1967

A Course of Study For the LDS Indian Seminary Program of Northern America for Junior High School Students

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A COURSE OF STUDY
FOR THE LDS INDIAN SEMINARY PROGRAM OF NORTHERN AMERICA
FOR JUNIOR HIGH SCHOOL STUDENTS

A Field Project
Submitted to
The Department of Graduate Studies
in Religious Instruction
Brigham Young University
Provo, Utah

In Partial Fulfillment
of the Requirements for the Degree
Master of Religious Education

By
E. Bruce Preece
August, 1967
INTRODUCTION

For many years the Church of Jesus Christ of Latter-day Saints has had a vital interest in the spiritual and temporal welfare of the American Indians. It is the teaching of the Church that some Indians are the covenant people whose history is recorded in the Book of Mormon, one of the main books of the Church, accepted as scripture by its members.

Armed with the belief that the Indians are in a fallen and degraded condition due to their rejection of the teachings of Jesus Christ, the Mormon people believe that complete redemption of the Indians, considered to be of Israelitish origin, can only come through their acceptance of the Gospel of Christ.

It is not surprising then to discover that much of the assistance provided by the Church to help the Indians, comes in the form of religious educational programs. One such program is the LDS Indian Seminary. The curriculum for the Indian Seminaries is designed to bring religious instruction and character training to the Indian students from age five to eighteen who enroll in such classes sponsored by the Church.

The following course of study is designed for use among the Indians of Northern United States, Canada and Alaska. The illustrations, stories, poems, etc., contained in the lessons to help the Indians gain concepts of the principles and teachings of the Gospel, are within the frame of reference of the people who make their living from the sea and the forests and in the villages of Northern America.

The lesson plans are designed for teachers to use among students of junior high level in class periods one hour in length, held on a weekly basis for approximately thirty consecutive weeks.

Definition of Terms

The Church of Jesus Christ of Latter-day Saints

Commonly called the "Mormon" Church, this Church was organized by Joseph Smith, Junior, on April 6, 1830, in Fayette, Seneca County, New York.

The Indian Seminary System

The LDS Church-sponsored weekly religious educational program for Indian youth from five to eighteen years of age. Professional LDS teachers, volunteers from local areas, or qualified missionaries teach these classes.
ACKNOWLEDGMENTS

The writer wishes to express his appreciation to the following people for their assistance in completing this field project:

To Dr. James R. Clark who, as Coordinator of Research for the Institute of Indian Studies and Research at Brigham Young University, showed a personal interest in the field project and gave the writer many valuable suggestions.

To Dr. Milton V. Backman, Jr., for his careful reading of the manuscript, helpful comments, and constructive criticism.

To George D. Durrant, Director of Curriculum for Indian Seminaries, who took time from his full schedule to give direction to the project, read the manuscript, and offer kind encouragement to the writer.

To his wife Nancy Glee who, in addition to caring for four small children, putting up with as well as without a husband, and keeping a well-ordered home, edited and typed the manuscript.
Indian Seminary Course of Study

THE COMMANDMENTS OF GOD

Course 7-B

A Teacher's Manual

CHURCH SCHOOLS

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Department of Seminaries and Institutes of Religion

B-346 Smoot Administration Building
Provo, Utah

1967
FOREWORD

I. General Information

A. This course is designed for junior high school Indian Students.

B. Basic principles and teachings of God are presented, using the Standard Works primarily for reference. The students should have convenient access to the Standard Works in the classroom as they study this course. Supplementary material for each lesson is located at the end of each lesson outline.

II. Mechanics of the lessons

A. The lessons should be taught in one, two or three class periods. Note that on the first page of each lesson in the right hand margin, the number of class periods which that lesson should require is indicated.

B. Lesson Format

1. Objective:

   a. This is a brief statement of the goal which the teacher hopes the students will reach through the lesson.

   b. In order to successfully lead the students to this objective, a series of steps (a chain of related thoughts) is stated immediately following the objective. These steps form the base upon which the actual lesson is built.

   c. The students should as a result of the lesson, know certain facts which can be demonstrated. These are stated as the final part of the objective section.

2. Opening Exercises:

   a. In the first two lessons, this section gives suggestions for beginning the class. Following the first two lessons, the opening exercises should be planned and presented by the students under the direction of the class president.

3. Motivational Item:

   a. This portion of the lesson is designed to catch the interest of the students and cause them to want to proceed with the lesson.
4. Research, Understanding, and Conviction:
   a. In this section of the lesson each of the steps listed in the objective is enlarged upon.
   
   b. The presentation of the material should give the students some understanding of the subject. As a result of this understanding, they should become emotionally involved to the extent that they will feel an inner conviction towards the concepts and will alter their lives accordingly.

5. Life Involvement:
   a. If the lessons have been properly taught, the students will desire to do something about the conviction they have gained.

   b. The teacher outline provides for student suggestions first. Teacher suggestions are listed which the teacher may assign or otherwise utilize.

6. Student Workbooks:
   a. Each student will be provided with a student workbook. The lessons will give directions for use of the workbook exercises.

7. Class Theme:
   a. The class theme is from the New Testament, John 14:15 "If ye love me, keep my commandments."

III. Teacher Preparation

   A. Teachers should follow these instructions in order to most effectively use this material.

   1. Study the objective of each lesson carefully along with each component part.

   2. Study each lesson well in advance of its presentation, making notes in the right hand margin from which you will be able to teach the lesson.

   3. By following your notes, present the lesson to yourself in your own words. Re-study any points upon which you feel insecure.

