. I know because I have heard his voice, and I have received his guidance in matters pertaining to his kingdom here on earth.

“I know that his Father, our Creator, lives. I know that they appeared to the Prophet Joseph Smith and revealed to him the revelations which we now have recorded in the Doctrine and Covenants and in other Church works. This knowledge is as real to me as that which occurs in our daily lives.” (David O. McKay in *CR*, Apr. 1968, pp. 9-10.)

#### **Testimony of President Harold B. Lee**

“The Lord is nearer to us than we have any idea. Keep in mind that the Holy Ghost is one of the Godhead.

“The Lord said about His nearness, ‘Draw near unto me and I will draw near unto you, ask me diligently and ye shall find me, ask and ye shall receive, knock and it shall be

opened unto you.’ Now this means that the Lord isn’t keeping Himself away from us, it’s we who keep ourselves away from Him.

“When I think of the sweetness that is in this audience, the wonderful radiation of spirit, how do we know but what the Master with His influence is here with us. We may not always see Him, but He promises, ‘I will be in your midst.’ This is His Church, you belong to Him. I am serving today as one who, at this time, has been named to preside over His Church. Keep in mind whom we serve, “President Lee said. . . .

“With all sincerity I bear my witness to you that by a witness of the spirit, more powerful than I have ever experienced before, I know that the Savior lives. As I have sought to live as close as I know how, to know His mind the will concerning matters, and to take the first steps during this last change in the presidency of the Church, I need your faith and prayers. (Harold B. Lee, “Pres. Lee Speaks,” *Church News*, 19 Aug. 1972, p. 5.)

#### **Testimony of President Spencer W. Kimball**

“Brethren and sisters, I want to add to these testimonies of these prophets my testimony that I know that He lives. And I know that we may see him, and that we may be with him, and that we may enjoy his presence always if we will live the commandments of the Lord and do the things which we have been commanded by him to do and reminded by the Brethren to do.” (Spencer W. Kimball, “The Cause Is Just and Worthy,” *Ensign*, May 1974, p. 119.)

#### **May Even the Least Saint Have This Same Testimony?**

“ . . . God hath not revealed anything to Joseph, but what He will make known unto the Twelve, and even the least Saint may know all things as he is able to bear them, for the day must come when no man need say to his neighbor, Know ye the Lord; for all shall know Him (who remain) from the least to the greatest.” (Joseph Smith, *Teachings of the Prophet Joseph Smith*, p. 149.)

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# 29

## “YE ARE MY WITNESSES, SAITH THE LORD”

### THEME

Every member of the Church has made covenants to be a modern-day witness for Christ.

### THEME ANALYSIS

- A. The early apostles were especially prepared for the work assigned to them.
  - 1. They were called, ordained, and personally tutored by the Savior.
  - 2. They received a witness of the Lord's divinity by the power of the Holy Ghost.
  - 3. Because of this preparation and witness, they were called to preach the gospel.
- B. Through divine power and their personal witness, the apostles of Jesus' day had great missionary success.
  - 1. The day of Pentecost is an example of this.
  - 2. Further power was manifest in the many conversions and healings that were performed.
- C. Modern apostles and prophets possess a witness similar to that which the ancient apostles possessed, and similar results follow.
  - 1. Joseph Smith and other prophets and apostles of this dispensation are special witnesses.
  - 2. Under the direction of modern prophets, the witness is being spread throughout the world.
- D. We can have personal testimonies of Christ and become witnesses for him.
  - 1. A testimony comes through sincere study, prayer, and service.
  - 2. Those who receive a testimony and are baptized covenant with the Lord to be witnesses for him.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 1-8

#### Course Manual

Chapter 29, “Ye Are My Witnesses, Saith the Lord”

#### Standard Works

Acts 2:32. Of what were the Apostles witnesses?

2 Peter 1:13-18. Of what special thing did Peter bear witness, and how could he do so?

Acts 10:39-43. Of what special thing were the apostles to bear witness, and why?

1 Corinthians 15:3-8. What was Paul's testimony to the Corinthians?

Joseph Smith 2:14-19, 25; D&C 76:11-24; 110:1-10. How did Joseph Smith bear witness of Christ?

John 15:26, 14:26; Moroni 10:3-5. What has the Lord promised those who honestly desire a witness of him?

John 6:63; D&C 18:33-36; 76:51-53. By what means may we receive a personal witness of the Savior?

Mosiah 18:8-13; D&C 88:81. Once we have received that witness, what is our responsibility?

#### Basic Library

DS, 1:228. Will the world be judged for how they accept the witness God sends?

Spencer W. Kimball in *CR*, Oct. 1972, pp. 30-31. How does a modern prophet bear his witness?

Boyd K. Packer in *CR*, Apr. 1971, pp. 122-25. How does a witness come?

DS, 1:307-15. What are the two great responsibilities of

members of the Church?  
*Teachings*, pp. 47-48. What conditions make the bearing of personal witness so urgently needed?  
*DS*, 2:28-29. What are the consequences to those who fail to be witnesses?  
*DS*, 1:42-48, 201-2. How can we gain a testimony of the Lord?

#### Additional Sources

Spencer W. Kimball, *Ensign*, Oct. 1974, pp. 3-14. What is our commission today in bearing witness of Christ?  
 David O. McKay in *CR*, Apr. 1939, p. 112. How did the early apostles receive a witness of the Lord?  
 David O. McKay in *CR*, Apr. 1968, p. 6. What is the value of the “apostolic witness”?

#### Media Suggestions

Filmstrip (The Life of Paul, 1), *Fulfillment of the Promise* (14:43)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Note to the Teacher

As you are aware, this is the first lesson for the 212 course “Ye Are My Witnesses.” The major objective of this lesson is to help each student understand his personal responsibility to be a living witness for the Savior. It is further hoped that this lesson will inspire the students to undertake a diligent study of Acts to Revelation, that they might gain insights into how the early saints fulfilled the challenge of being witnesses to the gospel of Jesus Christ.

#### Overview of the Course

The teacher may wish to discuss with the students a brief overview of Acts to Revelation. This discussion could briefly cover the highlights of what the students will study throughout this course. This could include the following:

1. Peter’s courageous efforts to share his testimony.
2. The opening of the gospel to the gentiles.
3. Paul’s conversion and life of service.
4. John’s witness from Patmos.
5. An overview of the political history of the times. (See New Testament chronological history in map section.)

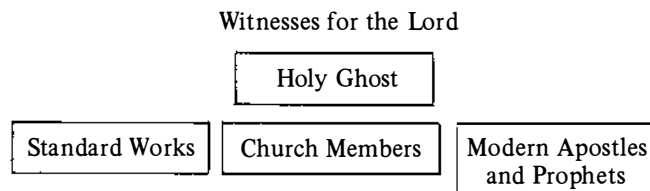
#### “Unto the Uttermost Parts of the Earth” (A Discussion)

The teacher could discuss the meaning of Acts 1:8, using the interpretation given by President Spencer W. Kimball in

the *Ensign* for October 1974, pp. 4-6. (See the last interaction box under Points to Ponder in the course manual; see also the introduction to 212.)

#### Witnesses for the Lord (Chalkboard Discussion)

1. What witnesses are there today for the gospel?  
 The following diagram could be used:



2. The teacher may wish to use the scripture references under the study sources to answer:
  - a. How can all of the above bear witness of the Lord?
  - b. What is our responsibility to be a witness for the gospel? (Mosiah 18:8-10; 3 Nephi 18:24; *DS*, 1:307.)
  - c. How can we receive a personal testimony?

#### The Lord Can Open the Way (A Discussion)

The teacher could discuss with the students the general effects of the apostolic witness by inviting students to name as many specific results as they can recall. For example, Acts 1:15; 2:41, 47; 4:4.

What is President Kimball’s faith about the spreading of the gospel today? (See course Manual 29-24.)

What can each of us do to help fulfill this charge to spread the gospel to the world? How could this course help us?

#### Acts 3:1-10 (Scripture Analysis)

Is there a modern-day application for this story? Consider the following:

1. Verses 1, 2. Are there people today who live close to those who have the gospel but are unaware of how to be healed?
2. Verses 3-6. Like Peter, though we may not be able to give “silver and gold,” what can we give? What did Peter mean by “such as I have give I thee”? How does this relate to testimony?
3. Verse 7. Besides simply encouraging this man with words, what did Peter do to lift him?
4. Verses 8-10. What spiritual blessing can we bring to our friends and neighbors?

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# 30

## “GOD IS NO RESPECTER OF PERSONS”

### THEME

Membership in God’s kingdom is offered to all men everywhere, for the Lord is no respecter of persons.

### THEME ANALYSIS

- A. The apostles were commissioned to teach the gospel “unto the uttermost part of the earth.”
  - 1. The extent of the apostolic commission from Jesus was universal, though the apostles did not fully understand this at first.
  - 2. The spread of the gospel message was made possible in very special ways.
- B. Through revelation, the Lord made it clear to Peter that the gentiles were also to receive the gospel.
- C. God loves all his children and extends his blessings to them freely as they follow the example of his Son.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 10-12

#### Course Manual

Chapter 30, “God Is No Respector of Persons”

#### Standard Works

D&C 18:10-16. How precious to God is each person?  
2 Nephi 26:33. Does God deny anyone from partaking of his goodness?  
Ephesians 6:9; Colossians 3:25. What doctrine was emphasized consistently by Paul?  
Romans 2:6-13. Who may receive glory and honor from God?

1 Nephi 17:35. Though the Lord esteemeth all flesh in one, why are some favored of God?  
Matthew 21:33-45. Of what was this a prophecy?  
Abraham 2:6-11; Galatians 3; D&C 110:12. “Chosen” people are simply God’s servants, called to take the gospel to “all families of the earth.”  
Jacob 5, 6. How would the gentile converts bless the church?

#### Basic Library

*Teachings*, pp. 199, 265. Did Cornelius receive the gift of the Holy Ghost before he was baptized?  
*Gos. Doc.*, pp. 59-61. What is the difference between the Holy Ghost and the gift of the Holy Ghost as referred to in Acts 10:44-48?  
*A of F*, p. 57. How will God’s justice prevail at the final judgment?  
*DS*, 2:129-32. In what ways does God show his love to all of his children?  
*DS*, 1:42. Can the Holy Ghost bear witness to nonmembers of the Church?  
Delbert L. Stapley in *CR*, Apr. 1970, p. 73. Who may receive revelation from the Lord?

#### Additional Sources

J. Reuben Clark, Jr., in *CR*, Oct. 1947, p. 160. Is there an aristocracy of birth in this Church?  
Gordon B. Hinckley in *CR*, Apr. 1962, p. 71. Are there examples today which show that God is no respecter of persons?  
Charles Didier, “What Should Be the Place of National Feelings Among Church Members?” *Ensign*, June 1976, p. 62.  
George P. Lee in *CR*, Apr. 1976, pp. 147-49. What feelings

should exist between members of the Church of different nationalities or race?

Spencer W. Kimball in *CR*, Apr. 1954, pp. 103-4. How did Christ exemplify to whom the gospel should go?

### Media Suggestions

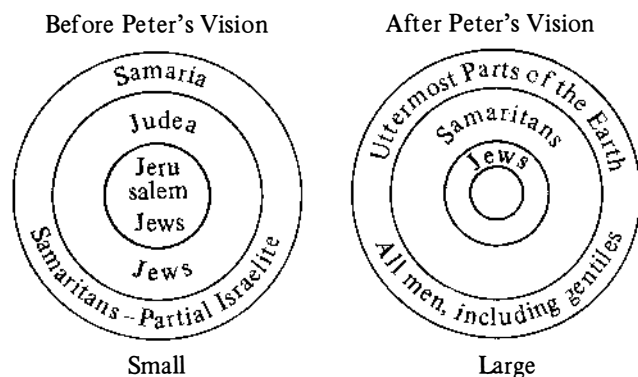
Filmstrip (The Life of Paul, 2), *The Winds of Persecution* (12:25)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### God Directs Missionary Labor Through His Prophets (Discussion and Chalkboard)

The teacher may wish to discuss with the students the messages they have learned from Acts 10-12. These could be listed on the board. One lesson that could be explored is how the Lord directed Peter, the president of the church, to unlock the door of the gospel to the gentiles. The following diagram could be used:

#### The Spreading of the Gospel



1. What are the meanings of the term *gentiles*? (Paul used the term in two ways: (a) non-Israelites; (b) those who were not born again.)
2. Why wasn't Paul the first to receive the revelation to spread the gospel to the gentiles?

3. Who holds the keys to the spreading of the gospel today? (*Note:* Perhaps, unsolicited, a student may ask why the gospel is not being taken actively to certain peoples today. This is an opportune time to show that the Lord's prophets hold the keys as to where the gospel is to be taught.)
4. What has our present prophet done in discharging this responsibility?

#### How Does God Judge His Children? (A Discussion)

A discussion of Peter's statement in Acts 10:34, 35 could be held as a lesson to us as to how we are to regard our fellowman. One of the great challenges to sharing the gospel with others is that of judging from outward appearance those who are prepared to receive the gospel.

Perhaps the teacher knows of an instance where someone who was judged as "a hopeless case" came into the Church.

How does God judge his children? (See course manual chapter 30, under Points to Ponder, for a discussion of the word *persons* as used in Acts 10:34.)

Is there a temptation to judge people by their race, occupation, or family? What are some common sayings that show this prejudice? ("Oh, he's a member of the \_\_\_\_\_ Church; he'll never accept the gospel!" "She breaks the Word of Wisdom, so she'll never listen to the missionaries!")

How, then, should we judge others? By what they are or by what they may become? In what ways should we judge? How did Christ give us the example in the case of the Samaritan woman? the centurion's servant that was healed?

#### Magazine Article

The teacher may refer to the article entitled "The Expanding Church," in the Dec. 1976 *Ensign*, p. 7. It has some excellent material relative to this lesson.

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# 31

## “A CHOSEN VESSEL UNTO ME”

### THEME

Paul's call to service on the road to Damascus and his later faithfulness demonstrate how he and all mankind may become chosen vessels unto the Lord.

### THEME ANALYSIS

- A. Paul's life was changed through his confrontation with the Lord on the road to Damascus.
- B. Although Paul had been called to greatness from before the foundation of the world, he became a “chosen vessel” in mortality because he arose from the earth and walked in the way of the Lord.
- C. Many have been called to greatness as was Paul; many have been foreordained; but only those who, like Paul, keep the commandments and remain faithful will receive the blessings.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 9

#### Course Manual

Chapter 31, “A Chosen Vessel unto Me”

#### Standard Works

- Acts 9:15. At the time these words were spoken, how could Paul be a chosen vessel unto God?
- Alma 13:3-7. How significant is foreordination in the plan of God?
- D&C 121:34-36. Does foreordination guarantee blessings in this life?

- Acts 26:19. What made the great difference in Paul's life?
- 2 Peter 1:4; D&C 82:10. What makes the difference as to whether the promises are fulfilled in anyone's life?
- 2 Corinthians 11:23-28. How faithful was Paul throughout his life?
- 2 Timothy 4:6-8. Why, ultimately, was Paul a “chosen vessel”?
- 2 Nephi 31:19-21. On what basis do all become fully chosen?

#### Basic Library

- Jesus the Christ*, pp. 712-16. The appearance of the Savior to Paul.
- Teachings*, pp. 63-64. Paul as an example of a faithful servant of God.
- A of F*, pp. 189-94. Foreordination and preexistence.
- M of F*, pp. 4-6. Premortal life affects mortal life.
- M of F*, p. 121. The importance of enduring to the end.

#### Additional Sources

- Howard W. Hunter in *CR*, Oct. 1964, pp. 106-10. “Down Damascus Road”—a look at the life of Paul.
- David O. McKay, *Ancient Apostles*, pp. 115-30 and following. Paul's early life and conversion.
- Robert J. Matthews, *Unto All Nations*, pp. 11-14. An overview of the life and service of Paul.
- Marion G. Romney in *CR*, Oct. 1965, pp. 20-23. Calling and election.
- Marion G. Romney, “The Light of Christ,” *Ensign*, May 1977, pp. 43-45. A further discussion on calling and election.



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## Media Suggestions

Filmstrip (The Life of Paul, 3), *Commitment to Christ* (17:48)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### A Summary of Saul's Background and Early Life (An Overview)

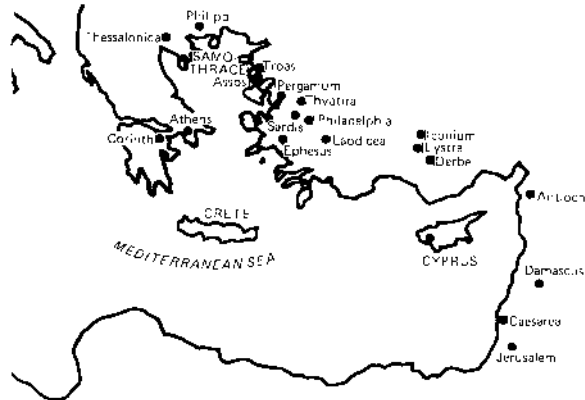
Although we possess little information concerning Saul's early background and training, what we do know is significant. The following are some of the things we know concerning Saul before he received his vision on the road to Damascus. (Note how he was uniquely prepared for the mission to which he would be called.)

1. Saul's early life was spent in Tarsus, a Roman city in the province of Cilicia (Acts 21:39; 22:3).
2. He was a descendant of the tribe of Benjamin (Philippians 3:5, 6; Romans 11:1).
3. His family rigorously observed the Mosaic tradition (Philippians 3:5, 6).
4. His father, like himself, was a Pharisee (Acts 23:6).
5. His education was primarily received in Jerusalem at the feet of the famed Gamaliel (Acts 22:3).
6. He was not only a Pharisee, but he was of the strict and zealous type (Galatians 1:13, 14; Philippians 3:5-7; Acts 22:3).
7. Saul may have belonged to the Sanhedrin, since he voted for the death of Stephen (Acts 26:10, 11).
8. If he was a member of the Sanhedrin, Saul would have been married, for that was a requirement for membership.
9. Saul spoke both Greek and Aramaic; the latter was the language of the Jews (Acts 21:37, 40; 22:1, 2).
10. Saul was born a Roman citizen (Acts 22:25-29; 16:37-39).

11. Saul was a tentmaker by occupation (Acts 18:3).
12. He had at least one sister, and she lived in Jerusalem (Acts 23:16).
13. Saul was always proud of his Jewish background and blood (Romans 11:1).

#### Tarsus, City of Saul's Birth

It could be helpful to discuss and show the world Paul was familiar with.



#### Many Are Called, but Few Are Chosen (A Discussion)

The instructor could promote an interesting discussion by presenting to the class D&C 121:34, 35 and asking, Why, according to the Lord, do so few become chosen vessels unto God? (A study of D&C 121:35 could result in identifying some of the worldly obstacles to becoming chosen.) Some of the following "things of the world" might be listed: materialism (1 Timothy 6:10); slothfulness (Philippians 2:12); pride (1 Timothy 3:6); uncontrolled passions (1 Corinthians 9:27); ignorance (2 Timothy 2:15) and the like. Using Paul as an example, one could show how he handled these problems and ask how we are doing today in these areas. (Note the scriptures in parentheses!)

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# 32

## “I HAVE SET THEE TO BE A LIGHT OF THE GENTILES”

### THEME

Through his servants the Lord extends an invitation to all men to become his chosen people.

### THEME ANALYSIS

- A. The Lord uses witnesses to declare his word.
- B. Paul's preparation made him an effective witness.
  - 1. This included study, fasting, and prayer.
  - 2. It included a commission from the prophet.
  - 3. It included a deep sense of personal commitment.
- C. Modern disciples have been called to be witnesses for the Lord and a light to the world.
  - 1. This requires effort, sacrifice, commitment, and dedication.
  - 2. They assume the responsibility of answering for the way in which they fulfill their teaching stewardships.
- D. Those who respond to the witness become the chosen people of the Lord and receive his covenants and blessings.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 13:6 to Acts 18:23

#### Course Manual

Chapter 32, “I Have Set Thee to Be a Light of the Gentiles”

#### Standard Works

2 Corinthians 13:1. How has God designed to establish his word?

2 Corinthians 13:1. What is the divine law of witnesses?

Alma 12:28-30. Why does the Lord call witnesses?

