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**A Study to Determine Duplication, Gaps, Emphasis, and Location of Lesson Concepts in the 1967-68 Religious Education Lesson Manuals for High School Age LDS Youth**

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A STUDY TO DETERMINE DUPLICATION, GAPS, EMPHASIS, AND LOCATION  
OF LESSON CONCEPTS IN THE 1967-68 RELIGIOUS EDUCATION  
LESSON MANUALS FOR HIGH SCHOOL AGE LDS YOUTH

L-2

A Thesis

Presented to the

Department of Church History and Doctrine

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

Master of Religious Education

by

Lowry K. Flake

May 1971

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Aug. 14, 1970  
(Completion/Date)

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## Chapter 1

### INTRODUCTION

For a number of years leaders in the Church of Jesus Christ of Latter-day Saints felt the need for better co-ordination and unity among the various teaching organizations of the Church.<sup>1</sup> David O. McKay, then a member of the First Presidency, noted in 1938 that the auxiliary and educational institutions of the Church should be unified and standardized to avoid duplication and overlapping and to provide substantial and rounded knowledge of the principles of the gospel.<sup>2</sup> On March 24, 1960, the First Presidency of the Church wrote a significant letter authorizing an exhaustive analysis of the curriculum and the total purpose of each and all of the organizations of the Church.<sup>3</sup> Consequently, a detailed study of the history of each institution, including the aims, objectives, original concepts, programs, activities, expansions, and changes, along with a review of all previous appurtenant recommendations, began early in 1960. After the First Presidency and the Council of the Twelve, the divinely appointed presiding leaders and authorities of the Church, reviewed the results of this research, they felt "that there should be presently more co-ordination and

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<sup>1</sup>Harold B. Lee, Conference Report (Salt Lake City, Utah) October, 1961, pp. 78-79; Marion G. Romney, "Church Correlation" (address to Seminary and Institute of Religion Faculty, June 22, 1964, Provo, Utah), pp. 1-6. (Mimeographed.)

<sup>2</sup>Lee, op. cit., p. 79.      <sup>3</sup>See Appendix A.



correlation between the activities and programs of the various priesthood quorums and auxiliary organizations and the educational system of the Church."<sup>4</sup> To meet this need they established an all-Church co-ordinating council authorized to formulate the policy governing the planning, writing, co-ordinating, and implementing of the curriculum for the LDS Church, and three co-ordinating committees, assisted by special aides who formed task committees for curriculum study, were authorized to provide unified studies and activities for the childhood, youth, and adult periods of life.<sup>5</sup> A predetermined general outline of courses and subjects approved by the First Presidency and the Council of the Twelve guided the task committees in their work of reviewing existing courses of study and recommending new ones.<sup>6</sup> These authorized guidelines and recommendations, as implemented by the various organizations of the Church, are the basis for achieving the curriculum efficiency and unity desired under what is known as "The Correlation Program."<sup>7</sup>

#### BACKGROUND OF THE PROBLEM

One of the main purposes, then, for establishing this program was to provide unified and standardized course materials and activities for all the organizations within the Church.<sup>8</sup> Harold B. Lee, a senior member of the Council of the Twelve appointed to serve as the general chairman of the correlation program from its beginning, described the

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<sup>4</sup>Lee, op. cit., p. 79.   <sup>5</sup>Ibid., pp. 79-80.

<sup>6</sup>Harold B. Lee, Conference Report, April, 1963, p. 84.

<sup>7</sup>Ibid., p. 79. Also known as "correlation."

<sup>8</sup>Harold B. Lee, Conference Report, October, 1964, p. 81.

need and purpose for this phase of correlation in these words:

The repeated necessity for re-examination of the programs, the activities, and the prescribed courses of study has been apparent over the years to make certain that the original concepts relative to each organization were being adhered to, that each in its field was functioning up to its capacity, that one was not usurping the field of activity designed for the other, and that duplications and overlappings were reduced to a minimum.

Richard L. Evans, another member of the Council of the Twelve and leader in the unification program, referred to these conditions and to the efforts of the co-ordinating and task committees when he said:

The curriculum that is being worked on by these dedicated committees will not only prevent such duplication, but will assure the filling in of some areas that have been too thin. It appears that there may have been thick layers in some places, and great gaps in others. This is not a curriculum designed to create a shallow program, but one dedicated to cover uniformly deeper.<sup>10</sup>

In all that these committees did there was a conscientious effort to avoid omissions within, as well as competition and inadvertent overlapping and duplication between the various courses of study.

The intent and goal under correlation is that the gospel be taught as completely as possible at least three times during the lifetime of an individual--while he is a child, a youth, and an adult.<sup>11</sup> To accomplish this each organization is expected to make its assigned contribution without overlapping or duplicating the efforts of other groups. As of October 3, 1964, the total correlation of the curriculum and activities of all the organizations was "in its final stages of development looking toward full implementation."<sup>12</sup>

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<sup>9</sup>Conference Report, October, 1961, p. 78.

<sup>10</sup>Conference Report, October, 1962, p. 76.

<sup>11</sup>Ibid., p. 74.

<sup>12</sup>Harold B. Lee, Conference Report, October, 1964, p. 81.



## STATEMENT OF THE PROBLEM

Under the correlation program the responsibility for implementing co-ordinated and unified courses of gospel instruction for high school age Latter-day Saint youth was given to the Aaronic Priesthood--Youth, the Sunday School, the two MIA organizations, the family home evening program, and the educational system of the Church.<sup>13</sup> The purpose of this study was to examine the course materials prepared by these LDS institutions for use during the year beginning September 1, 1967, in terms of critical areas identified by correlation. The following questions were formulated to limit and analyze the problem and to guide the investigation of the critical areas within the lesson materials used by each of the indicated organizations:

1. Does duplication, overlapping, or repetition of gospel concepts exist?
2. Do gaps, omissions, or inequalities in the emphasis of gospel concepts exist?
3. Which gospel concepts are emphasized?
4. Where are the gospel concepts located within the lesson materials included in this investigation?

## DELIMITATIONS

This study was limited to an investigation of the religious education lesson manuals of The Church of Jesus Christ of Latter-day Saints prepared for LDS youth of high school age for the year

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<sup>13</sup>Harold B. Lee, Conference Report, April, 1963, p. 82.

beginning September 1, 1967, which were:

1. the seminary teacher's manuals entitled (a) The Book of Mormon, (b) Old Testament, (c) The New Testament, and (d) Church History and Doctrine.
2. the Family Home Evening Manual.
3. the Aaronic Priesthood--Youth manuals entitled (a) 1967-68 Priesthood Study Course Teachers Quorum and (b) 1967-68 Priesthood Study Course Priests Quorum.
4. the Deseret Sunday School Union student manuals and teacher supplements for courses fifteen and seventeen entitled, respectively, (a) The Church of Jesus Christ in Ancient Times and (b) Life in Ancient America.
5. the MIA manuals for Mia Maids, Laurels, Explorers, and Ensigns entitled, respectively, (a) Mia Maid 1967-1968, (b) Laurel Manual 1967-68, and (c) Exploring Into Manhood.

#### DEFINITIONS OF TERMS

Concepts - to make the analysis desired in this study it was necessary to establish a basis upon which the contents of the lesson manuals could be compared. Consequently, lesson objectives or themes known as concepts were selected as the basic units of comparison. A lesson or gospel concept, as defined in this study, is a word or words used to describe some object, goal, condition, idea, or principle and represents the gospel truth or lesson theme around which a lesson is structured. Examples of words used as concepts are: Bible, courage, duty, and faith. The concepts identified from the lesson materials within the scope of this investigation constitute the data used to



examine the relationship and answer the questions posed under the statement of the problem.

Duplication, overlapping, and repetition - are used interchangeably and refer to the presentation of the same concept or idea two or more times within the indicated lesson materials.

Gaps and omissions - refer to the disproportional emphasis that is given to some principles or concepts in relation to others and means that some truths or ideas do not receive equal treatment with others as major lesson themes or concepts.

Emphasis - is herein defined as the degree of importance or stress that is placed upon a concept as judged by the frequency with which it is found within the indicated material; hence, for the purposes of this investigation, concepts that appear frequently are emphasized while those that seldom appear represent gaps or omissions. Any attempt to analyze curriculum problems resulting from duplication, gaps, or emphasis as defined was not included within the scope of this study.

Church - the Church referred to in this study is The Church of Jesus Christ of Latter-day Saints, which was organized by Joseph Smith, Jr., on April 6, 1830. It is frequently called the LDS Church or Mormon Church and its members are referred to as Saints, Latter-day Saints, LDS, or Mormons.

Scriptures - the scriptures or standard works herein referred to are the Bible, The Book of Mormon, The Doctrine and Covenants, and The Pearl of Great Price and are accepted by the members of the Church as



the binding word of God and the official guide for daily life.

Priesthood - refers to the delegated power and authority to act for God and those who hold it constitute the ecclesiastical leadership within the LDS Church. Worthy male members of the Church are ordained to the office of a deacon in the Aaronic Priesthood when they are twelve, to the office of a teacher when they are fourteen, and to the office of a priest when they are sixteen years old. Deacons, teachers, and priests are organized into special groups known as quorums in which there is opportunity for fellowship, brotherhood, worship of God, and helpful, organized service to humanity.<sup>14</sup>

Auxiliaries - the auxiliary organizations or institutions of the LDS Church included in this study are the Deseret Sunday School Union, the Young Women's Mutual Improvement Association, and the Young Men's Mutual Improvement Association referred to, respectively, as Sunday School, YWMIA, and YMMIA. The combined YWMIA and YMMIA are known as the Mutual Improvement Association or MIA.

Home evening - the LDS family home evening, or home evening, herein referred to is the official, family-oriented, home-centered, spiritual, religious, recreational, problem-solving, family program of the Church.

Seminary - is the LDS religious education program through which theology and religion are offered to ninth, tenth, eleventh, and twelfth grade students on a regular schoolday basis. It is part of the extensive

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<sup>14</sup>David O. McKay, Conference Report, April, 1963, p. 97.

educational system of the LDS Church and provides additional and supplementary courses to those usually taught in the public schools.<sup>15</sup> Enrollment is voluntary and open to students of all denominations, although participation is predominantly LDS.

Courses of study, course materials, lesson materials, and lesson manuals - these terms are used interchangeably and refer to the Latter-day Saint religious education materials for high school age youth from which the data for this investigation was obtained.

#### BASIC ASSUMPTIONS

The following assumptions influenced the examination of the lesson manuals and the gathering of the data for this investigation:

1. Every lesson has at least one central idea or theme that can be identified and stated as a concept. Usually, there is only one concept for each class period that a lesson is presented.

2. Every facet of a lesson contributes to the central idea or theme; hence, all parts of a lesson aid in properly identifying the main concept.

3. There is a word or words in every lesson that can either serve as the lesson concept or suggest an appropriate one.

4. Every lesson can be reviewed from the standpoint of a teacher preparing to present it to the appropriate group of Latter-day Saint youth. The concepts identified, then, are those which a teacher would seek out and emphasize in presenting the lesson to his students.

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<sup>15</sup>David O. McKay, Pathways to Happiness, comp. Llewelyn R. McKay (Salt Lake City, Utah: Bookcraft, Inc., 1957), pp. 275-76.



## RESEARCH PROCEDURES

The following research design was employed in the task of identifying the lesson concepts within the designated courses of study:

1. Each lesson was read through completely in one sitting without interruption.

2. Each lesson was carefully reread. As significant points or ideas were encountered they were listed in the left hand column of a lesson summary sheet and a short statement of explanation was made in the right hand column of the sheet.<sup>16</sup>

3. The summary sheet was reviewed at the conclusion of each lesson and the main concept was selected and listed at the bottom of the sheet along with a brief definition or explanation.

4. When difficulty was encountered in determining a vague or otherwise illusive concept, the entire lesson was reviewed until it was possible to identify and define the main theme or idea appropriately.

5. Even when the lesson concept was explicitly stated the above steps were followed to verify that statement.

6. More than one concept was accepted when there were clearly separate and distinct ideas that were given significant treatment within a lesson; however, concepts which merely illustrated others were not included as part of the final data.

When the task of identifying and listing the lesson concepts and explanations by the procedure outlined above was completed, the data was carefully studied and simplified to give greater insight and accuracy

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<sup>16</sup>See Appendix B.

whenever this could be done without significantly changing the meaning or losing the intent originally selected. Similar or closely related ideas and objectives initially identified or represented by separate words were arbitrarily combined; broader, more comprehensive areas were subdivided into smaller, more homogeneous ones; and some explanations or definitions were shortened or altered to give added clarity. Throughout this process care was taken to represent accurately the meaning and intent conveyed within the lesson material.

