1963

Suggested Inspirational Devotionals to Accompany the Church History and Doctrine Course Prescribed by the Department of Education of The Church of Jesus Christ of Latter-Day Saints

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SUGGESTED INSPIRATIONAL DEVOTIONALS TO ACCOMPANY
THE CHURCH HISTORY AND DOCTRINE COURSE PRESCRIBED
BY THE DEPARTMENT OF EDUCATION OF THE CHURCH OF
JESUS CHRIST OF LATTER-DAY SAINTS

A PROJECT PRESENTED TO THE
DEPARTMENT OF RELIGIOUS EDUCATION
BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

IN PARTIAL FULFILLMENT OF
REQUIREMENTS FOR A DEGREE OF MASTER
OF RELIGIOUS EDUCATION

G. OSMOND DUNFORD
APRIL 1, 1963
ACKNOWLEDGMENTS

This project is the result of many years of experience in teaching Seminary students the art of worship and devotion, which is a vital part of the total Seminary experience. Indebtedness to many individuals is acknowledged with special mention being made of the following who have been most helpful:

To Dr. Chauncey C. Riddle, Associate Professor of Philosophy, Chairman of the Department of Religious Education and Major Chairman, for his encouragement and criticism of style and content of this work.

To Dr. Russell R. Rich, Professor of Religious Instruction and Minor Chairman, whose timely suggestions and corrections have been incorporated in this project.

To Lars M. Bishop and Gerald M. Finch, teaching colleagues, for their encouragement as well as abilities in producing Inspirational Devotionals in Seminary which have been stimulating and challenging.

To many other teachers in the Seminary system who have expressed a felt need for the completion of such a project to serve as a guide for their own devotionals.

To my wife, Venna, and members of our family, whose faith and encouragement has been a constant source of strength in helping to bring this project to completion.
TABLE OF CONTENTS

I. INTRODUCTION ........................................... 1
   A discussion of Inspirational Devotionals, their
   importance, suggestions for organization, supplies,
   equipment and techniques for developing and pro-
   ducing good devotional programs in the Seminaries
   of the Church.

II. UNIT I. THE NEED FOR A RESTORATION ............... 20
   Lesson 1. What Kind of a Church Did Jesus
             Establish? ......................................
   Lesson 2. What Happened to the Church Jesus
             Founded? ...................................... 21
   Lesson 3. How Was the World Prepared for the
             Restoration? .................................. 22
   Lesson 4. A Vital Faith .................................. 23

III. UNIT II. THE PRIESTHOOD, THE GOSPEL, AND THE
        CHURCH RESTORED. ................................ 24
   Lesson 1. How It All Began. ............................
   Lesson 2. The Bible Speaks of the Book of
             Mormon ........................................ 25
   Lesson 3. The Origin of the Book of Mormon ....... 26
   Lesson 4. The Translation and Publication of
             the Book of Mormon. ......................... 27
   Lesson 5. What is the Challenge of the Book of
             Mormon? ....................................... 29
   Lesson 6. What Does the Restoration of the
             Priesthood Mean to the World? ............. 31
   Lesson 7. Are the Testimonies of the Witnesses
             of the Book of Mormon Still Valid? ....... 32
   Lesson 8. Why Was the Church Organized? .......... 33
   Lesson 9. How Did the Church Begin the Task of
             Building the Kingdom of God? .............. 34
   Lesson 10. Why Does the Church Have Missionaries? 35

IV. UNIT III. ZION EXPANDS WESTWARD -- OHIO - MISSOURI
            PERIOD (1831-1839). ............................. 36
   Lesson 1. Mormon Communities are Established in
             Ohio and Missouri. ............................ 36
   Lesson 2. Church Government Expands. ............... 37
   Lesson 3. The Glory of God is Intelligence. ....... 38
   Lesson 4. The Doctrine and Covenants and the
             Book of Mormon. .............................. 39
| Lesson 5. | The Greatness of the Early Leaders. | 40 |
| Lesson 6. | The Beginning of Temple Building. | 41 |
| Lesson 7. | Trying Times in the Church. | 43 |
| Lesson 8. | Conflicts in Missouri. | 44 |

V. UNIT IV. THE ILLINOIS PERIOD AND NAUVOO
THE BEAUTIFUL. 45

| Lesson 1. | A Faith Stronger Than Steel. | 46 |
| Lesson 2. | A City State Developed in America. | 47 |
| Lesson 3. | Foreign Missionary Labors. | 48 |
| Lesson 4. | Trials of A Modern Prophet. | 49 |
| Lesson 5. | The Nauvoo Temple and Doctrinal Development. | 50 |
| Lesson 6. | A Clash of Social Orders. | 51 |
| Lesson 7. | The Martyrdom. | 52 |
| Lesson 8. | The Greatness of Joseph Smith. | 53 |
| Lesson 9. | The Church of Joseph Smith or the Church of Christ. | 54 |
| Lesson 10. | New Leaders and Old Problems. | 55 |

VI. UNIT V. THE EXODUS TO GREATNESS. (From Nauvoo to Salt Lake Valley). 55

| Lesson 1. | An Exiled People. | 56 |
| Lesson 2. | The Mormon Battalion. | 57 |
| Lesson 3. | The Mormon Pioneers. | 58 |
| Lesson 4. | The New Gathering Place. | 59 |
| Lesson 5. | The Spirit of Gathering. | 60 |

VII. UNIT VI. ESTABLISHING ZION IN THE GREAT BASIN. 61

| Lesson 1. | Conquering the Desert. | 62 |
| Lesson 2. | A Self-sustaining People. | 63 |
| Lesson 3. | Social Experiments. | 64 |
| Lesson 4. | The Utah War. | 65 |
| Lesson 5. | Indian Wars and A Great Tragedy. | 66 |
| Lesson 6. | Isolation Comes to An End. | 67 |

VIII. UNIT VII. THE CHURCH PROGRESSES UNDER THE INSPIRED ADMINISTRATION OF PROPHETS OF GOD. 71

| Lesson 1. | The Life and Contributions of President John Taylor. | 72 |
| Lesson 2. | The Life and Contributions of President Wilford Woodruff. | 73 |
| Lesson 3. | The Life and Contributions of President Lorenzo Snow. | 74 |
| Lesson 4. | The Life and Contributions of President Joseph F. Smith. | 75 |
IX. UNIT VIII. MODERN DEVELOPMENTS IN THE CHURCH  ...  75

Lesson 1. The Life and Special Contributions of
President Heber J. Grant
Lesson 2. The Life and Special Contributions of
President George Albert Smith  ...  76
Lesson 3. The Life and Special Contributions of
President David O. McKay  ...  78
Lesson 4. Temples of God  ...  80
Lesson 5. Mormonism Tomorrow  ...  81

X. UNIT IX. THE MORMON PHILOSOPHY  ...  82

Lesson 1. The Latter-day Saint Understanding
of God.
Lesson 2. The Gospel Plan of Life  ...  84
Lesson 3. Priesthood and the Church  ...  85
Lesson 4. Principles and Ordinances of the
Gospel  ...  86
Lesson 5. The Blessing of the Holy Spirit  ...  87
Lesson 6. A Vital Program of Happiness  ...  89
Lesson 7. Marriage and the Family  ...  90

XI. UNIT X. COURSE SUMMARY AND CONCLUSIONS  ...  91

XII. BIBLIOGRAPHY  ...  92
SUGGESTED INSpirATIONAL DEVotionalS TO ACCOMPANY
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INTRODUCTION

I. Definition:

Inspirational Devotionals are short periods of class
time, usually three to ten minutes, devoted to worship and
meditation.

II. Importance of Inspirational Devotionals in the Seminary
Program:

A. The Department of Education has given the following
statement:

The Seminary is not complete nor does it reach
the zenith of its spiritual possibilities with-
out a good devotional exercise. 

B. President David O. McKay often quotes John Ruskin
when he speaks of reverence, which is a vital and inte-
gral part of worship and devotion.

Reverence is the noblest state in which a man
can live in the world. Reverence is one of the
signs of strength; irreverence is one of weakness.
No man will rise high who jeers at sacred things.
The fine loyalties of life must be reverenced or
they will be foresworn in the day of trial.

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1 Manual of Instruction For Released-Time Seminaries,
(Department of Education, 380 Maeser Bldg., Provo, Utah, 1959),
p. 42.

2 David O. McKay, Gospel Ideals, (An Improvement Era
Publication, The Deseret News Press, Salt Lake City, Utah,
III. Objectives of Devotionals:

A. As with the accomplishment of any worthwhile project or experience, there must be purpose or direction for Inspirational Devotionals. Elder Sterling W. Sill emphasized the importance of objectives when he said: "He who aims at nothing is sure to hit." This statement is very apropos in this discussion and could profitably be memorized by student and teacher.

B. The Objectives are:

1. To encourage students to worship.
2. To provide experiences which will stimulate students in and give them opportunity for the practice of the art of devotion and worship.
3. To establish proper atmosphere in the Seminary classroom for the study of sacred scripture and history.

IV. Organization for Devotionals:

It is important that students become actively involved in Seminary work. Preparing and presenting Inspirational Devotionals affords a wonderful opportunity for this involvement. The teacher must remember that he is responsible for all that goes on in his classes and must supervise, counsel, and advise his students in this program. A good committee organization can relieve him of much of the planning and detail work. Some Seminaries elect or select a class president, counselors, counselors,

\[3\] Statement made by Elder Sterling W. Will in Nebo Stake Conference.
and a secretary who function in these capacities for a given length of time. During their tenure of office, part of their responsibility could be to appoint Devotional committee members to serve a specified length of time, say one to two weeks, and see that the devotional program is properly prepared and presented.

When the committee has been selected, a chairman may be appointed either by the teacher, class officers, or committee members. Dignity and importance may be added to the call by making announcement of the names of committee members or posting them on the bulletin or chalkboard. These committee members may be excused from some routine class work during the needed time for preparation, and they may be graded for the care they use in planning as evidenced by the quality of devotionals produced. Time to plan is necessary. Often, some of this can be accomplished before and after school, at noon, and during the time they are released from regular class work. It is necessary to have a place where they can plan and have access to devotional materials. A room where solos, duets, radio programs, or recordings can be made is very helpful in achieving a high degree of success.

Committee planning should be well ahead of the time the devotionals are to be given, and necessary assignments made early. Students generally appreciate such planning and give greater thought to preparation and performance when assigned well ahead of time. The theme of the devotional should be given with the assignment so that all
parts of the program might correlate. Committees should be reminded that all students need to worship and take part in devotionals. Each student in the class should have several experiences on planning committees and participating in the production of Inspirational Devotionals before the year is completed.