   4. Prayerfully and carefully prepare the lessons to insure success in your presentation.

   5. Make up reviews or examinations as often as you feel they are necessary.

   "There is a Mt. Sinai for every child of God if he only knows how to climb it." --Karl G. Maeser
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8. ARE YOU DYING FOR A SMOKE? To acquaint the students with the many evils associated with smoking as well as with God's commandments on this subject, so they will desire to avoid the use of tobacco.

9. DEMON DRINK To impress students with the damaging effects of drinking alcohol, in order that they will seek ways to be strengthened in their determination never to use it.

10. THE ROOT OF MUCH GOOD To acquaint the students with the Lord's Law of Finance, in order that they will manage their money carefully and desire to pay tithing.

UNIT IV COVENANT TO LIVE THE COMMANDMENTS

11. DO COVENANTS COUNT? To help the students realize the significance of the baptismal covenant, in order that they will strive to make this ordinance vital throughout their lives.

UNIT V HOW TO LIVE THE COMMANDMENTS

12. EARLY WILL I SEEK THEE To help the students to accept youth as an ideal time for planning one's future, developing a well-rounded personality and discovering the value of living gospel teachings.

13. DARE I STAND ALONE? To help the students test themselves to see if they would have the courage to live the Lord's commandments they have studied about in Seminary this year.
Lesson 1

WHAT'S IN A NAME?

Lesson Outline

I. Objective

To help the students become acquainted with one another and with the LDS Indian Seminary Program and its purposes.

A. This will be developed by the following chain of thought:

1. The name LDS (Mormon) Indian Seminary has special meaning and those students who join in the program will take pride in belonging to an organization with a useful purpose.

2. Attending Seminary will help the students to learn about God and the value of keeping His commandments.

B. After the students have completed this lesson they should be able to do the following:

1. Identify the given and nicknames of the other members of the class, as well as the teacher's name and background.

2. Tell about the important terms - Mormon, Indian, and Seminary.

3. Attend and participate in the Seminary classes with a desire to learn more about the commandments of God.

II. Opening Exercises

A. Select familiar hymn or play appropriate religious music on record player.

Teacher Notes

Taught in one class period.
B. Opening prayer offered by teacher.

C. Introductions

1. Welcome the group to class. Give your name and tell a little about yourself.

2. Have the students write their names on the placards you hand out. Ask them to include their nicknames on the cards in brackets.

3. Ask the students to pass the cards in to you.

4. Have the students complete "Getting Acquainted," WB-1, as you talk. Calling out the names, make a positive brief statement about each name. (i.e. "How did you get this nickname?" "Did you know the name Bruce means 'Happy Warrior'?" "That's a pretty name," "That name seems to fit you," "Were you named after anyone in particular?") The importance of making and keeping a good name might be stressed. Make each person feel important by your remark, realizing that everyone likes to hear his name mentioned. Keep the conversation orderly, casual, friendly.

5. Introduce Calvin and Carolyn Keeper. Tell the students that in addition to those students who enrolled in class, two more students will join the Seminary, but only in their imaginations. These students' names are Calvin and Carolyn Keeper, but we shall call them by their nicknames, Cal and Carol. Many stories throughout the year will involve these two Indian young people who are ninth-graders with some of the same desires, problems, and feelings that you have.

III. Motivational Item

A. Mention that since names are being discussed, the class might find it interesting to talk about the names of some familiar big game animals. Ask the students if anyone doesn't know the names of these animals. Call on someone to identify each animal by name. Ask the students if they are really certain that the animals are being called by the right name. After reading "Animal Name Mixup," 1.4, to the class, point out that we can't always tell what
something is by the name we call it. Quote Shakespeare who said, "That which we call a rose by any other name would smell as sweet."

IV. Research, Understanding, and Conviction

A. The name LDS (Mormon) Indian Seminary has a special meaning and those students who join in the program will take pride in belonging to an organization with a useful purpose.

1. Write the words Mormon, Indian, and Seminary on the board.

a. Ask the students what the word Mormon means to them. (a nickname for The Church of Jesus Christ of Latter-day Saints, people who believe in the Book of Mormon, the name of a prophet and of a book, etc.) Read scripture and conclude by writing the full name of the Church on the board by the side of the word Mormon.

b. Ask the students what the name Indian means to them. (a nickname for the ancestors of the people of the Book of Mormon, a people of promise, the name Columbus gave the Lamanites when he came to America, etc.) Write the name Lamanite on the board near Indian. Read "Lamanite Dreams May Be Fulfilled," 1.5.

c. Ask the students what Seminary means to them. (the youth program for Indian people of the LDS Church, religious educational program, an organization that has parties, activities for Indian youth, etc.) Refer to "Indian Seminary Program," 1.6. Write on the board by the word Seminary - AN EXCITING PROGRAM FOR YOU-TH.

d. Pointing to the information on the board, bear testimony to the fact that the LDS (Mormon) people have a special interest in the Indian people as evidenced by the wonderful programs the Church offers to the..."
Indian people. You might mention how the Seminary program began in your area and note growth and various interesting achievements.

B. Attending Seminary will help the students learn about God and the value of keeping His commandments.

1. Read the story "Learning to Keep the Commandments," 12. Ask this question: "How might Joe's life have been different had he not received Seminary training? (Joe might have become a thief, might have lost his opportunities in sports, and might have lived a live with less purpose.)

2. Tell the students about the account in the Book of Mormon where 2,000 young men entered into a covenant to defend their country. Read Alma 53:20-21 to "men of truth and soberness." Then ask the students what they think it was that gave these Lamanite youth courage, strength, and honor. Continue reading verse 21 "... for they had been taught to keep the commandments of God and to walk uprightly before Him."