The research findings determined by the above procedures were then arranged in the tables found in Chapter 3 where the data was tabulated in the manner deemed to be most advantageous for an examination and analysis of duplication, omission, and emphasis as outlined in the statement of the problem.

## Chapter 2

### REVIEW OF LITERATURE

Widespread interest in curriculum materials for religious education has been actively demonstrated by many religious denominations in the United States. This may be partly attributed to the development of biblical criticism which has weakened the confidence of many in the authority of the Bible.<sup>1</sup> As a result, the memorization of Bible verses as a basic means of religious education has generally been abandoned. Modern trends in education have also stimulated interest in developing new religious instructional materials.

The key to the curriculum of any particular denomination seems to center around that which has been most distinctive in its own heritage. While there are areas of agreement and common ground, there are also significant differences between most denominations and the curriculum materials which will fit their particular needs. Jewish religious education usually stresses Jewish ideas and ideals from the past in order to preserve the Jewish religious and cultural life.<sup>2</sup> Christian religious education may emphasize the faith, the biblical tradition, the sacraments, the life, the fellowship, the Christian living, the response

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<sup>1</sup>Rachel Henderlite, "Elements of Unpredictability Which Create Difficulties in a Precise Definition of Christian Education," Religious Education, LXII (1967), 406.

<sup>2</sup>Judah Pilch, "Towards A Revised Jewish School Curriculum," Religious Education, LXI (1966), 181.



and witness, the objectives, or some other distinctive feature of the particular religion concerned.<sup>3</sup>

#### CURRICULUM CO-ORDINATION

Many religious groups are actively pursuing expensive programs of curriculum development despite considerable confusion over appropriate objectives and subject matter. While a great deal of emphasis has been placed on determining desirable principles and objectives, little has been done about developing a fully co-ordinated curriculum. A noteworthy exception to this situation is the Parish Education Curriculum of the Lutheran Church in America which was designed as a carefully co-ordinated whole and has been unified and integrated throughout all the parish education agencies beginning with early childhood and continuing progressively on through life.<sup>4</sup> Much of the program is experimental and frequent revisions and improvements are anticipated. The Church of Jesus Christ of Latter-day Saints is also engaged in an extensive curriculum unification and development program designed to improve the many aspects of the teaching program of the LDS Church.<sup>5</sup>

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<sup>3</sup>Helen Archibald, "The Prospects for an Ecumenically Conceived, Socially Aware Curriculum," Religious Education, LXI (1966), 218; D. Campbell Wyckoff, "Design in Protestant Curriculum," Religious Education, LXI (1966), 170; Vincent M. Novak, S.J., "An Approach to Forming a Religious Curriculum," Religious Education, LXI (1966), 189; Leonard A. Sibley, "The LCA Parish Education Curriculum," Religious Education, LXI (1966), 208; Constance J. Tarasar, "An Orthodox Curriculum in Development," Religious Education, LXI (1966), 459.

<sup>4</sup>Leonard A. Sibley, "The LCA Parish Education Curriculum," Religious Education, LXI (1966), 208.

<sup>5</sup>Gordon B. Hinckley, Conference Report (Salt Lake City, Utah) October, 1962, p. 72.

The curriculum co-ordination aspect of the LDS correlation program is discussed briefly in Chapter 1 of this study. Another religious group working on one coherent curriculum for persons at all points of life's span is the Methodist Church which for the first time is planning its curriculum and supporting curriculum materials on the basis of a common design for all age groups and all settings.<sup>6</sup> While there may be still other groups that are interested in and working on curriculum unification programs, this study is primarily concerned with that of the LDS Church.

#### RELATED STUDIES

In 1939 Alfred C. Nielsen did a preliminary study to determine the nature and extent of duplication in the textual materials used by ten youth organizations of the LDS Church during the ten-year period from September, 1927, to August, 1937; however, his study was based on lesson titles with only a limited analysis of lesson content.<sup>7</sup> While he was not able to state the quantitative extent of overlapping within the area of his study, he did report the amount of duplication found in several selected areas dealing with stories, incidents, and subjects.<sup>8</sup> Nielsen concluded that no established principles guided the different

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<sup>6</sup>Rowena Ferguson and George E. Koehler, "Notes on a New Curriculum," International Journal of Religious Education, XLIII, 11 (1967), 17.

<sup>7</sup>Alfred C. Nielsen, "A Preliminary Study of Duplication in the Courses of Study Prepared for Ten Youth Organizations of the Church of Jesus Christ of Latter-day Saints, Covering the Ten-year Period September, 1927, to August, 1937" (unpublished Master's thesis, Brigham Young University, Provo, Utah, 1939), pp. 16, 168.

<sup>8</sup>Ibid., pp. 160-63.

Church organizations in avoiding duplication while preparing their lesson manuals,<sup>9</sup> and that there was extensive overlapping within these materials.<sup>10</sup> Duplication included that found in lesson materials prepared for one group of students during one year and for the same group of students at several ascending age levels.<sup>11</sup>

Early in 1963, Neil J. Flinders completed a study indirectly related to this one in which he examined the scope and validity of the directional objectives used by the LDS Seminary System. He was guided in his investigation of these objectives by an analysis of the major themes stressed by the nine presidents of the LDS Church in their annual conference addresses.<sup>12</sup> Flinders concluded that any differences between the seminary objectives and the president's themes could be considered negligible, even though he felt that there was an apparent weakness in the explicit treatment of some of the themes considered most basic.<sup>13</sup> His study was limited to an examination of the seminary directional objectives and some consideration of how to formulate objectives and did not include individual lesson objectives or an investigation of any lesson materials.<sup>14</sup> However, his method of studying the themes stressed by the presidents was similar to that used in examining the lesson materials included in this study and influenced the research procedure employed.<sup>15</sup>

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<sup>9</sup>Ibid., p. 166.   <sup>10</sup>Ibid., p. 156.   <sup>11</sup>Ibid., p. 163.

<sup>12</sup>Neil J. Flinders, "Latter-day Prophets and Present-day Curriculum" (unpublished Master's thesis, Brigham Young University, Provo, Utah, 1963), p. 2.

<sup>13</sup>Ibid., pp. 25-26.   <sup>14</sup>Ibid., p. 26.   <sup>15</sup>Ibid., pp. 4-7.



## SUMMARY

Many religious denominations are currently dedicated to the expensive and time consuming tasks of defining curriculum objectives and developing religious education materials tailored to fit unique situations and needs.<sup>16</sup> A review of the available literature indicates, however, that only a few religious groups are approaching the problem with the goal in mind of building a totally co-ordinated curriculum for all age levels and programs throughout their church. The Parish Education Curriculum of the Lutheran Church in America, the curriculum of the Methodist Church, and that being developed under the correlation program of the LDS Church are noteworthy exceptions.

Several recent studies have been conducted dealing with the general LDS seminary objectives used for the guidance of teachers and the development of curriculum materials; however, there are no available recent studies dealing with duplication, omission, or emphasis of gospel concepts within the lesson materials of the LDS organizations that are responsible for implementing a co-ordinated curriculum for Latter-day Saint youth of high school age.

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<sup>16</sup>Virgil E. Foster, Editorial, International Journal of Religious Education, XLII, 2 (1965), 2; Helen Archibald, "The Prospects for an Ecumenically Conceived, Socially Aware Curriculum," Religious Education, LXI (1966), 218.

## Chapter 3

### RESEARCH FINDINGS AND COMPARISONS

This chapter contains the data that was obtained from an examination of the 1967-68 LDS religious education lesson manuals for high school age youth by the methods and procedures outlined in Chapter 1. The research findings have been arranged and tabulated to facilitate the investigation and solution of the questions that were formulated to limit and analyze the problem dealing with the critical correlation areas of duplication, gaps, emphasis, and location of gospel concepts within the indicated lesson manuals.

#### DUPLICATION OF CONCEPTS

A review of the data obtained by examining the individual lessons and identifying the main concept or concepts contained in each indicates that out of the 181 identified gospel concepts, 128 are used two or more times and of these, 24 are used ten or more times as major lesson themes.<sup>1</sup> This means, according to the definition of duplication used in this study, that 70.7 percent of the 181 identified gospel concepts are duplicated or presented two or more times within the indicated lesson materials. The most frequently repeated lesson concepts are: Book of Mormon leaders (discussed as a major theme in forty-one

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<sup>1</sup>See Table 3.



lessons), priesthood (discussed in twenty-nine lessons), and socials (discussed in twenty-five lessons); however, a combined grouping of similar concepts, including socials, activities, arts and crafts, dance, drama, music, and speech, each of which is included among the twenty most repeated concepts, collectively represents major themes in ninety-eight lessons. This special grouping of similar concepts, when adjusted to reflect the classes held jointly by two or more groups as a single event or lesson, actually represents fifty-four separate lessons or events in which these related concepts are discussed as major lesson themes rather than ninety-eight. For example, a dance attended by Mia Maids, Laurels, Explorers, and Ensigns is actually a single event even though it is included in four lesson manuals as the major theme for four different lessons. Even with this adjustment, however, this special grouping of similar concepts used in fifty-four separate lessons is responsible for greater repetition among the 181 identified gospel concepts than is the most frequently repeated lesson concept, Book of Mormon leaders.

Further examination of the research findings provides more detailed information concerning the nature of the duplication that exists in the lesson materials. By studying the identified concepts along with the brief accompanying and clarifying definitions or explanations, specific areas of duplication within the concepts have been found and tabulated.<sup>2</sup> These areas of duplication identify the repetitious use of a lesson concept in a more restricted context or application and separate those concepts which are duplicated but cover

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<sup>2</sup>See Table 1.

different aspects of a theme or idea from those concepts which are duplicated and cover the same aspect of a theme or idea. For example, "infant baptism" covered in one lesson and "how baptism should be performed" covered in another are two different aspects of the same concept, while "the covenant of baptism" discussed in two separate lessons constitutes the repetitious coverage of the same aspect and represents a more precise form of duplication than that which was initially identified under the concept of baptism. Table 1 lists fifty-one lesson or gospel concepts which fall into this category of duplication and indicates the area within each which has been repetitiously used. The most frequently duplicated area, the power of the priesthood, appeared as a major theme in seven separate lessons under the concept of "priesthood." Four concepts--Book of Mormon prophecy, Church, courage, and missionary work--each had aspects or areas that were repetitiously covered in five separate lessons. Seven concepts had repetitiously covered areas in four separate lessons, while thirty-two concepts had aspects that were duplicated in three lessons, and forty-two concepts had similar aspects or areas that were used as major themes in two different lessons. As may be noted from this summary and from Table 1, several of the same concepts have more than one area or aspect that is repetitiously covered in the lesson material. In all, 51 out of the 181 concepts identified in this study, or 28.2 percent, had areas or aspects that were duplicated in two or more lessons within the area of this investigation.

#### GAPS AND OMISSIONS IN CONCEPTS

To analyze the proportionate or disproportionate emphasis or



Table 1

Alphabetical Listing of Duplicated Lesson Concepts Indicating the Areas of Duplication and the Number of Times That These Areas Are Repeated as Major Themes in the Lesson Manuals

Lesson Concept	Area of Duplication	No. of Times
America	land of promise to the righteous	3
Apostasy	the apostasy of ancient Israel of the Apostolic Church as prophecied	2 3
Atonement	effects of the atonement of Jesus Christ	4
Baptism	the covenant and proper method of baptism	3
Book of Mormon	witnesses to the truth of the Book of Mormon contents, organization, and structure obtaining a testimony of the truth of it	3 2 3
Book of Mormon History	overview of Book of Mormon people	3
Book of Mormon Leaders	King Benjamin served his people well the lives and testimonies of Jacob and Enos the lives and examples of Abinadi and King Noah the conversion and life of Alma the missionary work of Alma and Amulek the missionary work of the Sons of Mosiah the character of Captain Moroni Mormon's instructions and service to his people Moroni's instructions and comments	2 2 2 2 3 2 3 2 2
Book of Mormon Prophecy	the prophecies and visions of Lehi the prophecies of Nephi	2 5
Brotherhood	is needed between members of the Church	3
Chastity	problems and seriousness of immorality what chastity includes why chastity is important how chastity is maintained	2 3 4 3
Choices	responsibility for choices	2
Church	organization and characteristics of true Church	5
Courage	to maintain convictions of right requires it	5

Table 1 (continued)