V. Materials Essential For Inspirational Devotionals:
Each Seminary should be equipped with the standard works of the Church, the Bible, Book of Mormon, Doctrine and Covenants and Pearl of Great Price. These become essential in the worship library and serve as indispensible sources for devotional material. Their use in this program helps students to become acquainted with their sacred contents and inspiration.

Suggestions for Inspirational Devotionals and Seminary Devotional Materials may be obtained from the Department of Education. Both volumes contain valuable suggestions and pertinent information vital in building devotional programs.

Church magazines, the Era, Instructor, and Relief Society have helpful material as well as the Church Section of the Deseret News. Students can be encouraged to watch these sources as well as other magazines and news media for aids.

The Department has published a collection of Favorite Seminary Songs which can be obtained for a nominal cost and will be referred to in the following devotionals as "Folder." Each student should have one in his or her Journal for easy access. Many valuable hymns have
necessarily been left out of this collection, and some that are included are not accompanied by the music; therefore, some Seminaries are providing the book of Hymns of the Church of Jesus Christ of Latter-day Saints which may be purchased from the Deseret Book Company, Salt Lake City, Utah, or Seventy's Mission Book Store, Provo, Utah. The use of the Hymn Book widens the selection of hymns and adds greater variety to the devotional programs. It also helps to teach young people how to read the music, thus helping them to sing more of the hymns with greater meaning and enthusiasm.

VI. Essential Equipment for Inspirational Devotionals:

A piano is an essential piece of Seminary equipment. Many students have had some training on this instrument and can accompany the singing. Students who are not so proficient can be stimulated to practice and prepare themselves to give this vital service to the Seminary and Church. The piano lends itself to almost every need; it is a good solo instrument, trios and duets can be played on it, and it is excellent for accompanying special numbers, such as vocal and instrumental solos and various combinations of voices and instruments. Its accompaniment is suitable for background for Scripture and other readings.

The electric organ can add much to the devotional service but becomes something of a luxury in most Seminaries because of the cost. Pleasing tonal quality is being developed in some small organs that might make them more acceptable and add beauty and utility.
A record player is essential in the modern classroom, not alone for devotionals, but for the reproduction of recorded messages that are now available as teaching aids. To make the best use of this equipment, there must be available good and appropriate recordings. A partial list is published by the Department. It is a good plan for a teacher to visit his favorite record store and inquire for recordings of sacred music and music for study and meditation. By spending a few minutes, now and then, suitable selections can be added to the Seminary library. Students make some worthwhile contributions in this area. For example, officers of one Seminary made a selection of The Robe, an album recording the music from the show by the same name and produced by the Hollywood Symphony Orchestra. Most students had seen the show and were somewhat familiar with the music; therefore, it was used effectively in devotionals that centered around the theme of the Trial and Crucifixion of Jesus Christ. Students are familiar with recordings of popular contemporary artists. Some examples are: Perry Como, "When You Come To the End of the Day;" Tennessee Ernie Ford, "Hymns;" Pat Boone, "He Leadeth Me" and "Hymns We Love;" Jane Froman, "Faith;" and Jerome Hines, "The Holy City."

Many beautiful albums recording string ensembles and organ reveries are available. They help to create

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an atmosphere of worship and can be used for background music for devotional and Scripture readings.

Tabernacle Choir and Organ recordings offer a choice source of recordings of sacred music.

A good microphone is an aid in devotional programs. It may be used for radio-type programs or Scripture and other readings with or without musical background. Teachers should help students find their mike distance, which is the distance one should stand from the microphone while speaking into it. As each individual has his own peculiar voice, each has a proper mike distance that will make possible the reproduction of his voice to give the most possible pleasing effect. Because most chapels are equipped with Public Address Systems, young people should be trained to use this equipment effectively.

A tape recorder is a helpful tool, not only for Inspirational Devotionals, but for class work as well. An entire devotional may be effectively recorded. It is beneficial in recording the first day devotional program.

VII. Some Essentials for Inspirational Devotionals:

A. Objective:

There must be purpose in each devotional and each part on the program should contribute to that purpose. Remember, "He who aims at nothing is sure to hit."

B. Prayer:

Prayer is the very heart of worship and is one area where students should be encouraged to be themselves, to be natural and not "put on" airs or repeat words and phrases so commonly used that they become trite. They
should be encouraged to seek the influence, guidance, and inspiration of the Holy Ghost. Prayer should be a fresh, out-pouring of heart-felt gratitude, love, and desire—the soul's sincere desire. Encourage sincere prayer—remember the prayers of the Pharisee and Publican. According to Jesus, whose prayer was most acceptable? Students should be reminded that there are few set prayers in the Church of Jesus Christ; therefore, there is a wide range of acceptable expressions. The thoughts suggested in the devotionals in this project are given as guides to help students focus on the theme or objective. Each prayer should be addressed to the Father in Heaven in the name of His Son, Jesus Christ. Real joy can come to students who learn to rely upon the direction of the Holy Ghost in communication with their Heavenly Father and to speak their own thoughts as motivated and dictated by the Holy Spirit.

The use of common personal pronouns when referring to Deity should be discouraged. The following short verse may be of benefit and can quickly be memorized as a guide:

Use correct words and say,
Thee, Thy, Thine, and Thou,
When you pray.

The student leading the class in prayer should use the plural "we" instead of the singular "I" in addressing the Father for he represents the entire group. It is very important that the theme of the devotional be used in the prayer that all minds may be focused on the
purpose of the devotional. Remember, "He that aims at nothing is sure to hit."

Students should be encouraged to pray audibly enough for all to hear.

Short periods of silent prayer and meditation may prove effective occasionally. As in all our activity in the Seminary, there should be an objective or theme in this exercise either announced or written on the chalkboard. This experience should not occupy more than sixty seconds and the student who leads should pronounce an audible "Amen" and the rest of the students should be encouraged to do likewise at the conclusion of the prayer.

Every class member should be encouraged to pray before the group. However, there may be some who because of inexperience or fear do not care to participate. It is important that we do not embarrass them by calling their name before the class. A clear understanding must be had by the devotional committee that they might assign such a student to some part of the devotional to which he will respond. The teacher and friends of the timid student can encourage him to take his assignment in prayer as the school year progresses.

The teacher should feel his responsibility to pray in class when called by the devotional committee. He can thus show his respect for the committee by responding to their call and set a good example in prayer.
C. **Music in Devotionals:**

Early in the history of the Church, the Lord directed instructions to Emma Smith, the Prophet's wife, in which He said:

> For my soul delighteth in the song of the heart; yea, the song of the righteous is a prayer unto me, and it shall be answered with a blessing upon their heads.  

Great emphasis has been put on hymn singing and other forms of music since that time, and it becomes important that students learn the messages of the Restoration in the hymns sung in Inspirational Devotionals. While there are many good hymns that have survived through centuries, Latter-day Saints should be familiar with those dealing with the great Restoration themes. The Inspirational Devotionals provide an excellent period to assist students in this activity which is vital in achieving the art of worship.

Because hymn singing is so much a part of the devotional, it is important that leadership be provided. Not every student will become a proficient conductor, but most, in the opinion of the writer, desire to know some of the fundamentals and can give great service in the Seminary, on missions, and in Church auxiliaries if they have this basic knowledge. Successful conducting is an art achieved through knowledge and skill, and the skill is obtained only by practice—practice makes perfect. Most of the Hymns can be conducted by the use of the following four basic patterns:

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5 Doc. and Cov. 25:12.
The most important baton movement is a preliminary or cue beat because it establishes tempo, volume, and other essentials. The cue beat generally follows the direction of the beat before the one with which singing starts. It is a get-ready, get-your-breath beat. Get the entire class doing these patterns to familiar hymns. They will enjoy this and accomplish something worthwhile at the same time.

In devotionals, music other than hymns may be properly used but should be carefully selected to follow the devotional theme. Music of too fast a tempo and songs with improper words should be left out of the Seminary experiences.

It is the duty of the conductor and accompanist to set the tempo for the hymn. A good rule to follow is to feel the tempo; if it drags, it is too slow; if it is difficult to keep up with, it is too fast. The conductor and accompanist should determine how much preliminary music
will be needed and if interludes between verses should be played. The message of most hymns is not complete unless all verses are sung; therefore, it is good to allow time to sing the complete hymn.

Hymn numbers should be posted where all may see, and the conductor and accompanist should be seated near the front of the room where they may waste no time and cause little disturbance in coming to conduct the hymn.

D. Scripture and Other Literature in Inspirational Devotionals:

The use of the Bible, Book of Mormon, Doctrine and Covenants and Pearl of Great Price is helpful in Inspirational Devotionals. Carefully selected scripture properly read can give great strength and courage to students. Reading to musical background often adds beauty and force to this experience. It is important that students be given help in this area for often the meaning of scripture is lost when they stumble over words or mis-read passages. This is another justification for early assignment and preparation. The use of stories and poetry from other sources is to be encouraged, but care in selecting choice literature must be exercised.

E. Skits and Drama in Inspirational Devotionals:

These, of necessity, must be short, but often can be effective in driving home an important lesson. They can be original and out of the students' experience which gives great interest and meaning to them. Care must be given to see that they do not become trite or farcical.
F. **Reverential Quiet:**

Reverential quietness must be maintained during the Inspirational Devotional. It is not compatible with the knowledge God has given us of Himself to suppose that His Spirit will be present, in houses dedicated for worship and study, if students are not quietly seeking to commune with Him. The Prophet, Elijah, heard the voice of the Lord, not in the fierce, strong wind, or the earthquake or fire, but in a still small voice. Moses climbed to the stillness of Mt. Sinai and there communicated with the Lord. Jesus Christ retired to the wilderness where He fasted and prayed and received strength to withstand Satan's temptings. He was on the Mount of Transfiguration where He received instructions for His mission. Joseph Smith, the modern Prophet, retired to a grove of trees, and there, in the stillness, he was visited by the Father and the Son who answered his questions. One of the first things a student must learn is that, during the devotional period, he has no right to disturb or interfere with the devotions of another and must be quiet. Dr. Asahel D. Woodruff writes that teachers make a serious mistake if students are left in a situation of forced attention. They must be Reverentially Quiet because they want to be. This comes by involving them in the program. There must be activity even in meditation and it must be directed for good. Dr. Woodruff's challenging and interesting figure from page 191 of his book, Teaching the Gospel, is here reproduced:
REVERENCE

Which

DIGNIFIED APPRECIATION  GROVELING SUBMISSION

Its drive→ Love
Its motive→ Greater Joy
Its technique→ Cooperation
Its tendency→ Greater Involvement
Its outlook→ Elevation to Power

Surrender to Security
Fear and Force
Self-protection
Placation
Escape

VIII. A Suggested Lesson on Inspirational Devotionals:

The following is a suggested lesson planned to acquaint students with the Inspirational Devotionals as used in the Seminaries of the Church of Jesus Christ of Latter-day Saints:

WHAT ARE INSPIRATIONAL DEVOTIONALS, WHY SHOULD WE HAVE THEM, AND HOW CAN WE USE THEM MOST EFFECTIVELY?