3. Bear testimony to the students that God will help each of them with their problems and hopes as they find out about the Lord and live His commandments which they will study this year in Seminary.

V. Life Involvement

A. Inform the students that the success of the Seminary class depends largely upon the attitude and interest that each individual member has in the Seminary program. Invite the students to make suggestions as to what might make their own class an enjoyable one. Have a student write the suggestions on the board for reference.

1. Student suggestions might include encouraging friends to enroll in Seminary, socials, outdoor activities, special parties at holiday time, etc.

2. You should make sure that these items are brought out in the discussion: attendance,
punctuality, cooperation, classroom control (gaining permission to speak by raising hands, courtesy to others, etc.) and opportunities to become better acquainted with the teachings of the Gospel.

3. Ask the students to come to class next week with suggestions for class officers, from which you will choose a class president, social chairman, and secretary.

4. Have students copy scripture for the year on their workbook exercise, "Getting Acquainted," WB-1, and memorize the scripture. Scripture for the year: "If ye love me, keep my commandments." John 14:15.

Note: Light refreshments could be served after a closing prayer and blessing on the food. This would provide a good opportunity for you to make friends with the class.
Getting Acquainted

WB-1

Notes on the First Day of LDS Indian Seminary Class

Student's name ________________________________
Address ______________________________________
Telephone Number ______________________________
Teacher's Name ________________________________

Names of students in class
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Write a definition for the following terms:

A. Mormon -
B. Indian -
C. Seminary -

Suggestions for making Seminary an enjoyable experience:

Scripture for the year:
SUPPLEMENTARY MATERIAL

Animal Name Mixup

Our moose is really an elk, and he is so known in the Old World. When settlers in North America encountered the Wapita, they named him the elk, as they probably had never seen an elk but knew of it only as a large deer. Then when they found the true elk, they had run out of names, so it had to be given the Ojibway name, moose.

New World settlers managed to mix up the names of North America big game pretty badly. Used to British red deer, which is related to the animal we call elk (but which is properly called Wapita), they gave the name deer to the very different white tail, and mule deer. Often referred to as the American Antelope, the Prong-horn is not a member of the antelope family, nor is it even closely related to any of the modern groups of ruminants or cud chewing ungulates. The Rocky Mountain goat is not closely related to any other form of ungulate in America except the Musk-ox, perhaps. In fact, it is not even a goat but an offshoot of an ancestral stem of the antelopes. In addition to these examples, the settlers called the cougar a lion, and in Mexico, and South America the Jaguar is a tiger. However, they did manage to recognize that wild sheep were actually sheep and our bears were bears.


Lamanite Dreams May Be Fulfilled

"May I address my remarks to you, our kinsmen of the isles of the sea and the Americas. Millions of you have blood relatively unmixed with Gentile nations. Columbus called you 'Indians' thinking he had reached the East Indies ... 

The Lord calls you 'Lamanites', a name which has a pleasant ring, for many of the grandest people ever to live upon the earth were so called. In a limited sense, the name signified the descendants of Laman and Lemuel, sons of your first American parent, Lehi; but you undoubtedly possess also the blood of his other sons, Sam, Jacob, Neph. And likely, some Jewish blood you have from Mulek, son of Zedekiah, King of Judah. The name 'Lamanite' distinguishes you from other people. It is not a name of derision or embarrassment, but one of which to be proud.

You came from Jerusalem in the days of tribulation. You are of royal blood, a loved people of the Lord. In your veins flows the blood of prophets and statesmen; of emperors and kings; apostles and martyrs."

To Our Kinsmen, A Talk Given By Elder Spencer W. Kimball of The Council of The Twelve Apostles of the Church of Jesus Christ of Latter-day Saints, Excerpts from October 1959 Conference Address, p. 1.
Indian Seminary Program

"A youth in trouble with the law offered this excuse, 'I had to do something and there was nothing to do around here and there was no place to go.'

Over 10,000 (1966-1967) Indian young people have found something good to do and they have found a good place to go. They have found the Seminary Program of the Church of Jesus Christ of Latter-day Saints.

A child can enroll in an LDS Indian Seminary class as soon as he is of kindergarten age. There he is taught that he is a child of God. Later he learns the importance of the life and teachings of Jesus. As he progresses through the years toward high school graduation, he learns the principles contained in the Bible as they relate to his own everyday problems. He is taught that he is a descendant of the chosen people of God who wrote the Book of Mormon. From this book he learns of the greatness of his forefathers and of the prophecies which indicate the bright future of the Indian people. He is also taught that God has spoken in these days and that, through modern prophets, he has placed his true Church among men. He is given strength to avoid smoking and drinking because he learns that God has commanded that these things are not used by his people.

Although spiritual training is the prime purpose of the LDS Seminary it is not the only purpose. Young people need social and recreational programs. Such experiences are well planned and supervised by Seminary personnel.

Yes, there is a place to go, a place to gain a vital and living faith, a place to become familiar with the scriptures, a place to develop talents, a place to have wholesome fun. The place is any one of the many classes which make up the Indian Seminary Program of The Church of Jesus Christ of Latter-day Saints."


Learning to Keep the Commandments

Most of the students in this year's Indian Seminary Class could easily remember when "Jumpin' Joe" Keeper led his teammates to the League Championship in basketball at Red Deer High School four years ago. During his high school years, Joe won many honors in athletics, including scholarship offers to several colleges in the area. Joe chose to attend Brigham Young University at Provo, Utah, partly because of the fine educational and Church program for Indian students at the school and for the outstanding athletic department and facilities there. After a successful first year in college, Joe accepted a call to serve a two-year mission for the LDS Church in the Southwestern Indian Mission. Many of the people on the Reserve at home felt Joe made a big mistake by leaving college and a promising future in sports to serve his Church, but
Joe knew he did the right thing.