John 8:12-19. What was the Lord's rebuff when accused of breaking the divine law of witnesses?

1 Corinthians 9:16-24. What is the responsibility of the witness?

Jacob 1:17-19; Ezekiel 3:17-21; D&C 88:81, 82. What are the consequences if a witness does not show forth the light?

D&C 1:38, 39. How does the voice of the witness carry the authority of God's own?

2 Nephi 27:14; D&C 84:94. What responsibility do people have to hear the word of the witness?

Mosiah 18:8-10. At what point does one covenant to be a witness?

Abraham 2:10. How does a person become one of the chosen?

Deuteronomy 26:17. What are the obligations of the chosen?

#### Basic Library

DS, 1:203-28. What is the divine law of witnesses?

Teachings, pp. 262-64. What does the Holy Ghost have to do with witnesses?

Teachings, p. 123. A prophecy that should give courage to missionaries.

Teachings, p. 311. What happens to those who do not use their knowledge to teach others?

Discourses, p. 432. Does the Lord leave his children without a witness?

DS, 3:244-46. How does one become chosen?

DS, 3:252-54. What obligation does Ephraim have?

DS, 3:3-5. What must happen before the Second Coming?

DS, 1:307-24. Treatise on teachings and warning.  
*A of F*, pp. 339-40. What is the house of Israel today?  
*Discourses*, pp. 437-38. What is the effect of the Holy  
 Ghost on a pure gentile?

### Media Suggestions

#### Filmstrips

- (The Life of Paul, 4) *A Missionary Plan Developed* (17:33)  
 (The Life of Paul, 5) *The Heart of the Gospel* (17:20)

#### Transparencies

- First Missionary Journey of Paul  
 Second Missionary Journey of Paul

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### The Need for Light to the Gentiles (Discussion Questions)

1. Could men know of God if the idea was never presented to them?
2. What is the original source of those remnants of truth still retained by primitive people?
3. How important are witnesses who not only know God but also know how others might come to know him?

These questions or others may be helpful in starting a discussion which could culminate in the reading of the following statement generally accredited to Joseph Smith:

"What testimony had the immediate descendents of Adam, in proof of the existence of God? The testimony of their father. And after they were made acquainted with his existence, by the testimony of their father, they were dependent upon the exercise of their own faith, for a knowledge of his character, perfections, and attributes.

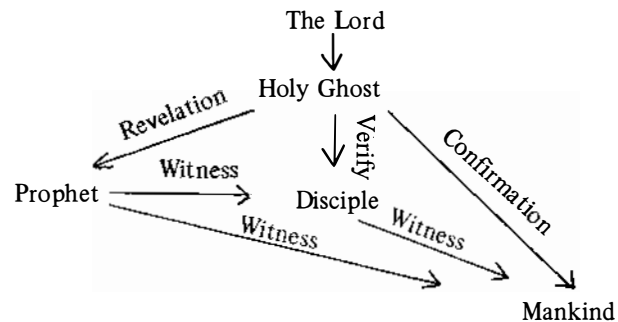
"Had any other of the human family, besides Adam, a knowledge of the existence of God, in the first instance, by any other means than human testimony? They had not. For previous to the time that they could have power to obtain a manifestation for themselves, the all-important fact had been communicated to them by their common father; and so from father to child the knowledge was communicated as extensively as the knowledge of his existence was known; for it was by this means, in the first instance, that men had a knowledge of his existence." (N. B. Lundwall, comp., *A Compilation Containing the Lectures on Faith*, Lecture Second, p. 25.)

Do not all have to be left without excuse? Is this not done by witnesses?

### Chalkboard Presentation of Witnessing

What is the major responsibility of one who is to be a light, that others might find their way to the true and living God?

In the following illustration of the importance of the teaching and testimony of witnesses, the numbers indicate the order in which the teacher would draw and explain the parts. For instance, he would write *The Lord* on the chalkboard and explain that God is the possessor of all truth, wisdom, and power of redemption. Then he would draw an arrow and write *Holy Ghost* and explain the function of the Holy Ghost in conveying knowledge and bearing witness to it. And so on. The numbers indicate the suggested order in which the diagram is placed on the board.



How does the testimony of the living prophet coupled with that of a modern disciple of Christ fulfill the divine law of witnesses to individuals in the world?

### Paul Fulfilled His Role as a Light to the Gentiles (An Analysis)

What was unique about Paul's missionary approach? Can the following points be compared to modern teachers and missionaries?

1. He was able to adapt himself to whatever circumstances in which he found himself (1 Corinthians 9:19-23).
2. He put his Jewish background to excellent use in preaching first to Jew then to gentile (Acts 13:5, 15; 14:1; 17:1, 17).
3. He did not give up when Jews rejected him; he then went to gentiles.
4. He skillfully took advantage of local conditions, even when they appeared adverse (Acts 17:22-31).
5. He honored those who set him apart (Galatians 2:2).
6. He used his Roman citizenship to serve the kingdom of God (Acts 22:25-28).

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# 33

## THE COMING OF THE LORD JESUS CHRIST

### THEME

Those who follow the living prophets are prepared for Christ's second coming.

### THEME ANALYSIS

- A. The Lord has given certain signs that attest to the nearness of his second coming.
- B. The Lord has promised that those who are prepared need not fear concerning the events attendant to his second coming.
- C. The "prepared" are those who follow the living prophets.

### STUDY SOURCES

#### New Testament Reading Assignment

1 and 2 Thessalonians

#### Course Manual

Chapter 33, "The Coming of the Lord Jesus Christ"

#### Standard Works

- D&C 1:17, 18; 133:57-59. For what purpose was the gospel restored?
- D&C 38:30; 45:32-35. Who will be prepared for the Second Coming?
- D&C 124:45, 46. How can we stand in holy places?
- D&C 112:23-28. What will happen to members of the Church who have not purified their lives?
- D&C 21:4-6. What promise does the Lord make to those who will follow the prophets?

#### Basic Library

- Teachings*, p. 341. When will Christ come again?
- Teachings*, pp. 64-65. What will the righteous receive at the Second Coming?
- Gos. Doc.*, p. 89. How can the Saints have a positive outlook on the future?
- Discourses*, pp. 111-15. When will Zion be redeemed?
- DS*, 2:112, 295. What are some events relative to the Second Coming?
- DS*, 3:1-54. Is the Second Coming "tomorrow"?
- Harold B. Lee in *CR*, Oct. 1972, p. 128. What should we study when we want to know about the Second Coming?
- Ezra Taft Benson in *CR*, Oct. 1975, pp. 46-49. A proclamation to the world.
- Harold B. Lee in *CR*, Oct. 1970, p. 152. What is the only safety for the Saints?
- Ezra Taft Benson in *CR*, Oct. 1973, pp. 89-93. How can we prepare for the calamities ahead?

#### Additional Sources

- Joseph Fielding Smith in *CR*, Apr. 1966, pp. 12-15. What are some of the significant signs of the Second Coming?
- Spencer W. Kimball in *CR*, Oct. 1961, pp. 29-34. How can the righteous prepare?
- Harold B. Lee, *Improvement Era*, Feb. 1965, p. 121. How can we prepare to meet the Lord?
- Marion G. Romney in *CR*, Oct. 1966, pp. 50-53. What hope can the righteous have in the future?



## SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

### Note to the Teacher

It is hoped in this lesson that the students will gain a positive outlook on the second coming of Christ. Too many times young people hear only the negative aspects of prophecies that relate to this great event. It is hoped that when they have finished this discussion they will realize that the Lord has made great promises to those who will follow the prophets. Perhaps a chalkboard discussion could be held on the promises the Lord has made to the righteous. Also, this lesson is not just a lesson on the Second Coming, but a lesson on Paul's teachings from 1 and 2 Thessalonians on the Second Coming. Also note that lesson 22 is on the Second Coming. IS instructors should decide what to teach only after examining both lessons.

### What Is the Value of Prophecy? (Chalkboard Discussion)

The teacher may wish to use the following diagram or another of his choosing:

History		Prophecy
Past	Where you stand	Future
<ol style="list-style-type: none"><li>1. What is the value of knowing history?</li><li>2. What do you think the future will bring?</li><li>3. How would it help us to know what will happen in the future?</li><li>4. What particular questions did the saints of Thessalonica have about the Second Coming?</li></ol>		
Scripture	Question	Paul's Answer
1 Thessalonians 4: 13-18	What will happen to those who have died prior to the Second Coming?	
1 Thessalonians 5: 1-3	When will Jesus come?	
2 Thessalonians 2: 1-17	To whom can we look for guidance in preparing for the Second Coming?	

5. The teacher may wish to review some of the significant prophecies relative to the Second Coming, remembering what President Harold B. Lee said. (See *CR*, Oct. 1972, p. 128.)

### Who Will Be Ready for the Second Coming? (Scripture Analysis)

The teacher may wish to refer to the scriptures to answer this question. The following references could be used:

- 1 Thessalonians 5:1-28. How can we become children of the light? (See the course manual.)
- D&C 59:23. How can we find peace in a world of turmoil?
- 2 Nephi 31:16, 17. Who is it that needs to have no fear during the times of great distress prior to the Second Coming?
- 1 Nephi 22:17. How may the Lord protect the righteous?

### How Can We Prepare? (Discussion and Chalkboard)

The teacher may wish to use a case study like the following to introduce this. During a discussion on the signs of the times, Fred raised his hand and said, "We're always talking about the time being short, that we had better get our food storage because Christ's second coming is nigh at hand. My father and grandfather heard the same things, and so did the Church members before them. It seems to me that we get excited over nothing. I imagine that after I'm dead my grandchildren will be getting the same lesson." How would the students answer this:

"Brothers and sisters, this is the day the Lord is speaking of. You see the signs are here. Be ye therefore ready. The Brethren have told you in this conference how to prepare to be ready. We have never had a conference where there has been so much direct instruction, so much admonition; when the problems have been defined and also the solution to the problem has been suggested.

"Let us not turn a deaf ear now, but listen to these as the words that have come from the Lord, inspired of him, and we will be safe on Zion's hill, until all that the Lord has for his children shall have been accomplished." (Harold B. Lee in *CR*, Oct. 1973, p. 170.)

What did Paul suggest in 1 and 2 Thessalonians that we do to prepare? What have the prophets today encouraged us to do to prepare?

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# 34

## “THAT YOUR FAITH SHOULD NOT STAND IN THE WISDOM OF MEN”

### THEME

Latter-day Saints should put their trust in God rather than rely totally in the wisdom of men.

### THEME ANALYSIS

- A. The church at Corinth was torn by contention and division.
  - 1. Paul warned his brethren to beware of those who would come among them and speak “perverse things to draw away disciples after them.”
  - 2. The church at Corinth had members who claimed they followed this or that apostle, and they urged others to do the same.
- B. Religious division results when men try to supplant God’s infinite truth with their own finite wisdom.
- C. Division and strife are overcome by the power of God.
  - 1. Paul described himself as a vessel in whom God had placed the message of salvation.
  - 2. The Spirit of God is the means whereby eternal truths are taught and received.
    - a. Spiritual men receive the things of God only as they are taught by the Holy Ghost.
    - b. Natural men, those impressed only with worldly wisdom, often do not receive the things of God.
- D. To receive the Spirit of God, we must build on the foundation of Christ.
  - 1. Men are temples of God.
  - 2. To be holy, we must study, pray, fast, and serve.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 18:23-27; 21:1-17; 1 Corinthians 1-3

#### Course Manual

Chapter 34, “That Your Faith Should Not Stand in the Wisdom of Men”

#### Standard Works

D&C 50:13-18. If the gospel is taught “some other way,” what may we conclude?  
D&C 50:19-24. If truth is received in a way other than by the Lord’s ordained process, what may we conclude?  
2 Nephi 9:28, 29, 42. What “cunning plan” has Satan devised?  
2 Nephi 28:14-16. What temptation did Nephi see would cause even the humble follower of Christ to fall?  
Alma 12:10, 11. What does it mean to harden one’s heart?  
2 Nephi 28:31. What does it mean to put one’s trust in the arm of flesh?  
Mosiah 23:21, 22. In whom are we to put our trust?  
2 Nephi 32:4; Jacob 4:8-13; 7:11-20; D&C 42:14; 43:16; Alma 17:2, 3. How can we receive the Spirit of God?

#### Basic Library

*Discourses*, pp. 258-61. What is our source of knowledge?  
*Gos. Doc.*, p. 313. What are the three threatening dangers of which we should be aware?  
*Gos. Doc.*, p. 38. What is the difference between theory and divine revelation?

*Gos. Doc.*, p. 371. How can we detect false teachings?  
*DS*, 1:292-306. Distinguishing truth from error.  
*DS*, 2:106-10. What would this passage about Elijah contribute to our understanding of not putting our trust in men?  
*Teachings*, pp. 11, 191-92. How can we best obtain wisdom?  
*Teachings*, p. 43. How can we have the Spirit and avoid contention?  
*Teachings*, p. 62. To whom is the Spirit given?  
*Teachings*, pp. 112, 155-56, 243. How is the gospel to be preached?  
*A of F.*, pp. 158-69. What effect can the Holy Ghost have on us?  
Mark E. Petersen in *CR*, Apr. 1973, pp. 158-59. How does history teach us that Christ is not divided?

#### Media Suggestions

Filmstrip (The Life of Paul, 6), *The Fruits of Dedication* (18:40)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### The Problems of the Corinthian Church (Chalkboard Discussion)

The teacher could begin by discussing with the students the problems that were being faced by the Corinthian saints. (See theme analysis A and B; course manual, 34-4; 1 Corinthians 1:10-13; 3:3, 4.) The following chart could be developed:

Problems in the Corinthian Church	Similar Problems Today
1. Choosing a favorite General Authority to follow rather than studying and applying the words of all the leaders, particularly the prophets.	1. Members were arguing over doctrine and using a favorite church leader to sustain them.
2. Rationalizing the standards given by our prophets—dress, grooming, morals.	2. A “free thinking” attitude prevailed concerning the doctrines Paul had taught—moral standards, etc.
3. Others.	3. Others.

#### The Wisdom of God and Man (Scriptural Analysis and Transparency)

1. How can we avoid falling into the problems faced by the Corinthians? This question could be answered by using Paul’s reasoning in 1 Corinthians 1-3 and quotes from other standard works and Church leaders. See the references under Study Sources.

How can the Holy Ghost help us to overcome strife, contention, and false ideas?

#### How Can We Come to Know the Will of God? (Scripture Analysis)

Why are many people afraid to ask the Lord for help in making a decision? Why do we sometimes rely so heavily upon opinions of the world? How much does the Lord expect us to do in making decisions? How can we learn to receive guidance from the Holy Ghost? The following quote by Marion G. Romney could be helpful:

“Now, I tell you that you can make every decision in your life correctly if you can learn to follow the guidance of the Holy Spirit. This you can do if you will discipline yourself to yield your own feelings to the promptings of the Spirit.” (Marion G. Romney in *CR*, Oct. 1961, p. 60; see also Marion G. Romney, “What Would Jesus Do?” *New Era*, Sept. 1972, p. 4, and Thomas S. Monson, *Pathways to Perfection*, p. 34.)

Some of the scriptures under the Study Sources could be used to indicate what we can do to receive the Spirit.

#### Acquiring the Mind of Christ (Scripture Analysis and Chalkboard Illustration)

1 Corinthians 2:16. What was Paul’s challenge to the Corinthian saints?

The teacher could illustrate this on the chalkboard by drawing a line to represent the mind of Christ and, below it, another line to represent the mind of man (Isaiah 55:8, 9). Then, as he desires, the teacher could discuss and illustrate the idea that man acquires the mind of Christ through the Holy Spirit. The following scriptures could be used:

1 Corinthians 2:1-16  
D&C 68:2-5  
Helaman 3:27-30, 35

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# 35

## “THIS DO IN REMEMBRANCE OF ME”

### THEME

To worthily partake of the sacrament, we must strive to forsake all wickedness and live a Christlike life.

### THEME ANALYSIS

- A. The natural man is an enemy to God.
  - 1. He partakes not of the Spirit and power of the Lord.
  - 2. Immorality, divorce, injustice, impropriety, and lust may be the results.
- B. The sacrament is one of the principal ordinances by which men are made able to partake of the Holy Spirit and be born again.
- C. The sacramental covenant has two parts yielding one result.
  - 1. By partaking of the bread, disciples show they are *willing to do* three things.
  - 2. By partaking of the water, they covenant that they actually *do* remember Him.
  - 3. As they fulfill the conditions, they receive the Holy Spirit.
- D. By worthily partaking of the sacrament, one receives the Holy Spirit, through which the natural man is overcome and the divine nature strengthened.

### STUDY SOURCES

#### New Testament Reading Assignment

1 Corinthians 4-11

#### Course Manual

Chapter 35, “This Do in Remembrance of Me”

### Standard Works

- D&C 76:118. What enables one to bear the glory of God in the eternal world?
- Mosiah 3:19. What must one do to put off the natural man?
- Mosiah 27:25, 26. Why must all become “new creatures” unto God?
- John 3:8. How does one know when spiritual regeneration is taking place in his life?
- D&C 20:75-79; Moroni 4:3; 5:2; Mormon 9:29. What is the promise to those who always remember the Lord?
- 3 Nephi 20:7-9. What can be the result of worthily partaking of the sacrament?
- John 6:30-51. How is this discourse a prelude to the sacramental bread?
- John 4:7-14. How is this discourse a prelude to the sacramental water?
- 3 Nephi 18:5-12. How does partaking of the wine fulfill the commandment to remember the Lord?
- D&C 27:2-15. What qualifies one to partake of the great sacrament at which the Lord will preside?
- 3 Nephi 18:27-32. What does one lose by unworthily partaking of the sacrament?

### Basic Library

- Jesus the Christ*, pp. 342-43, 613-14. Why did the Lord institute the sacrament?
- A of F*, pp. 174-76. What is the special blessing that comes from worthily partaking of the sacrament?
- Gos. Doc.*, pp. 201-4. What is the relationship between sacrifice, sacrament, salvation, and the Savior?
- Discourses*, pp. 170-72. How sacred is the ordinance of sacrament?
- M of F*, pp. 364-66. What happens to the natural man when he is regenerated?



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*DS*, 2:338-50. What does one lose by refusing to observe the sacrament?

#### **Additional Sources**

John Taylor, *The Mediation and Atonement*, pp. 124-25.

Of what two things did Christ partake at the Last Supper?

Marion G. Romney in *CR*, Oct. 1953, pp. 34-36. Of what should we think during the sacrament?

Melvin J. Ballard, "The Sacramental Covenant," *New Era*, Jan. 1976, pp. 7-11. A classic discussion on the subject.

#### **SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)**

(Note: Paul's writings are so full of counsel and instruction that there may be several themes the teacher might wish to develop. The suggestions used here deliberately attempt to tie the various themes together to highlight the power that comes by and through worthily partaking of the sacrament. The problems Paul discusses, such as immortality, marriage, things offered to idols, schisms, and the like, are only symptoms. The real problem, which he alludes to in 1 Corinthians 2:14, is that the Corinthians are natural men. The purpose of the sacrament is to assist man in overcoming that which is natural and partake of the divine nature.)

##### **To Always Remember Him**

The Savior stated that men are condemned because they believe not "in the name of the only begotten Son of God." (John 3:18.) The teacher could point out that names were very important to the ancients because they were descriptions of characteristics or attributes of a person. This is true also of Deity. (See Moses 7:35.) The students could be asked to think of and give the meaning for as many names of the Lord as they can. A list could be placed on the chalkboard. The teacher could then build a discussion around this question: What does it mean to take upon oneself the name of Christ?