I. Objective:

To determine what constitutes Inspirational Devotionals, what their importance is and how we may use them to help us prepare ourselves and be inclined to unitedly do our part in aiding the Church of Christ achieve its great destiny.

II. Suggestions for Devotional:

LORD ACCEPT OUR TRUE DEVOTION

A. Hymn, "Lord, Accept our True Devotion," Folder, p. 10; Hymns, p. 101. If there is a young man or young woman who does some solo work or students who sing duets in the class, have them sing the first part or verses two and three, and all members join in singing "Ever guard us" and "Ever praising."

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6Asahel D. Woodruff, Teaching the Gospel, (The Deseret Sunday School Union Board, Salt Lake City, Utah, 1961), p. 191. (The entire chapter is excellent.)
B. Prayer -- It might be good for the teacher to lead out in this prayer to take the fear from students and give a pattern or model prayer. The prayer could express joy in being in Seminary and the opportunities afforded through this experience, a desire for knowledge and especially to be guided in their study of Devotionals, that they might develop the necessary knowledge and skills to make this period effective in their lives.

C. While the accompanist is playing softly and slowly the music, have a student read the words of the first verse of "The Lord Is My Shepherd," Folder, p. 11, Hymns, p. 104. Then have all students sing the next two verses.

III. References:

A. Alma 34: 17-28 (Amulek's Counsel on prayer).

B. Doc. and Cov. 88:117-126 (The Lord's guide to daily living). Also 18:40; 20:19, 29; 93:19; and 133:39.

C. James 4:2 (Ye have not, because ye ask not).

D. 1 John 3:22 (And whatsoever we ask, we receive).


F. Phil. 4:4-7 (Rejoice in the Lord always)


I. McKay, David O., Gospel Ideals, pp. 223-228 (A great man is reverent).
IV. Motivational items:

A. Write the words devotion, homage, worship, and reverence on the chalkboard and discuss their meanings and importance with the class members.

B. Williams Jennings Bryan said:

Man is a religious being; the heart instinctively seeks for a God. Whether he worships on the banks of the Ganges, prays with his face upturned to the sun, kneels toward Mecca, or, regarding all space as a temple, communes with the Heavenly Father according to the Christian creed, man is essentially devout.7

Carlyle said:

What greater calamity can fall upon a nation than the loss of worship.8

C. Discuss the guidance given by President McKay and how worship affects students.

D. If worship and devotion are natural and commanded of God, should not the necessary time be spent and energy expended to become more capable in planning and enjoying the Inspirational Devotionals?

E. Obtain pictures showing people of various parts of the world in the attitude of worship and devotion.

V. Background material for study and journal work:

A. Special reports can be assigned to individuals or groups and made before the class.

B. Students should be given sufficient time to read available references, and have read to them those

8Ibid.
references that are not available for all. In
discussion, the teacher can bring out the salient
points to be remembered and students could list them
in their journals.

C. An outline of the essentials of an Inspirational
Devotional can be made, the various steps being listed
on the chalkboard and copied into journals. Neatness
should be encouraged so that students might refer to
it as they plan their devotionals. It is hoped the
following essentials will be stressed:

I. Objective

II. Prayer

III. Scripture and other literature

IV. Music -- recorded, vocal or instrumental

V. Equipment

VI. Understanding and conviction:

A. Discuss the Inspirational Devotionals with the
students to make sure all understand what they are
and what their purpose is; also, how this purpose
can best be achieved.

B. What must each student do to have the Devotional
of value in his own life?

Discuss: If one sat at a banquet table that was
spread with good, wholesome food deliciously prepared,
would he get joy and satisfaction from just sitting
there or playing a game while all others ate? Empha-
size the relationship between this and the Inspirational
Devotionals.
C. Discuss how the same spirit of devotion may be carried into other situations of life; such as Sunday School, Sacrament Meeting, Priesthood and Mutual meetings.

VII. Application:

A. The student should now realize that it takes effort on his part to worship. It is an act, an art that can be learned and perfected. But, like any other art, it takes devoted effort to achieve ultimate good. Students should be encouraged to involve themselves in each devotional experience.

B. Practice the same procedure in other sacred meetings and remember a Latter-day Saint's responsibility is to teach others, to help them enjoy the Gospel of Jesus Christ.

C. The teacher should give each student the opportunity to develop skills in manipulating the equipment and becoming acquainted with devotional materials.

D. Student committees can be organized and given the responsibility to plan an Inspirational Devotional with a given theme or one of their own choosing and present it to the class. Constructive criticism and helpful suggestions could be given by class members and teacher.

E. As the year progresses, frequent references should be made to this lesson and reminders given as to objectives and means of obtaining them.
This introduction is a discussion of the Inspirational Devotionals, their importance, suggestions for organization, supplies, equipment and techniques in developing programs which will give the greatest stimulation and opportunity for worship. The following pages in this project will be devoted to suggested devotional programs for the Church History and Doctrine course prescribed by the Department of Education of the Church of Jesus Christ of Latter-day Saints and are designed to be put into the hands of devotional committees for use and as guides to further planning.
UNIT I
THE NEED FOR A RESTORATION

LESSON 1
WHAT KIND OF A CHURCH DID JESUS ESTABLISH?

I. The objective of this devotional is to help us realize that Jesus established His Church in His time.


III. Prayer:
   A. May express joy in the knowledge that Jesus established His Church for the instruction of its members.


V. Read, Sixth Article of Faith.
   Note -- Most students have previously memorized this Article and, therefore, could all repeat it in unison.
UNIT I
LESSON 2
WHAT HAPPENED TO THE CHURCH JESUS FOUNDED?

I. The devotional should help us realize that there was an apostasy from the Church of Christ which made a "restoration" necessary.

II. Prayer:
   A. May express joy for opportunities to learn of the apostasy. This should help us to see more clearly the value of membership in the Church and be stimulated to prepare ourselves to help the Church achieve its destiny.

III. Scripture, Amos 8:11-12.

IV. Hymn, "I Need Thee Every Hour," Folder, p. 17; Hymns, p. 79.
UNIT I
LESSON 3

HOW WAS THE WORLD PREPARED FOR THE RESTORATION?

I. The purpose of this devotional is to help us appreciate the concept that the Lord works through people to bring about His great purposes, and that there was a preparation necessary for the "restoration."

II. Hymn, "A Mighty Fortress is Our God," Hymns, p. 3, or play the Tabernacle Choir Recording of this hymn, #9, side 1, record ML 5497.

III. Read:

THE MARTYR

A man is thought a knave or a fool,
Or bigot plotting crime
Who for the advancement of his race
Is wiser than his time.
For him the hemlock shall distil,
For him the ax is bared
For him the stake prepared.
Him shall the scorn and rath of man
Pursue with deadly aim;
And envy, malice, spite and lies
Shall desecrate his name.
But truth shall conquer at the last,
For round and round we run,
And ever the right comes uppermost,
And ever is justice done.9

IV. Prayer:

Gratitude may be expressed for the courage of the great reformers who sacrificed for the cause of religious freedom.

V. Hymn, "Guide Us, O Thou Great Jehovah," Folder, p. 12;

Hymns, p. 56.

UNIT I
LESSON 4
A VITAL FAITH

I. This devotional is designed to help us appreciate Joseph Smith and members of the Church of the early period of Church History.

II. Read, Matt. 5:14-16; also, Doc, and Cov. 82:16.

III. Hymn, "Zion Stands with Hills Surrounded," Folder, p. 21; Hymns, p. 212.

IV. Prayer:
   A. May express gratitude for the righteousness and loyalty of the Nauvoo saints in sustaining the Prophet in building Nauvoo, the City Beautiful.
   B. A desire may be expressed that we may be as loyal to the present Prophet of the Church and all the Church stands for.

V. Play Tabernacle Choir recording, "How Lovely is Thy Dwelling Place, #6, side 2, record ML 5048."
UNIT II
THE PRIESTHOOD, THE GOSPEL, AND THE CHURCH RESTORED
LESSON 1
HOW IT ALL BEGAN

I. This lesson is planned to help us appreciate the First Vision as the initiatory event in the process of restoration.

II. Prayer:
   A. May express gratitude for the courage of Joseph Smith to "ask of God."
   B. Gratefulness to God for His evident love for man and the First Vision which is a powerful evidence of His desire to answer worthy prayers.
   C. Pray that we may so live that we, too, can ask God when we lack wisdom or are faced with serious problems.

III. Read, Joseph Smith's Own Story of this momentous event.
    Note -- It may be explained by the teacher that this First Vision might be likened to an overture that precedes an opera. It sets the stage or creates an atmosphere for the play proper by introducing some of the important themes of the production. This vision opened the way for the restoration, which began with the Vision of the Angel Moroni.

    Note -- This may be sung by a student as a special assignment, then the class could sing it through.
UNIT II
LESSON 2
THE BIBLE SPEAKS OF THE BOOK OF MORMON

I. This lesson is to teach that the Biblical writers and Prophets knew of and anticipated the coming forth of the Book of Mormon in order that we may realize that the coming of this ancient record is part of God's plan for our exaltation.


Note -- It may be wise to explain to the students what "stick" means and also some of the other expressions and words used in this scripture, before it is read. The student assigned should be given sufficient time to be familiar with the words and meaning in order to read it fluently and with meaning.


IV. Prayer:

A. May express thanks for God's plan for the exaltation of His children.

B. A desire for increased knowledge and interest in this study that we may be better prepared to defend the Book of Mormon and declare its message.
UNIT II
LESSON 3
THE ORIGIN OF THE BOOK OF MORMON

I. The objective is to help us understand the circumstances surrounding the origin of the Book of Mormon in order that our testimonies of the origin of the Book may be strengthened.

II. Hymn, "An Angel From On High," Folder, p. 13; Hymns, p. 224. Note -- Time could profitably be spent to teach the students this Hymn. All five verses should be used to complete the message. This Hymn lends itself well to solo or duet rendition. It was written by Parley P. Pratt, an early convert to the Church and helps give deep significance to this important vision. It could be repeated many times during the school year as a review of this history. The last stanza is a prophecy largely fulfilled in present history when Israel has been using her wealth to build up Jerusalem.

III. Prayer:
A. May express joy in the fact that the Book of Mormon has come forth as predicted by the ancient prophets.
B. A desire to know not only the history surrounding the origin of the Book of Mormon, but to know the record itself.
C. A dedication or commitment to tell others of this New Witness for Christ.