Lesson Concept	Area of Duplication	No. of Times
Dating	proper roles and practices of good dating	3
Fall	the Fall brought physical and spiritual death	3
First Vision	the story of Joseph Smith's First Vision	2
Freedom	depends upon righteousness	2
	is jeopardized or destroyed by wickedness	2
God	reveals himself to man	2
Gospel	is intended for all people	2
Holy Ghost	how to seek, obtain, and keep the Holy Ghost	3
	its influence in the Apostolic Church	2
	the influence of the Holy Ghost today	4
	the mission of the Holy Ghost	2
	the gift of the Holy Ghost	3
Israel	an overview of the history of the house of Israel	3
Jesus Christ	His atonement and gift to mankind	4
Judgment	don't condemn or judge others	2
Laws	obey the laws of the land	3
Marriage	preparing for temple marriage	2
Missionary Work	preparing for missionary work	5
	duty to perform missionary work	3
New Testament Leaders	overview of Paul's preparation and conversion	3
	Paul's missionary journeys	3
	Paul's arrest, trial and imprisonment	2
Obedience	brings blessings	3
	obey God, prophets, and commandments	4
Palestine	the location and geography of Palestine	3
Parents	children should honor their parents	2
Plan of Salvation	pre-earth and after death life	2

Table 1 (continued)

Lesson Concept	Area of Duplication	No. of Times
Prayer	the power, force, and validity of prayer	3
Preparation	prepare for service early in life	2
Priesthood	authority comes from God	2
	the restoration of the priesthood	2
	the power of the priesthood	7
	the keys of the priesthood	3
	the oath and covenant of the priesthood	2
	offices in the priesthood	2
	honor and be worthy of the priesthood	4
	duties in the priesthood	3
Prophet	follow and obey the living prophet	4
Repentance	steps included in repentance	3
Revelation	is available to men	3
Sabbath	proper observance of the Sabbath is needed	3
Sacrament	need to partake of the sacrament worthily	2
Satan	who Satan is	2
Scriptures	read, study, search, and use the scriptures	3
Self-control	involves self-discipline	2
Service	giving service brings joy	2
	give service to others	3
Sin	Jacob denounced Nephite sins and pride	2
Talents	develop and use talents to advantage	3
Testimony	the Book of Mormon is an anchor for testimony	2
	how a testimony is gained	2
Time	it is important to plan and use time wisely	2
Tithing	need for and uses of tithing	2
Welfare	participate in welfare projects	2



Table 1 (continued)

Lesson Concept	Area of Duplication	No. of Times
Wickedness	the results of wickedness	2
Word of Wisdom	its spiritual and physical effects	2
	the evils of alcohol	3
	the effects of tobacco	2

treatment of the 181 lesson concepts, they were alphabetically listed and tabulated according to lesson manual and concept frequency.<sup>3</sup> This listing is the basis for determining the existence of gaps, omissions, and inequalities in the emphasis of gospel concepts and also provides an overview of concept duplication and location according to lesson manual. It indicates the number of times that each concept appears in a particular lesson manual as well as the total number of times it is used in all of the lesson materials. An examination of Table 2 indicates that the three concepts most frequently treated in a single lesson manual are Book of Mormon leaders (thirty lessons in one manual), Old Testament leaders (eighteen lessons in one manual), and Church history (fifteen lessons in one manual), and that the three concepts most frequently treated in all of the manuals are Book of Mormon leaders (forty-one lessons), priesthood (twenty-nine lessons), and socials (twenty-five lessons). Out of the 181 concepts treated, the seminary lesson manuals covered 126, the home evening manual covered 19, the Aaronic Priesthood--Youth manuals covered 44, the Sunday School manuals covered 58, and the MIA manuals covered 49. The concept covered in the most lesson manuals (twelve out of thirteen) is service. Family unity and priesthood are covered in nine manuals, choices in eight, and apostasy, chastity, missionary work, and the Word of Wisdom are each covered in seven lesson manuals. In all, only 8 concepts are included in more than half (six) of the lesson manuals and 173 are covered in fewer than half, while 53 out of the 181 concepts, or 29.3 percent, are used as a major theme only once in all of the lesson material.

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<sup>3</sup>See Table 2.

Table 2

Alphabetical Listing of Lesson Concepts Indicating  
the Number of Times Each Appears as a Major  
Theme in the Lesson Manuals

Lesson Concept	BM	OT	NT	CH	HE	T	P	C	A	M	L	Ex	En	Tot <sup>a</sup>
Activities										2		6	9	17
America	1							3	2					6
Am. Revolution								1						1
Apostates				1										1
Apostasy		1	1	1		1	1	1	1					7
Apostles								2						2
Arts & Crafts										2	1	1	8	12
Atomic Energy												1	1	2
Atonement	1	1	1						1					4
Attitude			1	1										2
Awards										3	1			4
Baptism	1		1	1										3
Beauty										1	1			2
Bible				1				1						2
Book of Mormon	6			2					2					10
<u>BM</u> History	5							2	10					17
<u>BM</u> Leaders	10							1	30					41
<u>BM</u> Prophecy	5								4					9
Brotherhood				2		2								4
Camping										1	1			2
Character		1								1				2
Charity	1			1					1					3
Chastity		1	1			1	4		2	1	1			11
Choices	1	1	1						1	2	2	1	1	10
Christmas					1									1
Church	1		2	2				4						9
Church History				15										15

<sup>a</sup>See the key at the end of this table for an explanation of column headings and other abbreviations.





Table 2 (continued)

Lesson Concept	BM	OT	NT	CH	HE	T	P	C	A	M	L	Ex	En	Tot
Family						1					1			2
Family Unity	1	1			5	1	1			3	1	3	3	19
Fasting			1		1	1								3
Fellowshipping			1											1
First Aid												1		1
First Presidency				1										1
First Vision	1			1										2
Flood		1												1
Foreordination									1					1
Forgiveness									2					2
Free Agency							2		1					3
Freedom	2	1							1	1				5
Friendship	1					2				1	1			5
Genealogy				1		2	2							5
Gentiles								2						2
Goals	2	1				1				1	3			8
God			1	1			2	1						5
Godhead							1							1
Gospel	1	1						2	1					5
Gospel Living					3		1							4
Gratitude					2									2
Happiness			1	1					1					3
Hobby												2	1	3
Holy Ghost	2		1	1	3			1	2					10
Home				1										1
Homemaking										1				1
Home Teaching						3	1							4
Honesty		1				1								2
Humility					9			1						10
Ideals						2	1		1					4
Israel	1	6		1				1	2					11
Jesus Christ	3		6		1				6					16





Table 2 (continued)

Lesson Concept	BM	OT	NT	CH	HE	T	P	C	A	M	L	Ex	En	Tot
Personal Records						1	1			3	2			7
Physical Fitness							1					3	2	6
Plan of Salvation	1			1										2
Prayer	2		1	1	3	1								8
Preparation				1		1	3	2						7
Priesthood	1	2	2	5		7	7	1	3		1			29
Priorities					1									1
Procrastination	1		1											2
Progression	1													1
Prophet	1	1		2										4
Reading Habits											2		1	3
Reformation								3						3
Repentance	2		1		4			1		1				9
Resurrection			1											1
Revelation			2	1					2					5
Reverence				1										1
Righteousness									2					2
Roman Empire								2						2
Sabbath		1	1			1								3
Sacrament	1		1			2								4
Sacrifice	1			1										2
Safety												3		3
Satan		1	1											2
Science & Religion		1												1
Scriptures				1	3	1								5
Second Coming		1	1											2
Self-control		1	1			1			1		1			5
Selfishness	2	1												3
Sermon on the Mount	1		1						1					3
Service	2	2	2	1	2	2	2	1	2	2	1	1		20
Signs									1					1

Table 2 (continued)

Lesson Concept	BM	OT	NT	CH	HE	T	P	C	A	M	L	Ex	En	Tot
Sin	1		1						2					4
Social Pressure		1												1
Socials										6	6	6	7	25
Speech										3	3	3	2	11
Spirituality			1		1		1							3
Success		1												1
Suffering		1							1					2
Symbols	1													1
Talents			1				1				1			3
Temples											1			1
Temple Work			1	1										2
Temptation		1	1											2
Testimony	2		3	1				1						7
Time					1	1	1				1			4
Tithing		1	1	1										3
Tolerance				1										1
Trust				1										1
Unselfishness	1													1
Vocations							1					1	2	4
War									1					1
Welfare				1		2	1							4
Wickedness	1	2												3
Wildlife												1		1
Women				1		1								2
Word of Wisdom	1	1		1		1	1				1	1		7
Work	1													1
Worship	1													1
Zion				1										1

<sup>a</sup>Key to column headings and other abbreviations used in this table:

BM - The Book of Mormon seminary manual

- OT - Old Testament seminary manual
- NT - The New Testament seminary manual
- CH - Church History and Doctrine seminary manual
- HE - Family Home Evening Manual
- T - 1967-68 Priesthood Study Course Teachers Quorum  
Aaronic Priesthood--Youth manual
- P - 1967-68 Priesthood Study Course Priests Quorum  
Aaronic Priesthood--Youth manual
- C - The Church of Jesus Christ in Ancient Times  
Sunday School manual
- A - Life in Ancient America Sunday School manual
- M - Mia Maid 1967-1968 MIA manual
- L - Laurel Manual 1967-68 MIA manual
- Ex - Exploring Into Manhood Explorer MIA manual
- En - Exploring Into Manhood Ensign MIA manual
- Tot - Total
- BM - The Book of Mormon
- OT - Old Testament
- NT - New Testament
- D&C - The Doctrine and Covenants
- PofGP - The Pearl of Great Price



### EMPHASIS OF CONCEPTS

The 181 gospel or lesson concepts are listed in Table 3 in a descending sequential order of importance according to the total number of times that each was found as a major theme or idea in the lessons investigated. This list indicates which concepts are emphasized and which are not, depending upon how frequently or seldom each is used, and also helps to identify gaps, omissions, and inequalities. The most frequently emphasized concepts are Book of Mormon leaders (used as a major theme forty-one times), priesthood (used twenty-nine times), and socials (used twenty-five times), followed by service, family unity, Old Testament leaders, activities, Book of Mormon history, New Testament leaders, and Jesus Christ.<sup>4</sup> There are fifty-three concepts, or 29.3 percent of the total, that are used only once as major themes in the lesson materials, and another thirty-seven that are used twice. More importance or stress is placed on the five most frequently emphasized concepts (used as major themes 134 times) than on the ninety least emphasized ones (used as major themes 127 times).

### LOCATION OF CONCEPTS

The location of the lesson concepts according to lesson manual is indicated in Table 2, beginning on page 24, where the total number of times that each concept is used in the various lesson manuals is listed. A more detailed analysis of concept location is provided in Appendix C where all of the concepts are listed alphabetically along with an

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<sup>4</sup>See Table 3.

Table 3

Lesson Concepts Listed in Sequential Order of Importance  
According to the Number of Times Each  
Appeared as a Major Theme

Rank Order	Lesson Concept	No. of Times	Rank Order	Lesson Concept	No. of Times
1	<u>BM</u> Leaders	41	29	Education	9
2	Priesthood	29	30	Missionary Work	9
3	Socials	25	31	<u>NT</u> History	9
4	Service	20	32	Repentance	9
5	Family Unity	19	33	Faith	8
6	<u>OT</u> Leaders	18	34	Goals	8
7	Activities	17	35	Leadership	8
8	<u>BM</u> History	17	36	Obedience	8
9	<u>NT</u> Leaders	17	37	Prayer	8
10	Jesus Christ	16	38	Apostasy	7
11	Church History	15	39	Duty	7
12	Arts & Crafts	12	40	Personal Records	7
13	Chastity	11	41	Preparation	7
14	Dance	11	42	Testimony	7
15	Drama	11	43	Word of Wisdom	7
16	Israel	11	44	America	6
17	Music	11	45	Dating	6
18	Speech	11	46	Leaders	6
19	Book of Mormon	10	47	Physical Fitness	6
20	Choices	10	48	Freedom	5
21	Holy Ghost	10	49	Friendship	5
22	Humility	10	50	Genealogy	5
23	Marriage	10	51	God	5
24	<u>OT</u> History	10	52	Gospel	5
25	<u>BM</u> Prophecy	9	53	Revelation	5
26	Church	9	54	Scriptures	5
27	Church Leaders	9	55	Self-Control	5
28	Courage	9	56	Atonement	4

Table 3 (continued)