##### **The Natural Man Is an Enemy**

The concept that the basic problem of the Corinthian saints was that they had not put off the "natural man" could be brought out by use of scriptural analysis. The students could be asked to identify all the problems Paul mentions. The teacher could note that these were only the symptoms of a deadly spiritual illness; then he could ask the students to identify the illness. A discussion could then center around its cure.

#### **The Sacrament of the Lord's Supper**

The sacrament is not just a time to begin repenting but to finalize penitence for past sins and to renew covenants.

Consider the words of Elder Melvin J. Ballard:

"[We must] go to those against whom we have sinned or transgressed and obtain their forgiveness and then repair to the sacrament table where, if we have sincerely repented and put ourselves in proper condition, we shall be forgiven, and spiritual healing will come to our souls. It will really enter into our being. You have felt it. I am a witness that there is a spirit attending the administration of the sacrament that warms the soul from head to foot; you feel the wounds of the spirit being healed, and the load being lifted. Comfort and happiness come to the soul that is worthy and truly desirous of partaking of this spiritual food." (*New Era*, "The Sacramental Covenant," Jan. 1976, p. 8.)

As one's soul is healed he receives spiritual power which can help him overcome other weaknesses and become more Christlike. As he continues to have the Lord's Spirit always with him, he overcomes the world and partakes of the divine nature.

#### **Those Under the Covenant Must Be Careful Not to Offend the Weak in the Faith**

In 1 Corinthians 8 Paul teaches a concept built on charity, or the "pure love of Christ." It is, in essence, that there are some things which one could do which are not wrong but which should be avoided because of what they might connote to another. This idea could be taught by using the example of a mythical Mormon named Mark Taylor. The students could respond to the question How would Mark act differently if he understood what Paul teaches in this chapter? as the teacher presents the following situations:

Event 1: Mark is at the office Christmas party, which he was obligated to attend. Cocktails were being served in martini glasses, but Mark has poured 7-Up rather than alcohol into his glass.

Event 2: Mark was on his way home from work when he passed the theater at which an X-rated movie was being shown. He recognized Carol Jones, a neighbor and friend, working in the box office. He stopped to say hello.

Event 3: Mark has stopped off at the liquor store to see if he can find some boxes to help his brother pack in preparation for going away to school.

Event 4: Mark has gone to the adult magazine shop to pick up a copy of *U.S. News and World Report* for his father.

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# 36

## “COVET EARNESTLY THE BEST GIFTS”

### THEME

The Lord gives us gifts of the Spirit so we may bless, encourage, and strengthen one another in love.

### THEME ANALYSIS

- A. There are diverse spiritual gifts.
  - 1. The spiritual gifts of God are many; and while not all possess every gift, each gift is essential and forms a part of the whole body of spiritual gifts.
  - 2. Christ is the source of all spiritual gifts, though they come to us by the power of the Holy Ghost.
  - 3. The gifts of the Spirit are not always visible to the human eye or understandable to the human mind.
- B. The saints of God should “seek . . . earnestly the best gifts.” (D&C 46:8.)
  - 1. We should earnestly seek for the spiritual gifts allotted to us.
  - 2. We should use discrimination as we seek the Lord’s gifts cautiously in order that we will not be deceived.
  - 3. We should always remember why the gifts are given and seek them for the benefit of the Lord’s work and not for our own personal aggrandizement.
- C. Some gifts are more to be desired than others, but all gifts are to be administered through charity, or the pure love of Christ.

### STUDY SOURCES

#### New Testament Reading Assignment

1 Corinthians 12-16

### Course Manual

Chapter 36, “Covet Earnestly the Best Gifts”

### Standard Works

Moroni 10:8-16; D&C 46:13-33. What are some of the gifts of the Spirit?  
Moroni 10:17. How are these gifts given?  
D&C 46:11, 12. Why doesn’t every person have all of the gifts?  
D&C 46:7; 1 Corinthians 12:11-31. What are the purposes of spiritual gifts?  
D&C 7:44. If we possess other gifts but lack charity, what is our state?  
D&C 50:1-46; 52:1-21. How can we distinguish between the gifts of God and those of Satan?

### Basic Library

*Teachings*, pp. 242-46. Are the gifts of the Spirit always visible?  
*A of F*, pp. 218-19. What are spiritual gifts?  
*Discourses*, p. 34. How will gifts of the Spirit help us detect Satan?  
*Gos. Doc.*, pp. 201, 376. What are the purposes of spiritual gifts?

### Additional Sources

Joseph Smith, *History of the Church*, 4:3-5. An example of the gift of healing.  
Joseph F. Smith in *CR*, Apr. 1900, p. 41. What must we do to avoid being deceived by Satan?  
John A. Widtsoe, “The Articles of Faith: VIII, the Unity of the Universe,” *Improvement Era*, Aug. 1937, p. 477. What motive should we have in seeking spiritual gifts?

Marion G. Romney in *CR*, Apr. 1956, pp. 68-73. What is the test to distinguish true spiritual gifts from false?

Heber J. Grant in *CR*, Oct. 1910, pp. 119-20. What are some manifestations of the gifts of the Spirit?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Spiritual Gifts (Group and Chalkboard Discussion)

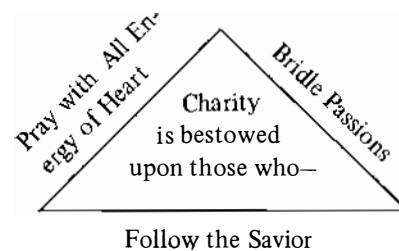
1. The teacher could use D&C 46:11-28; Moroni 10:4-22; and 1 Corinthians 12:1-11 to discuss a scriptural list of spiritual gifts. This could be done through various methods, such as using a preclass handout or dividing the class into three groups or initiating a class discussion. Each of these gifts could be briefly discussed and scriptural examples used. For example:
  - a. Alma 11:21-25. Discernment
  - b. Acts 2:14-41. Teaching
  - c. 1 Nephi 3:7. Faith
  - d. D&C 76:5-13. Knowledge
2. Discussion could be held on the following questions based on 1 Corinthians 12 (answers given are merely suggestive):
  - a. From whom do these gifts come to man? (They come from Jesus Christ through the manifestation and powers of the Holy Ghost.)
  - b. Does every member of the Church have a right to at least one gift? (Yes, and this gift is made manifest through obedience and righteousness.)
  - c. Why are there so many spiritual gifts? (The spiritual needs of men are many.)
  - d. What special purposes do the spiritual gifts of God serve in man's life? (They enlighten, encourage, strengthen, edify, and prepare man to enjoy the presence of God in the eternal world.) Are there examples that illustrate the above?
  - e. Are these gifts always visible to the naked eye? (No. In fact they seldom are. See *Teachings*, pp. 242-46.)

#### The Righteous Use of Spiritual Gifts Is Dependent upon Charity (A Discussion)

Why could we possess many great gifts yet be nothing because we lack charity?

1. What is the purpose of spiritual gifts? (To bless others.)
2. What quality is basic in our desires to bless others? (Charity.)
3. What is charity? (See Moroni 7:45-47.)
4. How is charity acquired? (See Moroni 7:48; Alma 38:12.)

The following diagram could be used:



#### How Can We Seek Spiritual Gifts? (Scriptural Analysis)

The following scriptures could be analyzed:

- D&C 130:20, 21. What must a person do before he may acquire any of the gifts of the Spirit?
- D&C 50:26-28. How may a person acquire and use the spiritual gifts with which God wished to endow him?
- Moroni 10:24. When these gifts are lost, what is the primary cause?
- D&C 46:7, 8. What must we do to obtain these gifts without being deceived?
- D&C 46:9. To what end ought we to seek these gifts?
- D&C 11:10. How may we obtain our gifts?

#### Discussion

The class could be asked to consider the following question: How do I know what spiritual gifts I have?

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# 37

## “AFFLICTION WORKETH IN US A MORE EXCEEDING WEIGHT OF GLORY”

### THEME

The Lord may call upon us to bear afflictions and tribulations so that we may become as he desires us to be.

### THEME ANALYSIS

- A. A true Saint is one who separates himself from the things of the world in order to obtain God’s approval.
  - 1. His life is always consistent with gospel ideals.
  - 2. He is a good example, letting the pure light of the gospel radiate through him to enlighten the way for others.
- B. A true Saint is one who renounces evil and endures valiantly every affliction and distress for the cause of Christ.
  - 1. He realizes that earth life is a time for proving.
  - 2. He knows tribulations are one means God has of purifying his chosen people.
  - 3. He allows adversity to bring him closer to the Lord.
- C. The true Saint becomes a “new creature” in Christ by obtaining and retaining forgiveness, and he strives to show himself approved of Christ at all times.

### STUDY SOURCES

#### New Testament Reading Assignment

2 Corinthians

#### Student Manual

Chapter 37, “Affliction Worketh in Us a More Exceeding Weight of Glory”

### Standard Works

Mosiah 3:19; Helamen 3:35. What is the opposite of a “natural man”?

1 John 1:7-9; Romans 6:2-12. How is baptism the covenant of saintliness?

Ether 12:27; 2 Corinthians 12:7-10. Why are trials necessary in this process?

D&C 95:1, 2. For what purpose does the Lord chasten us? Alma 14:8-11; Mosiah 17:9, 10, 20. Can suffering and adversity bring about God’s purposes?

D&C 58:2-4. What promise concerning tribulation did the early Saints receive from God?

Abraham 3:24-26; Moroni 8:26; D&C 122:9. What are the blessings of those who are proved in mortality and become saints?

### Basic Library

*A of F*, pp. 109-16. How does one become cleansed from sin?

*M of F*, p. 153. How does godly sorrow bring one closer to saintliness?

*M of F*, pp. 188-89. What are the signs of godly sorrow in this letter?

*Gos. Doc.*, pp. 111-12. What qualifies one to be a true saint?

*Discourses*, pp. 345-53. What is the purpose of every vicissitude through which one must pass?

*Gos. Doc.*, p. 252. How should men live in the kingdom of God?

*DS*, 3:28-29. Do we bring some afflictions on ourselves?

*Teachings*, 78. Why do blessings come after tribulations?

### Additional Sources

John Taylor in *JD*, 24:197. What are the purposes of tests and trials?

Marion G. Romney in *CR*, Oct. 1969, pp. 57-60. How can testimonies grow through affliction?

#### Media Suggestions

Cassette tape (President Harold B. Lee), *A Polished Shaft*

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### A True Saint Is One Who Has Achieved Purity and Holiness

The Latin word *Sanctus*, from which the English word *Saint* is derived, carries with it the meaning of holiness and purity. Could a person be a member of the Church and not be a saint?

A good method in helping the students determine the criteria by which one would be a true saint is contrast. By using a case study, object, or example and then having the students contrast that with an opposite case study, object, or example various points can be developed and a broad range of information gathered. In the case of this lesson, the teacher could use Mosiah 3: 19 as the basis of the teaching method. On the chalkboard he could write *natural man* and draw from the class the characteristics of this type of person. Once a list has been compiled, it would form the basis with which a contrast could be made with a true Latter-day Saint, listing those characteristics in a column under that title. Once the students understand what constitutes saintliness, the instructor could move into the lesson and show how tribulations help produce these characteristics in people.

#### The Purpose of Trials and Affliction Is to Produce Saintliness

All people go through trials of some kind, such as social trials (e.g., persecutions suffered by early Saints), physical trials (e.g., disease or deformity), and/or spiritual trials. To assist the student in understanding that trials can assist us to become saints, the teacher could place the following diagram on the board:

#### Life's Vicissitudes

Spiritual Richness

Spiritual Dryness



The teacher could point out that the diagram represents the spiritual fluctuations *good* people experience in mortality. Through questions the teacher could draw from the class three points:

1. Earth life is designed to assist mankind to become gods.
2. Some of God's most favored people have had great trials and spiritual lows (e.g., Job and Joseph Smith).
3. Times of spiritual lows can be important in making us what God wants us to be.

The last point could be expanded by showing that—

1. Christ wants to make us as he is.
2. Christ cannot force us but must let us freely choose.
3. Those times of spiritual dryness, when man is left alone to choose if he really will follow Him, are important to God, for then man shows on his own that he is determined to do as God asks. The Lord wants man to walk in His paths and so shows the way, but He must take away His hand so that man can learn to walk, if he will.

#### Mortality Is Designed to Prove All People

Students often miss the implications in the Lord's words "we will prove them." (Abraham 3:25.) Though earth life is a test for mankind in that they do not know the results, it is not so with God. He has designed mortality as a time of proving, knowing what the results will be. To make his point, one method the teacher might consider using is that of comparison, wherein the students note the similarities between two given things. This concept could be developed by citing the way heat, chemicals, and pressure are necessary in making steel from iron and likening it to the way in which the Lord proves his children. The blacksmith knows what can happen if the right amount of each of the above things is used. It is not a test, for the results are known. Therefore, the metal is proved, not tested, under the fire of the forge and between the anvil and hammer. How has God designed earth life to be a time of proving? What happens to those who yield to God under the furnace of affliction? Did Paul understand this principle? Use some of the scriptures listed in the study sources to show that the prophets tried to help us understand this principle.



# 38

## “WHATSOEVER A MAN SOWETH, THAT SHALL HE ALSO REAP”

### THEME

Only those who endure in righteousness unto the end will receive eternal life.

### THEME ANALYSIS

- A. The law of the harvest is that one reaps as he sows.
- B. The gospel of Jesus Christ provides that the child of God may bring forth an abundant harvest—even an hundred fold.
- C. God is not mocked; thus, ultimately, only the faithful will eat the good of the land.

### STUDY SOURCES

#### New Testament Reading Assignment

Galatians 1-6

#### Course Manual

Chapter 38, “Whatsoever a Man Soweth, That Shall He Also Reap”

#### Standard Works

- Galatians 5:16-26. How can we identify whether or not we are bringing forth good fruit?
- Galatians 6:7-9. What is the law of the harvest?
- Matthew 13:8, 23. On what principles does one bring forth good fruit?
- Alma 32:42. Why is it that many never reap a good harvest in their lives?
- John 15:1-8. What is the key to bringing forth fruit unto perfection?
- Malachi 4:1. How fruitful are the wicked?

Jacob 5:47. How does the Lord help his children to be fruitful?

Psalms 1:1-3. How can one repent and become fruitful?

Alma 41:1-10. What is the law of restoration?

#### Basic Library

*Teachings*, p. 365. The doctrine of judgment is a primary principle of the gospel. It will be a harvest.

*M of F*, pp. 301-22. The time of harvest will be a day of reckoning.

*DS*, 3:14-18. The great harvest of the last days.

Spencer W. Kimball in *CR*, Oct. 1970, pp. 68-72. Years the locust hath eaten—opportunities misused.

*Jesus the Christ*, pp. 576-86. Three parables on the law of the harvest.

#### Additional Sources

Sterling W. Sill, *The Law of the Harvest*, pp. 11-18. What is the law of the harvest?

John H. Vandenberg in *CR*, Oct. 1968, pp. 31-34. Harvest in human life.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Years the Locust Hath Eaten (A Discussion)

The instructor could promote an interesting discussion around President Kimball's conference talk (see basic library sources) and might ask some of the following questions:

1. What happens when one rejects Church calls?
2. How might one reap the whirlwind of an unsuccessful marriage?



3. How are children the harvest of the Lord?
4. How important are our opportunities?

**Are We Pleasant Plants unto the Lord? (A Discussion)**

By asking the following questions, the instructor could encourage a significant discussion:

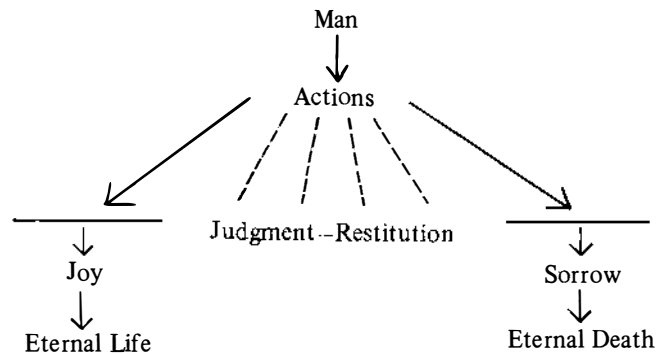
1. What constitutes the vineyard of the Lord? Who are his pleasant plants? (See Isaiah 5:7.)
2. What does the Lord expect of his children? (See Matthew 3:10.)
3. List some specific ways that one can be fruitful unto the Lord and bring forth a bounteous harvest. (See Alma 32:37-43.)
4. What happens to the tree that will not bring forth good fruit? (See Jacob 5:46.)

**The Law of Restoration (Alma 40, 41) (An Illustration)**

In attempting to explain the Lord's law of justice to his son

Corianton, Alma articulated the law of restoration. This could be illustrated thusly:

**The Sum Total of One's Acts—That Which Has Been Sown**



**The Law of Moses and the Traditions of Men (Galatians 3:24) (An Illustration)**

See transparency 12, The Law of Moses.

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# 39

## “MAN IS JUSTIFIED BY FAITH”

### THEME

It is by the grace of Christ through faith that we are saved.

### THEME ANALYSIS

- A. Many Jews and Jewish Christians of Paul’s day believed that their good works would save them.
- B. Paul taught the Roman saints that man is justified by faith.
  - 1. A man is justified when his present condition or state in life is approved or accepted of God.
  - 2. The companionship of the Spirit is a witness or proof of justification.
  - 3. The Holy Spirit may withdraw his approval when a man is not laboring diligently enough to have his course justified.
  - 4. A man may have his course justified when he is doing all that he can do at a given point in time.
- C. Faith in Jesus Christ is the power by which a man is justified.
  - 1. Because of Jesus’ sinless life and his sacrifice for our sins, he can redeem us from the effects of our sins.
  - 2. Faith, or the power of God, is acquired through a correct knowledge of God and through sacrifice (works).
  - 3. We can be justified because of Jesus’ love and concern for us.

### STUDY SOURCES

#### New Testament Reading Assignment

Romans 1-5

### Course Manual

#### Chapter 39, “Man Is Justified by Faith”

#### Standard Works

- D&C 20:30, 31. What doctrine is *just* and *true*?  
Romans 3:19, 20; 4:15. In what way does the law make men sinners?  
Matthew 7:21-23. How did Christ feel about works and our devotion to him?  
Galatians 2:20, 21. If our works saved us, would salvation then be a debt God owed us, as indicated in Romans 4:1-5?  
Mosiah 2:20, 21. Can we earn salvation?  
2 Nephi 31:7-21. What puts us on the path that leads to the merits of the Savior?  
Mosiah 13:28. What was the relationship of the law of Moses to the Atonement?  
Alma 22:14. What does the Fall have to do with the need for grace?  
Alma 42:12-16. When can mercy claim a sinner without robbing justice?  
2 Nephi 2:5-7. What are the effects of law and grace?

#### Basic Library

- Teachings*, pp. 338-39. The prophet’s correction of the sectarians on falling from grace.  
*Discourses*, p. 154. What will fill you with faith?  
*Discourses*, p. 155. The fallacy of fear is here explained.  
*Gos. Doc.*, pp. 98-99. What are the conditions on which sin is washed away?  
*DS*, 2:309-11. Why do we have to rely on Jesus’ merits rather than our own?



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### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*. The teacher may want to look up all New Testament passages referred to in this lesson if he has access to the volumes.

Bruce R. McConkie, *Mormon Doctrine*, pp. 408, 670-72.

Expositions on salvation by grace.

Joseph Smith, *Lectures on Faith*, especially lecture sixth.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

Those who have taught the correct doctrine on grace and its relationship to faith and other doctrines have learned that it is somewhat like walking a tight rope. This is because of the history of these doctrines as taught by various sectarian groups. Some have put too much emphasis on works and others too much emphasis on grace. Both have failed to see that Paul defended the need of both. He was simply putting them in proper perspective.