IV. Scripture, III Nephi 29:1-3.
UNIT II
LESSON 4
THE TRANSLATION AND PUBLICATION OF THE BOOK OF MORMON

I. The objective of this lesson is to help us understand that the translation of the Book of Mormon was accomplished by "the gift and power of God," in order that we may achieve an increased measure of faith in the fact that God's help is always available to those who seek Him.

II. Hymn, "I Need Thee Every Hour," Folder, p. 17; Hymns, p. 79.
Note -- Some verses of the Hymn may be sung by a special group or a soloist, the rest humming then all joining in the remainder of the song.

III. Have a student read,

BLESSD ARE THEY THAT HAVE THE FAITH

Blessed are they that have the faith,
For they are chosen of the Lord.
The glories of the promised land
Shall be their portion and reward.

'Twas Nephi in the olden days
Enjoyed this gift of faith supreme.
Recall what mighty deeds be wrought.
Have faith, Ye Saints; Faith can redeem.

Faith is a rock, steadfast, secure.
Who builds thereon he buildeth well.
Let faith thy pillar be
Then 'midst the sainted shall ye dwell.

Ye Saints, have faith, and constant be.
When skies grow dark and hopes decline,
Then let your faith the stronger be;
Have faith, Ye Saints, faith is divine.10

-- Herbert Auerback

10Ibid., pp. 63-64.
IV. Prayer:

A. May express gratitude for God's directing hand in the Translation of the Book of Mormon.

B. Willingness to learn why God was so attentive in this work that students will be better prepared in teaching its contents to others.

V. A student or teacher may bear witness of the truth of the Book of Mormon. The students may desire to call in a member of the Bishopric, a returned missionary, Stake President, or any other Ward officer or Stake officer or teacher and have them bear witness of this truth.
UNIT II
LESSON 5

WHAT IS THE CHALLENGE OF THE BOOK OF MORMON?

I. The purpose of this lesson is to help us realize that through the Book of Mormon we can know that Jesus is the Christ and Joseph Smith is a Prophet of God.

II. Scripture, Moroni 10:4-5. Note -- The student should be challenged to repeat these from memory and encourage all classmates to learn them also.

III. Prayer:
A. May express gratefulness for the Book of Mormon, which is a new witness for Christ.
B. Also joy in the challenge Moroni gives to all of us, to ask God if these things are not true.

IV. Read "A Nation Speaks Out From the Dust." Sacred music played softly in the background would be effective.

A NATION SPEAKS FROM OUT THE DUST

Rejoice, O Earth! While tempests rage,
The Dispensation's early morn
Brings forth a wonder of the age—
A modern miracle is born!

One hundred years have passed away
Since pillowed in celestial flame,
To Ramah's slopes, dethroning day,
The angel of the record came.

To Joseph, God's anointed Seer,
He gave the Book of Mormon old
That lay reposed from year to year
There in Cumorah's virgin mold.

A nation speaks from out the dust!
Let Joseph's scattered seed rejoice!
The pages of that sacred trust
Are vibrant with Jehovah's voice.
His words of life are written there;
His promises and precepts old;
And gems of hidden wisdom rare
Adorn that sacred book of gold.

Sweet with the voice of hallowed Seers
From age to hoary age it lay,
The story of forgotten years
And struggling nation passed away.

To issue forth in latter days
From ancient Ramah's sacred sod,
To reconcile a darkened race
And vindicate the ways of God.\textsuperscript{11}

--- Theodore E. Curtis


Note -- This hymn may be new to most students, but in Seminaries where hymn books are available, it would be a worthy project to spend time to learn to sing it. If this is not desired some student, or students, may be assigned this project to sing to the class. A substitute hymn might be, "Sweet Is the Peace the Gospel Brings," Folder, p. 8; \textit{Hymns}, p. 191.

\textsuperscript{11}\textit{Ibid.}, pp. 15-16.
WHAT DOES THE RESTORATION OF THE PRIESTHOOD MEAN TO THE WORLD?

I. The objective of the lesson is to understand the spirit and power of the priesthood in order that we will so live as to serve our fellow men and promote the destiny of the Church of Jesus Christ.

II. A student could take the part of John the Baptist; one, Joseph Smith; and another, Oliver Cowdery. Explain to the students that these three are enacting the bestowal of the Aaronic Priesthood. As the two representing Joseph and Oliver kneel, "John" places his hands upon their heads and repeats Doc. and Cov. 13. A picture of the Aaronic Priesthood Monument shown during the reading of this scripture could be effective if the above dramatization was not desired. Note -- Do not try the above dramatization unless you are sure it can be a sacred experience.


IV. Prayer:
   A. Gratitude may be given for the priesthood power to seal on earth and have it be binding in Heaven.
   B. A desire to know more about the Priesthood and how it may be used to bless mankind.

V. A student could give a short talk on the blessings that came to his or her home because of the priesthood.
UNIT II
LESSON 7
ARE THE TESTIMONIES OF THE WITNESSES
OF THE BOOK OF MORMON STILL VALID?

I. This devotional should help us appreciate the fact that
twelve honorable and reputable men actually saw and handled
the plates from which the Book of Mormon was published and
left their witness for the world, in order that we may
desire to declare this truth to all men.

II. Read, "The Testimony of the Three Witnesses. Note --
This can be made more effective with a sacred musical
background. The reader and students should be challenged
to try to feel as they imagine the Witnesses felt at the
time they bore this witness. The teacher should check
with the student to make sure he can pronounce and knows
the meaning of the words in the testimony.

III. Prayer:
May express gratitude for the integrity and dedication of
these twelve witnesses to the truths they had beheld, in
spite of bitter persecution.

IV. Vocal solo or duet, "I Have A Testimony."
UNIT II
LESSON 8
WHY WAS THE CHURCH ORGANIZED?

I. This Inspirational Devotional should help us appreciate that the Church was organized by direct commandment from our Father in Heaven in order that we might realize that our opportunities, blessings, and responsibilities – as covenant members of the Church – are dependent upon the Church achieving its destiny.


III. Scripture, Eph. 4:11-14.

IV. Prayer:

May include expression of gratitude for the Church organization which provides association and fellowship, instruction and authority to perform vital acts for its members.

UNIT II
LESSON 9

HOW DID THE CHURCH BEGIN THE TASK OF BUILDING THE KINGDOM OF GOD?

I. The lesson objective is to help students understand that the Church of Jesus Christ, in common with all great causes, had a humble beginning. Through this we might realize that all our acts and contributions are important for the building of the Kingdom of God.


III. Scripture, Doc. and Cov. 4.

IV. Prayer:
   A. May express joy for the restoration of the Kingdom of God.
   B. A desire that all the class members may be motivated to fulfill their obligations to the Lord.

UNIT II
LESSON 10
WHY DOES THE CHURCH HAVE MISSIONARIES?

I. It is important that young people in the Church realize that this is a missionary Church and that they should prepare themselves to teach the Gospel. This devotional should help to kindle this desire to prepare for the mission of spreading the Gospel.

II. Hymn, "It May Not Be On The Mountain Height," Hymns, p. 75. Note -- This hymn may be sung as a solo or duet. A soloist may sing some verses of it with all joining in the other verses and choruses.

III. Prayer:

A. Thanks may be given for the missionary system which brought the Gospel to those seeking the truth, including our ancestors.

B. Express gratitude for the opportunities to prepare for missionary work provided in auxiliaries and Seminaries of the Church and the desire to share the Gospel with others.


V. A student who has a brother or sisters on a mission may tell of the joys and blessings that have come to his family, and especially to those whom he might have baptized.
UNIT III

ZION EXPANDS WESTWARD -- OHIO-MISSOURI PERIOD (1831-1839)

LESSON 1

MORMON COMMUNITIES ARE ESTABLISHED IN OHIO AND MISSOURI

I. This devotional should help us see that a person's beliefs will have an effect on his life, and many persons with similar beliefs may affect a community life.


III. Prayer:

A. May express love for the Gospel and for members of the Church that was shown by the early Saints.

B. A desire to become converted and involved in the Church, that we may enjoy the same joys experienced by the early members of the Church.

IV. Read:

I YIELD MINE ALL

Laid on Thine alter, O my Lord Divine,
Accept this gift today, for Jesus' sake.
I have no jewels to adorn Thy shrine,
No far-famed sacrifice to make;
But here within my trembling hand I bring
This will of mine -- a thing that seemeth small,
But thou alone, O Lord, Canst't understand
How, when I yield Thee this,
I yield mine all.12

12 Ibid., pp. 40-41.
UNIT III
LESSON 2
CHURCH GOVERNMENT EXPANDS

I. This lesson should acquaint us with the expansion of Church Government that came as the Church grew and needs arose.

II. Prayer:
   A. May express joy in the knowledge that God guided the organization of His Church and revealed to Joseph Smith the form of a perfect organization.
   B. Gratitude that the organization still provides all that is necessary for the exaltation of the children of God.
   C. A desire for greater knowledge and understanding of the Church Organization and a willingness to serve therein when called by authority.

III. Scripture, Doc. and Cov. 107:99-100. Note -- These two verses could be memorized and repeated as a choral reading.


V. A student could review the account of David and Saul, showing the respect David had for Saul's authority, I Sam. 24, 26.

VI. If time permits, have a short talk given on, "What Are My Obligations to A Church That Gives Me So Much?"
UNIT III
LESSON 3
THE GLORY OF GOD IS INTELLIGENCE

I. It is the purpose of this lesson to acquaint us with the expansion of the Church Doctrine in order that we may appreciate the Lord's love and care as evidenced by His revelations and be stimulated to know and share the Restored Gospel.

II. Prayer:
A. May express thankfulness that we are not kept in intellectual and spiritual darkness, but are commanded to learn and partake of the light of the Gospel and share that light with others.
B. Appreciation for Seminaries and other organizations in the Church which teach the Gospel and give opportunity to learn and practice it.
C. Willingness to eagerly pursue knowledge by study and by faith.


IV. Tabernacle Choir Recording, "Battle Hymn of the Republic," #7, record ML 5387.

V. A short talk could be given by a student on the subject, "Where Did Joseph Smith Gain His Knowledge of God, Tithing and the Word of Wisdom?"
UNIT III
LESSON 4
THE DOCTRINE AND COVENANTS AND BOOK OF ABRAHAM

I. This lesson considers God's revelations to help us realize that the Lord is close to His Church. Scripture is added as the need arises. May we appreciate the Lord's desire to help His People, and be stimulated to pray to and serve Him.