Rank Order	Lesson Concept	No. of Times	Rank Order	Lesson Concept	No. of Times
57	Awards	4	88	Spirituality	3
58	Brotherhood	4	89	Talents	3
59	Gospel Living	4	90	Tithing	3
60	Home Teaching	4	91	Wickedness	3
61	Ideals	4	92	Apostles	2
62	Joseph Smith	4	93	Atomic Energy	2
63	Judgment	4	94	Attitude	2
64	Laws	4	95	Beauty	2
65	Love	4	96	Bible	2
66	Palestine	4	97	Camping	2
67	Parents	4	98	Character	2
68	Prophet	4	99	Citizenship	2
69	Sacrament	4	100	Consecration	2
70	Sin	4	101	Covenant	2
71	Time	4	102	Covenant People	2
72	Vocations	4	103	Example	2
73	Welfare	4	104	Family	2
74	Baptism	3	105	First Vision	2
75	Charity	3	106	Forgiveness	2
76	Fall	3	107	Gentiles	2
77	Fasting	3	108	Gratitude	2
78	Free Agency	3	109	Honesty	2
79	Happiness	3	110	Law Enforcement	2
80	Hobby	3	111	Millennium	2
81	Manners	3	112	Miracles	2
82	Reading Habits	3	113	Money	2
83	Reformation	3	114	Motherhood	2
84	Sabbath	3	115	New Testament	2
85	Safety	3	116	<u>OT</u> Prophecy	2
86	Selfishness	3	117	Persecution	2
87	Sermon on the Mount	3	118	Plan of Salvation	2



Table 3 (continued)

Rank Order	Lesson Concept	No. of Times	Rank Order	Lesson Concept	No. of Times
119	Procrastination	2	151	First Aid	1
120	Righteousness	2	152	First Presidency	1
121	Roman Empire	2	153	Flood	1
122	Sacrifice	2	154	Foreordination	1
123	Satan	2	155	Godhead	1
124	Second Coming	2	156	Home	1
125	Suffering	2	157	Homemaking	1
126	Temple Work	2	158	Last Days	1
127	Temptation	2	159	Military	1
128	Women	2	160	Motives	1
129	American Revolution	1	161	Old Testament	1
130	Apostates	1	162	Pearl of Great Price	1
131	Christmas	1	163	Perseverance	1
132	Constitution	1	164	Priorities	1
133	Conversion	1	165	Progression	1
134	Courtship	1	166	Resurrection	1
135	Creation	1	167	Reverence	1
136	Creativity	1	168	Science & Religion	1
137	Dedication	1	169	Signs	1
138	Democracy	1	170	Social Pressure	1
139	Dispensation	1	171	Success	1
140	Doctrine & Covenants	1	172	Symbols	1
141	Doubts	1	173	Temples	1
142	Easter	1	174	Tolerance	1
143	Empathy	1	175	Trust	1
144	Endowment	1	176	Unselfishness	1
145	Endurance	1	177	War	1
146	Environment	1	178	Wildlife	1
147	Europe	1	179	Work	1
148	Evolution	1	180	Worship	1
149	Experience	1	181	Zion	1
150	Fellowshipping	1			

explanation or definition of how each is used in a particular lesson.<sup>5</sup>

The notation given in the right hand column of the list identifies the location of the lesson concept by referring to the manual and lesson number where it is used as defined in the center column. This list also provides more detailed information concerning the scope and nature of the various concepts in the areas of duplication, gaps, and emphasis as these exist within the lesson materials examined in this study and it supplies arbitrarily selected cross referencing of related information or concepts.

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<sup>5</sup>See Appendix C.

## Chapter 4

### SUMMARY, FINDINGS, AND CONCLUSIONS

#### SUMMARY

The Church of Jesus Christ of Latter-day Saints inaugurated a special program early in 1960 for bringing about a unification and co-ordination of the Church-wide educational endeavor which included utilizing the priesthood quorums as directed in latter-day revelation, strengthening the home, and correlating the efforts of the auxiliary and teaching organizations within their assigned areas of jurisdiction in order to build up a knowledge of the gospel and promote a stronger testimony of its principles among the members of the Church.<sup>1</sup> The responsibility under this correlation program for teaching the gospel to LDS youth of high school age devolved upon the seminary, the family home evening, the Aaronic Priesthood--Youth, the Sunday School, and the MIA organizations and involved the development and implementation of a unified and delimited religious instruction curriculum.

The purpose of this study was to examine the religious education materials for high school age Latter-day Saint youth used under this coadunate program for the year beginning September 1, 1967, in terms of duplication, overlapping, repetition, gaps, omissions, inequalities, emphasis, and location of lesson themes or concepts. The data was

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<sup>1</sup>Harold B. Lee, Conference Report, October, 1964, pp. 80-81.



obtained from these materials by examining the individual lessons and identifying the main objectives, goals, conditions, ideas, or principles around which each was structured. These identified gospel truths or themes represented by words known as lesson concepts were tabulated and used as the basic units of comparison in answering the questions that were formulated to limit and analyze the problem outlined in this study.

### FINDINGS

Through an analysis of the lesson concepts identified from the lesson materials included within this investigation the following questions dealing with critical areas identified under the LDS correlation program have been examined and answered:

1. Does duplication, overlapping, or repetition of gospel concepts exist? A review of the contents of Chapter 3 indicates that duplication or the presentation of the same concept or idea two or more times does exist. The findings show that 128 gospel concepts are used two or more times as major lesson themes and that 51 concepts out of the 181 identified, or 28.2 percent, have areas or aspects that are used repetitiously in two or more lessons within the scope of this study. The topic priesthood, used in twenty-nine lessons as a major theme, has areas or aspects that are used repetitiously twenty-five times; Book of Mormon leaders, used in forty-one lessons, has areas that are duplicated twenty times; the Holy Ghost, used in ten lessons, has areas duplicated fourteen times; and chastity, used as a major theme in eleven lessons, has areas or aspects that are used repetitiously twelve times.

2. Do gaps, omissions, or inequalities in the emphasis of

gospel concepts exist? An examination of Table 2 (pages 24-30) and Table 3 (pages 32-34) indicates that there is disproportional emphasis given to some gospel concepts in relation to others and that there is a lack of equal treatment of concepts both within and between lesson manuals. One lesson concept, Book of Mormon leaders, is included in thirty lessons in one manual and in forty-one lessons all together, while fifty-three concepts, or 29.3 percent of the total, are used as a major theme only once in all of the lesson materials.

3. Which gospel concepts are emphasized? The 181 lesson concepts listed in Table 3 are arranged in descending order of emphasis according to the frequency with which each was found as a major theme or idea in the lesson materials examined. The ten most emphasized concepts in order of most frequent appearance are: Book of Mormon leaders, priesthood, socials, service, family unity, Old Testament leaders, activities, Book of Mormon history, New Testament leaders, and Jesus Christ.

4. Where are the gospel concepts located within the lesson materials included in this investigation? Table 2 shows where the 181 lesson concepts identified in this study are located in the lesson manuals, and Appendix C contains information which indicates where they are located in the individual lessons and also briefly explains the area or aspect of a particular concept that is covered in a certain lesson.

#### CONCLUSIONS

The findings of this study indicate the need for a correlation and unification of the religious instruction materials prepared for LDS students of high school age as outlined by the leaders of the Church.



In view of the findings of this study it may be concluded that a fully correlated relationship between the course materials prepared for the use of Latter-day Saint high school age youth in 1967-68 was not obtained in the areas of duplication, gaps, and emphasis. The study does not attempt to identify or discredit the possible advantages of planned duplication, but it supports the need for supervising the preparation of lesson materials and demonstrates the value of evaluating what has been prepared in order to recognize and correct weaknesses and problems which may exist in current curriculum materials.

By way of observation and in view of the great amount of work and co-operation required by all concerned to bring about the needed unification and standardization of lesson materials desired under the LDS correlation program, it is suggested that regular annual studies similar to this and covering all of the course materials for each of the three age groups--child, youth, and adult-- may prove to be a valuable tool in the hands of those who have the tremendous task of reviewing, planning, and developing correlated religious education curriculum materials for the Church.

It is also interesting to note that Jesus Christ, ranked number ten in sequential order of importance or emphasis as a major lesson theme, Joseph Smith, ranked number sixty-two as a major theme, and Prophet, ranked number sixty-eight as a major theme, are not included among the most emphasized or important lesson concepts or themes instead of being ranked below many others of lesser importance.



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## APPENDIX A

### LETTER WRITTEN BY THE FIRST PRESIDENCY OF THE CHURCH TO THE GENERAL PRIESTHOOD COMMITTEE

We of the First Presidency have over the years felt the need of a correlation between and among the courses of study put out by the General Priesthood Committee and by the responsible heads of the other Committees of the General Authorities for the instruction of the Priesthood of the Church.

We have also felt the very urgent need of a correlation of studies among the Auxiliaries of the Church. We have noted what seemed to be a tendency toward a fundamental, guiding concept, particularly among certain of the Auxiliary Organizations, that there must be every year a new course of study for each of the Auxiliary Organizations so moving. We question whether the composite of all of them might not tend away from the development of a given line of study or activity having the ultimate and desired objective of building up a knowledge of the Gospel, a power to promulgate the same, a promotion of the growth, faith, and stronger testimony of the principles of the Gospel among the members of the Church.

We have sometimes been led to wonder whether there was a proper observance of the field of a particular Auxiliary of what might be termed its jurisdiction. The question has not been absent from our minds that there might be a concept entertained by some of them including within their jurisdiction the entire scope of Church activity, and with their members the whole Church membership.

We think that the contemplated study by the Committee now set up, should have the foregoing matters in mind. We feel assured that if the whole Church curricula were viewed from the vantage point of what we might term the total purpose of each and all of these organizations, it would bring about such a collation and limitation of subjects and subject matters elaborated in the various Auxiliary courses as would tend to the building of efficiency in the Auxiliaries themselves in the matter of carrying out the purposes lying behind their creation and function.

We would therefore commend to you Brethren of the General Priesthood Committee the beginning of an exhaustive, prayerful study and consideration of this entire subject, with the co-operative assistance of the Auxiliaries themselves so that the Church might reap the maximum harvest from the devotion of the faith, intelligence, skill and knowledge of our various Auxiliary Organizations and Priesthood Committees.

This is your authority to employ such necessary technical help as you might need to bring this about. We shall await your report.

(Taken from Conference Report, April, 1963, pp. 82-83.)

APPENDIX B

LESSON SUMMARY SHEET

Lesson Manual: \_\_\_\_\_

Lesson Number and Title: \_\_\_\_\_

Lesson Concepts	Explanations or Definitions



## APPENDIX C

### ALPHABETICAL LISTING OF LESSON CONCEPTS WITH THE EXPLANATIONS OF THE PARTICULAR ASPECTS OF A CONCEPT TREATED IN THE VARIOUS LESSONS IN THE MANUALS

<b>ACTIVITIES</b> (See Physical Fitness, Socials, Dance, Drama, Music)	
overview of the program, opportunities, goals of Mia Maids	M 3 <sup>a</sup>
introspection, review, evaluation of the Mia Maid course	M 42
preparing a fully, properly organized post program	Ex 2
how to plan the year	Ex 3
post planned activities for the summer	Ex 42, 43, 45, 46
preview of and planning of the year	En 2
planning the sports program	En 6
Ensign priesthood fellowship * & sports <sup>b</sup>	En 7, 14, 18, 27, 34, 41
final planning of super activity	En 46
<b>AMERICA</b>	
land of promise to those who keep God's commandments	BM 14
land of promise, particularly to descendants of Joseph	C 36
land of promise to the Gentiles if they serve Christ	C 37
Columbus discovered * in fulfillment of prophecy	C 38
land of promise to the righteous	A 7
Nephi saw that * was a land of promise protected by God	A 9
<b>AMERICAN REVOLUTION</b>	
helped to prepare for the latter-day restoration	C 41
<b>APOSTATES</b>	
will not prosper: some claims of * to succession	CH 20
<b>APOSTASY</b>	
the pattern & cycle of *: Israel's *: our own *	OT 17(3)
in Apostolic Church: in fulfillment of prophecy	NT 29(3)
causes of * in Kirtland: avoid * by following the Prophet	CH 14(2)
prophets foretold * in <u>NT</u> : * did occur: restoration needed	T 34
the history of Israel is a lesson on disobedience & *	P 35
<u>NT</u> Church persecuted then popular: how & why the * occurred	C 29
wickedness & * caused division, degeneracy among <u>BM</u> people	A 44

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<sup>a</sup>See the key at the end of Appendix C for an explanation of the lesson reference notations and manual abbreviations.

<sup>b</sup>An asterisk, thus: \*, is used in the place of the lesson concept word or words being explained.