#### Presentation of a Dialogue

One way the teacher could present this concept of the separate roles of grace (obtained through faith) and works (the evidence of faith) is to use a catechetical approach. He could write a dialogue in advance. Then he could read (or flash on an overhead projector) the question of the inquirer and elicit the correct answer from the class. When he has been given the correct answer or needs to go on in the interest of time, he could flash his answer on the overhead projector and explain that this is the correct answer. Following is a sample of how this dialogue might be written.

*Inquirer:* In order to obtain the reward of exaltation in the celestial kingdom, why must we live every law and ordinance pertaining to that kingdom?

*Answer:* "... any person who is exalted to the highest mansion has to abide a celestial law, and the whole law, too. . . .

"... to get salvation we must not only do some things, but *everything* which God has commanded. . . . obey God in just what He tells us to do." (Joseph Smith, *Teachings of the Prophet Joseph Smith*, pp. 331-32. Italics added.)

*Inquirer:* Does the Lord expect us to live the whole law of the whole gospel all at once, or is perfection a gradual process?

*Answer:* "... the Lord meant just what he said: that we should be perfect, as our Father in heaven is perfect. That will not come all at once, but line upon line, and precept upon precept, example upon example, and even then not as long as we live in this mortal life, for we will have to go even beyond the grave before we reach that perfection and shall be like God.

"But here we lay the foundation. Here is where we are taught these simple truths of the gospel of Jesus Christ, in this probationary state, to prepare us for that perfection. It is our duty to be better today than we were yesterday, and better tomorrow than we are today. **Why?** Because we are on that road, if we are keeping the commandments of the Lord, we are on that road to perfection, and that can only come through obedience and the desire in our hearts to overcome the world." (Joseph Fielding Smith, *Doctrines of Salvation*, 2:18-19.)

*Inquirer:* But what, then, is the status of one who is sincerely striving but who still has far to go along the path toward perfection? Can a person enjoy the companionship of the Holy Ghost if he is really trying to live the commandments but has not completely succeeded?

*Answer:* Yes, as long as he is sincerely trying to live the gospel. If he is doing the best he can, the Lord will allow him to enjoy the companionship of the Spirit and the blessings of the gospel just as though he were already living the whole law. In this way he is justified in receiving the Holy Spirit because of his desires for righteousness. (See Joseph Smith—Vision of the Celestial Kingdom 9; Moses 6:60; D&C 20:30, 32, 33.) The grace of God, manifest through the atonement of Christ, makes justification possible for those who seek righteousness. But if a man is not doing his best to overcome the world, the Spirit will withdraw from him. President Joseph Fielding Smith explained further: "If a person violates a covenant, whether it be of baptism, ordination, marriage or anything else, the Spirit withdraws the stamp of approval, and the blessings will not be received.

"Every ordinance is sealed with a promise of a reward based upon faithfulness. The Holy Spirit withdraws the stamp of approval where covenants are broken." (*Doctrines of Salvation*, 1:45.) Such a man is not justified; but if he sincerely repents, the Spirit will return and he may be justified again.

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# 40

## “HEIRS OF GOD, AND JOINT-HEIRS WITH CHRIST”

### THEME

Man’s highest potential is to become an heir to all that the Father has.

### THEME ANALYSIS

- A. Men and women are the spiritual offspring of God.
  - 1. We were born of eternal beings in the premortal world.
  - 2. We, therefore, have the potential to become like our eternal parents.
- B. Man is also created in the physical image and likeness of God.
- C. Through obedience to the gospel, men and women may become joint-heirs with the Savior to all that the Father has.
  - 1. Jesus, as the literal son of God, is the natural heir of his Father.
  - 2. By heirship and by obedience Jesus attained to all that the Father has.
  - 3. We can inherit equally with Christ all that the Father has by being obedient to the gospel.

### STUDY SOURCES

#### New Testament Reading Assignment

Romans 6-8

#### Course Manual

Chapter 40, “Heirs of God, and Joint-Heirs with Christ”

#### Standard Works

3 Nephi 12:48; 27:27. What commandments are we given by the Lord?

Philippians 2:5, 6.

John 17:2-6, 15-22; D&C 93:2-4, 21-26; Hebrews 1:3, 4.

What goal should we share in common with our Savior?

Romans 8:14-19. By what principles are men entitled to become heirs of God with their Redeemer?

Moses 6:64-68; D&C 84:31-39. What else must we do to become heirs of God?

D&C 93:11-20, 26-28. What promise is ours if we keep the commandments of God?

#### Basic Library

DS, 2:35-40. The doctrine of joint-heirship.

Teachings, p. 54. What must we do to become joint-heirs with the Savior?

Teachings, p. 347. What will be the glory of those who become joint-heirs with Jesus?

Gos. Doc., p. 18. How can we become the sons of God?

Discourses, pp. 96-97. What is man’s destiny?

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, p. 394. A discussion of what it means to become a joint-heir.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Man’s Ultimate Goal Is to Become Like God (A Discussion)

The teacher could ask his students to consider what their ultimate goals are, both in this life and in the life to come.

Is it really possible for us to become like God? If so, what do we know about God? What is He like? (He is perfect; he completely obeys the law of a celestial glory.) What, then,

should be our goal? (The teacher might wish to discuss item 40-6 with the students.)

### We Can Become Heirs of God (A Discussion)

The teacher could write on the board the title of this lesson, "Heirs of God, and Joint-Heirs with Christ" (Romans 8:17), and hold a discussion on the meaning of the word *heir*.

Heirship of the world and heirship of eternal blessings could be contrasted. (See item 40-8.)

### An Heir of Worldly Things

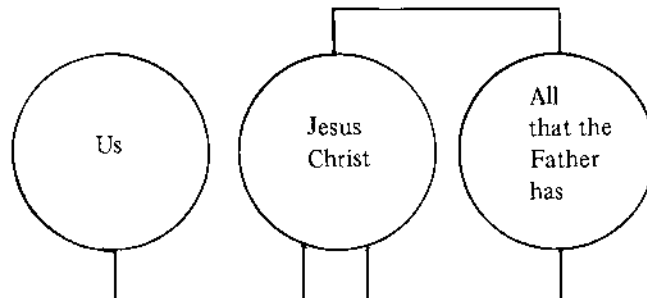
#### An Heir of God

- |   |  |
|---|--|
| 1. Receives property, money, titles, and the like.              | 1. Receives all that the Father has.   |
| 2. Is entitled, generally, to the inheritance because of birth. | 2. Is entitled to this inheritance by qualifying for the pronounced blessings. |
| 3. Others.  | 3. Others.   |

### How Do We Become Heirs of God? (Chalkboard Illustration and Scripture Analysis)

The following scriptures could be used to teach the concept that we become heirs of God through Jesus Christ. (See item 40-9.)

Was a natural heir to all that the Father has, but earned the right to his inheritance through obedience



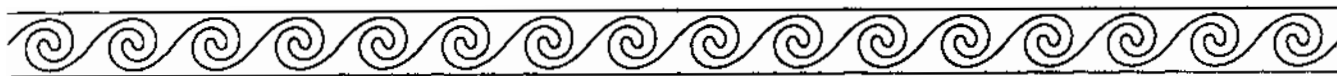
By complete obedience to the gospel, we gain our inheritance through Jesus Christ and his grace and love.

John 16:15 Because Jesus was the son of God, to what was he a natural heir?

D&C 93:5-17 How did Jesus attain unto a fulness of what his Father possessed?

Romans 8:14-18 How do we become "joint-heirs"?  
Galatians 3:26-29;  
4:1-7

D&C 84:33-41; As joint-heirs with the Savior, what  
50:26-28; 76:50-60; blessings can we receive from the  
88:107; 93:15-30; Father?  
132:20



# 41

## “ELECTED BEFORE THE FOUNDATIONS OF THE WORLD”

### THEME

Those who were foreordained to special callings in this life must remain true and faithful.

### THEME ANALYSIS

- A. Those who were faithful in the premortal life are called to receive special blessings in this life.
1. Each of God's spirit children had the right of agency in the premortal life.
  2. Because of obedience, certain individuals in the premortal life were called and elected to certain missions and blessings in this mortal life.
  3. These blessings include baptism, priesthood, temple marriage, spiritual callings, and eternal life.
- B. The reception of one's foreordained blessings is dependent upon faithfulness to the gospel.

### STUDY SOURCES

#### New Testament Reading Assignment

Romans 9-16

#### Course Manual

Chapter 41, “Elected Before the Foundations of the World”

#### Standard Works

- Romans 11:1-5. What is the election of grace spoken of by Paul? (See item 41-1.)
- Ephesians 1:1-6. To what have some of God's children been chosen from the foundation of the world?
- Abraham 3:22-24. What did the “elect” do in the premortal life that would cause them to be called to special

missions in this life?

Alma 13:3. Why are some men privileged to bear the priesthood in this life?

Article of Faith 5. What is the “prophecy” by which men are called?

D&C 121:34-40. Can the “elect” be called and yet not chosen? Why?

#### Basic Library

*Teachings*, pp. 189, 321. What is the Lord's doctrine of election?

*Teachings*, p. 365. What did the Prophet say about foreordination to spiritual callings?

*Discourses*, p. 55. Could Jesus have refused to fulfill his foreordained mission?

*DS*, 1: 59-61. Were men foreordained to do evil?

*A of F*, pp. 189, 491. What is the relationship between foreordination and the foreknowledge of God?

Harold B. Lee in *CR*, Oct. 1973, pp. 6-7. What can we do to fulfill our foreordained callings?

Bruce R. McConkie in *CR*, Apr. 1974, pp. 100-104. What is the relationship between foreordination and election?

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, pp. 216, 290. The doctrines of election and foreordination discussed.

Bruce R. McConkie, *Instructor*, Feb. 1969, p. 40. Are we foreordained to be exalted?

#### Media Suggestions

Cassette tapes

(Elder Bruce R. McConkie) *The Law of Foreordination*

(President Harold B. Lee) *Foreordination*

## SOME SUGGESTIONS FOR PRESENTATION

(Ideas Other Teachers Have Used)

### Discussion

The teacher might wish to write the following words on the board and ask the students to define them:

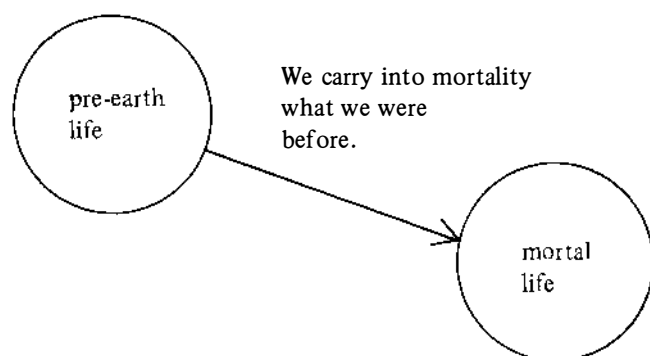
predestination  
(See *DS*, 3:286-87.)  
foreordination  
(See *DS*, 2:58-61.)  
election

This could lead into a discussion of the references under the study resources.

### The Doctrine of Election or Foreordination

(Chalkboard Illustration)

The following diagram and questions may serve as a basis to elicit discussion on this doctrine:



1. Why were certain people born into the lineage of Israel?
2. To what experiences were those of Israel “elected” in pre-earth life to receive in this life? (To baptism, to join the Church, to receive the priesthood, to marry in the temple. See McConkie, *Instructor*, Feb. 1969, p. 40.)
3. What must we do to qualify for these promised blessings? (The teacher may wish to study the last interaction box in the course manual.)

### Discussion

The following two statements, or others of the teacher’s choosing, could be used to elicit student discussion.

“The Lord has chosen a small number of choice spirits of sons and daughters out of all the creations of God, who are to inherit this earth; and the company of choice spirits have been kept in the spirit world for six thousand years to come forth in the last days, to stand in the flesh in the last Dispensation of the Fulness of Times, to organize the Kingdom of God upon the earth, to build it up and to defend

it . . . and to receive the eternal and everlasting Priesthood.” (Wilford Woodruff in *Our Lineage*, Utah Genealogical Society Handbook, 1933, Lesson 1, p. 4.)

“ . . . May I suggest that this Church is not idly named. We are The Church of Jesus Christ of *Latter-day Saints*. These are the latter days; this is the final dispensation of time, and the programs of the Church are all moving toward a sort of finalization or culmination. There is an urgency as never before about what needs to be done; and be sure of this, what needs to be done will be done on schedule, we hope by those initially foreordained to the task. But just as surely as night follows the day, if we choose not to accept our station, or if we grow weary along the way, placing less important things first, there will be substitutes raised to take our place, that the Lord’s time-plan and ultimate purposes will not be thwarted.

“Youth of Zion, stand up and be counted, have the courage of your convictions, and whatever you do, don’t allow someone else to be a substitute for you in the kingdom of your Heavenly Father.” (Robert L. Simpson, “Youth of Zion, Stand up, and Be Counted!” *Improvement Era*, Dec. 1963, p. 1101.)

### Scripture Analysis

The teacher may choose to illustrate the principle of foreordination by using examples of prophets who have been foreordained:

The Savior	Moses 4:1-4; Isaiah 53
John the Baptist	1 Nephi 10:7-10
Joseph Smith	2 Nephi 3

### Paul’s Teachings on “Election”

(Scripture Analysis)

A discussion with thought-provoking questions on Romans 9-14 could be used to aid the students in understanding the doctrine of election. The following are but a few ideas that could be used during class or in a preclass assignment sheet:

Romans 9:1-4. What six things are those of Israel elected to receive? (See Bruce R. McConkie, *Doctrinal New Testament Commentary*, 2:271-76.)

Romans 9:6-8. Do those who were called and elected to special blessings but who become “children of the flesh” receive those blessings?

Romans 9:9-12. Why was Jacob chosen over Esau?

Romans 9:13-21. Is God unrighteous because he favors some people over others, or is it a matter of what we have merited?

Romans 9:24-29. Who is foreordained to salvation?

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# 42

## “AS THOU HAST TESTIFIED OF ME IN JERUSALEM, SO MUST THOU BEAR WITNESS ALSO AT ROME”

### THEME

The Lord will strengthen and inspire those who courageously seek to declare his message in conditions of adversity.

### THEME ANALYSIS

- A. Often we are confronted by people who try to turn us from our spiritual commitment.
  - 1. They tempt us to sin.
  - 2. Using ridicule or threats, they try to keep us from defending the kingdom and its laws.
  - 3. They try to get us to abandon or shirk good works.
- B. Our defense is moral and physical courage.
- C. A true Christian's courage grows out of his convictions about Christ, his loyalty to Him, his practice of Christ's laws and programs, and the long-term perspective he gains by concentrating on future heavenly things.

### STUDY SOURCES

#### New Testament Reading Assignment

Acts 21:18 through 28:31; Colossians

#### Course Manual

Chapter 42, “As Thou Hast Testified of Me in Jerusalem, so Must Thou Bear Witness Also at Rome”

#### Standard Works

- 1 Nephi 3:7. (See also chapters 3 through 5.) Why didn't the Lord make it easy for Nephi to live up to his commitments?

Jacob 2:1-10. Why would it take courage for Jacob to deliver this message?

Jacob 7:1-20. The story of one who ridiculed a brave man of God.

Mosiah 17. What kept Abinadi true to his trust?

Mosiah 21. What would it have taken to escape the persecution of wicked men?

Acts 21:10-13. It takes special courage to go deliberately on a dangerous errand.

Acts 21:30 through 22:24. A testimony borne in chains.

Acts 23:12-21. How determined were Paul's enemies?

Acts 23:11. Good news and bad news.

#### Basic Library

*Gos. Doc.*, pp. 530-34. Examples of the courage of President Joseph F. Smith.

Harold B. Lee in *CR*, Oct. 1972, pp. 123-31. Where do we look for guidance on conduct and doctrine?

*Teachings*, pp. 155-57. Keys to avoiding apostasy.

*Teachings*, p. 180. A description of Paul by one who saw him.

*Teachings*, p. 225. What kind of men have been a problem in the former-day church as well as in the latter-day church?

*Discourses*, pp. 275-76. What is the effect of lack of confidence?

*Discourses*, p. 347. How should we meet our trials in doing the work of the Lord?

#### Additional Sources

Gordon B. Hinckley in *CR*, Apr. 1966, p. 87. Elder

Hinckley gives three keys to avoid being led astray.

Parley P. Pratt, *Autobiography of Parley P. Pratt*, p. 192.

This records a manifestation to Joseph Smith like Paul

had in prison.

Richard L. Evans, *From Within These Walls*, pp. 77-78. It takes character to carry responsibility.

Orson Hyde in *Journal of Discourses*, 1:125. He explains the terms in which the Lord intervenes to help us.

Leon R. Hartshorn, "John Taylor the Courageous," *New Era*, Jan. 1972, pp. 27-29. Stories of a courageous modern missionary.

### Media Suggestions

#### Filmstrips

(The Life of Paul, 7) *A Testimony Disregarded* (15:22)

(The Life of Paul, 8) *Enduring to the End* (15:22)

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Questions Which Stimulate Discussion

Question: Why is it that the Lord let Paul, Nephi, and many other great servants go through such great trials before rescuing them or giving them the solution to their problems?

Discussion Goals (what should come out of the discussion)

1. The servants of God should know enough about him and have enough faith to place themselves completely in his hands.
2. We cannot accomplish the work of the Lord without the kind of commitment demonstrated by Paul and Nephi.
3. If we have faith, we do not need to know the future but can proceed one step at a time.
4. If we really have faith, we will expect whatever happens to be the best for us and for the work of the kingdom. (See D&C 98:3; 100:15; Romans 8:25.)
5. We cannot grow spiritually without having to overcome obstacles and hardships.

Question: Why does it take courage to resist false doctrine and temptation?

Discussion Goals

1. Sometimes there are implied threats of physical harm or economic or social reprisal. (What is economic reprisal? Answer: Loss of a job status if you don't con-

form to a certain life-style. What is social reprisal?

Answer: Exclusion from the group, and so forth.)

2. Ridicule attacks the victim's self-image. (For example, "You're stupid! All scientists believe you are wrong!") Often it is easier to recover from physical pain than from psychological damage or social rejection.

Question: What is the source of courage?

Discussion Goals

1. A correct knowledge of God leads to faith.
2. Others. (What other goals can be reached in such a discussion?)

Question: What do personal purity and obedience have to do with courage in declaring God's message?

Discussion Goals

1. A smoker, for example, cannot present the Word of Wisdom with the same conviction as a nonsmoker.
2. Others. (The teacher should have discussion goals in mind or on paper for all discussion questions. Otherwise the discussion will become aimless.)

#### A Chalkboard List of Synonyms and Antonyms

Instructors may wish to emphasize the need and nature of courage and faith in promulgating the gospel by showing the relationships which develop out of words in a list such as this:

Courage  
Faith  
Positive self-image  
Others  
Cowardice  
Doubt  
Negative self-image  
Others

#### Parallels Between Colossians and Conference Reports

The instructor may wish to show how the teachings of Colossians are equally applicable to our day. This could be done by listing on a handout or on the chalkboard some of the warnings and teachings of Colossians and then reading excerpts from the recent *Conference Reports*. (See, for example, Harold B. Lee in *CR*, Oct. 1972, pp. 59-65, . 123-32.)



# 43

## “YE ARE . . . FELLOW CITIZENS WITH THE SAINTS”

### THEME

Latter-day Saints can become more united as they bear one another's burdens and extend the hand of fellowship to one another.

### THEME ANALYSIS

- A. The Lord placed the various offices in the Church for the purpose of spreading the gospel, perfecting the members, and edifying the Church.
- B. The purposes mentioned above are achieved by individual officers performing their specific and varied duties.
- C. Whatever else these duties may include, they have in common the extension of the hand of fellowship.