II. Scripture, Doc. and Cov. 1:24-28. Note -- Soft background music of "How Gentle God's Commands," could be effective with this scripture. It may be well to tell students that the scriptures in this devotional are taken from the Lord's preface to the Doctrine and Covenants.


IV. Prayer:
   A. May give praise for the devotion of a kind Father in Heaven who has revealed His word to the Prophet Joseph Smith which is now recorded in the Doctrine and Covenants and Book of Abraham as a voice of warning unto all people.
   B. A desire to prepare to help the Church achieve its destiny.

V. Scripture, Doc. and Cov. 1:34-37.
UNIT III
LESSON 5
THE GREATNESS OF EARLY LEADERS

I. This devotional should help show the effects of the Gospel on men and women who came into the Church, in order that we may appreciate the kind of leaders developed by the Church.

II. Read Brigham Young's statement,

Man is the offspring of God ... We are as much the children of this great Being as we are the flesh of His flesh, bone of His bone, and the same fluid that circulates in our bodies, called blood, once circulated in His veins as it does in ours. As the seed of the grains, vegetables and fruit produce their kind, so man is in the image of God.13

III. Prayer:

A. Gratitude for our pioneer heritage.

B. Commitment to so live that those who follow as posterity will be proud of their heritage, also.

IV. Hymn, "We Thank Thee, O God, For A Prophet," Folder, p. 26;

Hymns, p. 196.

V. Scripture, Doc. and Cov. 59:5-8.

13Daniel H. Ludlow, Latter-day Prophets Speak, Selections and Writings of the Presidents of the Church of Jesus Christ of Latter-day Saints (Bookcraft, Salt Lake City, Utah, 1948), p. 275.
UNIT III
LESSON 6
THE BEGINNING OF TEMPLE BUILDING

I. This Inspirational Devotional should help us appreciate the purpose of the first temple in this dispensation and the important powers that were conferred therein in order that we may realize the importance of this sacred meeting place.

II. Hymn, "The Spirit of God Like A Fire," Folder, p. 25; Hymns, p. 213. Note -- Before the Hymn is sung, it would be worthy to tell the students, or have a student tell them, that this hymn was written by William W. Phelps some time prior to the dedication of the Kirtland Temple, but did not reach the full measure of its emotional and spiritual powers until it climaxed this service. As the Prophet, Joseph Smith, uttered the concluding words of the prayer,

O Lord God Almighty, hear us in our petitions, ... and accept the dedication of this house, unto Thee, the work of our hands, which we have built unto thy name.14

singers stationed in the four corners of the temple, together with the assembly, sang with great emotional fervor. The hymn reviews many important events of the restoration and has become endeared to the Mormon people as one of the great hymns of the restoration.

14Doc. and Cov. 109:77-78.
III. Prayer:

A. Appreciation for the sacrifices of the early Saints in building the Kirtland Temple.

B. Joy in the knowledge that Jesus Christ and other Heavenly messengers appeared and delivered vital keys to perform work for man's exaltation to Joseph Smith and Oliver Cowdery.

C. Desire to be worthy to partake of the blessings now available to the faithful through Temple ordinance work.

IV. Read portions of the Dedicatory Prayer given to Joseph Smith by revelation. The following verses are suggested: Doc. and Cov. 109:1-21.

V. Hymn,"Earth With Her Ten Thousand Flowers," Folder, p. 11; Hymns, p. 30. Note -- As the Kirtland Temple was landscaped and beautified, Brother Phelps was so impressed that he wrote this hymn, which is a favorite to this day.
UNIT III
LESSON 7
TRYING TIMES IN KIRTLAND

I. It is the purpose of this lesson to show that as trying time in the Church mounted there were some who fell into apostasy. The strength and testimony of the majority, however, caused them to remain steadfast.

II. Hymn, "Now Let Us Rejoice," Folder, p. 25; Hymns, p. 118. Note -- This hymn was written by William W. Phelps during those days of trial and persecution. It must have been his desire that the drooping spirits of the Saints would be lifted up with hope, courage and determination for, "Jesus will say to all Israel, Come Home."

III. Scripture, Matt. 24:3-14.

IV. Prayer:
   A. Desire to remain faithful in spite of abuse and persecutions should they come.
   B. Gratitude that persecution is not so intense as it once was in the Church.
UNIT III
LESSON 8
CONFLICTS IN MISSOURI

I. The objective is to show the strength of conversion evidenced in the lives of the Saints as they were persecuted and driven from Missouri in order that we may appreciate the faith they had and determine to be strong in defense of the Gospel and in teaching its message.

II. Scripture, Doc. and Cov. 121:1-15. Note -- Explain the setting for this section before it is read.

III. Prayer:
A. May express gratitude for the great faith of the early Saints who withstood persecution and preserved the Church through trials and tribulations.
B. Joy in the evidence of God's guidance during these serious times.

IV. Hymn, "Come, O Thou King of Kings," Folder, p. 10; Hymns, p. 20. Note -- This hymn was composed by Parley P. Pratt during these dark days of persecution in Missouri.
UNIT IV
THE ILLINOIS PERIOD AND NAUVOO THE BEAUTIFUL
LESSON 1
A FAITH STRONGER THAN STEEL

I. The lesson objective is to show us the power of faith and works in overcoming obstacles in order that we may become strong in maintaining our faith.

II. Hymn, "God of Our Fathers, Whose Almighty Hand," *Hymns*, p. 54. Note -- As this has been the practice song in Sunday School, all should be fairly familiar with it and able to sing it with force.

III. Prayer:
A. Express joy in the devotion of the Nauvoo Saints to their Prophet and leader, Joseph Smith.
B. Commitment to follow the present head of the Church as God's spokesman.

IV. Have a girls trio sing, "We Ever Pray For Thee," *Hymns*, p. 386.

V. Scripture, Mark 16:16-18.
UNIT IV
LESSON 2
A CITY STATE IS DEVELOPED IN AMERICA

I. This devotional should help us realize that the City of Nauvoo was established upon principles which encouraged freedom and educational endeavor in order that we may see how blessed its citizens were and how rapid is the progress of Saints who thus live.

II. Prayer:
   A. May give thanks for God's revelation and direction in the building of Nauvoo, the City Beautiful.
   B. Gratitude for the evidence that men can live together and govern themselves after they have been taught correct principles.

III. Scripture, Hebrews 11:10.

IV. Hymn, "Beautiful Zion Built Above," Folder, p. 16; Hymns, p. 78.

UNIT IV
LESSON 3
FOREIGN MISSIONARY LABORS

I. This devotional should help us appreciate the progress of missionary work and stimulate our own preparation for missions.

II. Tell the experiences and conditions of Brigham Young and Wilford Woodruff as they departed for their missions.

III. Hymn, "It May Not Be On The Mountain Height," Hymns, p. 75. Note -- This may effectively be given as a vocal solo or duet.

IV. Have a student lead out and all students repeat, I Nephi 3:7.

V. Prayer:
   A. Appreciation for missionaries in the early Church who brought the Gospel to ancestors of many class members.
   B. A willingness on the part of students to bring joy into the hearts of others by teaching them the Gospel.
I. This devotional should help us appreciate the Prophet Joseph Smith's determination to perform his work as a Prophet of God in order that we might be stimulated to dedicate ourselves to the success of the Church.

II. Prayer:
May express thankfulness for the courage and endurance of the Prophet and a willingness to serve in the Church which was restored through him.

III. Tell of Joseph Smith's appeal to the President of the United States for redress, how he was received and President Van Buren's reply. Note -- This is vividly given in Grant's book, The Kingdom of God Restored, pp. 265-266.

UNIT IV
LESSON 5
THE NAUVOO TEMPLE AND DOCTRINAL DEVELOPMENT

I. The objective is to help us understand the great events that took place in the Kirtland Temple.

II. Prayer:
   A. May express gratitude for the revelations of God and visits from Heavenly messengers which have restored the Gospel among men for their blessing and exaltation.
   B. Appreciation that the family, properly sealed by the Priesthood of God, will be an eternal association.
   C. Determination to so live that these great blessings may be realized in our own lives.

III. Have a student sing, "Open the Gates of the Temple."
    Note -- if no soloist is available, the words of the song may be read; or sing "Sweet Hour of Prayer," Folder, p. 12; Hymns, p. 166.

IV. Have a student discuss the significance of Elijah's mission and tell how it affects us today.

V. Hymn, "There is Beauty All Around," Folder, p. 8; Hymns, p. 169.
A CLASH OF SOCIAL ORDERS

I. This Inspirational Devotional should help us understand some of the causes of conflict in Illinois and to appreciate the Prophet Joseph Smith more fully.

II. Hymn, "Choose the Right," Folder, p. 17; Hymns, p. 110.

III. Prayer:
   A. May express joy in the leadership and integrity of the Prophet Joseph Smith.
   B. Determination to build strength of character by increasing knowledge and faith.

IV. Read,

   THE ONE ETERNAL THING

   Almighty God grants you this wondrous life
   To use in aid of His great purposes.
   You shall not then devote your time and toil
   Nor give your heart to selfish power and gain;
   But, striving to gain a worthy goal,
   So live that with a retrospective gaze
   Your eyes fall not upon a darkened course,
   Obscured by wrecks of other's joys and hopes,
   But find a path made beautiful and bright
   With blossoms of your love and generous aid.
   So live, that when your final hour comes,
   Your anxious thought will search the bygone years
   To justify your life unto yourself.  

V. Sing, "I have Work Enough To Do," Folder, p. 12; Hymns, p. 71.

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15Seminary Devotional Materials, p. 41.
UNIT IV
LESSON 7
THE MARTYRDOM

I. The lesson objective is to help us realize that the Prophet Joseph Smith "sealed his testimony with his blood" and that he was an example of steadfastness in the faith.

II. Prayer:
   A. Love for the Prophet Joseph Smith may be expressed.
   B. Determination to defend the Prophet's name and honor.

III. Hymn, "When Dark and Drear the Skies Appear," Hymns, p. 293.
     Note -- This Hymn may be sung as a solo or duet.

IV. After giving the setting for it, read Joseph Smith's statement,

   I am going like a lamb to the slaughter;
   but I am calm as a summer's morning; I have a conscience void of offence towards God, and towards all men. I shall die innocent, and it shall yet be said of me--he was murdered in cold blood.16

V. While sacred music is playing in the background, possibly "O My Father," read "Oh Give Me Back My Prophet Dear," Hymns, p. 137. These words were written by John Taylor as he mourned the death of the Prophet and Hyrum.

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UNIT IV
LESSON 8
THE GREATNESS OF JOSEPH SMITH

I. The objective of this devotional is to stress the greatness of Joseph Smith in order that the students might more fully appreciate his mission and faithfulness.