Now, after two years as a missionary among the Indians of New Mexico and Arizona, Joe had returned home. The Seminary teacher had arranged with Joe's brother and sister, Cal and Carol, to have Joe come to take part in the first Seminary class by speaking to the students.

Joe, neatly dressed in white shirt, tie and suit, began slowly, "I appreciate the opportunity to talk to you Seminary students this afternoon. I want you to know that my life would be very different today if it had not been for the teachings I received as a member of the Indian Seminary class. When I was in high school I began attending Seminary in the ninth grade each week for the first few months of school. However, when I made the basketball team, I felt that playing basketball was pretty important and didn't seem to care about anything else. I used sports as an excuse to quit coming to Seminary, even though in my heart I knew that this reason was not a good one for not attending. Learning about God and His teachings made me feel good inside, but at the same time I discovered that the lessons learned in Seminary sometimes interfered with my having a good time with my friends.

One Saturday just a few days before Christmas a group of us fellows who played basketball together went ice skating. Afterwards we decided to go to town for a malt. Noticing the crowds in the stores, one of the fellows mentioned how easy it would be to steal things with so many people around to cover up."

'Nobody would ever know', he said.

"At first I thought it was a good idea. With Christmas coming soon and my father on strike at his job, I knew I wouldn't get much of anything for Christmas. Besides the store owners are rich, I reasoned. They can afford to lose a few things; they expect to at Christmas time. However, it was no use. No matter how I turned the idea of stealing over in my mind, it just did not seem right to me. I had learned in Seminary that to take something that didn't belong to you was stealing and would be breaking a fundamental commandment of God. It wasn't easy but I had to say, "Fellows, I don't want to spoil your fun, but I'm not going any further with you." The good feeling that came over me more than made up for the hurt caused by their cutting remarks as I walked away.

Imagine how I felt when I learned later that the three fellows were picked up by the police on a theft charge. The police caught them taking an expensive transistor radio. Even though the fellows got off lightly that time, it didn't stop them from getting into trouble later on. Two of them are now serving terms in prison on a car theft conviction.

As for me, I returned to Seminary class after Christmas and attended regularly throughout high school. I participated in athletics also, but I learned that the things in life that matter most should never be put at the mercy of the things that matter least.
Many times the teachings and commandments of God, as I learned them in Seminary helped me to choose right paths. I didn't waste my money on cigarettes. Alcohol didn't become a problem with me so I had strength to do my best in sports. The lessons I learned in Seminary helped me to find out if this was really the true Church and if it had not been for the friends who belong to the LDS Church, I would not have had the fine experiences I have had. The mission I just completed made it possible for me to take the knowledge of the gospel to many Lamanite people. My Seminary training helped me to know the Gospel and to explain it easily to others. Believe me my friends, when I say, I know God blesses us when we keep his commandments. You will not be blessed as I have been because your needs are different from mine, but God will bless you according to your own needs.

Just today I received word that my scholarship at college has been renewed. I want to play good ball but I want to make something of my life also. May you have an exciting adventure in finding out about God and learning the value of keeping His commandments, I pray in the name of Jesus Christ. Amen.

E. Bruce Preece
Lesson 10
THE ROOT OF MUCH GOOD

Lesson Outline

I. Objective

To acquaint the students with the Lord's Law of Finance, in order that they will manage their money carefully and desire to pay tithing.

A. This will be developed by the following chain of thought:

1. Depending upon how it is used, money is a power for good or evil.

2. Paying tithing builds character in people and builds the Kingdom of God on earth.

B. After the students have completed this lesson they should be able to do the following:

1. Tell both good and bad uses for money.

2. Give reasons why God expects people on the earth to know about and to practice the law of tithing.

3. Explain how tithing money is used to build the Kingdom of God on the earth.

4. Pay 10% of their earnings in tithing to the Church.

II. Opening Exercises

A. To be conducted by the class president.

Teacher Notes

Taught in one class period.
III. Motivational Item

A. Write the word wampum on the board. Ask the students what the word wampum means. (It is what early Indians used for money. It consisted of beads made from sea shells.)

1. Ask the students what other things were originally used for money. (The Mayan Indians used cacao beans; trappers used furs; giraffe tails are still used for money in one part of Africa; and whale teeth serve as currency in the Fiji Islands.)

2. Ask the students why such items could be used as money. (Such items were used because of their scarcity or because the effort which went into making the item gave it its value. The time and labor necessary to produce a string or belt of beads made wampum valuable.) Coins and currency are used in most parts of the world now mainly because people have agreed to use them as a medium of exchange.

IV. Research, Understanding, and Conviction

A. Depending upon how it is used, money is a power for good or evil.

1. Ask the students to name as many ways as they can think of that people get money. (They earn money, steal it, win it, find it, inherit it, etc.) Point out that if we try to get money in any other way than earning it, we may end up either in the poorhouse or the jailhouse.

a. Read Proverbs 13:11. Ask the students to list the various occupations in the area where they live that people labor at to earn money.
money. (logging, fishing, farming, cattle raising, etc.)

b. Have the students list all of the various jobs they have had where they earned money. (paper routes, baby sitting, summer chores on farms or in the bush, etc.)