### STUDY SOURCES

#### New Testament Reading Assignment

Philemon; Ephesians 1-6

#### Course Manual

Chapter 43, “Ye Are . . . Fellow Citizens with the Saints”

#### Standard Works

1 Nephi 6:4. What was the fulness of Nephi's intent?  
Jacob 1:7, 8. What was Jacob's desire?  
Enos 9-20. What did Enos desire after he obtained a hope of salvation?  
Mosiah 2:17. What is the true spirit of service?  
Mosiah 18:8-11. What do we agree to do at baptism?

2 Corinthians 11:22-33. Paul lists his trials for the saints.  
Moroni 1:1-4. How did Moroni feel about the Lamanites?

#### Basic Library

*Teachings*, p. 316. Friendship is like welding iron to iron.  
*Teachings*, p. 228. How you must feel about your fellows if you are to help them?  
*Gos. Doc.*, pp. 253-58. Rules involving fellowship in the Church.  
*Gos. Doc.*, pp. 179-80. How do we offer a hand of fellowship to the General Authorities?  
*Gos. Doc.*, pp. 196-98. Heber C. Kimball's treatment of President Joseph F. Smith is an example of fellowship.  
Spencer W. Kimball in *CR*, Apr. 1976, p. 70. Are there some who especially need fellowshiping?

#### Additional Sources

Vaughn J. Featherstone in *CR*, Apr. 1973, pp. 46-48.  
Where should brethren seek fellowship?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Illustrations of Fellowshiping

On the chalkboard (or handout) the instructor could write three headings: (1) Church Office or Calling, (2) Specific Duty (3) How This Duty Fellowshiping. Then he could call for responses from the class to fill in these columns. For instance, the following may be elicited and may appear on the chalkboard with a little help from the instructor.





Church Office or Calling	Specific Duty	How This Duty Fellowship
Deacon	1. Passing sacrament	1. This basic ritual symbolizes the equal acceptance and fellowship of the whole congregation in Christ and by Christ.
	2. Collecting fast offerings	2. (The instructor can think through this before class.)

In preparing to present the above method, the instructor may wish to think through the fellowshiping opportunities of, at least, the offices Paul mentioned in Ephesians 4:11. If the instructor chooses to use this method for this lesson, he will find chapter 43 of the course manual helpful, both as a review for himself and as a means of enhancing the manual

in the minds of his students.

#### Are All the Offices Necessary?

Discussion questions may prove helpful in blessing students with a comprehensive view of the fellowshiping genius of the complete Church organization. In composing these, the teacher could ask himself such questions as the following: Why did Jesus call his apostles his friends? (See John 15:15 and D&C 84:63; 93:45.) How do those who have patriarchal blessings feel about the particular patriarch who gave them their blessing? How does a patriarchal blessing give fellowship (a sense of belonging) to its recipient? How do converts feel about missionaries? What do they expect from them besides the message? And so forth.

#### Discussion Questions

What is the purpose of having a church organization? (Many people believe and teach that there is no need for such a thing.) The students could be asked to consider carefully this question from the standpoint of fellowshiping. Then ask, How does the Church fulfill the answers given to the above questions?

It might be interesting to discuss how the right hand is used in the Church as a symbol of friendship and fellowship.

1. We raise our right hand to sustain.
2. We extend the right hand to welcome and greet.
3. Others.

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# 44

## “BE THOU AN EXAMPLE OF THE BELIEVERS”

### THEME

Latter-day Saint youth have been reserved for this time so that their spiritual strength and example as believers may combat the forces and doctrines of evil.

### THEME ANALYSIS

- A. Paul denounced the evil that was engulfing the Church and called upon the saints to lead exemplary lives.
- B. There are many parallels between Paul’s time and ours.
  - 1. Satan is trying to destroy the Church and the Saints.
  - 2. Many of Paul’s warnings are as current in value as when they were given.
  - 3. There is a “great division” occurring, with the world getting worse and the righteous getting better.
- C. Modern Saints have been especially called to be examples of believers to the world today.

### STUDY SOURCES

#### New Testament Reading Assignment

Philippians; 1 Timothy

#### Course Manual

Chapter 44, “Be Thou an Example of the Believers”

#### Standard Works

Matthew 24 (see also Inspired Version or Joseph Smith 1): 21-23, 30-32. What events of Paul’s day will also occur in our day?

1 Nephi 14:6, 7. What is it in our day that divides the saved from the damned?

2 Nephi 30:10. What will be the consequences of the “great division” for the righteous?

1 Nephi 22:17-19. Why need not the righteous of our day fear?

1 Corinthians 10:1-13. Why do the Hebrew prophets always review the history of Israel under Moses?

Jacob 2:35; 3:10. What effect did the wicked Nephites have on their children?

D&C 93:38-50. What is needed in families besides examples?

Alma 39:11. What was the effect of this bad example?

Alma 24:21-27. What effect did this supreme act of example have?

1 Peter 2:9-19. Why must the royal priesthood be an example to the nations?

Mosiah 17:2-4. How far-reaching was the good that came from Abinadi’s example of courage and devotion?

1 Peter 2:20-25. Who showed us the civic example we should set?

### Basic Library

*Discourses*, p. 208. What is the promise to an exemplary parent?

*Gos. Doc.*, pp. 283-85. How do children learn to obey their fathers and properly treat their future spouses?

*M of F*, p. 93. When might the effect of a bad example first been seen?

*M of F*, pp. 216-17. What was Jesus’ example of how to avoid sin?

*A of F*, pp. 416-17; 523-24. How have Jesus and Paul shown us a solution to a great problem of our day?

### Additional Sources

Joseph Smith, *History of the Church*, vol. 6, Introduction,

p. XLIII. What effect did Hyrum Smith's example have on Joseph Smith and John Taylor?  
Delbert L. Stapley in *CR*, Apr. 1969, pp. 44-48. Classic speech on power of righteous example.

### **SOME SUGGESTIONS FOR PRESENTATION** **(Ideas Other Teachers Have Used)**

#### **Perspective and Wisdom (A Discussion)**

This presentation could commence with a statement by the instructor concerning the value of perspective. He could explain that wisdom is the ability to see the end of a matter—the final consequence of our actions. The farther we can see, the greater our wisdom can be. The instructor might then ask questions like the following:

1. Looking into the future, do sins sometimes appear to get smaller like a row of telephone poles, or do they sometimes appear larger as if the law of perspective has been reversed?
2. Do we sometimes think our sins get smaller only to wake up some day and discover them staring at us full-sized right before our eyes?
3. Can we profit by putting ourselves back into Paul's day and asking ourselves if Paul did the right thing? What do we know about Paul and his enemies now?
4. Do we have living example today that show the result of sin and the result of righteousness? What would it be like to have a hundred-year perspective? Do we have that kind of perspective in the lives of those who are older than we are?
5. Others. (An instructor who will take a few minutes can compose many questions that illustrate the long-range effects of righteousness. He will be wise to list his objectives before going to class. One of these objectives is to encourage his students to see that sometimes it is wiser to choose an honorable death than submission to sin. Sometimes one has to be able to wait for eternal

rewards—to visualize himself at the judgment bar or in the celestial kingdom.)

#### **A Common Denominator (A Visual Aid)**

The teacher may wish to point out that there are eternal laws. The Ten Commandments are never outdated. The example of Jesus is the common denominator of Christian life in all ages.

At this point, the instructor could explain or illustrate the meaning of *common denominator*.

How does this idea of Christ as the common denominator of all ages help us see that there is a standard for the saints common to all ages? How do we arrive at this common denominator? (Answer: Through rebirth, or conversion.)

#### **Use of a Timeline (A Visual Aid)**

This lesson on perspective and example may be a good place for the instructor to spend a little more time than usual with the dates given in each chapter of the student manual as well as with those given in the New Testament reading assignment. For this lesson the teacher may wish to extend this timeline on the chalkboard to include 7,000 years (see D&C 77:6, 7) and show his students how close we are to times when the rightness of Paul and the rest of the martyrs of his day will be made manifest. Some of the statements of Paul and other New Testament writers concerning future events could be read and related to this chalkboard illustration. Following are a few illustrations:

1. Philippians 1:6, 10. Where on the 7,000-year timeline is the future "day of Jesus Christ"?
2. Philippians 1:19, 20. When will this hope be rewarded?
3. Philippians 3:21. When will this change occur? (Note also the preceding verses which contain the idea of enduring pain now for a future joy.)
4. 1 Timothy 2:6. When will this "due time" come?
5. 1 Timothy 6:11-16. Where do these victories occur?

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# 45

## “I HAVE FOUGHT A GOOD FIGHT, I HAVE FINISHED MY COURSE, I HAVE KEPT THE FAITH”

### THEME

By following the pattern established by Christ, strength can be developed to overcome all obstacles to spiritual sensitivity and growth.

### THEME ANALYSIS

- A. There are obstacles to spiritual sensitivity and growth, of which Paul noted the following:
  - 1. Wordly entanglements and dishonesty
  - 2. Foolish and unlearned questions that engender strife
  - 3. Contentions among the saints or with confirmed heretics
- B. Instructions given by Paul to Timothy and Titus can assist one to live in such a way that the Spirit is manifest in his life. These include the following:
  - 1. Not being fearful, but, rather, exercising moral courage when testifying of the Lord and his church.
  - 2. Living in such a way that one teaches with love, faith, gentleness, meekness, diligence, and patience.
  - 3. Studying, holding fast to the scriptures, and enduring sound doctrine.
- C. As one strives to follow Christ's example, the power of the Holy Ghost enters his life.
- D. When one receives the Holy Spirit, he can overcome the world and endure to the end.

### STUDY SOURCES

#### New Testament Reading Assignment

Titus, 2 Timothy

### Course Manual

Chapter 45, “I Have Fought a Good Fight, I Have Finished My Course, I Have Kept the Faith”

### Standard Works

- John 15:5. How dependent should we be on the Savior?
- 1 John 5:12. When we follow the Savior, what do we receive?
- John 15:18, 19; 17:14. How does the world feel toward those who follow Christ?
- 1 John 5:4. How does one overcome the world?
- John 8:12, 1:4. What is the Light of Life the Savior gives?
- Alma 17:3. What made the sons of Mosiah spiritual giants?
- D&C 88:66-68; 5:16; 97:1, 2. As one determines to follow Christ, what is the result?
- D&C 42:12-14. Where can the fulness of the gospel be found?
- 3 Nephi 17:3. Why does the Savior say one must ponder the scriptures?
- D&C 33:6. Why can't the scriptures be understood without the Holy Ghost?
- 3 Nephi 26:1-12. On what condition may the Saints receive additional scriptures?

### Basic Library

- M of F*, p. 354. What blessings await those who overcome the world?
- Discourses*, pp. 448-53. What joys are found in the gospel?
- Gos. Doc.*, pp. 58-59. What is necessary for one to be guided by the Holy Spirit in all circumstances?
- Gos. Doc.*, pp. 155-56. Why must the Saints be courageous?
- DS*, 3:203-4. What blessings come from good home libraries?
- DS*, 1:301-5. For what purpose should we study the scriptures?



John 17:3

Jesus' Premortal Foreordination	Jesus, God of the Old Testament	Emmanuel—God with Us
Hebrews 1:1-9 Abraham 3:24-27 Others	1 Corinthians 10:1-9 Exodus 6:1-3 John 8:56-59 Others	Matthew 1:23 Matthew 8:25-27 Others

As we study the New Testament whom do we really learn about? (See John 20:27-31.)

#### Scripture and Transparency Exercise

Using the overhead transparencies (1, 2, 3, ) included in the media kit, the teacher might develop an interesting discussion of the role of the Savior as Creator. The teacher could have the students ponder Moses 1:31-33; then he could show and discuss transparencies 20, 32, and . (A review of President J. Reuben Clark's talk "Who Is This Man That We Worship?" in section 1 of the course manual may also be appropriate.)

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# 46

## “LET US GO ON UNTO PERFECTION”

### THEME

Perfection is obtained by complying with the requirements of the everlasting gospel as revealed by Jesus Christ.

### THEME ANALYSIS

- A. Levels of doctrine and blessings are administered by levels of priesthood.
  - 1. One level is referred to by Paul as the “milk” and the other as the “meat” of the gospel.
  - 2. The doctrines and ordinances necessary for perfection are administered by the higher priesthood.
- B. A proper foundation must be laid in order to build toward perfection.
  - 1. The foundation is obedience to Christ.
  - 2. Perfection is obtained through the power and ordinances of the Melchizedek Priesthood.
- C. Perfection is obtained only as we endure to the end.
  - 1. In some cases failure to endure leads to perdition, and in all cases it leads to a lesser glory.
  - 2. As we endure, God is bound to honor and bless us with eternal life.

### STUDY SOURCES

#### New Testament Reading Assignment

Hebrews 1-7

#### Course Manual

Chapter 46, “Let Us Go On unto Perfection”

#### Standard Works

D&C 84:19-22. What two things are necessary in order to

receive the powers of godliness?

3 Nephi 9:13-22. Could perfection come through the Aaronic Priesthood?

Hebrews 7:11, 12. Could perfection come through the Levitical Priesthood?

2 Nephi 25:23-27; Alma 25:15, 16. What is the principle of salvation in the law of Moses?

D&C 107:1-12. What are the rights of the higher priesthood?

D&C 130:20, 21. How is the blessing of perfection obtained?

D&C 76:31-37. How does the Lord describe those who become a son of perdition?

Hebrews 5:4-8. What did Jesus learn from suffering?

2 Nephi 31:20. What blessing comes from enduring to the end?

2 Nephi 31:15, 16. How does one endure to the end?

D&C 76:79; 131:1-4; 132:16, 17. What are the consequences of not enduring?

#### Basic Library

*Discourses*, p. 4. What will determine if a Saint is saved or damned?

*Teachings*, p. 198. What is the damnation of hell?

*Teachings*, pp. 356-58. How does one sin against the Holy Ghost?

*DS*, 2:18, 19. How long will it take to become perfect?

*DS*, 2:35-65. Are the rules of exaltation the same as the rules of perfection?

Marvin J. Ashton in *CR*, Apr. 1975, pp. 126-29. Why must one seek perfection daily?

Mark E. Petersen in *CR*, Oct. 1974, pp. 65-69. How do we plan for perfection?

*M of F*, p. 209. How is perfection really obtained?

*Gos. Doc.*, pp. 139-40. What is the connection between priesthood, salvation, and sealings?

*A of F*, pp. 444-46, 528-29. What relationships do temple covenants have to becoming perfect?

*Gos. Doc.*, p. 211. How can men find finite perfection during mortality?

*Gos. Doc.*, p. 132. Is mortal man capable of being perfect?

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Priesthood Levels (Hebrews 7:11, 12) (A Chalkboard Discussion)

In Hebrews, Paul emphasized very strongly that the gospel was administered by a higher priesthood than the law of Moses. He therefore concluded that the gospel was a higher law. Then he tied this to the doctrines of perfection, showing the need of the Melchizedek Priesthood in the pursuit of perfection. The instructor will be interested in calling attention to Paul's problems with the Hebrew saints, who wanted to keep many of the practices of the law of Moses; but he also will wish to carry this lesson into the lives of his students. One way he can do this is by a chalkboard discussion in which he would write *Aaronic Priesthood* at the head of one column and *Melchizedek Priesthood* at the head of another. Then he could encourage his class to name the powers and functions that belong to each of these priesthoods. He would emphasize, of course, that the Melchizedek Priesthood embraces or includes all of the functions and powers of the Aaronic Priesthood. After discussing the chalkboard priesthood-level chart, the teacher could show how the law of Moses included some of the same items that appeared on the Aaronic Priesthood list. Then other characteristics of the law of Moses could be discussed. The final outcome of this discussion would be to point out (1) the foolishness of the Jews in clinging to the law of Moses, and (2) the wisdom of young people when they seek the greater blessings of the Melchizedek Priesthood. This could be followed by a reading of Abraham 1:1-4. The class could be reminded that the Saints are the seed of Abraham and are supposed to seek the same blessings he sought.

#### The Nature of Covenants (A Chalkboard Discussion)

Some teachers have helped their students understand the nature of covenants and why the law of Moses should have been abandoned by Jewish Christians. One way this can be done is by listing on the chalkboard facts about covenants in Paul's day and asking questions which could increase understanding.

#### Facts About Covenants

1. Both parties have to agree on the

terms of the covenant and enter into it.

2. Both parties have to benefit.
3. The covenant, or agreement, must be guaranteed or approved by some authority or force that has jurisdiction.
4. There must be a penalty for failure to live up to the covenant.
5. If the time period of the covenant has run out, it no longer is in force.
6. Others.

#### Questions

1. Why do we have to accept God's terms?
2. Can we bargain with Him for easier terms?
3. How do we benefit from the covenant of baptism?
4. How do we benefit from the marriage covenant?
5. How does God benefit? (See Moses 1:39.)
6. What is our penalty for breaking covenants? (See Hebrews 6:4-6; 10:26-31; 3 Nephi 11:39-41; 27:16-19.)
7. Why had the time period of the law of Moses run out? (See 3 Nephi 15:1-8.)
8. Others.

The above doctrine about covenants can also be diagrammed on the chalkboard by showing the parts of covenants in columns, as follows:

	Promise or Advantage	Obligation	Penalty
My Part			
The Lord's Part			

One of these charts could be constructed for any covenant we have with God. And each covenant could be tied into what Paul said about the "milk" or "principles of the doctrine of Christ" and "going on unto perfection." (See Hebrews 5:8-14 and 6:1-6.) This also could be related to D&C 130:20, 21; 132:1-7; and 82:10.

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# 47

## “By the blood ye are sanctified”

### THEME

Through the shedding of the blood of Christ, redemptive power by which a person can be sanctified is extended to each individual.

### THEME ANALYSIS

- A. Through his infinite atonement, the Lord is able to sanctify and make holy those who fully follow him.
- B. The shed blood of Christ is a power of sanctification that begins to be released for the individual as he enters in at the gate of baptism.
- C. By a process of progression, as we are obedient to the principles and ordinances of the gospel, we receive the power of the Spirit, and, through Christ, become fully sanctified.
- D. Sanctification, made available through the Savior, is the process of becoming pure and spotless and of being able to live in the presence of God forever.

### STUDY SOURCES

#### New Testament Reading Assignment

Hebrews 7:19-28 and chapters 8 through 10

#### Course Manual

Chapter 47, “By the Blood Ye Are Sanctified”

#### Standard Works

Moses 6:59, 60. How long has the doctrine of sanctification through the blood of Christ been a part of the gospel?  
D&C 20:31. How is the doctrine of sanctification reiterated in the present dispensation?

D&C 43:11. What is the commandment of the Lord in this verse?

3 Nephi 27:19-21. According to the Lord, what is a basic ingredient to becoming sanctified?

Ephesians 5:26, 27. How does Christ sanctify the Church?

D&C 88:21, 34, 35. How, specifically, may one become sanctified?

D&C 84:33. How can magnifying the priesthood affect an individual?

Moroni 10:30-33. What is the great key to becoming sanctified?

1 Thessalonians 5:23. What is the ultimate goal for a saint of God?

#### Basic Library

*Teachings*, pp. 297-98. A broader look at what full salvation includes.

*Discourses*, p. 389. The way of salvation.

*Gos. Doc.*, pp. 210-17. How can we become purified and sanctified?

*DS*, 2:9-19. Different kinds of salvation.

*M of F*, pp. 354-55. Sanctification through overcoming.

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, pp. 675-76. The doctrines of sanctification.

Marion G. Romney in *CR*, Oct. 1965, pp. 20-23. On making one's calling and election sure.

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 3:186-87. By the blood ye are sanctified.