II. Hymn, "Praise to the Man," Folder, p. 25; Hymns, p. 147.

III. Scripture, Mark 8:34-37.

IV. Prayer:
A. Joy may be expressed for the many blessings which have come because of the faithfulness of the Prophet in re-establishing the Church through God's direction.
B. Commitment to prepare oneself to complete his own destiny in the Church.

V. If possible, have the hymn, "The Seer, Joseph, The Seer," sung as a solo; Hymns, p. 296. Note -- This is one of the more difficult hymns both for vocalist and accompanist and therefore it should be assigned several weeks in advance. The students who accomplish this can receive great personal satisfaction and bring joy into the hearts of others who listen to the great message.
UNIT IV
LESSON 9

THE CHURCH OF JOSEPH SMITH OR THE CHURCH OF CHRIST?

I. This lesson emphasizes that Joseph Smith was an instrument of the Lord in restoring the Church. It was not Joseph's Church, but the Church of Jesus Christ and continued on after the Martyrdom and is being guided by divine revelation today.


V. Record, Tabernacle Choir recording, "God of Our Fathers, Whose Almighty Hand, Record ML 5497.

VI. Prayer:
A. May express gratitude for God's planning for His children, their welfare and exaltation.

B. Desire to be loyal to the Church.
UNIT IV
LESSON 10
NEW LEADERS AND OLD PROBLEMS

I. This devotional should help interest us in the lesson whose objective is to show that persecution did not cease with the death of the Prophet and Hyrum, but that the Saints were driven to a new home.

II. Prayer:
   A. May express a desire to understand why persecution follows those who believe.
   B. A willingness to bless all mankind with the Gospel.

III. Read the words to the hymn "Awake, Ye Saints of God, Awake," Hymns, p. 229.


V. Scripture, 1 Cor. 13:4-7.
UNIT V
THE EXODUS TO GREATNESS
(From Nauvoo to the Salt Lake Valley, 1846-47)

LESSON 1
AN EXILED PEOPLE

I. The objective is to study the Great Exodus that we may appreciate the faith and integrity of the pioneers and show that appreciation in our own lives.

II. Play the last part of record, Fullness of Times, Episode 13, Side 2. Take time to hear about the last three inches of the record.

III. Prayer:
   A. Gratefulness for the faith, devotion and courage of the early saints who left comfortable homes to traverse the bleak, snow-swept prairies of Iowa.
   B. Prayer for strength to face problems that arise in the lives of students, that while they do not have a physical wilderness to cross, they have many lonely decisions to make.

IV. Tell the circumstances surrounding the writing of "Come, Come Ye Saints," then all sing it. Folder, p. 24; Hymns, p. 13. (See pp. 98-99 in the Church History Outline.)
UNIT V
LESSON 2
THE MORMON BATTALION

I. This Inspirational Devotional should awaken an appreciation in our hearts for the loyalty which characterized the Mormon attitude toward the United States in order that our own love for our country might be increased.


III. Give the following:

"While the Saints were on the Iowa plains, the nation from which they were exiled called for five hundred men to volunteer for service in the Army to help fight the war with Mexico. The Saints had asked for help from the government, but were surprised and shocked at this call. Taking this many choice men out of the camps of Israel would be crippling to the westward movement, and would force them to remain on the plains. The men volunteered and thus was born the Mormon Battalion, and a march of great sacrifice. From the pen of one of the Battalion members we have the following:

In forty-six we bade adieu
To loving friends and kindred, too;
For one year's service, one and all
Enlisted in our country's call,
In these hard times.
A Mormon soldier band we are:
May our great Father's watchful care
In safety kindly guide our feet,
Till we again our friends shall meet
And have good times."17

IV. Prayer:

A. May be an expression of appreciation for citizenship
   in this choice land.

B. Desire to accept responsibility of citizenship and
   freedoms that have characterized this land by
   righteous living and a willingness to serve God and
   our country.

17Sterling D. Wheelwright, Study of Mormon Hymns, (San
Francisco State College, 124 Buchanan St., San Francisco 2,
Calif.), p. 111.
UNIT V
LESSON 3
THE MORMON PIONEERS

I. It is the purpose of this lesson to help us appreciate the Mormon Pioneer spirit and their courage and contribution to the frontier movement and the colonization of the West.

II. The prayer may contain:
   A. Gratitude for faithful ancestors.
   B. Determination to leave a good heritage for those who follow us.


UNIT V
LESSON 4
THE NEW GATHERING PLACE

I. This Inspirational Devotional should help awaken an interest in the history of the New Gathering Place in order that we may appreciate the inspiration, toil and sacrifice that went into the colonization of the West.

Note -- Before the song and as an introduction of the theme have a student or teacher tell of the writing of this hymn by Charles W. Penrose, who, while still living in England, longed to come to these peaceful valleys "where the pure breezes blow and the clear streamlets flow," and was certainly inspired to write this hymn. (For further discussion see Church History outline, pp. 107-108.)

III. Have a soloist or the class sing, "The Hand Cart Song."

IV. Prayer:
A. May express gratitude for these beautiful valleys and hills, and peaceful homes.
B. Praise for those who struggled to cause the Desert to blossom as the rose.
C. Commitment to face life's problems today with courage and fortitude.
UNIT V
LESSON 5
THE SPIRIT OF GATHERING

I. This lesson objective is to help students appreciate the fact that a spirit of gathering came to the new converts, causing them to forsake worldly comforts to be with the Saints.

II. Hymn, "The Morning Breaks," Hymns, p. 269. Note -- This hymn was written by Parley P. Pratt for the missionaries in England. It has been set to several melodies and is still a popular hymn of the restoration. Aaronic Priesthood members may be familiar with it as it was sung by them in a church-wide program.

III. Prayer:

A. May express appreciation for missionaries who took the gospel to foreign lands to those honestly seeking the truth.

B. That converts forsook family, friends and good situations to gather to Zion.

C. Because of their sacrifice and devotion, young people of the Church should determine to teach the same Gospel to others.

IV. Scripture, Doc. and Cov. 4.
UNIT VI
ESTABLISHING ZION IN THE GREAT BASIN, (1847-1896)

LESSON 1
CONQUERING THE DESERT

I. The objective of this devotional is to help us appreciate the character and faith of the pioneers which enabled them to "make the desert blossom like the rose" in order that we may feel a responsibility to others and build upon the foundation left by the pioneers.

II. The prayer may express:
   A. Joy in living in these beautiful valleys.
   B. Gratitude for freedom from persecution.
   C. Desire to live the Gospel and teach it to others.

III. Hymn, "Firm As the Mountains Around Us," Folder, p. 26; Hymns, p. 42.

IV. The following short drama may prove helpful and give students ideas from which others may be produced. It is a story of Mary and John, two faithful Church members who have suffered through much hardship and persecution and are now settled in the West, but not exactly settled, as will be realized:
Mary sits knitting as John enters looking distraught and worried. Mary speaks, "John dear, you are late tonight. I have had supper ready for over an hour. In a way, I haven't minded because I have been enjoying the beautiful sunset, and the flowers and trees, and the beauties around us. We have worked hard on this place, but our labors have been fruitful. All our plantings have done so well, and our new fruit trees will begin to bear next year."

John embraces his wife, then answers: "Yes, everything looks so good and brings great satisfaction, doesn't it? Think of how this piece of sage-covered land looked but a few years ago, and now look at it. The Lord has truly blessed our efforts; Salt Lake City is becoming a beautiful city in which to live." (Mary sits and resumes her knitting, while John is speaking.) After a slight pause, he continues, "Mary, I am late tonight because President Young sent for me. He wanted to see me in his office."

Mary somewhat startled, "What does he want? Does he need men to go back across the plains with teams to help the Saints in Winter Quarters come West this spring?"

John: "No, it involves a greater decision on our part than that. There is a valley about 200 miles northeast of here that the Prophet wants settled. New frontiers must be opened up to make room for more saints that are coming to Zion, and he has selected us to join a company under the leadership of Elder Charles C. Rich to go to this area."
Mary, rising and speaking quickly: "But, John, we have just finished our home, and it is comfortable; and our flowers and gardens and fields. Must we leave all these and start over again? How much must we give up for the Gospel? Is there never to be an end to calls made upon us? (She slumps into a chair as she finishes speaking, tears begin to stain her cheeks.)

John: "Yes, I know, it does appear a terrible sacrifice for us now; but remember, we followed a Prophet across the plains into these valleys. The fact that we are here does not mean that he is no longer a Prophet. This call has come from one who speaks for God. What he has called us to do must be right; it will turn out all right for us; we must accept the call."

Mary, much more calm replies: "Of course, dear, we know that the mantle of the Prophet Joseph Smith fell upon Brigham Young and that he is inspired and directed by the Lord. It will be hard to leave so much that we have struggled for, but think of what it can mean to some other family who arrives here after the long struggle to cross the plains. (After a short pause) We are still young and are healthy and vigorous. We can plant again. Surely flowers, shrubs, trees and grass will grow in the new settlement. (She goes to his side and grasps his arm with her two hands.) We still have each other and our faith in the Restored Gospel and confidence in the inspired leadership in the Church. This is a combination that cannot be conquered. I am willing to stand by your side.
We shall accept the call and establish a new home."

(They stand looking as if into the future while the class or a soloist sings, "Come, Come Ye Saints," Folder, p. 24; Hymns, p. 13.)
UNIT VI
LESSON 2
A SELF-SUSTAINING PEOPLE

I. The Inspirational Devotional should help us realize that the Saints were enterprising and ingenious in making their way in the west. We need to be stimulated to develop our own potential abilities.

II. Some of the following thoughts may be expressed in prayer:
   A. Appreciation for the skills that were developed by the pioneers as evidenced by the things they created.
   B. Gratitude for abilities among people today.
   C. Determination to improve these talents to give greater service to the Church.

III. Hymn, "I Have Work Enough to Do," Folder, p. 15; Hymns, p. 71.

IV. Tell the parable of the Talents, Matt. 25:14-30, and show its application today.

V. Hymn, "Choose the Right," Folder, p. 17; Hymns, p. 110.
UNIT VI
LESSON 3
SOCIAL EXPERIMENTS

I. The objective is to acquaint students with some social experiments tried during the 1847-1890 period in Church History.

II. Hymn, "O Happy Home Among the Hills," Hymns, p. 337. Note -- This is a beautiful duet for a young man and a young lady or two young men to sing with the entire class joining in the chorus, and can be learned in a very few minutes.

III. Prayer:
A. Gratitude for homes in the west where peace and plenty have been the rule rather than the exception.
B. Pray for greater realization and understanding of responsibilities we possess and a determination to discharge them faithfully.