2. Mention to the students that money has been referred to as the "root of all evil." Ask the students if they feel that money is the root of all evil. (student response) Read I Timothy 6:10. Point out that the Bible says it is the love of money, or the use of or attitude towards money which make it either good or evil.

a. Ask the students to list ways in which money can be used for the wrong purposes. (It can buy cigarettes and liquor or be gambled away.)

b. Read "Not Using His Head," 10.1.

c. Point out to the students that the foolish and selfish use of money is not good. Mention that someone has observed that the fool and his money are soon parted.

3. Read Ecclesiastes 7:12. Ask the students how money might be used in the right way as a defense or protection against the following:

a. Debt and loss. (By putting some money in a savings account, one protects himself against debt. Inform the students that it is cheaper to purchase items with cash rather than to go into debt and pay carrying charges for months. Explain how money draws interest in a bank.

Read I Timothy 6:10

"Not Using His Head," 10.1

Read Ecclesiastes 7:12
savings account, Benjamin Franklin said, "Think what you do when you go into debt; you give another power over your liberty."

b. Ignorance and poverty. (One can save money for post-high school training such as college or trade school.) Read "Poverty on Indian Reserves," 10.2.

c. Evils in society. (The taxes people pay help to provide and pay for such community services as schools, libraries, police protection, fire departments, etc.)

B. Paying tithing builds character in people and builds the Kingdom of God on earth.

1. Tell the students that we sometimes hear people refer to the natural resources of this earth as their own - the fields, fish, animals, trees, lakes, mountains, etc. Ask the students who the earth really belongs to. (God. Read Psalms 24.1 which tells that the earth is the Lord's along with everything in the earth. People on the earth are given stewardship over the earth while in mortality, but God is the owner of the earth.)

a. Ask the class if someone were willing to give them 10 apples or fish, would they be willing to return one to the giver. (yes)

b. God allows people to use and even declare ownership to those things He created; all that He requires in return is payment of 10% of man's earnings back to Him. Tithing is the Lord's Law of Finance.

2. Present "If thou would be perfect," 10.3, skit. The presentation should
take place in front of the classroom with one of the capable boys in the class assuming the role of the student. Make arrangements with the boy ahead of time.

a. Ask the students, "Where is the hardest place you can hit most people?" (not in the nose, ribs, stomach, or eye, but in the pocketbook) The young ruler of the scriptures felt the blow and couldn't take it. Emphasize that the payment of tithes means that we must forego some of the material pleasures and goods to obtain salvation and eternal life. We must constantly make proper choices between material and spiritual values and attempt to rise above material desires. Payment of tithing assists in building those qualities of self-control and self-denial which form good character.

b. Read a Prophet's words, "Tithes and Offerings," 10.4.

3. Read D & C 49:24. Ask the students what the Lamanite (Jacob) people must now do in order to "blossom as the rose" and to have this promise answered in their behalf. (accept the gospel and keep the commandments of God)

a. Read Malachi 4:6-7. Ask the students, "What was the ordinance spoken of in Biblical times which the "Children of Jacob" had not kept?" (the Law of Tithing and Offerings)

b. Read Malachi 4:10. Ask the students what blessings the Lord has brought to the Indian people of today as a result of members of the Church paying tithing. (Tithing pays for
the missionary program of the Church, Indian seminaries, some of the vehicles used in seminary and recreational programs, the chapels and temples we use and enjoy, etc.) Mention that God does not take His portion away from the earth but returns it to us for our blessing.

c. Bear testimony that the commandment to pay tithing has been given as the will of our Father in Heaven and that it is the duty and privilege of all the members of the Church to understand and to obey the principle of tithing.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Take a field trip to the bank and have a bank official explain the value of and procedure of saving and investing money.

2. Have the bishop take a few minutes of class time to explain the procedure of paying tithing.

3. Challenge the students to pay tithing this week.
SUPPLEMENTARY MATERIAL

Not Using His Head

The subject of our interest is a boy of about sixteen. I guess he'd never made much money himself. The family lived out there on the fringe where money didn't flow too easily. Mother had skimped and gone without things to favor her son. The patches on his clothes were just a reminder of a scanty family budget.

Well, in a moment of family financial worries the State Road Commission came to their neighborhood with a little unexpected work. It was at a time when the wolf was doing a little howling at their door. The boy got about ten days work. How the family watched the day when their son would be walking home with that pay envelope.

Pay day came. The lad actually came down the street with $16.00 in his pocket.

He didn't get very far. A pair of riding boots in a show window, trimmed with red, stopped his heart from beating. Gosh, he'd wanted something like those for years. He found the price to be $16.00.

His father saw red up the street first. He rushed to the gate. While the son walked the block left between himself and home, his good dad had enough time to calm himself and comb down the bristles of his anger. The two met just outside the gate—the eyes of the hard-working father were riveted on the new boots trimmed in red.

"What have you been doing, John?"

"Buying a pair of boots, Dad."

"What did they cost, John?"

"Sixteen dollars, Dad."

"But that's all you had, wasn't it, John?"

"Yes, Dad."

The head of the house took a good look again at the fancy trimmings on the boots. He let his eyes travel up the lad's repaired over-and-over-again clothing and finally came to a full stop at his son's sheepish eyes.
"That's all right, John. You take care of your feet. Your head's going you no good."


10.1

Poverty on Indian Reserves

"Only through economic self-reliance, not through welfare, can the manhood of the Indian people be restored," said Walter Currie, an Ojibway Indian who is principal of Dansbury public school in North York, Ont.

"Let a man provide for his family and he is a man—that man will then see to his social and political needs and growth."

Currie described the poverty-stricken conditions of reserve families, most of whom had incomes of less than $2,000 a year in 1964. He said statistics show that in Canada 38.5 per cent of the Indian population was receiving welfare in February, 1965.