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

The Types and Shadows of the Mosaic Law and the





### Coming of Christ (A Chalkboard Discussion)

The instructor could write the following words on the chalkboard: *type, shadow, figure, pattern*, and *remembrance*; then he could explain that these are the words Paul used to describe how the performances and ordinances of the law of Moses foreshadowed Christ and the atonement.

Read and discuss briefly verses 13 and 14 of Alma 34, comparing it with Hebrews 9:11-15.

In presenting and explaining the recommended passages in this lesson and the source material items, the following chalkboard illustrations may be helpful:

#### Type or Shadow

1. The high priest of the law
2. The holiest place (holy of holies)
3. The blood offerings
4. The priest's intercession (the blood of the lamb)

#### Fulfillment

1. Jesus
2. Celestial kingdom
3. Christ's suffering and death
4. Christ's intercession

The instructor could continue to add to the above lists as he sees valid items in this section of Hebrews.

### Progression Toward Sanctification (A Discussion)

The instructor might ask these or other leading questions about each step of progression toward perfection:

1. What is a natural man like? (See Mosiah 3:14; 1 Nephi 17:21; Alma 26:21.)

2. How do we know if we are really progressing?

The following from the Prophet Joseph Smith could be instructive:

"Here, then, is eternal life—to know the only wise and true God; and you have got to learn how to be Gods yourselves, and to be kings and priests to God, the same as all Gods have done before you, namely, by going from one small degree to another, and from a small capacity to a great one; from grace to grace, from exaltation to exaltation, until you attain to the resurrection of the dead, and are able to dwell in everlasting burnings, and to sit in glory, as do those who sit enthroned in everlasting power." (*Teachings*, pp. 346-47.)

"We consider that God has created man with a mind capable of instruction, and a faculty which may be enlarged in proportion to the heed and diligence given to the light communicated from heaven to the intellect; and that the nearer man approaches perfection, the clearer are his views, and the greater his enjoyments, till he has overcome the evils of his life and lost every desire for sin; and like the ancients, arrives at that point of faith where he is wrapped in the power and glory of his Maker and is caught up to dwell with Him. But we consider that this is a station to which no man ever arrived in a moment: he must have been instructed in the government and laws of that kingdom by proper degrees, until his mind is capable in some measure of comprehending the propriety, justice, equality, and consistency of the same." (*Teachings*, p. 51.)

3. How can I tell if I'm progressing toward sanctification? (See Galatians 5:22-25.)

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# 48

## FAITH:

### “EVIDENCE OF THINGS NOT SEEN”

#### THEME

Faith is the power by which eternal life is obtained.

#### THEME ANALYSIS

- A. Faith in Jesus Christ is the first principle of the gospel and is the foundation of all righteousness.
- B. Faith is a living, active trust or confidence in God, through the Spirit, that finds expression in godly actions or works.
- C. Faith is the assurance men may have of truths which are unseen but which are true.
- D. Faith is the great principle of power through which all things are upheld and by which the man of God may progress toward eternal life.
- E. The trial of our faith in God is an essential part of our mortal existence.
- F. Without faith, it is impossible to please God.

#### STUDY SOURCES

##### New Testament Reading Assignment

Hebrews 11-13

##### Course Manual

Chapter 48, Faith: “Evidence of Things Not Seen”

##### Standard Works

Hebrews 11:1. What basic definition of faith is given by Paul? (*Note:* In the Prophet’s Inspired Version of the scriptures, the word *assurance* is substituted for *substance*.)

Alma 32:21. How is Alma’s definition similar to Paul’s? How is it different?

Acts 4:12; 2 Nephi 9:23. On whom must our faith be ultimately based? Why?

Alma 34:14, 15. What gives man faith that may lead to full repentance?

Alma 37:33. What is the key to overcoming every temptation and overcoming the trials of life?

Acts 15:9. How can faith be a purifier?

Matthew 23:23. Why is faith one of the “weightier matters”?

Hebrews 11:6. Why is it impossible to please God without faith?

Alma 32:26-35. What is the process of developing faith in one’s life?

Moroni 7:37. How is faith a principle of power?

Matthew 7:21 and James 2:17. How important is works in the expression of faith?

Alma 32:36-43. What are the fruits of faith, and how can they be developed in one’s individual life?

##### Basic Library

*Teachings*, pp. 148-49. The origin of faith explained.

*A of F*, pp. 96-108. An exposition on faith.

*Gos. Doc.*, p. 100. What one must have faith in.

*Teachings*, p. 270. Faith is always accompanied by spiritual gifts.

*Discourses*, pp. 153-55. Faith brings the power of God unto salvation.

*DS*, 2:302. Faith unto salvation.

*M of F*, pp. 206-8. Faith and works.

##### Additional Sources

Joseph Smith, *Lectures on Faith*, Lecture First. What faith is. (*Note:* The entire seven lectures are most instructive

concerning what faith is, on what it rests, and the effects that flow from it.)

Stephen L Richards in *CR*, Oct. 1937, pp. 36-40. Steps in acquiring faith.

Spencer W. Kimball in *CR*, Oct. 1954, pp. 50-54. Faith and the importance of obedience.

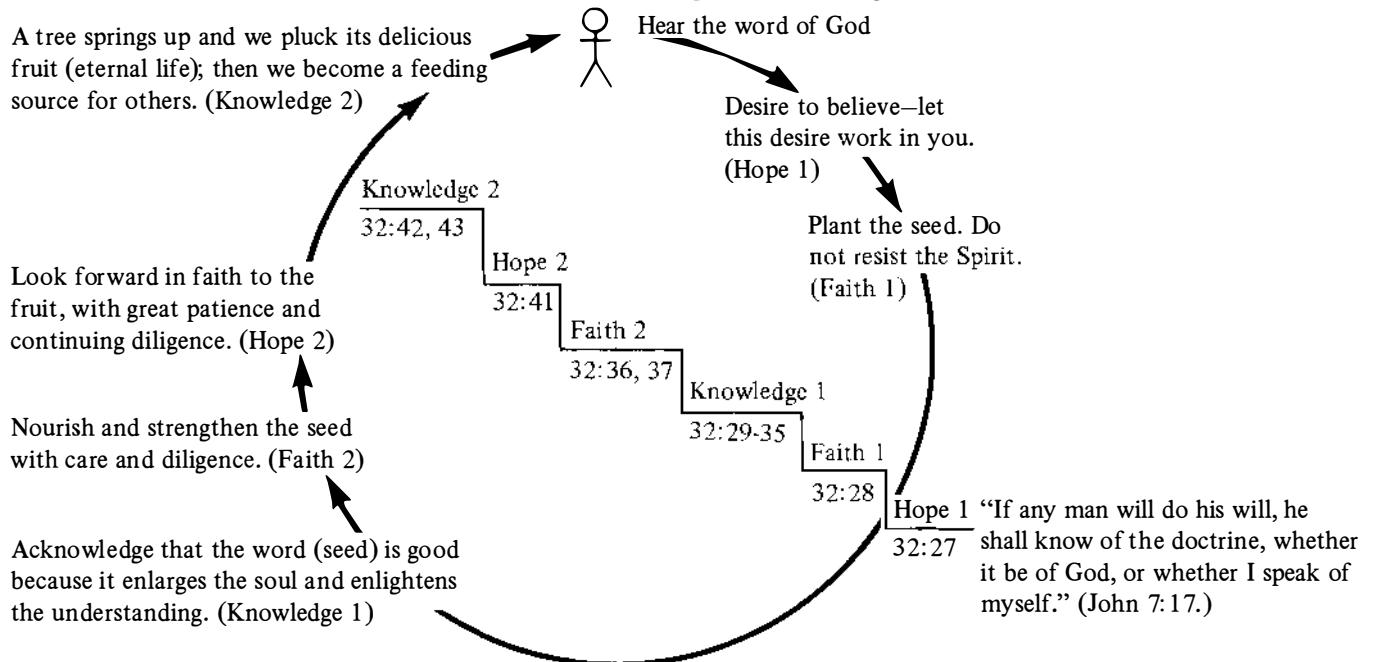
Bruce R. McConkie, *Mormon Doctrine*, pp. 261-67. An exposition on faith.

### SOME SUGGESTIONS FOR PRESENTATION

(Ideas Other Teachers Have Used)

A Possible Illustration of Alma 32

Cycle of Faith—Levels of Faith, Hope, and Knowledge



Once the teacher has illustrated Alma 32, he can then draw parallels to Paul’s discussion of faith in Hebrews.

#### Faith in Jesus Christ: “Turn to the Lord with Full Purpose of Heart”

The following could be presented as a handout or a chalkboard discussion:

Faith in the Lord Jesus Christ (not just faith) is the first principle of the gospel. To exercise faith in another is to trust him, to have confidence in his ability to do what he says he will do, to believe enough in what he says to act upon it. The opposite of faith is fear and doubt. Men who doubt that God knows all things when he says he does, doubt God’s own word on the matter. They cannot, therefore, act in faith on that word. As defined in scripture, faith is the foundation of hope. It is trusting in the truth of unseen things and the substance of our earnest expectations. It becomes a major reason why we engage ourselves in the work of the Lord. Exceeding faith in Christ brings forgiveness and greater faith; calling upon God in faith brings power to withstand every temptation. Thus, by faith men “lay hold upon every good gift.” (Moroni 10:30.) It is this fact that makes faith the first principle of the gospel. It is not first only in the sense that it precedes all action; it is

first in importance as well. Using the scriptures in the study sources, help the students study what the prophets have taught us about faith.

#### The Scope of Faith, the First Principle of the Gospel

The following quote from Elder Vaughn J. Featherstone could be discussed or given in a handout to help students better comprehend the great scope of this principle of the gospel:

“You know, what a great thing it is if we understand what faith is. What is faith? How does it work? Do you have total faith? When we come to a full and total understanding of faith, then I think we ought to move on to repentance. When we understand that totally, then we should move through the principles. But I doubt we will ever really get through an understanding and complete knowledge of faith in a lifetime. I don’t care how intellectual you are, or how long you study, I doubt you will ever come to an end of the study of faith, the first principle of the gospel.” (“As If They Would Ask Him to Tarry a Little Longer,” *BYU Speeches of the Year*, 1975, p. 375.)

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# 49

## “PURE RELIGION AND UNDEFILED”

### THEME

The true religion of Christ is expressed in the service of love through which perfection is obtained.

### THEME ANALYSIS

- A. James taught that mortality is a struggle in faith wherein man contends with alien forces which he may not understand.
1. When faced with afflictions, he may learn patience.
  2. When faced with uncertainty, he may seek inspiration through the Holy Ghost.
  3. When faced with temptation, he may resist evil and overcome the world by faith.
- B. Man is on earth to be proved and to learn to control his body and make it serve him.
- C. By being a “doer of the word,” his faith is coupled with love and made perfect.
1. He must not merely give the appearance of “being religious” but must truly live what he professes.
  2. The truly religious man treats all men impartially and obeys the royal law to love his neighbor as himself.

### STUDY SOURCES

#### New Testament Reading Assignment

James

#### Course Manual

Chapter 49, “Pure Religion and Undefined”

### Standard Works

Abraham 3:24-26. For what purpose was the earth created?  
D&C 88:21-24. For what purpose does God give law?  
D&C 132:39. Though David was obedient to the law for long years, was it enough?  
2 Nephi 31:20. What must one do to inherit eternal life?  
1 Nephi 13:26. What is the reward for those who endure to the end?  
2 Nephi 31:16. What must one do to successfully endure to the end?  
2 Nephi 9:18. What are the crosses of the world that must be endured?  
Moroni 8:26. What can one do to make love increase and endure?  
Alma 34:28. What causes our prayers to be vain?  
Mosiah 4:16-20. What is the great sin that can cause one to perish forever?

### Basic Library

*M of F*, pp. 168-69. Why is it important for men to conquer their weaknesses in mortality?  
*Teachings*, p. 331. Why must one obey all the celestial laws to receive a mansion in the Father’s house?  
*M of F*, p. 357. Is a person who has broken the law and then repented stronger than one who did not?  
*A of F*, pp. 97-98. Why is application of faith and knowledge more important than simply knowing truth?  
*Gos. Doc.*, pp. 111-12. How do we cultivate the spirit of generosity and good will?  
*Gos. Doc.*, p. 251-56. What are the qualifications for a true Latter-day Saint?  
*Gos. Doc.*, p. 243. How much can we give to help the poor?  
*Discourses*, pp. 87-89. In what should God’s children be actively employed?

Marion G. Romney in *CR*, Oct. 1974, p. 165; Oct. 1973, p. 105; Oct. 1972, p. 113. What are the principles of true charity?

#### Additional Sources

Spencer W. Kimball, *Faith Precedes the Miracle*, pp. 95-97.

Why are the results of righteous doings not always immediately manifest?

Victor L. Brown in *CR*, Oct. 1963, pp. 119-20. Excellent story illustrating "pure religion."

Howard W. Hunter in *CR*, Apr. 1967, pp. 115-18. The gospel in action.

#### Media Suggestions

Cassette tape (Elder Paul H. Dunn), *Pure Religion and Undefined* (11:30)

#### SOME SUGGESTIONS FOR PRESENTATION

##### (Ideas Other Teachers Have Used)

##### Being Doers of the Word and Not Hearers Only

The teacher could use scripture analysis and a chalkboard diagram to assist the student in seeing that James has two immediate concerns: the way we deal with our personal problems and the way we deal with others. The chalkboard could be divided into two parts, one labeled "personal concerns" and the other labeled "concern for others." From the first two chapters of James, the students could pick out examples which would show the apostle's special counsel.

##### The Trial of Our Faith

James points out that one of the major purposes of earth life is a *trial of our faith*. How is faith tried in terms of our personal concerns and our concern for others?

What is the significance of the change made in James 1:2 by Joseph Smith when he changed the word *temptation* to *afflictions*?

Faith is tried through affliction and trials. Does God cause our problems? Why does he permit them? What purpose do they really serve?

What is the significance of the change made in James 1:12 by the Prophet when he changed *endureth* to *resisteth*?

What is the real purpose of resisting temptation? Consider this counsel from President David O. McKay:

"The spiritual road has Christ as its ideal—not the gratification of the physical, for he that will save his life, yielding to that first gratification of a seeming need, will lose his life, lose his happiness, the pleasure of living at this present time. *If he would seek the real purpose of life, the individual must live for something higher than self. He hears the Savior's voice saying: 'I am the way, the truth, and the life. (John 14:16.) Following that voice he soon learns that there is no one great thing which he can do to attain happiness or eternal life. He learns that 'Life is made up, not of great sacrifices and duties, but of little things, in which smiles and kindness, and small obligations given habitually are what win and preserve the heart and secure comfort.'*"

[Sir Humphrey Davy.]

"Spirituality, our true aim, is the consciousness of victory over self, and of communion with the Infinite. Spirituality impels one to conquer difficulties and acquire more and more strength. *To feel one's faculties unfolding, and truth expanding in the soul, is one of life's sublimest experiences.*

"The man who sets his heart upon the things of this world, who does not hesitate to cheat his brother, who will lie for gain, who will steal from his neighbor, or, who, by slander, will rob another of his reputation, lives on a low animal plane of existence, and either stifles his spirituality or permits it to lie dormant. *To be thus carnally minded is to be spiritually dead.*" ("More Spirituality in Our Daily Lives," *Instructor*, Jan. 1969, p. 2.)

#### Pure Religion and Undefined

1. Why is action the surest proof of man's love for God and his fellowman? In what way is service to our fellowman the surest proof of the strength of our religious commitment? You may wish to discuss with the students the case study found in the Points to Ponder section under the title "James Identified Many Practical Aspects of Gospel Living." The instructor may also wish to refer to the last interaction box and have the students identify how many of the steps to perfection deal with being a "doer of the word" and expressing real concern and service to others.
2. The book of James includes one of the greatest correlations of faith and works. James 1:27 is a capsulized statement of his teachings on this subject. What, according to James, is the expression of "pure religion"?
  - a. Visit the fatherless. (What is a present-day correlary a student could do?)
  - b. Visit the widows in their affliction. (What is the present-day correlary of this teaching?)
  - c. Stay unspotted from the world. (How do acts of charity assist one to achieve this?)

Have the students ever considered that when one has faith toward God, it is expressed as acts of charity toward one's fellowmen. Why is this so?

Can a mortal man ever really give God anything? Does keeping the commandments really do anything for God, or is it just a way of keeping oneself pure so God can do things for him? How do King Benjamin's teachings in Mosiah 4:26-28 relate to this? The motto of one mission of the Church was, "If you have a child by the hand, you have a parent by the heart." How does this relate to those who give pure service to God's children? Why is it, then, that when we serve our fellowman we are, in reality, giving to God the only thing about which he really cares?

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# 50

## “FOR THIS CAUSE WAS THE GOSPEL PREACHED ALSO TO THEM THAT ARE DEAD”

### THEME

Latter-day Saints become Saviors on Mount Zion as they seek to make the blessings of the gospel available to their kindred dead.

### THEME ANALYSIS

- A. The Lord has decreed that certain ordinances are essential for salvation.
- B. These ordinances may be performed by living proxies in behalf of the dead.
- C. All members of the Church have a personal obligation to see to the salvation of their kindred dead.
- D. Through doing this work, we can become “saviors” to those who have died.

### STUDY SOURCES

#### New Testament Reading Assignment

1 Peter

#### Course Manual

Chapter 50, “For This Cause Was the Gospel Preached Also to Them That Are Dead”

#### Standard Works

- John 3:5. What two ordinances are essential for celestial life?
- John 5:25-29. What promise was given to the dead that would cause them to live?
- 1 Peter 3:18-20; 4:6. How was this promise fulfilled?
- 1 Corinthians 15:29. What ordinances are done by the living for the dead?

- D&C 103:9, 10. How can we become saviors to others?
- D&C 128:15. Why can’t work for the dead be lightly passed over?
- D&C 128:24. What book are we to present to the Lord that should be worthy of all acceptance?
- D&C 128:17. What subject of the gospel is “most glorious of all subjects”?

#### Basic Library

- Teachings*, pp. 193, 223, 330-31, 337-38. How important is work for the dead?
- DS*, 2:161-62. What does it mean to do vicarious work for the dead?
- A of F*, pp. 145-53. What provision is made by the Lord for the dead who did not have a chance in mortality to hear the gospel?
- DS*, 2:143-44. Why is the subject of salvation for the dead so glorious?
- Gos. Doc.*, p. 469. What blessings can we bring to our dead?
- Discourses*, pp. 393-408. What is the condition of those who lived and died without the gospel?
- Mark E. Petersen in *CR*, Apr. 1976, pp. 19-22. How can we be Saviors on Mount Zion?
- Boyd K. Packer in *CR*, Oct. 1975, pp. 145-48. Why is our responsibility to our dead so great?

#### Additional Sources

- Harold B. Lee, *Ye Are the Light of the World*, pp. 203-6. How can the gates of hell be prevented from prevailing against our dead?
- HC*, 5:423; 6:319, 365. How important are all of the ordinances of salvation for the dead?
- Theodore H. Burton in *CR*, Apr. 1975, pp. 103-6. Whose responsibility is work for the dead?

## SOME SUGGESTIONS FOR PRESENTATION

### (Ideas Other Teachers Have Used)

#### Bringing Peace to the World (A Discussion and Chalkboard Presentation)

The teacher may wish to ask the class to consider what they can do to bring peace to the world. The Lord has answered this in D&C 98:16. The teacher could use a chalkboard illustration as follows:

#### Hearts of the Children to the Fathers

#### Hearts of the Fathers to the Children

What are the promises? (See D&C 22.)

How can “the children” fulfill this?

How is this accomplished?

(Family home evening, and so forth)

How could the above activities bring peace to the world?

#### The Spirit of Elijah (Joseph Smith 2:23-39) (A Scripture Analysis)

What did Moroni say would be revealed?

By whom would this revelation come?

What did he say would be planted in the hearts of the children?

What would happen then?

What would happen to the earth if this were not done?