IV. Hymn, "There is Beauty All Around," Folder, p. 8; Hymns, p. 169.

V. Read:

Dear God:

We thank Thee for our homes.
We are glad that Thou hast set us in families.
Help us to respect all homes.
When we have shut the door against All that is without,
May we find Thee always within.
Speak Thou in our family councils;
Let Thy spirit fix our family choices.
Ever be with us in our homes,
In sun or shadow be present all our lot to share.
Make holy Thy blest fellowship with those we love.
May all homes be heavens, since Thou art there.

Amen

18Seminary Devotional Materials, p. 92.
UNIT VI
LESSON 4
THE UTAH WAR

I. This Inspirational Devotional should help us become interested in and acquainted with results of the misunderstandings between the Mormons and the Federal Government.

II. Read Brigham Young's words uttered when news was brought to him of the coming of Johnston's Army.

Liars have reported that this people have committed treason, and upon their representation the President has ordered out troops to assist in officering the territory. We have transgressed no law, neither do we intend to do so; but as for any nation coming to destroy this people, God Almighty being my helper, it shall not be. (Berrett text, p. 477)

III. Hymn, "Firm As the Mountains Around Us," Folder, p. 26;
Hymns, p. 42.

IV. Prayer:

A. May express gratefulness for leadership that stands for the rights of the people.

B. Joy in the knowledge that misunderstandings were cleared up and serious trouble averted.

C. Determination to defend the right.
UNIT VI
LESSON 5
INDIAN WARS AND A GREAT TRAGEDY

I. Colonizing the West was not an easy task. This devotional should help awaken our interest in and increase appreciation for the difficulties that arose with Indians and unfriendly immigrants.

II. Read Brigham Young's words:

We shoot them down as we would a dog. Now all this is wrong, and not in harmony with the spirit of Christianity. In only one instance, that of William Penn, has Christian treatment been accorded them. But even aside from the aspect of Christian duty, I am satisfied it will be cheaper to feed them than to fight them.

III. Prayer:

A. Gratitude for Brigham Young's policy of feeding rather than fighting the Indians.

B. Desire to understand and appreciate other people, especially the Indians or Lamanites and to carry the Gospel of Jesus Christ to them.

IV. Read:

Jacob Hamblin was without doubt the most influential and successful Mormon missionary to the red men in Utah's history and has been called in history the "Apostle to the Lamanites." Here is an interesting experience which he had with the natives of the Santa Clara region. He desired that the natives help him construct a dam across the Santa Clara River, but they were reluctant because little snow had fallen during the winter, and they knew the river would dry up and there would be no source with
which to fill the reservoir. Jacob Hamblin promised them there would be water enough and thus encouraged them to assist in the project. Elder Hamblin recorded:

With much hard labor we completed our dam, and watered our crops once in the Spring of 1856. The water then failed, and our growing crops began to wither. The Indians then came to me and said, "You promised us water if we would help build a dam and plant corn. What about the corn now the creek is dry. What will we do for something to eat next winter?" The chief saw that I was troubled in my mind over the matter, and said, "we have one medicine man; I will send him to the great mountain to make rain medicine, and you do the best you can, and maybe the rain will come; but it will take strong medicine, as I never knew it to rain this moon." I went up the creek, and found it dry for twelve miles. The following morning at daylight, I saw the smoke of the medicine man ascending from the side of the Big Mountain, as the Indians called what is now known as the Pine Valley Mountain. Being among some Indians, I went aside by myself, and prayed to the God of Abraham to forgive me if I had been unwise in promising the Indians water for their crops if they would plant; and that the heavens might give rain, that we might not lose the influence we had over them. It was a clear, cloudless morning, but, while still on my knees, heavy drops of rain fell on my back for about three seconds. I knew it to be a sign that my prayers were answered. I told the Lamanites that the rain would come, that we would have all the water we wanted. When I returned to the settlement the next morning, a gentle rain commenced falling. The water rose to its ordinary stage in the creek, and what was unusual, it was clear. We watered our crops all that we wished, and both whites and Indians acknowledged the event to be a special providence. I think more corn and squash were grown that year by us than I ever saw before or since on the same number of acres. The Indians gathered and stored up a large amount of corn, beans, and dried squash.19

V. Sing, "As the Dew From Heaven Distilling," Folder, p. 5; Hymns, p. 232.

19 Milton R. Hunter, Ph.D., Utah Indian Stories, Bound by Mountain States Bindery, 1186 South Main Street, Salt Lake City, Utah, 1946, pp. 75-76.
UNIT VI
LESSON 6
ISOLATION COMES TO AN END

I. To help us appreciate the progress of settlement of the West which brought an end to isolation for the Mormon people.

II. Hymn, "Choose the Right," Folder, p. 17; Hymns, p. 110.


IV. Prayer:

A. May express gratitude for guidance of inspired leaders who cautioned the Church members in the early history as they do today, to be in the world and yet not of the world.

B. Pray for strength and vision to make proper decisions in our lives today.

V. Scripture, Doc. and Cov. 59:5-9.
UNIT VII
THE CHURCH PROGRESSES UNDER THE INSPIRED
ADMINISTRATION OF PROPHETS OF GOD

LESSON 1
THE LIFE AND CONTRIBUTIONS OF PRESIDENT JOHN TAYLOR

I. This devotional is designed to awaken an interest in the
life and accomplishments of President John Taylor in order
that we may pay due respect and homage to this "champion
of liberty."

II. Give a short biography of President Taylor.

III. Hymn, "It May Not Be On the Mountain Height," Hymns, p. 75.
Note -- Have this song sung as a solo or duet with all
joining in the chorus.

IV. Scripture, Doc. and Cov. 88:117-126. Note -- This could
be made more effective with sacred musical background.

V. Prayer:
A. May express gratitude for such a great leader as
President Taylor.
B. A desire to know more about and emulate the qualities
in the character of this great man.
UNIT VII
LESSON 2

THE LIFE AND CONTRIBUTIONS OF PRESIDENT WILFORD WOODRUFF

I. This lesson is designed to acquaint us with the character and the contribution of Wilford Woodruff in order that we may appreciate his life and contributions.

II. Scripture, Rev. 14:6-7.

III. Prayer:
   A. May express gratitude for great leaders who have inspired men to greater achievements.
   B. Desire to be prepared for calls that come to fill assignments in the Church.

IV. Have a student prepare and give a short biography of the Life of Wilford Woodruff.

THE LIFE AND CONTRIBUTIONS OF PRESIDENT LORENZO SNOW

I. The Inspirational Devotional should awaken an interest in and appreciation for President Lorenzo Snow.

II. The prayer may include:
   A. Appreciation for the effect of the Gospel upon the lives of men who became great because the Church offered them opportunities.
   B. Gratefulness that the Church offers us similar opportunities for growth and development as it did in President Lorenzo Snow's time.

III. Prepare and give a short biography of President Lorenzo Snow, emphasizing his teaching on tithing and the results of obedience to his counsel.

IV. Hymn, "Father, Thy Children to Thee Now Raise," Folder, p. 13; Hymns, p. 43.

V. Scripture, Doc. and Cov. 82:10.
UNIT VII
LESSON 4

THE LIFE AND CONTRIBUTIONS OF PRESIDENT JOSEPH F. SMITH

I. This Inspirational Devotional should stimulate us to study about and appreciate the life of President Joseph F. Smith.

II. Prepare a brief sketch of the life of President Smith, emphasizing some of his great characteristics and teaching.

III. Prayer:

   A. May express gratitude for the faithfulness of the mother of President Smith and other devoted women who were a great strength in the Mormon experience.

   B. A desire to be able to face decisions with courage and faith.

IV. Scripture, Doc. and Cov. 121:34-42.

UNIT VIII
MODERN DEVELOPMENTS IN THE CHURCH

LESSON 1

THE LIFE AND SPECIAL CONTRIBUTIONS OF PRESIDENT HEBER J. GRANT

I. The Inspirational Devotional should help us realize and appreciate the life and contributions of President Heber J. Grant.

II. Scripture, Doc. and Cov. 46:8-26.

III. Prayer:
   A. May express joy in knowing about the inspired men who lead the Church to greater accomplishments.
   B. Desire to develop and use talents as exemplified by President Grant.


V. Have a student give a short sketch of the life of President Grant stressing his determination to perfect himself.
UNIT VIII
LESSON 2
THE LIFE AND SPECIAL CONTRIBUTIONS
OF PRESIDENT GEORGE ALBERT SMITH

I. The mission of President George Albert Smith was to share the Gospel with others. This devotional should encourage us to know his life and accomplishments in order that we may be stimulated to prepare to share that same Gospel.

II. The prayer may express:
A. Gratitude for the Gospel and the challenge given to share it with "every nation and kindred and tongue and people."
B. Willingness to support constituted authority.
C. Desire to prepare to help the Church achieve its destiny.

III. Hymn, "Let Us Oft Speak Kind Words to Each Other," Folder, p. 26; Hymns, p. 94.

IV. Read President Smith's creed:

I would be a friend to the friendless and find joy in ministering to the needs of the poor.

I would visit the sick and afflicted and inspire in them a desire for faith to be healed.

I would teach the truth to the understanding and blessing of all mankind.

I would seek out the erring one and try to win him back to a righteous and a happy life.

I would not seek to force people to live up to my ideals, but rather love them into doing the thing that is right.

I would live with the masses and help solve their problems that their life may be happy.

I would avoid the publicity of high positions and discourage flattery of thoughtless friends.
I would not knowingly wound the feeling of any, not even one who may have wronged me, but would seek to do him good and make him my friend.

I would overcome the tendency to selfishness and jealousy and rejoice in the success of all the children of my Heavenly Father.

I would not be an enemy to any living soul.

Knowing that the redeemer of mankind has offered to the world the only plan that will fully develop us and make us happy here and hereafter, I feel it not only a duty, but also a blessed privilege to disseminate the truth. 20

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20 Lucy Gertsch, Minute Masterpieces (Bookcraft, Salt Lake City, Utah, Eighth Ed.), pp. 1-2.
UNIT VIII
LESSON 3

THE LIFE AND SPECIAL CONTRIBUTIONS OF PRESIDENT DAVID O. MCKAY

I. This devotional should awaken a desire to know and appreciate President David O. McKay in order that we may realize that we are led by a Prophet of God and be inspired to prepare ourselves to render service in the Church which he is called to lead.

II. Hymn, "We Thank Thee, O God, For A Prophet." Note -- This hymn should have special significance to the students when sung in connection with the study of a contemporary Prophet.

III. Prepare and give a short biographical sketch of the life and accomplishments of David O. McKay, giving special emphasis to his instructions and testimony.