## APOSTLES

Jesus chose twelve \* from among the common people C 5  
 the early \* were chosen from their positive qualities C 8

## APPRECIATION (See Gratitude)

## ARTS &amp; CRAFTS

hand made articles M 34  
 "General Activity: Creative Art Exhibit" M 37; L 37; Ex 37; En 37  
 specialty project including \*, talents, honor En 4,12,13,29,31,42,43

## ATOMIC ENERGY

knowledge about \*: Challenge of \* Ex 22; En 22

## ATONEMENT (See Jesus Christ)

need & appreciation for \*: effects of \*: How full benefits  
 of the \* are obtained: what Jesus did & suffered in the \* BM 17(3)  
 to correct the effects of the Fall: made by Jesus Christ OT 4  
 resurrection provided through \*: regain God's presence by  
 obedience to the first principles of the gospel NT 21  
 Christ's \* made the resurrection & repentance possible A 14

## ATTITUDE

positive \* needed to overcome obstacles & develop courage NT 28  
 Joseph Smith's accomplishments from having a positive \*;  
 how to develop a positive \* CH 31

## AWARDS

check up on goals and Mia Joy Award M 41  
 Mia Maid rehearsal for honor night M 45  
 Mia Maid honor night including ideals & goals of womanhood M 46  
 class Laureling: honors given for achievements: review of yr. L 46

## BAPTISM

importance, covenant, proper method of \*: infant \* wrong BM 42(2)  
 how and why \* is performed NT 4 (2)  
 the covenant of \* CH 5

## BEAUTY

good grooming, dress, diet, & taste make \* & femininity M 36  
 beauty can be earned, appreciated & sought L 3

## BIBLE (See New Testament, Old Testament)

Joseph Smith's Inspired Translation of the Bible CH 11  
 interest in & appreciation for \* writers and translators C 34

## BOOK OF MORMON

purposes & importance today of the \*: witnesses to the \* BM 2 (2)  
 the story of the coming forth of the \* BM 3  
 contents, organization, structure, books & people of \* BM 4 (4)  
 witnesses & testimonies to truth of \*: reading chart for \* BM 6 (4)  
 how to gain a testimony of \*: know by the Holy Ghost BM 7  
 practice doing the teachings of \* now, don't just know them BM 47

## BOOK OF MORMON (continued)

the work of translating the * and how it was done	CH 3
witnesses to & tests of *: it is a witness for Jesus, Joseph	CH 4 (3)
the structure, plates, writers, chronology & purposes of *	A 3
Moroni's instructions & testimony on how to know truth of *	A 46

## BOOK OF MORMON HISTORY

overview of Jaredites, Nephites, Lamanites, Mulekites	BM 5 (2)
Jaredite * gives typical Central Asian customs, views	BM 8 (2)
reason for & history of Nephite-Lamanite split from *	BM 18
false worship of Zoramites & Alma's labors therewith	BM 27
the Gadianton Robbers & their effect on freedom & leaders	BM 32(2)
Mormon & Moroni witnessed apostasy & destruction of Nephites	C 28
brief overview of the people, time & conditions of *	C 36
Hebrew culture and literature influenced Nephite culture	A 2
the Lord instructed Nephi to make a record	A 4
the trip from the valley of Lemuel to the promised land	A 8
Jaredites & Zeniff's colony forgot God & were made captives	A 20
the bondage & return to freedom of Limhi's people	A 22
disintegration under Moronihah, sons of Pahoran, Hel., Nephi	A 36
signs of Savior's birth & death: Nephite & Lamanite conditions	A 39
the Savior's visit & Mormon's conclusion to III Nephi	A 43
Savior's visit followed by righteousness then wickedness	A 44
Mormon's letters & Moroni's farewell: infant baptism	A 48

## BOOK OF MORMON LEADERS

Moroni and his visit to Joseph Smith	BM 3
the lives & testimonies of Jacob, Enos, and Sherem	BM 21
King Benjamin served his people well	BM 22
life examples of Zeniff, Noah, Abinadi: Nephite groups	BM 23(2)
conversion & lives of Alma & Sons of Mosiah before & after	BM 24
the missionary work, courage, & success of Alma, Amulek, Ammon, & sons of Mosiah	BM 26(2)
Amlickiah's ambition & wickedness: Moroni's character & deeds	BM 29
Helaman & 2,000 sons: their good citizenship traits	BM 30
misunderstanding & problems between Moroni & Pahoran	BM 31
qualities of greatness & faithfulness of Mormon & Moroni	BM 46
Samuel, King Benjamin, Alma, Sons of Mosiah & Christ's Church	C 27
students can identify with Nephi and what he did	A 5
Lehi gave blessings to his people before his death	A 10
Lehi's blessing & instructions to Jacob on gospel principles	A 11
Lehi blessed Joseph & spoke of Joseph in Egypt & Joseph Smith	A 12
Nephi's feelings, character & leadership show his greatness	A 13
Jacob gave instructions about Christ, Jews, & Gentiles	A 14
Nephi taught about Christ & Israel from Isaiah	A 15
the teachings of Nephi show his great concern for his people	A 16
Jacob taught people to live a good life & believe in Christ	A 17
Enos, Jarom, Omni, Amaron, Chemish, Abinadom, & Amaleki	A 18
King Benjamin was a great leader, teacher, & servant	A 19
the work of Abinadi & the wickedness of King Noah	A 21
the life, experiences, & teachings of Alma, God's servant	A 23
Mosiah established a democracy among the Nephites	A 24
Alma's strength of character & how he confronted problems	A 25



## BOOK OF MORMON LEADERS (continued)

Alma established a righteous reform among his people	A 26
Alma & Amulek called the people of Ammonihah to repentance	A 27
Sons of Mosiah filled a successful mission to the Lamanites	A 28
Alma & Amulek preached to the Zoramites	A 29
Alma's blessing & instructions to his son, Helaman	A 30
Alma's blessing & instructions to his son, Shiblon	A 31
Alma's reproof & instructions to his son, Corianton	A 32
Moroni--chief captain & man of integrity, courage & faith	A 33
Moroni, unlike Amalickiah, upheld liberty, freedom, honor	A 34
Moroni, Teancum, Lehi, Helaman, Pahoran, Moronihah, & Hagoth	A 35
missionary labors & power of Nephi & Lehi (Hel . 5-12)	A 37
Samuel's prophecies & instructions to the Nephites	A 38
Mormon instructed & served an ungrateful & wicked people	A 45
Moroni's instructions, comments, & prophecies	A 46
Moroni's instructions on conferring the Holy Ghost, ordain- ing, sacrament, faith, repentance, & worthiness for baptism	A 47

## BOOK OF MORMON PROPHECY

the meaning & importance of Lehi's dream	BM 1
Nephi's prophecies have been or will be fulfilled	BM 13
the parable of the olive tree	BM 20
prophecies concerning Jesus Christ have been fulfilled	BM 34
Nephi's prophecies concerning the Gentiles & America	BM 37
Lehi's & Nephi's visions give a prophetic history of world	A 6
Nephi had a prophetic view of the land of promise	A 7
the prophecies & teachings of Nephi in the promised land	A 9
Nephi prophesied concerning Jews, Christ, & last days	A 16

## BROTHERHOOD

unity, *, & cooperation are characteristic of L.D.S.	CH 25
the Church needs * & love between members of all cultures	CH 33
promoting harmony & understanding improves * in the church	T 6
quorum * includes concern, friendship, love, service	T 28

## CAMPING

basic survival techniques	M 38
skills & practical experience in *	L 41

## CHARACTER

C.Q. or * quotient qualities give success & happiness	OT 1
develop strength & power of * for life is within us	M 12

## CHARITY (See Love)

pure love of Christ is *: it brings happiness & does good	BM 35
perfect love is *: a power for good in Joseph Smith's life	CH 31
Moroni encouraged faith, hope, *, prayer, & gifts of Spirit	A 48

## CHASTITY

plan for * now: problems & seriousness of immorality--why bad	OT 21(4)
immorality destroys real love	NT 27
includes avoiding evil, service, & worthwhile activities	T 44
clean moral living is essential in preparing for a mission	P 22



## CHASTITY (continued)

brings joy & happiness: is foundation of all righteousness	P 41
live the spirit as well as the letter of the law of *	P 42
reaching family & church goals requires moral cleanliness	P 44
blessings come to those who keep themselves morally clean	A 12
there is need for * in thoughts, pictures, stories & actions	A 32
strong biological drives have their place	M 26
goals, seeking motherhood & mother-daughter unity help keep *	L 13

## CHOICES

responsibility for & results of *: opposition necessary for	*BM 15(2)
responsibility for *	OT 19
making * should be guided by Christ-like principles	NT 23(2)
examine all the facts before making decisions or conclusions	A 22
discovery comes through being curious, aware & awake	M 2
live well today & don't worry about tomorrow	M 22
how to solve problems and make right decisions	L 22
reading & applying the Gospel of Matthew in making decisions	L 31
making * in planning for the future	Ex 25
making wise financial * when buying cars & other items	En 38

## CHRIST (See Jesus Christ)

## CHRISTMAS

the * story brings love & the Lord's Spirit into the home	HE 14
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## CHURCH

the organization, name & characteristics of the one true *	BM 37(2)
Christ established one unified church	NT 30(3)
in the perfectly organized * all the offices are necessary	NT 33(2)
overview of the objective, purpose & mission of the *	CH 1 (3)
the priesthood, organization, & common consent in the *	CH 6
Jesus established * to give opportunities for spiritual growth	C 1
teachings, practices, & organization of the <u>NT</u> *	C 26
Christ's * among the Nephites	C 27
Christ's * among the Nephites was similar to <u>NT</u> & Restored *	C 28

## CHURCH HISTORY

from New York to Ohio and Missouri	CH 8
Kirtland apostasy & bank failure: Kirtland Camp	CH 14
Missouri persecutions: Prophet imprisoned: exodus to Ill.	CH 15(2)
purpose & achievements of Zion's camp	CH 12
construction & use of the Kirtland Temple: events in it	CH 13
development of government, education & publications in Nauvoo	CH 16
Missionary work in Britain: Palestine dedicated	CH 17
cause of Nauvoo problems & future plans	CH 18
last days & persecution in Nauvoo: Nauvoo temple finished	CH 21
from Nauvoo to winter quarters: problems & plans of exodus	CH 22(2)
the call, march & benefits of the Mormon Battalion	CH 23(2)
the purpose, history & value of the Relief Society	CH 24
the move to Salt Lake: difficulties & unity of pioneers	CH 25(2)
crossing the plains & colonization: New auxiliaries formed	CH 26(2)



## CHURCH HISTORY (continued)

the Utah War & the Mountain Meadows Massacre CH 27(2)

## CHURCH LEADERS (See Joseph Smith)

preparation & leadership of Brigham Young CH 20  
 overview of life, accomplishments & death of Brigham Young CH 28  
 overview of life, abilities, administration and death of  
 John Taylor CH 28(2)  
 the life, dedication, & administration of Wilford Woodruff CH 29(2)  
 the missions, capabilities & administration of Lorenzo Snow CH 30(2)  
 the capabilities, new programs & admin. of Joseph F. Smith CH 31(2)  
 perseverance, business capabilities & admin. Heber J. Grant CH 32(2)  
 the family, love, compassion & admin. of George Albert Smith CH 33(2)  
 gospel living, accomplishments & admin. of David O. McKay CH 34(2)

## CITIZENSHIP

liberty & patriotism require good \*, discipline & moral life BM 30  
 good \* in the home, community, state & nation Ex 29

## CONSECRATION

the law of \* and stewardship CH 8  
 the Nephites lost the United Order and its blessings by sin A 44

## CONSTITUTION

the United States \* was inspired of God C 42

## CONVERSION

stronger than testimony: changes lives: it is necessary BM 24(2)

## COURAGE

to maintain convictions without compromise requires \* BM 23(2)  
 doing missionary work requires \* BM 26  
 have \* to overcome social pressure, offense, & evil NT 17(4)  
 individual \* grows with conviction of right CH 28  
 have a \* to be true to that which is known to be right C 11  
 the gospel gives men the \* to face anything C 12  
 to fight & die for righteousness requires \* C 22  
 Abinadi set an example for great physical & moral \* A 21  
 obtain \* through faith & right living M 24

## COURTSHIP

what \* includes in preparation for successful marriage CH 37(3)

## COVENANT

the \* of the chosen people: the \* of marriage OT 9(2)  
 the rules, principles & penalties of Israel's \* OT 12(2)

## COVENANT PEOPLE (See Israel)

the covenant, obligation & missionary responsibility of \* OT 7(2)  
 the \* are loved of God even when wicked, but must repent OT 28

## CREATION

the \* of the earth & man & why: the role of Jesus in the \* OT 3(2)

## CREATIVITY

needed in colonization & missionary work: chances for \* today CH 26(3)

## DANCE (See Activities, Socials)

learning modern dance rhythms M 5  
 etiquette, courtesy, modern rhythm for social \* M 6; Ex 6  
 social dance party M 23; L 23; Ex 23; En 23  
 Social dancing know-how & appreciation activity L 24; En 24  
 good \* etiquette, grooming, courtesy & posture L 25; En 25

## DATING (See Friendship)

the purpose, proper time & reason for \*: problems of early \* BM 12(2)  
 proper \* is an important step to real love NT 27  
 the proper place & proprieties of good \* M 29  
 is competitive: practice being a good date L 6  
 proper roles & practices for \* partners to observe L 7  
 good \* manners Ex 40