Why send Elijah? (See Joseph Smith, *Teachings of the Prophet Joseph Smith*, p. 172.)

Who are the fathers and what are the promises made to the fathers?

“Who are the fathers spoken of by Malachi, and who are the children? *The fathers* are our dead ancestors who died without the privilege of receiving the gospel, but who received the promise that the time would come when that privilege would be granted them. *The children* are those now living who are preparing genealogical data and who are performing the vicarious ordinances in the temples.

“*The turning of the hearts of the children to the fathers is placing or planting in the hearts of the children that feeling and desire which will inspire them to search out the records of the dead. Moreover the planting of the desire and inspiration in their hearts is necessary. This they must have in order that they might go into the house of the Lord and perform the necessary labor for their fathers, who died without a knowledge of the gospel, or without the privilege of receiving the fulness of the gospel.*” (Joseph Fielding Smith, *Doctrines of Salvation*, 2:127-28.)

Why will the earth be utterly wasted if this work is not done? (See Joseph Fielding Smith, *Doctrines of Salvation*, 2:122.)

Did Elijah come as prophesied? (See D&C 110:13-16, 128:15.)

#### The Lord Can Inspire the Way of Those Who Seek to Bless Their Dead (A Discussion)

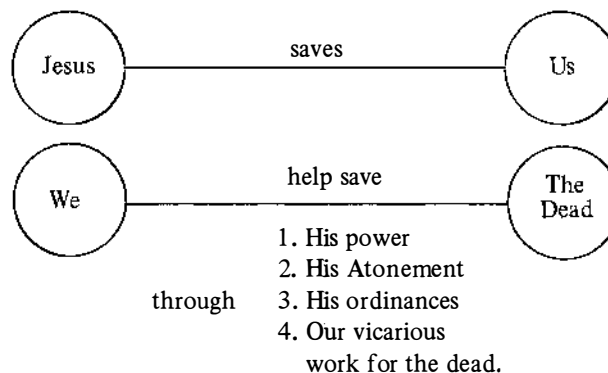
1. The teacher may wish to share some inspiring experiences that relate to this work. One such example is found in the writings of Melvin J. Ballard, *Three Degrees of Glory*, pp. 21-22; see also Melvin J. Ballard, *Crusader for Righteousness*, pp. 219-21.

2. The teacher could ask the students what it takes to do work for the dead. Some of the following answers may be given: desire to do the work, proper facilities (library, temple), knowledge of research skills, and time. The story “It Takes Love to Do Work for the Dead,” found in the course manual under Points to Ponder, could be shared to show that if one truly loves his family, he will find time to do this important work.

#### Scripture Analysis

The teacher could share with the class D&C 128:124. What is this book? (Our books of remembrance and records of completed temple work.) What are these books to contain? (Title page, personal history, pedigree charts, family group sheets, family biographies.) How important is our personal history? (See Spencer W. Kimball, “The Angels May Quote from It,” *New Era*, Oct. 1975, pp. 4-5.)

#### Saviors on Mount Zion (A Chalkboard Discussion)



The teacher could use this illustration to show how we become “linked” to the Savior when we do ordinance work for our dead. He is the one who saves them, but we can be part of the saving process by our vicarious work. Thus, we become saviors, too. (See D&C 103:9, 10.)

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# 51

## “PARTAKERS OF THE DIVINE NATURE”

### THEME

The purpose of the gospel is to assist man in overcoming sin so that he might become a partaker of the divine nature of Jesus Christ.

### THEME ANALYSIS

- A. We partake of the divine nature by escaping the corruption that is in the world.
  - 1. Peter told the saints that they had been rescued from the lusts of the world through the righteousness of the Redeemer.
  - 2. Peter gave the saints a formula that consisted of adding one Christian virtue to another.
  - 3. Peter told the saints that they would forget they once were purged and would not “see afar off” unless they would constantly struggle to perfect these virtues in their lives.
- B. The whole range of gospel responsibilities and blessings was embraced in Peter’s admonition to partake of the divine nature.
  - 1. The everlasting kingdom Peter promised is the same thing as eternal life.
  - 2. Peter told the saints to make their calling and election sure.
  - 3. Peter told the saints that they had a more sure word of prophecy to which they would do well to give heed.

### STUDY SOURCES

#### New Testament Reading Assignment

2 Peter

### Course Manual

Chapter 51, “Partakers of the Divine Nature”

### Standard Works

- 2 Peter 1:4. What did Peter teach about the divine nature?
- 3 Nephi 12:48; 27:27. What commandment did Jesus give to those who presided over the Nephite church?
- 1 Nephi 3:7. What promise does God always give to those who receive his commandments?
- D&C 93:12-28. What pattern do we follow in coming to a fulness of the Father?
- 1 John 3:2, 3. What did John say that men must do if they desire to be like God?
- Moroni 7:48. What part does prayer play in man’s effort to develop the attributes of godliness?
- 2 Nephi 32. How does Nephi say we can achieve the companionship of the Holy Spirit?

### Basic Library

- Teachings*, pp. 216, 345-48. What must we do to partake of God’s divine nature and become like him?
- Discourses*, pp. 264-80. What can we do to partake more fully of the power of heaven?
- Gos. Doc.*, pp. 120-35. What are the purposes of the Church and the gospel?
- Gos. Doc.*, pp. 58-66. How can man develop the attributes of godliness?
- DS*, 1:290-306. How can we gain the knowledge that saves?
- DS*, 2:36. How can we attain to a fulness of light and truth?

### Additional Sources

- Marion G. Romney in *CR*, Oct. 1956, p. 16. How can we be rescued from the lusts of the world?



George Albert Smith in *JD*, 10:67-68. How do we add virtue to virtue?

Marion G. Romney in *CR*, Oct. 1965, pp. 20-21. What is the more sure word of prophecy?

## Media Suggestions

Transparency, Steps to Perfection

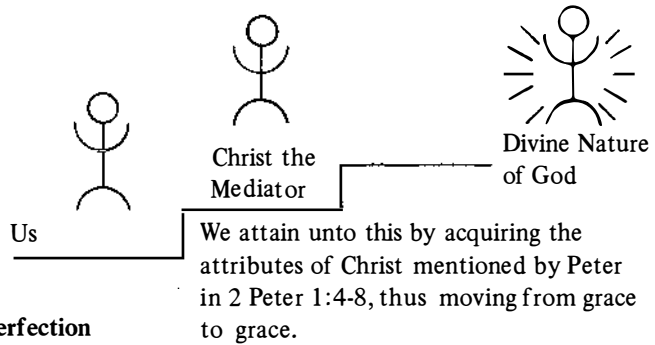
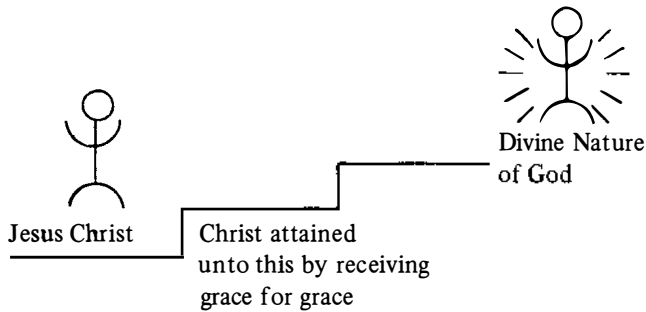
## SOME SUGGESTIONS FOR PRESENTATION

(Ideas Other Teachers Have Used)

Partaking of the Divine Nature of God  
(Scripture Analysis and Chalkboard Discussion)

Jesus is our example and mediator. The teacher could ask his students to consider how Jesus Christ is our example of

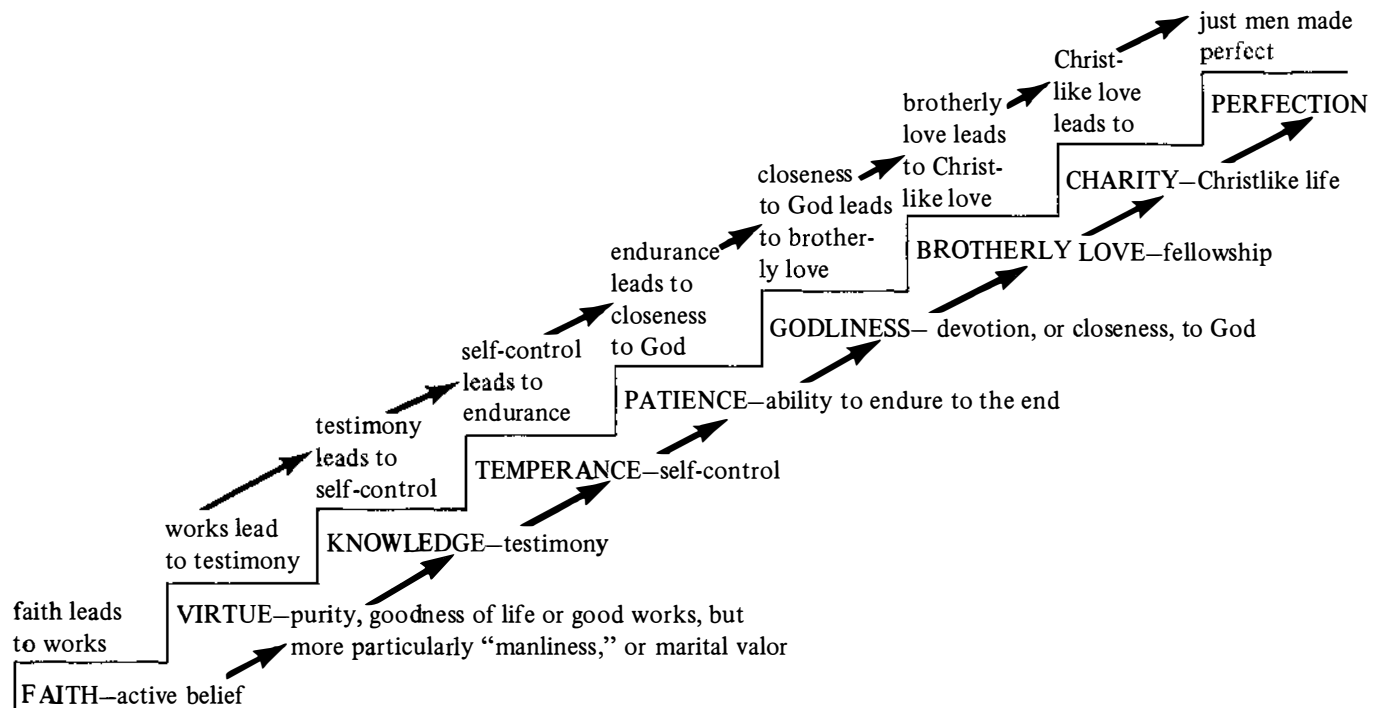
how we can partake of the nature of God. Using D&C 93:12-28, the following illustration could be used:



## Steps to Perfection (Audiovisual Aid)

Some teachers have found that overhead transparency<sup>23</sup>, which outlines the steps of perfection, is useful in explain-

ing 2 Peter 1:4-8. This illustrates how Peter's list of virtues could help bring us to perfection.



*Note to the instructor:* Great care should be taken in discussing the subject of one's calling and election made sure. The following sources can be helpful: Joseph Smith, *Teachings of the Prophet Joseph Smith*, pp. 150, 298, 305; Bruce

R. McConkie, *Doctrinal New Testament Commentary*, 3:323-55, Marion G. Romney, "The Light of Christ," *Ensign*, May 1977, pp. 43-45.



# 52

## “WALK IN THE LIGHT, AS HE IS IN THE LIGHT”

### THEME

Those who walk in the light receive the love of Christ and enjoy fellowship with the Father and the Son and with the children of God.

### THEME ANALYSIS

- A. John taught that those who walk in the light are born again.
  - 1. To illustrate, he used the symbols of the birth of a child and of adoption into the family of Christ.
  - 2. But the reality behind the symbols is the power of the Atonement coupled with the power of the Spirit which brings a real change in the person and real fellowship with the Father and the Son and the children of God.
- B. John stated the criteria by which one can determine if he has been born again.
  - 1. “. . . every one that loveth is born of God. . . .” (1 John 4:7.)
  - 2. “. . . every one that doeth righteousness is born of him” [Christ]. (1 John 2:29.)
  - 3. “Whatsoever is born of God overcometh the world. . . .”
  - 4. “Whoso believeth that Jesus is the Christ is born of God. . . .” (1 John 5:1.)
- C. One becomes the son or daughter of God through the bestowal of his love.
- D. Those who are born again have true fellowship with the Savior and the family of God.

### STUDY SOURCES

#### New Testament Reading Assignment

1 John

### Course Manual

Chapter 52, “Walk in the Light As He Is in the Light”

### Standard Works

- D&C 34:1-3. Why and for whom did Christ suffer?  
D&C 11:30; Moses 6: 58-68. How does one receive power to become a son or daughter of God?  
Mosiah 5:7. Why are we “born” into the family of Christ and not that of the Father?  
Isaiah 63:1-9; D&C 133:46-53. What travail did the Lord suffer that man might be born again?  
John 14:15-18; 17:21-23. To what extent do the Lord’s children have fellowship with him?  
Moses 1:1-11, 24-41. Why was Moses allowed to see this great revelation?  
2 Corinthians 3:18. How are people changed into the glory of the Lord and by what?

### Basic Library

- Teachings*, pp. 149-51. What is the fullest extent to which one may receive fellowship with the Savior?  
*DS*, 1:12, 97-98. In what way do men actually become as God?  
*DS*, 2:64-65. In what way is marriage essential to becoming a son or daughter of God?  
*DS*, 2:37-41. Why is priesthood essential to becoming a son of God?  
*Discourses*, pp. 16, 227. What is the gospel designed to do?

### Additional Sources

- David O. McKay in *CR*, Apr. 1940, p. 116. The importance of fellowship.  
Ezra Taft Benson in *CR*, Oct. 1967, pp. 34-36. The need to love God and man.

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James R. Clark, *Messages of the First Presidency*, 5:30-31.  
To be a son of God.

**SOME SUGGESTIONS FOR PRESENTATION**  
(Ideas Other Teachers Have Used)

**Man Is Born Again Through Blood,  
Water, and Spirit**

By comparing 1 John 5:4-12 and Moses 6:51-67 it can be shown how both refer to the elements of spiritual rebirth. The teacher could develop the following list on the chalkboard to impress upon the students the literal meaning of being *born* from above:

**Physical Birth**

1. A new beginning
2. Mother's travail (labor and pain in childbearing)
3. Prenatal water
4. The mother's blood shed in the birth process
5. The innocence of the child
6. The premortal spirit that gives life, intelligence, personality, and character

**Rebirth**

1. A new beginning
2. Jesus' travail (especially Gethsemane)
3. Waters of baptism
4. The Savior's blood shed at Gethsemane and Golgotha
5. The innocence of the convert through sanctification by Christ's blood
6. The new spirit (gift of the Holy Ghost) which gives new and greater life, intelligence, personality, and character

Was the Atonement real or figurative? (It was real. Jesus actually paid the price which the eternal justice of God demands.)

**The Power of the Atonement and the Power of  
the Spirit Bring a Real Change**

The instructor could present this sensitive and beautiful

teaching by asking a series of questions and having the students respond in turn. The students' answers should be kept short. The teacher could expand any answer to assure the students' understanding. The following are examples of questions and answers that might be used:

What about the power of the Spirit? Does a convert get a new spirit? (He does not get a new spirit body. The spirit that came into his body from the premortal spirit world is still there in his physical body. But a new Spirit is added in that the convert can receive the constant companionship of the Holy Ghost. That is what is meant by the new Spirit. It changes the convert and aids him to keep the covenants into which he has entered.)

What does this new Spirit, the Holy Ghost, do to the convert when the convert fully "receives" him? (A change occurs. The convert becomes a new person in a manner discernible to others who are susceptible to the Spirit. A marked improvement in his conduct, activity, charity, and other characteristics and qualities shows that he has begun to overcome the world.)

Is the adoption as a son or daughter of Christ real? (Yes, it is real in this way: Just as we inherited weaknesses of the flesh through the Fall and our mortal parents [compare Moses 6:55; Ether 3:2; Romans 7:15-25; 2 Nephi 2:29], so we inherit the divine nature through the Atonement and adoption into the family of Christ [compare 1 John 3:1, 10; Isaiah 53:10-13; Mosiah 5:2, 7; 27:25; 2 Peter 1:4]. Thus we become new creatures called the sons and daughters of Christ.)

The instructor may wish to make up his own questions to guide the student's thinking.

**Real Fellowship with the Savior  
and the Family of God**

The Greek word *Koinonia*, from which *fellowship* comes means more than the English words *partnership* or *membership*, but it is more expressive of sharing an inner relationship. John's writing suggests the sharing in a nature (which Peter calls the "divine nature") which has been received or may be obtained. Does baptism alone bring us into the fellowship? What else is needed? Why is it that only members of the Church can have true fellowship with one another? What does it mean to have fellowship with Christ?

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# 53

## “FOR THERE ARE CERTAIN MEN CREPT IN UNAWARES”

### THEME

Latter-day Saints must be aware of false ideas and unrighteous behavior so that they might actively “contend for the faith.”

### THEME ANALYSIS

- A. Latter-day Saints are to judge between true and false teachers so they will not be lead away from Christ.
- B. Latter-day Saints should receive the teachings of the living prophets and of good men who abide in Christ, and reject those which reject Christ—anti-Christ.
  - 1. By false teachers, John meant those who were not really believers of the gospel even though they might be members of the church.
  - 2. An anti-Christ is one who denies that Jesus is the Christ.
- C. We have the same anti-Christ doctrine and many anti-Christ among us today.
  - 1. The doctrine that God has not a body of flesh and bone is prevalent in the world today, both in religious and scientific beliefs.
  - 2. There are persons and societies which oppose Christ openly.
- D. To obtain the kingdom of God and avoid deception, one must plan and build his life on Christ as the cornerstone.

### STUDY SOURCES

#### New Testament Reading Assignment

2 and 3 John; Jude

### Course Manual

Chapter 53, “For There Are Certain Men Crept In Unawares”

### Standard Works

- Acts 20:29, 30. What two problems was Paul fearful of in his day?
- 2 Corinthians 11:26; Galatians 2:4. What problem brought Paul much of the trial and persecution he experienced?
- 2 John 7. About what problem was John also concerned?
- Jude 4. What warning did Jude give?
- 2 Nephi 28:14-16. What problem did Nephi prophecy would hinder the followers of Christ in our day?
- 2 Nephi 28:31. What is the standard the Lord has given to guide the judgments we make?
- Moroni 7:12-18. By what standard can we judge good from evil?

### Basic Library

- Teachings*, pp. 67-68. Why are apostates so likely to become enemies of the Church?
- DS*, 3:40, 279. Why will nations that reject Christ eventually fall?
- DS*, 1:209-10. Why will Christ not reveal himself to those that reject him?
- M of F*, p. 58. What are some characteristics of the anti-Christ?
- Teachings*, p. 318. What is the blessing to those who will build their lives on the Savior?
- Ezra Taft Benson in *CR*, Oct. 1970, pp. 21-22. What are some of the false educational ideas of today?
- Ezra Taft Benson in *CR*, Oct. 1971, pp. 24-29. How is Satan seeking to undermine the faith of today's youth?

## Additional Sources

- Harold B. Lee in *CR*, Oct. 1950, p. 131. Who are some modern anti-Christ's?
- George Albert Smith in *CR*, Apr. 1948, p. 179. How numerous are the anti-Christ's today?
- Ezra Taft Benson in *CR*, Oct. 1967, pp. 34-39. How can we avoid falling to the precepts of men?
- Alvin R. Dyer in *CR*, Apr. 1969, pp. 54-57. The precepts of men exposed.
- Mark E. Petersen in *CR*, Oct. 1969, pp. 116-19. How are the doctrines of the kingdom being challenged today?
- Ezra Taft Benson in *CR*, Apr. 1969, pp. 10-15. How can the humble followers of Christ avoid deception?