IV. Prayer:

A. May express joy in following such an impressive and devoted leader as President McKay.

B. Appreciation for the great good he has done throughout the world.

C. For the great expansion of the Church under his direction.

D. Willingness to be guided "in these latter days" by God's mouthpiece.

V. Read:

THE PATH OF DUTY

The path of duty is the way to glory;
He that ever following her commands,
On with toil of heart and knees and hands,
Through the long gorge to the fair light,
Has won his path upward, and prevailed,
Shall find the toppling crags of duty, scaled,
Are close upon the shining table-lands
To which our God Himself is moon and sun.21

21Seminary Devotional Materials, p. 45.
UNIT VIII
LESSON 4
TEMPLES OF GOD

I. The lesson objective is to help us appreciate the sacredness of the temples of God and of temple work.

II. Vocal trio, duet, or solo, "The Temple by the River."
   Note -- This music may be obtained from Marie's Music, Shelley, Idaho, 25 cents per copy.

III. Scripture, John 5:28-29.

IV. Prayer:
   A. May express gratefulness for revelations and visitations from Heavenly messengers which have opened up temple ordinance work linking the living with the dead and making it possible to be sealed to loved ones for time and eternity.
   B. Appreciation for the sacrifice which has gone into the building of the temples.
   C. Desire to so live that we may be worthy to enter the temples and participate in sacred ordinances for ourselves and others.
UNIT VIII
LESSON 5
MORMONISM TOMORROW

I. This devotional should help us realize our responsibility as members of the Kingdom of God and help us see that the future success of the Church depends upon the way we live today.

II. Something like the following thoughts may be expressed in the prayer:
   A. Joy in being permitted to live in this day when so many wonderful things are happening to make life a thrilling challenge.
   B. A realization of responsibility to live and teach others the Gospel in these latter days.
   C. Determination to live worthy of the blessings given by a kind Heavenly Father.

III. Play Tabernacle Choir record, ML 5497, #1, side #1.

IV. Scripture, Doc. and Cov. 20:1; 10:53-56.

UNIT IX
THE MORMON PHILOSOPHY

LESSON 1
THE LATTER-DAY SAINT UNDERSTANDING OF GOD

I. The lesson objective is to lead us to an understanding of the Latter-day Saint's concept of God.


III. Read Joseph Smith's statement concerning God:

God Himself was once as we are now, and is an exalted man, and sits enthroned in yonder heavens! That is the great secret. If the veil were rent today, and the great God who holds this world in its orbit, and who upholds all worlds and all things by his power, was to make Himself visible - I say, if you were to see Him today, you would see Him like a man in form - like yourselves in all the person, image, and very form as a man; for Adam was created in the very fashion, image, and likeness of God and received instructions from, and walked, talked conversed with Him, as one man talks and communes with another. ... It is the first principle of the Gospel to know for a certainty the character of God, and to know that we may converse with Him as one man converses with another, and that He was once a man like us; yea, that God Himself, the Father of us all dwelt on an earth, the same as Jesus Christ did; and I will show it from the Bible.22

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IV. Prayer:

A. May express gratitude for knowledge concerning the nature of God that Latter-day Saints have.

B. Desire to so live that God can use us as instruments in His hands to carry out His work.

V. Play Tabernacle Choir Recording, ML 5497, #3, Side 2, "God of Our Fathers."
UNIT IX
LESSON 2
THE GOSPEL PLAN OF LIFE

I. The devotional should help us appreciate the Gospel Plan of life as it relates to our present and future existence.

II. Scripture, John 3:16-17.

III. Hymn, "I Stand All Amazed," Folder, p. 8; Hymns, p. 80.

IV. Scripture, Doc. and Cov. 133:57-58.

V. Prayer:

A. May express gratitude for revelations of the Lord's plan for the redemption of mankind.

B. Appreciation for the display of love of the Father for His children in giving His only Begotten Son that man might live eternally.

C. Desire to be worthy to enter into God's presence through obedience to His commandments.
UNIT IX
LESSON 3
PRIESTHOOD AND THE CHURCH

I. The objective is to lead us to an understanding of the need for the Priesthood in the Church.

II. Scripture, Doc. and Cov. 13. Note — Review the setting for the Restoration of the Aaronic Priesthood before the above scripture is read.

III. Prayer:
   A. May express appreciation for the Priesthood, making possible the performance of work on earth which is recognized and binding in Heaven.
   B. Desire to exercise the Priesthood to bless mankind.
UNIT IX
LESSON 4
PRINCIPLES AND ORDINANCES OF THE GOSPEL

I. The objective is to help us appreciate the significance of
the principles and ordinances of the Gospel as they relate
to our lives.

II. Hymn, "I Need Thee Every Hour," Folder, p. 17; Hymns, p. 79.

III. Repeat the Sacramental prayers and point out the covenants
taken in this sacred ordinance.

IV. Prayer:
   A. May contain expressions of gratitude for principles
      and ordinances which help us make and keep sacred
      covenants with God.
   B. Gratitude for the privilege of renewing covenants
      frequently in partaking of the Sacrament.
   C. Determination to be worthy of the covenants taken.

V. Scripture, Hebrews 11:1, 2, 6.
UNIT IX
LESSON 5
THE BLESSING OF THE HOLY SPIRIT

I. This devotional is intended to increase our understanding of the Savior's promised blessings to those who believe and are baptized in His name.

II. Scripture, I Cor. 2:1-5.


IV. Prayer:
   A. May express gratitude for the blessing of the Holy Ghost given to us at confirmation that, through our faithfulness, we may have His guidance and companionship and know that God lives and that Jesus is the Christ, the Son of God.
   B. Pray for help to withstand temptations that we may teach the Gospel to others.

V. Read or tell the following:

   CHEESE AND CRACKERS

   Once I heard a speaker tell the following story.
   A certain woman had long wanted to take a cruise and had saved her money to that end. Finally the day came when she was able to purchase a ticket for the much-desired voyage.
   As she carefully planned for the trip, she said to herself, "Of course it would be wonderful to eat in the dining room on the boat. I won't have money enough to eat all meals there, but I can take some cheese and crackers along for the first part of the trip, and then I can go to the dining room for the last meal. I'll have money enough for one meal on the boat."
In high spirits the good woman set out for the thrilling experience of her first water trip.

At mealtime, after wistfully watching the other passengers file into the dining room, she would go off into some corner and eat her cheese and crackers, trying all the while not to be envious.

Then the final day arrived, and time for the final meal aboard ship. She went in with the other passengers "to eat in style," as she put it. It was one of life's moments for her, and she lingered long to enjoy it. When she had at last finished the meal, she sat patiently waiting for her check, but when none was presented to her, she beckoned the waiter and asked for it.

"Let me see your ticket, madam," said the waiter, and when she handed it to him, he gave it back with, "Madam, all your meals were included in the price of the ticket."

Of that woman, without hesitation, we say: "How stupid! Why didn't she look at her ticket? Or why didn't some other passenger tell her she could eat on the boat?" But of ourselves what do we say? Are we not all passengers on God's big universal ocean liner? In our ignorance of what our ticket includes, do we, like the woman in the story, eat "cheese and crackers?"

"Come, for all things are now ready" It is your Father's good pleasure to give you the kingdom."

"Hitherto have ye asked nothing.... Ask, and ye shall receive, that your joy may be made full."

"Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love him." And yet we do stick to "the cheese and crackers."23

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23Gertsch, op. cit., pp. 50-52.
UNIT IX
LESSON 6
A VITAL PROGRAM OF HAPPINESS

I. The lesson objective is to help us understand and appreciate the will of the Lord regarding the care of our bodies.

II. Scripture, Doc. and Cov. 89:1-4.

III. Prayer:
   A. May express gratitude for life and health and instructions to help us maintain them.
   B. A desire to know more of the needs of the body and ability to be wise in its care.
   C. Courage to refrain from doing things injurious to the body that we might be prepared to fulfill our missions on earth.

IV. Hymn, "Choose the Right," Folder, p. 17; Hymns, p. 110.
I. The Inspirational Devotional should help us appreciate the Latter-day Saint philosophy of marriage and the family.

II. Some thoughts which may be expressed in prayer are:
   A. Appreciation for family and loved ones.
   B. Joy in the knowledge that families can be together in the hereafter through compliance with God's laws and obedience there-to.
   C. Determination to so live that we will be worthy of these great blessings.

III. Hymn, "O My Father," Folder, p. 18; Hymns, p. 139.

IV. Scripture, Doc. and Cov. 132:4-8, 15-17.
UNIT X

COURSE SUMMARY AND EVALUATION

I. The purpose of this devotional is to awaken a desire in our lives to reflect back over the year’s course and realize that we are members of a great, on-going organization directed by the Lord and that it is destined to go forward until it shall fill the whole earth.

II. Play Tabernacle Choir recording, "Onward Ye People," No. MS 6314, Side 2, #5.


IV. Prayer:
   A. Joy in belonging to the Church of Jesus Christ of Latter-day Saints which was restored through the Prophet Joseph Smith.
   B. Desire to fulfill obligations as a member of the Church.

V. Hymn, "Shall the Youth of Zion Falter?" Folder, p. 25; Hymns, p. 157.
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SUGGESTED INSPIRATIONAL DEVOTIONALS TO ACCOMPANY THE CHURCH HISTORY AND DOCTRINE COURSE PRESCRIBED BY THE DEPARTMENT OF EDUCATION OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

AN ABSTRACT OF A PROJECT PRESENTED TO THE DEPARTMENT OF RELIGIOUS EDUCATION BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR A DEGREE OF MASTER OF RELIGIOUS EDUCATION

G. OSMOND DUNFORD
APRIL 1, 1963
ABSTRACT

The Seminaries of the Church of Jesus Christ of Latter-day Saints were organized to provide religious education for high school and junior high school students. Inspirational devotional programs are a part of the class procedure in the Seminaries designed to create a spiritual tone in this religious education. Objectives of these devotional periods are:

1. To encourage students to reflect and meditate on spiritual subjects.
2. To provide opportunities and experiences for student participation in planning and presenting inspirational devotional programs.
3. To establish in the classroom an atmosphere or setting which will stimulate the study of scripture and sacred history, thus serving as a lead into lesson work.

This project involves a discussion of techniques of planning and producing inspirational devotional programs in the Seminary. In it outlines are given for fifty-nine devotional programs to accompany the fifty-nine lessons outlined in the Teacher Manual which was published in 1961 by the Department of Education of the Church of Jesus Christ of Latter-day Saints for the Seminary course in Church History and Doctrine.
While these devotional programs do not satisfy the daily needs for the entire year, they do serve as an outline for a minimal devotional activity and provide a pattern for further planning by teachers and students.

Chairman, Department of Religious Education

Chairman of Advisory Committee

Member of Advisory Committee