## DEATH (See Fall)

## DEDICATION (See Work)

BM examples of \*: have \* to work & right, not dissension BM 25

## DEMOCRACY

God prepared for & established \* in America under Mosiah A 24

## DISPENSATION

the purpose & responsibility of the present \* T 36

## DOCTRINE AND COVENANTS

the background, history & content of the \* CH 11(3)

## DOUBTS (See Attitudes)

can be resolved & replaced with positive convictions C 8

## DRAMA (See Activities, Socials)

ward or stake \* & music festival activity M 33; L 33; Ex 33; En 33  
 the proper place & use for make-up M 35  
 ward road shows M 47; L 47; Ex 47; En 47  
 proper behavior at the theater L 10  
 Explorer Extravaganza variety show Ex 32

## DUTY

fulfilling priesthood \* gives service & personal development T 1  
 making, accepting & completing assignments properly & well T 8  
 the \* of a teacher to God & to magnify his calling T 13  
 understanding, planning & discharging the \* of a priest P 1  
 a \* to expound, exhort, influence & teach effectively P 2  
 the duties of a priest include those of a deacon & teacher P 3  
 teaching & learning the gospel is a \* & opportunity P 6

## EASTER

a day to remember & be grateful for Jesus Christ & his



## EASTER (continued)

crucifixion, resurrection & love HE 28

## EDUCATION

increases capacity for service NT 24(2)  
 scriptures & Church encourage \*: spiritual \* most important  
 increases earning power: value of Seminary & Institute CH 38(3)  
 Institute is to keep spiritual & academic \* balanced CH extra  
 gives self improvement: need secular & religious \* M4; L 5; Ex 5; En 5  
 value of \*: ways to learn & what to learn in school M 31  
 accomplishments of research: power of research Ex 24

## EMPATHY

is to be turned out, have consideration & overcome pride BM 19

## ENDURANCE

value of \* in life: resolve to endure, to finish projects BM 46

## ENVIRONMENT

improve the \*, care for physical surroundings CH 16

## EUROPE

the countries, people, contributions & Catholic Church in \* C 30

## EVOLUTION

theories of \* & laws of chance: early man & organic \* OT 3

## EXAMPLE

good \* contributes to happiness & spiritual tone of home P 39  
 improving your own personality may help others by \* A 2

## EXPERIENCE

is a blessing which resulted from the fall of Adam OT 4

## FAITH

what \* is: rewards of, steps to, live for & show daily\* BM 38(2)  
 build \* in the gospel of Jesus Christ OT 15  
 in the Savior: in his teachings & way of life HE 10  
 in Christ grows by obedience & doing good to all people HE 11  
 follow example of \* & resourcefulness set by Nephi & Lehi A 8  
 Sons of Mosiah & converted Lamanites had great \* A 28  
 Alma & Amulek taught \*, prayer, patience, the atonement A 29  
 the Nephites protected themselves through \* & courage A 35

## FALL

the need for & results of the \*: BM teachings on the \* BM 16  
 the effects of the \*, including physical & spiritual death OT 4  
 the \* brought physical & spiritual death into the world NT 21

## FAMILY

each \* member should consider others & work on \* needs T 40  
 good communication in the home is essential to a happy \* L 12

## FAMILY UNITY

Lehi's family & *: is essential: aids to achieving *	BM 11(3)
recognizing & solving differences in obtaining *	OT 18(2)
the Holy Ghost promotes *, love, harmony & happiness	HE 6
activities & fun increase *, solidarity & cooperation	HE 21
each person is needed, important & may influence *	HE 37
planned, regular family home evenings can bring *	HE 39
consideration for others builds * & happiness	HE 40
a responsibility to contribute to * & growth	T 38
developed by persuasion, honor, kindness, love unfeigned	P 43
comes by living with, appreciating & having empathy for your family	M 7
overcoming problems between parents & youth	M 11; L 11; Ex 11; En 11
mother & daughter ties--stake event	M 27
father & son night for * & closeness	Ex 31
an outing for the entire family	Ex 39
father & son physical & intellectual activity night	En 32
mother & Son evening	En 39

## FASTING

Fast & pray for the Holy Ghost & other good reasons	HE 8
& prayer helps with personal problems & spiritual maturity	T 23
for God or men: the motives behind * are important	NT 7 (2)

## FELLOWSHIPING

is a way to render service to others: what * includes	NT 25
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## FIRST AID

simulating injuries with realistic * training	Ex 35
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## FIRST PRESIDENCY

succession in the * & the right to lead the Church	CH 20
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## FIRST VISION

the story of Joseph Smith's *	BM 3
the circumstances & story of the *: what was learned in *	CH 2 (2)

## FLOOD

the * came because of wickedness & was a blessing	OT 6 (2)
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## FOREORDINATION

some prepared in the pre-mortal life for leadership here	A 23
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## FORGIVENESS

Nephi displayed *, faith & courage	A 5
Alma emphasized the doctrine of *	A 23

## FREE AGENCY

a duty to protect & preserve human dignity & *	P 46
is sustained by being subject & obedient to law	P 47
Samuel the Lamanite taught about the responsibility & the accountability attached to *	A 38



## FREEDOM

depends upon serving God--therein lies our security	BM 14
wicked men & subversion destroy *: threats to *	BM 32(2)
what * is: how * is obtained	OT 10(2)
is jeopardized by secret combinations & internal decay	A 36
comes by living the gospel	M 18

## FRIENDSHIP (See Dating)

is the foundation of good dating: don't rush the * period	BM 12(2)
develop wholesome, enjoyable * with young ladies	T 42
develop * & set a good example for non-members of Church	T 48
build & practice * & bring * to the family	M 8
cultivate * with L.D.S. and non-L.D.S. people	L 29

## GENEALOGY

keys given for * work: involves sacrifice	CH 17
how to start fulfilling the priesthood * responsibility	T 29
priesthood duty to do * & temple work for ancestors	T 37
helps are available in fulfilling * & temple work duty	P 29
duty to complete pedigree charts, family groups, histories	P 40

## GENTILES

the early Spanish conquerors were not the * seen by Nephi	C 39
British who settled North America were the * seen by Nephi	C 40

## GOALS

influenced by friends, church activity & group pressure	BM 23(2)
set * now: Moroni gave a challenge to live the gospel	BM 47
assist in doing & not just knowing what is right	OT 22
the gospel & priesthood will always assist in reaching *	T 33
life needs unity, purpose, healing experiences & *	M 13
seek things virtuous, lovely, of good report, praiseworthy	L 2
identity, purpose & direction are important	L 14
keep on course & overcome obstacles to reach your *	L 40

## GOD

the true nature of *: man is in image of *	NT 32
reveals himself & his purposes: how to know*	CH 2 (2)
understanding & knowing * increases a God-like character	P 14
reveals his existence, nature, character & attributes to man	P 15
Paul taught the Athenians the truth about their unknown *	C 21

## GODHEAD

members of the * have unique & complementary functions	P 16
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## GOSPEL

living the * is practical & brings peace: share the *	BM 44(2)
put the * first & foremost in life	OT 8
is intended for all who will accept it	C 14
is for all, Jew & Gentile, regardless of nationality	C 20
principles & ordinances are to bring people to perfection	A 47



## GOSPEL LIVING

learn & live the gospel in the home HE 38  
 the Holy Ghost can guide us to live in harmony with our  
 associates without compromising gospel standards HE 44  
 the Church is judged by the \* of its members: do \* HE 45  
 living the gospel at work is a valuable standard to follow P 48

## GRATITUDE

feel & express humble \* to God for abilities & gifts HE 29  
 for family, Church, plan of life: encourages Holy Ghost HE 36

## HAPPINESS

there is opportunity for \* in the programs of the Church CH 34  
 the teachings of Jesus bring true \* NT 5(2)  
 is gained by meeting the conditions upon which it is based A 11

## HOBBY

values of having a good \* Ex 17  
 the \* of photography: making a family tree for a \* Ex 17  
 some benefits of worthwhile hobbies En 17

## HOLY GHOST

affects the capacity to influence others & gives courage BM 26  
 the mission & gifts of the \*: seek & obey the \* BM 41(2)  
 influence of the \* in NT Church & in our lives today NT 22(4)  
 the gift of the \*: how the \* is obtained: blessings of \* CH 5(2)  
 effects of, being born of, obtaining & keeping the \*: a God HE 1  
 may choose guidance of \* throughout life: a guide to truth HE 2  
 influences thoughts, actions, behavior & happiness HE 3  
 day of Pentecost: presence & influence of \* in Jerusalem C 10  
 the difference between & need for the \* & the Holy Spirit A 41  
 has a specific mission A 42

## HOME

is divine & eternal: nature, purpose, role & ideals of LDS \* CH 36(4)

## HOMEMAKING

requires work, development & knowledge M 39

## HOME TEACHING

teachers have a responsibility to do effective \* T 2  
 how to improve the quality & effectiveness of \* T 5  
 successful \* depends upon each home teacher T 32  
 includes vision & knowledge of whom, what & how to teach P 32

## HONESTY

the evils of dishonesty: the eighth commandment OT 27(2)  
 it is necessary & possible to be completely honest T 10

## HUMILITY

meaning of \*: need \* to obtain the Holy Ghost & blessings HE 23  
 learning from others, listening, & being teachable indicate \* HE 24  
 a \* person recognizes need to improve, grow & be tolerant HE 25



## HUMILITY (continued)

self acceptance & self-esteem are necessary to genuine *	HE 26
review of * (HE 24-26) through fun activities	HE 27
can be shown by rejoicing in other's talents & achievements	HE 30
can be shown by helping others feel important & confident	HE 31
is shown by giving others attention & feeling of importance	HE 32
is learned by bringing love & oneness to others	HE 33
is needed to gain a testimony of the gospel	C 18

## IDEALS

include pure thoughts & speech & respect for other's rights	T 43
be in & not of the world through high personal & religious *	T 47
follow the standards of dress & deportment set by the Lord	P 45
honor, integrity & worthy * should be cultivated	A 34

## ISRAEL (See Old Testament History)

parable of olive tree & history of *: the covenant people	BM 20(2)
history of * from Joseph to Moses	OT 11
the history & conditions of * at Mt. Sinai	OT 12
the experiences of * in the wilderness with Moses	OT 15
the history & apostasy of * under the Judges	OT 17
the history of * from Solomon to the captivity	OT 23
the history of * from captivity to the time of Christ	OT 24
the gathering of * to Nauvoo & Palestine: Keys given for	CH 17
history of *: Bible prophecies on scattering & gathering *	C 35
overview of history of * from Abraham to Lehi	A 1
special blessings promised to * & especially to Ephraim	A 12

## JESUS CHRIST (See Atonement, Christmas, Easter, Second Coming, New Testament History)

the Book of Mormon is a second witness to the divinity of *	BM 34(3)
a review of the atonement of *: visit of * to America	BM 35
the God of this earth: having reverence & respect for *	BM 36(3)
it is important to know about * & His teachings	NT 1 (4)
birth & youth of *: is the central figure of the world	NT 2 (5)
an overview of the missions of *	NT 11(2)
gaining an appreciation for the suffering of *	NT 18
gaining a greater appreciation for * & his gift to mankind	NT 19(2)
is the Son of God: is separate from God	NT 32
Easter is a time to reflect on Christ's life & gift to man	HE 28
Nephi taught his people to have faith in *	A 15
Samuel the Lamanite told about the life & mission of *	A 38
appeared to & taught the Nephites	A 40
taught the Nephites about Israel, prayer, the sacrament	A 41
told the Nephites about the restoration & the last days	A 42
the visit & teachings of * greatly impressed the Nephites	A 43

## JOSEPH SMITH

early life history of *: Moroni's visit to *	CH 3 (3)
political campaign of *: some prophecies by *	CH 18
threats against, trials & enemies of, & the martyrdom of *	CH 19(4)
the greatness of & comments on *: a product of the Church	CH 20(2)



## JOY (See Happiness)

## JUDGMENT (See Choices)

understand all sides before making a \*: avoid hasty \* BM 31  
 unrighteous \* harms both parties NT 8 (3)  
 look for virtues, not faults: don't condemn or judge others HE 12  
 see personal faults: to judge others faults is hypocritical HE 15

## LAST DAYS

some Old Testament prophecies concerning the \* OT 25(2)

## LAW ENFORCEMENT (See Leaders)

respect for the local & state police, sheriff, FBI & \* Ex 20; En 20

## LAWS

keep the \* of the land & of God BM 14  
 honor, obey & sustain the \*: live more than the minimum \* NT 26(4)  
 honor, obey & sustain the \* of the land P 47  
 rules & \* are given & made to achieve goals OT 12