10.2

If thou would be perfect... 

Student: Brother __________, may I say something?

Teacher: Why certainly, what's on your mind, __________?

Student: Well, for the past several weeks in our Seminary class we have studied about God and the laws and commandments He wants us to keep. The Lord wants us to pray to Him, to be honest, to keep morally clean and to stay away from alcohol and tobacco. It seems to me that if we do all of these things, that we shouldn't have to give money too.

Teacher: I'm glad that you expressed your feelings, __________. You have an interesting point. But after all, does God ask us to keep the law of tithing because it is for His good or for our good?

Student: Well, I suppose it's for our benefit.

Teacher: Yes, because God loves us, He gives us commandments so that we may become like Him. On one occasion in the New Testament we read about a rich young ruler who came to Jesus and asked a question similar to the one you have asked. Let's
see how Jesus handled the situation. (Hand the Bible to the student and have him read aloud Matthew 19:16-23.)

Teacher: The young man we have just read about was willing to keep all of God's commandments if he didn't have to give up his money. In order to become perfect and obtain eternal life, we must let nothing stand in our way. But, regarding the law of tithing, how much does God require us to give?

Student: Just 10% of our earnings. I guess, when you think about spending money, a person saves quite a bit by not drinking and smoking. This money could be used to pay tithing.

E. Bruce Preece

10.3

Tithes and Offerings

I want the brethren to understand this one thing, that our tithing, our labor, our works are not for the exaltation of the Almighty, but they are for us.

Wilford Woodruff, as quoted in Albert L. Zobell, Jr., Minute Sermons (Salt Lake City, Utah: Bookcraft, 1946), p. 92.

10.4
Lesson Outline

I. Objective

To help the students to realize the significance of the baptismal covenant, in order that they will strive to make this ordinance vital throughout their lives.

A. This will be developed by the following chain of thought:

1. God commands man to enter into the covenant of baptism in order for him to return to the presence of God.

2. Proper preparation for baptism and renewal of the baptismal covenant through the sacrament keep the baptismal covenant valid throughout life.

3. God promises blessings to those people who honor their baptismal covenant.

B. After the students have completed this lesson they should be able to do the following:

1. Cite the scriptures which tell about the importance of baptism.

2. Tell what requirements are necessary before one can be baptized.

3. Point out the benefits that come as a result of baptism.

II. Opening Exercises

A. To be conducted by the class president.

Teacher Notes

Taught in one class period.
III. Motivational Item

A. Tell the story "Carolyn's Loss,"

1. Ask the students whether practicing the piano or being properly registered was the more important thing for Carolyn to do to compete in the talent contest. (One is not without the other; both were essential.)

2. Ask the students if practicing the piano and being properly registered would insure Carolyn's winning the contest. (No. She must perform better than anyone else to win.)

IV. Research, Understanding, and Conviction

A. God commands man to enter into the covenant of baptism in order for him to return to the presence of God.

1. Compare the covenant of baptism to Carolyn's registration for the talent contest. Mention the disappointment some may feel in the hereafter if they neglect to fulfill the proper ordinances here on the earth.

2. Explain to the students that a certain man by the name of Nicodemus, in New Testament times, was also concerned about winning a different kind of a contest. Nicodemus, a ruler of the Jews, wanted Jesus to tell him how he could win a place in God's kingdom. Read John 3:1-5.

   a. Ask the students what Nicodemus at first thought Jesus wanted him to do. (to actually be born all over again)

   b. Ask the students what Jesus meant when He told Nicodemus that he must be born of the
water. (be baptized in water)

3. Ask the students when they last went to a rodeo or circus. (student response) Mention to the students that some people have been known to sneak into such events, but most people go in the right way by paying at the gate.

a. Ask the students if it is possible for people to get into heaven (Celestial Kingdom) in some other way than by baptism. (No. Jesus said that anyone trying to get into heaven other than by the way He explained was a thief and a robber.) Read John 10:1 and Acts 4:12.

b. Explain that Jesus set the proper example for baptism and that He expects everyone else to do as He did. Read "Mormon's Last Words to the Lamanites," 11.2.

B. Proper preparation for baptism and renewal of the baptismal covenant through the sacrament keep the baptismal covenant valid throughout life.

1. Hold up a dollar bill. Ask the students if it is possible to spend half of the bill if it is torn in two. (No. The value of one half depends upon the other.)

a. Explain to the students that the baptismal ceremony has value only when proper preparation has been made by people. Refer to the story of "Carolyn's Loss" and remind the students that it was necessary for Carolyn to be prepared with her talent number and to be properly registered.
b. Ask the unbaptized students what they are now doing to become properly prepared for baptism. (repenting of bad habits, attending Church and Seminary regularly, practicing living God's commandments, discussing the possibility of baptism with their parents, etc.)

2. Show the students a can with a label on it. Ask them to tell why labels are placed on cans. (to give information about the inside contents and to vouch for the quality of the food inside)

a. Mention to the students that baptism is like a label to a person and should signify to other people that one intends to live a good life after making a covenant with God to do so through baptism.

b. Ask the students what is expected of a person who is labeled a Mormon. (He should live God's commandments to the best of his ability, attend Church regularly to renew the baptismal covenant by partaking of the sacrament, etc.)