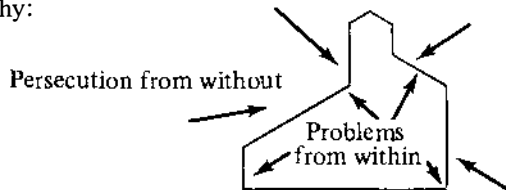
## Media Suggestions

Cassette tape (President Harold B. Lee), *Wolves Among the Flock*

### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### Persecution and Problems (Scripture Analysis and Chalkboard Discussion)

1. The teacher might begin by asking the class which of the following is most damaging to the Church and why:



Under each of these headings, the class could consider the specific types of problems that the Church faces from within and from without. See course manual, chapter 53, the first quote from President McKay under Points to Ponder. Why are problems from within so serious to the growth and progress of the kingdom?

2. What problems faced by the apostolic church (as recorded in 2 and 3 John and in Jude) are similar to those of our day? A chart such as the following could be used (information found in the student interaction

Problems in the Apostolic Church	Today's Similar Problems	What the Saints Can Do to Contend for the Faith
1. The denial of God the Father and of the mission of his Son. (2 John 7; Jude 4)	1. The teachings of those who profess that God is dead and that Jesus is not literally divine.	1. Gain a firm testimony of the existence of God and of the divine mission of Jesus Christ through sincere prayer, study, and service.
2. Others.	2. Others.	2. Others.

## How to Judge Good from Evil (A Chalkboard Illustration)

The following chalkboard illustration could be helpful in explaining what is meant by making Christ the standard of all truth.

TRUE, OF GOD, GOOD → Christ  
(Leads to Christ) Moroni 7:16-19

← FALSE, OF DEVIL, EVIL Christ  
(Leads away from Christ)

Examine the following word relationships:

GOD	DEVIL
	EVIL
GOOD	VIL [E]
	IL [L]

## Student Handout (A Discussion)

The teacher may wish to use the following quote:

“During the early days of the Church we passed through a period of slander and misrepresentation, and we came through. It drove us together because of enemies from the outside. And we survived. We passed through a period of mobbing and driving, when lives were taken and blood was shed, and somehow the place of the martyr gave us strength. We passed through poverty, and we gained strength from the test of it. Then we passed through an age of what we might call apostasy, or betrayal from the inside—one of the severest tests through which we have passed. We are now going through another test—a period of what we might call sophistication. This is a time when there are many clever people who are not willing to listen to the humble prophets of the Lord. And we have suffered from that. It is rather a severe test.” (Harold B. Lee, “Sweet Are the Uses of Adversity,” *Instructor*, June 1965, p. 217.)

What is our test and how is it being manifest today? How can following the living prophets help us avoid deception?

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# 54

## “THE REVELATION OF JESUS CHRIST . . . UNTO HIS SERVANT JOHN”

### THEME

John’s letters to the seven churches have great meaning in our day.

### THEME ANALYSIS

- A. The revelation of the seven churches reaffirms the reality of the living, glorified Christ.
  - 1. John opened his letter with a testimony of Christ and of the relationship the faithful can have with him.
  - 2. This testimony was further confirmed by a personal visitation of the resurrected Christ.
  - 3. The confirmation of Christ’s reality is one of the most significant themes of the book of Revelation.
- B. The letters to the seven churches reaffirm the Lord’s intimate concern for his saints and the blessings that await those who are faithful to him.
  - 1. The individual letters to the seven churches contain personal and intimate evaluations of the spiritual status of each branch.
  - 2. The seven letters also contain explicit descriptions of the blessings awaiting those who overcome the world.
  - 3. The seven letters show that the Lord is aware of the spiritual strengths and weaknesses of each saint.
- C. We can use the seven letters as a guide to evaluate our standing with the Lord and to prepare to qualify for the blessings promised by him.

### STUDY SOURCES

**New Testament Reading Assignment**  
Revelation 1-3

### Course Manual

Chapter 54, “The Revelation of Jesus Christ . . . unto His Servant John”

### Standard Works

- 1 Nephi 14:19-29. Why was John foreordained to write the book of Revelation?
- 3 Nephi 27:19. How can we be washed in the blood of Christ as promised in Revelation 1:5?
- D&C 76:63; 88:98. How will Christ appear to the world as spoken of in Revelation 1:7?
- Isaiah 66:18; 58:10; D&C 133:3. How will every eye see him (as referred to in Revelation 1:7)?
- D&C 45:51, 52; Zechariah 12:10; 13:6. How will those who “pierced” him mourn?
- D&C 45:49, 53; Zechariah 12:10-14; Matthew 24:30. Who will mourn when he comes?
- Daniel 10:1-19; D&C 110:1-10. What recorded appearances do we have of the Savior besides that in Revelation 1:12-17?
- Genesis 48:13, 14; Psalm 16:8; Isaiah 62:8. What is a physical symbol of the covenant which we extend as referred to in Revelation 1:20?
- D&C 117:11. How have the sins of the Nicolaitans, as found in Revelation 2:6, been referred to in our day?
- John 6:48-50. What is the “hidden manna” spoken of in Revelation 2:17?
- D&C 130:10, 11. What is the “white stone” spoken of in Revelation 2:17?
- 2 Nephi 9:41-43. Who will be permitted to “sup with” the Lord, as spoken of in Revelation 3:19-21?

### Basic Library

*Teachings*, pp. 289-90. With what does the book of Revela-

tion deal? How may the book become clear to our understanding?

*Teachings*, p. 247. What did Paul see in vision?

#### **Additional Sources**

*DNTC*, 3:429-62. Interpretation of Revelation 1-3.

Bruce R. McConkie, "Understanding the Book of Revelation," *Ensign*, Sept. 1975, pp. 85-89.

*HC*, 5:554-56. Who can become kings and priests of God, as spoken of in Revelation 1:6?

#### **Media Suggestions**

Slide set, The Seven Cities of Asia

Transparency, The Seven Cities of the Book of Revelation

### **SOME SUGGESTIONS FOR PRESENTATION** (Ideas Other Teachers Have Used)

(*Special note to the instructor:* It might be well before proceeding with section 12 [the lessons on the book of Revelation] to carefully study the section entitled "The Prophetic Eye," in the course manual.)

#### **John's Testimony of the Savior (Overhead Transparency and Chalkboard Discussion)**

The teacher may wish to use the overhead transparency which shows the Inspired Version account of Revelation 1:4-8. As this is read, the students could contrast this version with the King James Version. The teacher could have a chalkboard discussion of the insights gained in the above exercise by writing on the board, "John testified of Christ as the one who—." Underneath this heading could be listed the statements of John about Christ; then the students could discuss the significance of each. The following is an example:

John testified of Christ as the one who—

1. Is, who was, and who is to come.
2. Sent his angel from before his throne.
3. Is the first begotten of the dead.
4. Is the Prince of the kings of the earth.
5. Others. (See also Revelation 19:16.)

Possible questions:

1. How is the Savior eternal?
2. How did John receive this revelation?
3. Others.

#### **Discussion**

In the colored map section in the center of the course manual is a two-page chart diagramming the structure of the book of Revelation. One of the most insightful ways to introduce students to a study of the Apocalypse is to carefully study this chart together. It outlines the way the revelation unfolds and helps trace the basic chronological thread of the vision.

#### **Analyzing the Seven Letters to the Seven Churches (Group Discussion)**

One possible way for effectively analyzing the contents of the seven letters is to divide the class into committees and have them read the seven letters for specific information. Each letter generally contains the following things, which could serve as a basis for the committees: (1) Christ's description of himself; (2) praise and commendation for the church; (3) condemnation and challenge for the church; and (4) the promise for those who overcome. Reports from the committees could then be given.

(*Note to the instructor:* The purpose of this lesson is not just to help the students see that the Lord gave personal and loving counsel to his saints in the seven churches. The following conclusion and application in the lives of your students could be the main point of the lesson: If Christ knew the saints in the seven churches so intimately that he could accurately assess their spirituality, and if Christ is eternal [as John's testimony affirms], then he knows each of your students in the same way. Perhaps the students could consider in their own minds what kinds of things they think Jesus would say if he were to dictate a letter of evaluation to their institute class. What would he say in a letter dictated to them personally?)

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# 55

## “THE KINGDOMS OF THIS WORLD ARE BECOME THE KINGDOMS OF OUR LORD”

### THEME

The righteous saints will be a part of the kingdom of Christ when Babylon the great will fall.

### THEME ANALYSIS

- A. In a vision of the celestial kingdom, John was shown the Father and the Son and those who dwell with them.
  - 1. John described his vision of the future celestialized earth.
  - 2. This vision of heaven would have been highly encouraging to the saints of the seven churches of Asia.
- B. The Father had a book that only the Lamb of God was able to open.
  - 1. The book John saw in the right hand of God symbolized the earth's temporal existence.
  - 2. The seals with which the book was sealed symbolized the seven “days” of the earth's temporal existence.
  - 3. In the first five seals only the highlights are given.
- C. The great powers of evil were revealed in the opening of the sixth and seventh seals.
  - 1. With the opening of the sixth seal, which is the time in which we live, great calamities were seen.
  - 2. The angels of destruction are held back while the gospel is restored and the righteous are sealed unto God.
- D. Though great evil and destruction reign in the last days, John is shown clearly that God is in control of events and brings about his own purposes.

### STUDY SOURCES

#### New Testament Reading Assignment

Revelation 4-18

#### Course Manual

Chapter 55, “The Kingdoms of This World Are Become the Kingdoms of Our Lord”

#### Standard Works

- D&C 77. Why is this section sometimes called the key to understanding John's revelation?
- D&C 130:6-9. What is the sea of glass spoken of in Revelation 4:6?
- D&C 88:89-116. What do these verses add to our understanding of the seven seals?
- Revelation 12. (See Inspired Version.) What significant changes does the Inspired Version make to this chapter?
- D&C 84:2. What is the Mt. Zion spoken of in Revelation 14:1?
- D&C 133:36. Who was the angel spoken of in Revelation 14:6, 7?
- 1 Nephi 13, 14, 22:13, 14; D&C 86:3. What is the great whore spoken of in Revelation 17:1?
- 2 Nephi 10:14-16; 29:14. What promise has the Lord made to his saints, as referred to in Revelation 17:14?
- D&C 1:16. What is the Babylon that will fall, as referred to in Revelation 18:1, 2?
- 1 Nephi 22:24, 25. How will the saints come out of Babylon, as mentioned in Revelation 18:4?

#### Basic Library

*Teachings*, p. 291-92. Are the beasts in heaven as seen by



John in Revelation 5:13 literal or figurative?  
*Teachings*, p. 293. How should the word *dragon* (as found in Revelation 12:9) be translated?  
*DS*, 3:38, 42-54. Will the saints escape the judgments of the sixth seal?  
*DS*, 3:55-79. What will be the conditions during the millennium?  
*Discourses*, pp. 111-23. What are some of the characteristics of the last days?

#### Additional Sources

Bruce R. McConkie, *Doctrinal New Testament Commentary*, 3:474-85. Commentary on the years of war, death, and martyrdom.  
 Spencer W. Kimball in *CR*, Oct. 1961, p. 30-31. What is the cure for our ailing world?  
 Joseph Fielding Smith in *CR*, Apr. 1952, p. 28. What can the saints do to prepare for that which is to come?  
 Spencer W. Kimball in *CR*, Oct. 1945, pp. 123-24. How did Babylon of old fall?  
 Joseph Fielding Smith, *Signs of the Times*. An overview of the last days.

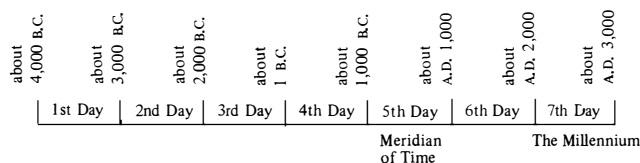
### SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)

#### The Seven Seals (A Chalkboard Illustration)

The instructor could emphasize with the students that D&C 77:6, 7 and 2 Peter 3:8 provide us with the major key for the interpretation of the seven seals. They provide the insight as to what time the events are to take place and therefore give us the structure of the entire book. The teacher may also want to make certain that the students understand the concept of “days” in the Lord’s definition. Then show them that using this terminology, the last 1,000-year “day” is the earth’s Sabbath, the Millennium, a day when there will be rest from all wickedness.

In the discussion of the seven seals and the seven “days” of the earth’s history, the following diagram could be used.

(Note: The dates are only approximate. No one knows exactly how many years elapsed between the fall of Adam and the birth of Christ. Also, scholars believe that in the numerous changes from one calendaring system to another down through the centuries, many years have been either added or lost. Therefore, we cannot say that the seventh thousand years will begin in the year A.D. 2,000. This is only a rough approximation.)



As the instructor begins to discuss each seal, or “day,” he may wish to write John’s brief description underneath the line on the chart. The students could be asked to respond as to what great historical events were taking place during that thousand years. These major events could be written beneath John’s headings. See Bruce R. McConkie, *Doctrinal New Testament Commentary* 3:463-562. Also, to learn more about the seals, the teacher could thoroughly acquaint himself with the information found in chapter 55 of the course manual. (The listings are only suggestions. You may also wish to add significant events from secular history.)

The instructor may wish to point out to the students that just as only one significant aspect of each thousand-year period was highlighted in the first five seals, so it is with the sixth. While many significant events have taken place during this thousand-year period, only the great calamities of the last days are emphasized.

With regard to the seventh seal, it is important that the students realize that the second coming of Christ does not take place immediately in the beginning of the seventh thousand years. The instructor might read D&C 77:12, 13 with the students and discuss the following points:

1. In the beginning of the seventh thousand years, the Lord will *finish* his work of sanctifying the earth and bringing about the salvation of men.
2. The sounding of the trumpets of judgment is the thing which prepares the world for the coming of the Lord.
3. The great battle known as the battle of Armageddon takes place under the seventh seal, before the coming of Christ. (Caution should be used in this area of the presentation. It will very likely be of great interest to the students, and it has been a subject of much speculation. In the scriptures and through living prophets, the Lord has revealed much about the last days. The teacher should avoid sources which speculate on these matters, and he should seek inspiration in what he gives to his students.

This lesson could be closed by asking the students these questions:

1. How do the chapters just studied show that God is in control of the destiny of the world?
2. What comfort can modern Saints derive from the assurances of God’s overriding power?

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# 56

## “BEHOLD, I COME QUICKLY; AND MY REWARD IS WITH ME”

### THEME

The message of John’s vision is one of hope and glory for all who are faithful to the Savior.

### THEME ANALYSIS

- A. The revelation of John concludes in a crescendo of hope for the glorification of the earth and its inhabitants.
- B. As a true prophet of God, John, in an ultimate sense, was a messenger of hope and not of doom!
- C. One can have a lively hope of eternal life only as he obeys the gospel.

### STUDY SOURCES

#### New Testament Reading Assignment

Revelation chapters 19 through 22.

#### Course Manual

Chapter 56, “Behold, I Come Quickly; and My Reward Is with Me”

#### Standard Works

Ether 12:4. What has been the great hope of the saints?  
Revelation 21:4. How is it that for the faithful, all tears will be wiped away?  
D&C 76:39-43. What is the great hope of the gospel?  
Moroni 7:41. What is it that we should hope for?  
D&C 101:23, 24. What will the earth be like when every corruptible thing upon it shall be consumed?  
D&C 88:110-16. What is the relationship between the era of peace and joy known as the Millennium and the fact

that Satan will be bound for one thousand years?  
1 Nephi 22:15, 26. What is the source of Satan’s power?  
What will be a great factor in binding him?  
D&C 128:6-9. What “books” are to be used in the judgment, according to Joseph Smith?  
Ether 13:8-11; D&C 45:66-71. How many Jerusalems will exist during the Millennium?  
D&C 130:9. What will be the great inheritance of the meek of the earth? (See Matthew 5:5.)

#### Basic Library

*Teachings*, pp. 65-66. The great promise of the gospel that was extended to the faithful.  
*Teachings*, p. 359. The Saints have the greatest hope.  
*Discourses*, pp. 115-16. The great work of the Millennium.  
*DS*, 3:55-79. The Millennium and the New Jerusalem.  
*A of F*, pp. 368-71. Conditions during the Millennium.  
*M of F*, pp. 341-43. Hope motivates repentance.  
Ezra Taft Benson in *CR*, Oct. 1974, pp. 90-94. Overcoming despair and gaining the hope of eternal life!

#### Additional Sources

Bruce R. McConkie, *Mormon Doctrine*, pp. 366-68. The hope of Israel.  
Marion G. Romney in *CR*, Apr. 1951, pp. 20-24. Righteousness brings hope.  
Marion G. Romney in *CR*, Oct. 1966, pp. 50-54. What hope for the future do the righteous have?  
Joseph Fielding Smith, *The Way to Perfection*, pp. 298-304, 308-13. The Millennium.  
Bruce R. McConkie in *DNTC* 3:562-95. The culmination of the earth’s history.

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- T 8. During the Millennium there will be a great missionary effort among those not yet converted to the gospel. (*DS*, 3:64-65.)
- T 9. The earth will be transfigured at the outset of the Millennium. (*DS*, 3:56-57.)
- F 10. Resurrected beings will assist with temple work during the Millennium. (*DS*, 2:178.)
- T 11. Apparently, there will be no carnivorous animals during the Millennium. (Isaiah 65:25.)
- T 12. Inaccuracies in genealogical records of past generations will be corrected during the Millennium. (*DS*, 2:177-78.)

#### **An Overview of the Final Chapters of Revelation (A Review)**

It could be beneficial to review the chart on the book of Revelation included in the map section of the course manual. The last seven boxes emphasize the content of Revelation chapters 19-22.

#### **SOME SUGGESTIONS FOR PRESENTATION (Ideas Other Teachers Have Used)**

##### **The Gospel of Hope Versus the Way of Despair (A Discussion)**

The instructor could feature the hopefulness of the gospel as contrasted with the despair of the world, using the following scriptural examples:

1. One who had hope. Ether 15:34.  
One who despaired. Alma 30:52-60.
2. The hope of a saint. Philippians 4:13.  
The way of the world. Alma 30:17.
3. The hope of eternal life. Ether 12:4.  
The death and despair of the world. Alma 30:18.
4. Earthly trials in the gospel context. Mosiah 24:14, 15.

- The struggle of those who are without God. Mormon 5:2.
5. The more exalted hope of the faithful. Ether 12:32.  
The despair of sin. Moroni 10:22.
  6. The atonement and resurrection of Christ provide the greatest hope. 1 Corinthians 15:19, 20; 1 John 3:2.
  7. All is vanity without the hope of the gospel. Ecclesiastes 1:2-11.

##### **True or False Test (A Discussion)**

The following quiz could promote a discussion on conditions during the Millennium:

- F 1. Children born during the Millennium will grow up with immortal bodies. (D&C 101:30, 31.)
- T 2. During the Millennium, the earth will return to a condition like that in which it existed prior to the flood. (D&C 133:23, 24.)
- T 3. There may well be non-Mormons on the earth during the Millennium. (Zechariah 14:16, 17; *DS*, 3:63-64.)
- T 4. The sealed portion of the Book of Mormon may come forth during the Millennium. (2 Nephi 27:7, 8, 10.)
- T 5. In its millennial state, the earth will be much as it was before the Fall. (Isaiah 65:17-25; D&C 101:26-34.)
- T 6. The sentence "They shall beat their swords into plowshares" has reference to world peace, which will exist during the Millennium. (See previous references.)
- T 7. Satan will literally be restrained from his work of opposition during the Millennium, primarily through the righteousness of the people. (Revelation 20:2,3; 1 Nephi 22:26.)





THE CHURCH OF  
JESUS CHRIST  
OF LATTER-DAY SAINTS