## LEADERS (See Church Leaders)

don't criticise \* OT 11  
 it is important to sustain & follow the \* of the Church NT 15  
 church \* are great men, but they may fall NT 18  
 respect, cooperate & communicate with parents, \*, & the law P 11  
 the life & voyage of Columbus C 38  
 the job & duties of a Bishop & gaining appreciation for him En 36

## LEADERSHIP

priesthood activities develop desirable \* qualities T 4  
 learning the duties of the bishopric is \* training P 27  
 learning the duties of the stake presidency is \* training P 28  
 preparation is necessary to qualify for \* in the church C 9  
 is developed by cultivating the qualities of great leaders A 13  
 great \* is demonstrated in how problems are solved A 25  
 qualities of \* include desire, knowledge, work, control Ex 15; En 15

## LIBERTY (See Freedom)

## LOVE (See Charity)

mature vs. counterfeit \*: charity: how \* is developed NT 27(4)  
 joy is based on learning to \* & be loved in the home P 37  
 works miracles: must be worked for & earned L 26  
 Jesus set the example for perfect \* L 27

## MANNERS

form, quality, acceptable & unacceptable letter writing L 42  
 good home \*, including table, telephone & introductions Ex 7  
 good dating \*: proper care of clothing Ex 40

## MARRIAGE

of Isaac & of Jacob: within the covenant OT 9 (2)  
 the introduction of plural \* in church history CH 18



## MARRIAGE (continued)

in temple: sealing: worthiness & preparation needed for *	CH 21
reasons for the Manifesto--from the Lord--stopped plural *	CH 29
proper courtship essential to temple *	CH 37
material, spiritual & moral preparation for temple *	P 20
establishing goals that include temple *	L 13
successful * requires giving, helping, sharing & doing	L 35
roles, adjustments & responsibilities of *	L 36
disadvantages & advantages of early *	En 45

## MILITARY

understanding * obligations & choices	En 3
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## MILLENNIUM

some Old Testament prophecies concerning the *	OT 25
what the * is: conditions during*: the * & the Church	CH 1

## MIRACLES

the purpose of *	NT 12
are performed according to the laws of nature	A 42

## MISSIONARY WORK

requirements & duty of, preparation for & attitude toward *	BM 26(2)
God loves all people: we can help all people through *	OT 29
preparation for *: fellowshipping, service & *	NT 25(2)
preparation for *: early history, joy & message of *	CH 7 (5)
keys given for *: evidence of keys having been given for *	CH 17
duty of the Church: world-wide program: fulfill duty of *	CH 35(5)
duty, true spirit & tools of *: prepare today for doing *	T 31
principles of * : Preparing for *	P 31
Paul's * in the Roman Empire	C 16

## MONEY

managing, planning, saving, spending & earning *	L 18
using * wisely when making purchases	En 38

## MOTHERHOOD

the call, service & importance of *	CH 24
seeking, preparing for & being worthy of *	L 13

## MOTIVES (See Ideals)

doing things for God & not men increases spiritual power	NT 7 (2)
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## MUSIC (See Activities, Socials)

is a special language of feeling	M 10
ward or stake music festival activity	M 19; L 19; Ex 19; En 19
ward or stake drama & music festival	M 33; L 33; Ex 33; En 33
conducting *	L 45
learning to lead * in a workshop for conducting*	Ex 36

## NEW TESTAMENT (See Bible)

the history & importance of the *	NT 3 (5)
political & geographical conditions in * times	NT 11



## NEW TESTAMENT HISTORY

the early Judean mission of Jesus	NT 12
events during the Galilean ministry of Jesus (Part I)	NT 13
teachings of Jesus & history of Galilean ministry (Part II)	NT 14
teachings & history of Galilean ministry (Part III)	NT 15(2)
teachings & history of Later Judean & Perea ministries	NT 16
Later Judean & Perea ministries: week of atoning sacrifice	NT 17
the suffering in & purpose for Gethsemane	NT 18
the crucifixion of Jesus	NT 19(2)
events & history of the early Apostolic ministry & Church	NT 22

## NEW TESTAMENT LEADERS

Paul's life and work overviewed	NT 23(2)
Paul's qualifications for missionary work	NT 24(2)
Paul's missionary journeys	NT 25(2)
Paul's arrest, trial & imprisonment	NT 26
Paul endured to the end despite hardships	NT 28
Paul's preparation & conversion made him a powerful tool	C 15
Paul's conversion & preparation for the ministry	C 18
Paul's first missionary journey	C 19
Paul's second missionary journey	C 21
Paul's third mission & imprisonment: before Festus & Agrippa	C 22
Paul reviewed his life & bore testimony to Festus & Agrippa	C 23
Paul's life is an example of true repentance	C 24
Paul contributed to the Church through missions & letters	C 25
Peter became a great leader under influence of the gospel	C 7
Peter's actions, strength of character & courage	C 11
the visions of Cornelius & Peter: the gospel is for all	C 14
Stephen's calling, character, work, testimony & death	C 12

## OBEDIENCE

reasons for * not always known: to parents, leaders & God	BM 9
of Abraham to God: consecration & sacrifice require *	OT 8
to God brings freedom & blessings	OT 10
animal sacrifices were made to teach Israel *	OT 13
blessings follow *: comforts may prevent or preclude*	OT 15(2)
heed prophets & give * to their instructions	OT 23
obeying commandments & keeping promises brings blessings	HE 22
freedom is gained by * to the gospel & civil law	T 12

## OLD TESTAMENT (See Bible)

overview of the origin, structure, setting, & purpose of *	OT 2 (6)
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## OLD TESTAMENT HISTORY (See Israel)

of Israel from Joseph to Moses	OT 11
of the Israelites & their experiences & conditions at Sinai	OT 12
instructions on the nature & purpose of the tabernacle	OT 13
what, why & how animal sacrifices were made	OT 13
of Israel's experiences in the wilderness with Moses	OT 15
conquest & division of Canaan--to be kept by righteousness	OT 16(2)
the Judges of Israel	OT 17
the construction of Solomon's temple	OT 22
the kingdoms of Israel & Judah from Solomon to captivity	OT 23



## OLD TESTAMENT HISTORY (continued)

from the captivity to the coming of Christ OT 24

## OLD TESTAMENT LEADERS

Bible history concerning Noah OT 6  
 the history, call, faithfulness, greatness of Abraham OT 7 (3)  
 the obedience & sacrifice of Abraham OT 8  
 the birthright, covenant & history of Isaac, Jacob & Esau OT 9 (3)  
 the life, righteousness & freedom of Joseph OT 10(2)  
 the life, call & service of Moses OT 11(2)  
 the works & death of Moses & Joshua OT 16  
 the evils of a king told by Samuel OT 19  
 selfishness & service in the lives of Saul, David, Jonathan OT 20  
 David the King: immorality of David OT 21  
 the life & history of King Solomon OT 22(2)  
 the history, power & mission of Elijah OT 26(2)  
 the mission & work of Elisha OT 27  
 the prophet Hosea: Hosea's life likened to Israel OT 28  
 Jonah sent to Ninevah OT 29  
 the story of Job: the righteous also suffer OT 30  
 the prophet Daniel: strength through right living OT 31  
 the prophet Malachi & tithing OT 32

## OLD TESTAMENT PROPHECY

on a remnant of Israel and on Christ OT 24  
 on the last days, second coming of Christ & the millennium OT 25

## PALESTINE

political & geographical conditions in NT \* NT 11  
 the land & people of \* C 2  
 the location, geography & relative size of \* C 3  
 life in \* at the time of Jesus--making it real today C 4

## PARENTS

commandment to honor \*: meaning of honoring \*: how to honor \* OT 18(3)  
 observe the patriarchal order & respect each family member T 39  
 respect \*: duty of father as spiritual leader & family head P 38  
 children honor \* with loyalty & devotion A 10

## PEARL OF GREAT PRICE

the content, background & publication of the \* CH 11(3)

## PERSECUTION

blessings of \*: effects of suffering & \* on people CH 15(2)  
 often aids in spreading the truth C 13

## PERSEVERANCE

enduring to the end is necessary: hardships are beneficial NT 28(2)

## PERSONAL RECORDS

suggested contents of \*: keeping a regular \* is important T 17  
 to contain goals, plans for attaining them, & family data P 17  
 Treasures of Truth \* to contain important items in life M 17



## PERSONAL RECORDS (continued)

Treasures of Truth workshop: questions on \* M 32  
 Treasures of Truth workshop: questions & other items on \* M 40  
 Treasures of Truth \*, Sacred to Me section of the record L 40  
 Treasures of Truth workshop L 38

## PHYSICAL FITNESS (See Activities, Socials)

is developed through basic laws of health & spirituality P 10  
 a complete personal fitness program includes \* Ex 8  
 some exercises to develop personal fitness Ex 12  
 through sports & wise use of time Ex 26; En 26  
 how to weight train En 35

## PLAN OF SALVATION

place of earth & pre-mortal life & degrees of glory in \* BM 1 (2)  
 God is our Father: D&C 76, pre-earth & after death life CH 9 (3)

## PRAYER

why \* is important: an aid to testimony: need for \* BM 7  
 an effective force in life: private & family \*: answers to  
 language of, repetition in & improving \* BM 43(2)  
 praying with the proper motives NT 7 (2)  
 elements of successful \* CH 2  
 obtain Holy Ghost by \*: regular \*: for guidance & comfort HE 5  
 pray in faith: wait, listen, accept & follow answers to \* HE 7  
 gives strength, power & ability: seek Lord's will through \* HE 9  
 understand & use \*: know its validity & significance T 24

## PREPARATION (See Leadership, Missionary Work)

make \* for greater service: prepare early in life CH 3 (2)  
 part of the restoration: needed for guidance & growth today T 35  
 prepare for the Melchizedek Priesthood by assisting elders P 4  
 qualify for mission, priesthood & Godhood through work & \* P 13  
 for Melchizedek Priesthood by fulfilling duties of a priest P 18  
 Paul's \* & conversion helped him become a powerful tool C 15  
 students should prepare to do work in the Church C 18

## PRIDE (See Sin)

## PRIESTHOOD

why needed in the Church BM 37  
 the patriarchal \*: the birthright & the \* OT 9  
 Elijah held the \* keys OT 26  
 given by Jesus to the twelve apostles NT 15(2)  
 authority comes from God in a set way NT 31(2)  
 the restoration of the Aaronic & the Melchizedek \* CH 5  
 is the power of God: is delegated: the keys of, oath &  
 covenant of & offices in the \* CH 6 (4)  
 organization, offices & callings: Church growth CH 12(2)  
 description of the \*keys held by Moses, Elias & Elijah CH 17  
 holders of the \* have high standards of character & manhood CH 23(2)  
 world created through power of the \* T 14  
 controls & directs the universe: use the \* to serve others T 15

set principles apply to exercising * power	T 16
authority & duties are cumulative: use requires cooperation	T 19
can trace * authority: be worthy, honor & fulfill * calling	T 20
nature, purpose & power of the *: become like God through *	T 25
specific jobs & responsibilities of a teacher in Aaronic *	T 26
honor * by appreciating & exercising it properly	P 5
preparing to fulfill the Oath & Covenant of Melchizedek *	P 19
magnify * by decisive action, work, faith, love, virtue	P 24
appreciating the restoration will increase service in the *	P 25
knowledge from past helps priests prepare for Melchizedek *	P 33
appreciate Aaronic * by understanding its role in Israel	P 34
duties of offices in Aaronic * understood by revelation	P 36
the apostles' power increased as their ministry widened	C 13
special blessings of Abraham's descendants include the *	A 1
exercised with power by living righteously & having faith	A 27
Nephi used the * & the sealing power righteously	A 37
the power & blessings of the *	L 32
<b>PRIORITIES</b>	
establish correct * for order & balance in life	HE 34
<b>PROCRASTINATION</b>	
overcome * by acting & preparing now: reasons for *	BM 28(2)
doing is more important than knowing: hearer vs. doer	NT 9 (3)
<b>PROGRESSION</b>	
through opposition, work & the fall of Adam * is possible	BM 16
<b>PROPHET (See Church Leaders)</b>	
importance of *: follow living *: role & responsibility of *	BM 33(2)
to give warning: obey & follow the counsel of a *	OT 23(2)
a * today: listen to & obey the living *	CH 18
follow the * now: some results of following a * or not	CH 22(2)
<b>RATIONALIZATION (See Sin)</b>	
<b>READING HABITS</b>	
develop only the best *: read the Era & other good books	L 8
reading & applying the Gospel of Matthew	L 31
read the Era	En 8
<b>REFORMATION</b>	
courageous protestants (Waldo, Wycliffe & Huss) lead the *	C 31
Martin Luther's contributions to the *	C 32
benefits of * didn't include restoration of the true Church	C 33
<b>REPENTANCE</b>	
is needed to avoid foreboding prophecies	BM 13
need, steps, excuses avoiding, Alma's forgiveness after *	BM 39(2)
what, how & why of repentance	NT 4 (2)
recognize wrong & return to Lord's light: brings happiness	HE 17
admit wrongs: overcome false pride: return to the Lord's light	HE 18