C. God promises blessings to those people who honor their baptismal covenant.

1. Tell the students that many years ago among the Northern Indians, a person was admitted into the Wolf Clan by standing behind a blanket held up by two men wearing wolf masks. At a signal from the drummers, the new member would come out from behind the blanket and imitate the movements of a wolf. After the ceremony, the member was held in full fellowship by other tribal members and he enjoyed all the benefits
of hunting, fishing, dancing, etc. which the other tribal members had.

a. Ask the class what they think the main difference is between being initiated into an organization such as a tribal band, the Boy Scouts, a 4-H Club, etc., as compared to being initiated into the Church of Jesus Christ through baptism. (One is a man-made organization only for this life. However, when a person joins the LDS Church, he belongs to an organization not only for life but for all eternity.)

b. Ask the class to enumerate the benefits that can come to a person if he prepares himself properly and then is baptized by the Mormon Elders. (membership in the true Church of Jesus Christ, the spirit of the Holy Ghost, friends who believe as you do, remission of sins, opportunities to participate in the organizations of the Church, etc.)

c. Have the students complete "Find the True Church," WB-16. Illustrate the point that a person having once found the True Church should seek admission by baptism.

2. Ask the class what articles of equipment they would like to have with them if they became lost while hunting or hiking in the woods. (compass, map, flashlight, food, blanket, matches and other things which would provide guidance and comfort)

a. Explain that when one is properly baptized into the Church by one who has the proper authority, then God gives
the gift of the Holy Ghost which serves to guide and comfort throughout life.

b. Explain to the class that Christ promised the Holy Ghost to His disciples which would come to comfort and guide them. Jesus knew the disciples would be lost without Him and therefore He promised them the Holy Ghost. Point out that the Gift of the Holy Ghost is a blessing that is promised to people who are baptized now as well as in the time of Christ.

c. Bear personal testimony to the truthfulness of the Gospel and the importance of the baptismal covenant in remitting sin, keeping the commandments, gaining admittance to the Church and Kingdom, etc.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Arrange for the class to attend a baptismal service.

2. Talk to the non-member students about the importance of making a covenant with God by being baptized.

3. Meet with the parents of non-member students to gain permission for those students to be baptized.
SUPPLEMENTARY MATERIAL

Carolyn's Loss

"And that concludes the teen competition in this year's annual Red Deer Indian Day Talent Contest," came the announcement over the loud speaking system. The master of ceremonies continued on, "While the judges decide the winners, we have a special number..."

Carolyn Keeper couldn't believe her ears. "Surely there must be some mistake," she thought. "Why wasn't my name called?" Frustration, sadness, and embarrassment engulfed Carolyn or perhaps she might have run to the stand to tell the announcer that she had been overlooked in the talent competition.

She sat glued to her seat and didn't hear the names of the talent winners called out, nor even the applause that followed. All Carolyn could think about was the many hours she had spent practicing her piano solo, and how she had saved her babysitting money for the contest entry fee. All for nothing! Sitting with her face in her hands, Carolyn tried to piece together what had happened.

She thought about the form being lost, or never being received by the program chairman. She distinctly remembered filling out the application form on the same day as the last big football game at school. Surely she mailed the letter after the game.

Suddenly Carolyn sprang to her feet and didn't stop running until she reached home. Frantically she searched the pockets of the coat she had worn on the day of the football game. She found nothing. What about the inner pocket - the one with the zipper for keeping things safe? Tears welled up in Carolyn's eyes as she located the crumpled envelope inside the inner pocket of her coat. The envelope read: To the Chairman of the Teen Talent Contest.

E. Bruce Preece

Mormon's Last Words to the Lamanites

(Mormon was a great general and religious leader among the ancient Americans. It was he who abridged the records of his people into the account from which the Book of Mormon was translated. As he witnessed the destruction of his people, the Nephites, at the hands of the Lamanites, he addressed these words to the Lamanites, his brethren, whom he knew would survive to receive the records of their people at a later day.)
"And now, behold, I would speak somewhat unto the remnant of this people who are spared, if it so be that God may give unto them my words, that they may know of the things of their fathers; yea, I speak unto you, ye remnant of the house of Israel; and these are the words which I speak:

"Know ye that ye are of the house of Israel.

"Know ye that ye must come unto repentance, or ye cannot be saved.

"Know ye that ye must come to the knowledge of your fathers, and repent of all your sins and iniquities, and believe in Jesus Christ, that he is the Son of God, and that he was slain. . . and by the power of the Father he hath risen again, whereby he hath gained the victory over the grave; and also in him is the sting of death swallowed up.

"For behold this is written for the intent that ye may believe. . .

"And ye will also know that ye are a remnant of Jacob; therefore ye are numbered among the people of the first covenant; and if it be so that ye believe in Christ, and are baptised, first with water, than with fire and the Holy Ghost, following the example of our Saviour, according to that which he hath commanded us, it shall be well with you in the day of judgment. Amen." (Mormon 7:1-3, 5, 9, 10.)

Indian Liahona, Fall 1964, p. 1.
11-9
FIND THE TRUE CHURCH
WB-16

START

OTHER CHURCHES

FINISH

THE CHURCH OF JESUS
CHRIST OF LATTER-DAY SAINTS
Lesson 12
EARLY WILL I SEEK THEE

Lesson Outline

I. Objective

To help the students to accept youth as an ideal time for planning one's future, developing a well-rounded personality and discovering the value of living gospel teachings.

A. This will be developed by the following chain of thought:

1. An ideal time for young people to consider their future is in their teens.
2. Youth find success in life when they set and work toward worthwhile goals.
3. Living gospel principles helps people to develop well-rounded personalities.

B. After the students have completed this lesson they should be able to do the following:

1. Tell why opportunities will come to them only if they prepare themselves early to take advantage of opportunities.
2. Explain how goals established early in life are easily reached early in life.
3. List the steps which lead to a well-developed personality.