## REPENTANCE (continued)

includes feeling & expressing sorrow for wrongdoing HE 19  
 correcting, redressing & doing what is right are part of \* HE 20  
 Paul's life is an example of true \* C 24  
 live right today: change & repent where necessary M 20

## RESPONSIBILITY (See Duty)

## RESURRECTION

Jesus is our Savior from death NT 20(4)

## REVELATION

is the key to testimony NT 12  
 the Church is guided by \* NT 35(2)  
 is given after using available knowledge & after seeking CH 11  
 God directs through \*: given to those who will listen A 4  
 communication & personal \* from God are available to men A 6

## REVERENCE

for church buildings & in church meetings CH 13

## RIGHTEOUSNESS

righteous people enjoyed prosperity in the land of promise A 18  
 brings freedom & happiness: lack of \* brings captivity A 20

## ROMAN EMPIRE

facts about the \* C 16  
 people, sports, roads, slaves, travel, languages, laws in \* C 17

## SABBATH

the Lord's day: purpose of \*: proper observance of the \* OT 14(3)  
 Jesus observed the \*: we should observe the \* NT 13(2)  
 maintaining correct standards of \* observance T 9

## SACRAMENT

renews baptism covenant: listen to prayers, take \* worthily BM 40  
 need to partake of \* properly & worthily NT 21  
 understanding symbolism of \*: duty & reasons for service in \* T 3  
 be clean, reverent & proficient when preparing the \* T 7

## SACRIFICE

doing God's will requires \*: Lehi & family did, & we should\* BM 9  
 brings blessings: required to build temples CH 13

## SAFETY

with firearms Ex 4  
 on the road: through proper driving Ex 27  
 in the water Ex 41

## SATAN

who \* is: his goals, power & evil designs OT 5 (2)  
 who \* is: what \* does NT 10(2)



## SCIENCE AND RELIGION

the L.D.S. position on \*

OT 3

## SCRIPTURES

the Standard Works: are a guide: search, study & use the \*  
 benefits come from sincere \* reading  
 read, memorize & appreciate the \*  
 family \* games can be fun & educational  
 read, studh & search the \* systematically

CH 11(2)  
 HE 41  
 HE 42  
 HE 43  
 T 22

## SECOND COMING (See Jesus Christ)

Old Testament prophecies concerning the \* of Jesus Christ  
 Bible prophecies dealing with the \* of Jesus Christ

OT 25  
 NT 36(3)

## SELF-CONTROL

knowledge about \* as compared with actions demonstrating \*  
 self-discipline & self-mastery  
 is necessary to fulfill life's goals  
 Alma commended patience & was against idleness & passion  
 is self-discipline & a responsibility: aids in doing right

OT 22(2)  
 NT 6 (5)  
 T 21  
 A 31  
 L 20

## SELFISHNESS

self concern only: examples of \* in people & Satan who react  
 brings sorrow, bondage & "I" trouble  
 some results of \* & being self-centered

BM 10  
 BM 29(1)  
 OT 29(2)

## SERMON ON THE MOUNT

a comparison of Matt. 5 & 3 Ne. 12: some of the \* teachings  
 the Beatitudes  
 Jesus gave the Nephites the \* & other teachings

BM 42(2)  
 NT 5  
 A 40

## SERVICE

concern for others: examples of \* in people & Christ who act  
 shows gratitude & greatness: brings joy: \* gives \* to others  
 given by obeying calls, despite criticism  
 results of \*: be gospel-centered  
 give \* because a need exists  
 doing missionary work is one way to give \*  
 develops greatness: develops good character traits  
 honor Christ be giving love, good will & \* to others  
 do good without personal advantage, reward or recognition  
 rendering \* to everyone shows tolerance, love & brotherhood  
 progression includes opportunity & obligation to grow in \*  
 priests should assist elders & prepare for greater \*  
 live the gospel, support the Bishop & render temporal \*  
 to God with heart, might, mind & strength brings happiness  
 King Benjamin gave & taught \* to God by giving it to others  
 Alma served God & his people industriously  
 true \* is to lose self for others as Jesus did  
 applying the principle of losing self for others  
 giving \* brings joy & happiness  
 is an opportunity: an activity planning session

BM 10  
 BM 22(2)  
 OT 11(2)  
 OT 20(2)  
 NT 14(5)  
 NT 25  
 CH 12  
 HE 13  
 HE 16  
 T 45  
 T 46  
 P 8  
 P 26  
 C 6  
 A 19  
 A 26  
 M 14  
 M 15  
 L 34  
 EX 13

## SIGNS

of Jesus' birth & crucifixion didn't bring true repentance A 39

## SIN (See Wickedness)

Jacob taught against pride & selfishness, tools of Satan BM 19(2)  
 pride, riches, power & status keep people from Christ NT 16(4)  
 Jacob denounced pride, greed & unchastity A 17  
 rationalization is used to justify \* A 32

## SOCIAL PRESSURE

good & bad \*: from peer group OT 19

## SOCIALS (See Activities, Arts &amp; Crafts, Dance, Drama, Music, Speech)

opening \* for MIA M 1; L 1; Ex 1; En 1  
 MIA costume party M 9; L 9; Ex 9; En 9  
 stake parent & youth & problem night M 11; L 11; Ex 11; En 11  
 Christmas party or dance M 16; L 16; Ex 16; En 16  
 international progressive party--fun & food M 21; L 21; Ex 21; En 21  
 summer frolic party M 44; Ex 44  
 chuckwagon jamboree--out-of-doors party L 44; En 44  
 father & son olympics, physical & intellectual activity En 32

## SPEECH

speech activity of selected scripture reading M 25  
 ward speech talent fare M 28; L 28; Ex 28; En 28  
 stake speech talent fare M 30; L 30; Ex 30; En 30  
 Laurel speech talent fare: steps, skills & practice in \* L 17  
 Explorer speech talent fare: develop \* Ex 14

## SPIRITUALITY

includes being sensitive to religious values NT 13  
 faces radiate happiness, feelings, thoughts, the inner man HE 4  
 requires conscious effort, love, dedication, repentance P 23  
 faces radiate happiness, feelings, thoughts, the inner man HE 4  
 requires conscious effort, love, dedication, repentance P 23

## SUCCESS

C.Q. (character quotient), not I.Q., gives \* OT 1

## SUFFERING

is due to law, order, free agency OT 30  
 wickedness brings bondage & \* A 22

## SYMBOLS

marks are \*: there are good & bad \*: associations with \* BM 25

## TALENTS

spiritual gifts & \* should be developed NT 14  
 each person has unique, valuable \* to develop & use on earth P 16  
 develop & use \* to advantage: do what you can with your \* L extra



## TEMPLES

purposes of \*: needs for \* L extra

## TEMPLE WORK

the gospel is universally required & available through \* NT 34(2)  
 blessings of \* for the dead: preparation & worthiness for \* CH 21

## TEMPTATION

of Eve & Cain: Satan uses \* on people OT 5  
 is part of making choices for Christ or Satan NT 10(2)

## TESTIMONY

is strengthened by that of others, by reading the BM BM 7  
 what \* is & is not: value of having a \*: how to gain a \* BM 21(2)  
 is gained through desire & practice NT 12(2)  
 a witness to truth is given after the trial of faith NT 13(2)  
 must be grounded in the life & teachings of Christ NT 18  
 the BM is an anchor for \* CH 4  
 Paul was an effective missionary because of his powerful \* C 23

## TIME

ponder, plan & package \* for better balance & order in life HE 35  
 use \* effectively to develop personal potential T 18  
 use talents, opportunities & \* wisely: plan & schedule \* P 12  
 great value of \*: ways to manage \* more effectively L 15

## TITHING

what \* is used for: commandment to pay \*: need for other money OT 32(2)  
 proper motive for paying \*; do it for God, not for men NT 7 (2)  
 Pres. Snow & \*: uses of, need for & blessings from paying\* CH 30(2)

## TOLERANCE

need for \*: avoid tendency toward & dangers of intolerance CH 27(2)

## TRUST

in the Lord: serve & have faith in the Lord CH 29

## UNITY (See Brotherhood)

## UNSELFISHNESS

brings joy: serve, share with, give to & befriend others BM 29

## VOCATIONS

plan, prepare & train for work that will support a family P 21  
 preparation for \* by learning about job interviews Ex 34  
 athletic \*: what it takes to get into an athletic job En 10  
 exploration of several occupations, professions, vocations En 40

## WAR

justified when defending property, wives, children, liberty A 33

## WELFARE

fast day, D.I. & \* projects: purpose of & contribute to in \* CH 32(2)



## WELFARE (continued)

understand, recognize & fulfill personal \* responsibility T 27  
 practice preventative \*: participate in \* projects T 30  
 the \* plan provides for the special needs of worthy members P 30

## WICKEDNESS (See Sin)

isn't happiness: resist \*: the results of past & present \* BM 45(2)  
 of Canaanites: Palestine possessed by righteousness only OT 16  
 the results of \* OT 23

## WILDLIFE (See Environment)

understanding \*: appreciation of \* Ex 38

## WOMEN

contributions, roles & service of L.D.S. \*: prepare to give CH 24(2)  
 important role of \*: appreciate, honor & respect \* T 41

## WORD OF WISDOM

spiritual, economic & physical effects of tobacco BM extra  
 the evils, costs & advertising of alcohol OT 31(2)  
D&C 89: spiritual & physical welfare the concern of the \* CH 10(3)  
 obey God & obtain blessings by living the \* T 11  
 living \* by faith provides physical & spiritual blessings P 9  
 evils, dangers & problems of alcohol: it is wrong to drink L 39  
 effects of tobacco & alcohol on personal fitness Ex 10

## WORK (See Dedication)

is essential to success: value of \*: willingness to \* BM 18

## WORSHIP

from heart: is spiritual: sincere \*: a responsibility to \* BM 27

## ZION

a perfect society: plan for the city of \* revealed: the pure  
 in heart are \*: build up \* CH 8 (2)

<sup>a</sup>Key to lesson manual and other abbreviations used in Appendix C:

- BM - The Book of Mormon seminary manual
- OT - Old Testament seminary manual
- NT - The New Testament seminary manual
- CH - Church History and Doctrine seminary manual
- HE - Family Home Evening Manual
- T - 1967-68 Priesthood Study Course Teachers Quorum  
Aaronic Priesthood--Youth manual
- P - 1967-68 Priesthood Study Course Priests Quorum  
Aaronic Priesthood--Youth manual
- C - The Church of Jesus Christ in Ancient Times  
Sunday School manual
- A - Life in Ancient America Sunday School manual
- M - Mia Maid 1967-68 MIA manual
- L - Laurel Manual 1967-68 MIA manual
- Ex - Exploring Into Manhood Explorer MIA manual
- En - Exploring Into Manhood Ensign MIA manual
- BM - The Book of Mormon
- OT - Old Testament
- NT - New Testament
- D&C - The Doctrine and Covenants
- PofGP - The Pearl of Great Price
- \* - is used in the place of the lesson concept word or words being explained or defined

The lesson reference notation indicates the location of the lesson concept by lesson manual and lesson number, and it shows the number of class periods, if more than one, that the concept is used as explained or defined.

In the notation, "OT 17(3),"

OT - refers to the lesson manual,

17 - refers to the lesson number, and

(3) - refers to the number of class periods.



A STUDY TO DETERMINE DUPLICATION, GAPS, EMPHASIS, AND LOCATION  
OF LESSON CONCEPTS IN THE 1967-68 RELIGIOUS EDUCATION  
LESSON MANUALS FOR HIGH SCHOOL AGE LDS YOUTH

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ABSTRACT

This study is an examination, in terms of critical areas identified by correlation, of the 1967-68 lesson manuals prepared for high school age LDS youth by the teaching organizations of the Church responsible for implementing a correlated religious education program for this age group.

Major findings center around the answers to the questions formulated to limit and analyze the problem of this study, and were obtained by examining the lesson manuals and identifying the major themes or concepts contained in them. These findings indicate: (1) that duplication or repetition of gospel concepts does exist in the lesson materials, (2) that gaps, omissions, and inequalities in the emphasis of gospel concepts within these materials do exist, and (3) that the most emphasized gospel concepts are Book of Mormon leaders, priesthood, socials, service, family unity, Old Testament leaders, activities, Book of Mormon history, New Testament leaders, and Jesus Christ, respectively.

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