II. Opening Exercises

A. To be conducted by the class president.

Teacher Notes

Taught in two class periods.
III. Motivational Item

A. Draw a straight horizontal line on the blackboard about 20 inches long. Starting at the beginning of the line, mark off the numbers 15-25-45-65 at about 5-inch intervals on the line. Ask the students the following questions.

1. At which of these ages do you think one should make plans for the future? (age 15)

2. Why should one begin to plan at age 15, rather than at a later age? (Because the earlier one starts to plan and prepare, the greater are his chances of succeeding in building a successful life. Many opportunities may pass one by if he waits until late in life to set goals for the future.)

IV. Research, Understanding, and Conviction

A. An ideal time for young people to consider their future is in their teens.

1. Ask the students what great work on earth each of the following men performed: 1- Jesus, 2- Joseph Smith, 3- Abraham Lincoln, 4- Mormon. (Jesus was Savior of the world, Joseph Smith restored the true Church, Abraham Lincoln helped preserve the Union, and Mormon abridged the Book of Mormon plates.)

a. Ask the students how each of these great individuals spent his youth. (Jesus at age twelve taught in the temple; Joseph Smith as a youth prepared for his great work of restoration; Abraham Lincoln said he would prepare himself while in youth and someday his opportunity would come; Mormon was a teenage leader and general.)
2. Explain to the students that early Indian groups of North America wove fish traps, net bags, mats, canoe sails, etc., from new and tender roots and grass. Ask the students if they know why new and tender roots were gathered for weaving. (Because the roots, when young and new were easy to manage and could be woven into desired shapes and forms. Many times the older stalks were twisted, moldy and full of fungi and therefore not useable.)

a. Explain to the students that people, to do God's work on earth effectively must be selected when young and free from the fungi of sin. "Old age seizes upon a misspent youth like fire upon a rotten log." Write the Explorado theme on the board: "Don't wait to be a man--be a great kid."

b. Mention to the students that God has a work for them to perform on the earth if they will bend to His will and prepare themselves for His purposes. "The mold of a man stems from the mind of a child."

B. Youth find success in life when they set and work toward worthwhile goals.

1. Tell this story. A university professor picked up a hitchhiker along the road. He asked the young man where he planned to go. The boy replied that he didn't know. The professor stopped the car and let the young man out, giving him this bit of advice, "I'm sorry. If you don't know where you are going, you are just as close to there right now as I could ever take you."

a. Mention to the students that many people are losing opportunities to go places in life
because they don't have any objectives or goals for their future. "The fool wanders; the wise man travels toward a destination,"

b. In order to help the students to look to the future and set goals for their lives, have them complete the workbook exercise "What Does the Future Hold for Me?" WB-17; the students should describe in the space provided what they would like to see happen to them.

2. Tell the story "Licked By the Fog," 12.1.

a. Before giving the answer the swimmer gave for her failure, ask the students to tell why they think she failed. (She became discouraged when she lost sight of her objective.)

b. Mention to the students that most of us want to be a success in life. Some have set goals for themselves but for one reason or another they end up as failures because they lose sight of their objectives and goals as the swimmer did.

3. Mention to the students that you would like to discuss with them reasons why some people reach their objectives, but others lose sight of their goals and consequently never reach them.

a. Read or tell the story "Whoppers," 12.2. Emphasize the point that sometimes in order to take advantage of opportunities one must be willing to go where the opportunity is. Opportunity may require a young man or woman to leave his reserve or home community after high school in order to reach the goals of
advanced schooling or training, good employment, missions for the Church, etc.)

b. Read the story "Something for Nothing," 12.3. Explain to the students that like the gulls, some people in these times are going without and are deprived of material blessings because they depend upon someone else or some agency to provide a living for them. Mention that one who wants something for nothing has certainly lost sight of important purposes for life.

c. Ask the students if they know what kind of home life President Abraham Lincoln had as a youth. (He came from a poor family; he was born in a log cabin; his mother died when he was young, etc.) Read "Born Without a Chance," 12.4. Mention to the students that regardless of circumstances, we can become what we want to become if we will work hard and pay the full price to achieve the goals we set for ourselves.

SUPPLEMENTARY MATERIAL

Licked By the Fog

Some years ago a great woman swimmer who had conquered the English Channel attempted to swim the shorter distance from the California coast to Catalina Island. The water was cold and a heavy fog lay on the ocean. After successfully covering most of the distance, the swimmer gave up and asked to be taken into the boat which accompanied her. Some time later she was asked by newspaper reporters if perhaps, a combination of the cold water and the distance had been responsible for her failure. She replied, "No, it was not the cold nor the distance, it was the fog. I became discouraged when I could not see my objective."


12.1

Whoppers

Ever since the high school counselor had talked to the students at Red Deer a few weeks ago, Cal found himself pondering the words that had been spoken to the students. "The future belongs to those who prepare for it," Cal remembered the counselor saying. "Unless youth of today are willing to get training past high school, their chances for jobs are restricted. In most cases, getting more schooling may mean leaving the Reserve," he said.

"Maybe I could become an auto mechanic - they make pretty good wages," Cal thought to himself. "Or Mr. Williams, the art teacher, thinks I could become an architect."

Cal's attention suddenly shifted to a boat that had pulled up to the shore of Lake Juniper. Cal had come to spend the day with his Uncle Joe, a game warden who was on duty at the lake. Cal heard his Uncle Joe tell the man in the boat that the beautiful string of fish he held up would probably be of far greater size if they had been raised in a lake other than Juniper. "Why?" asked the proud angler. "It seems that these fish are a pretty fair size - some of them will weigh 3-5 pounds."

"Well, it has something to do with the chemical substance in the water. This substance restricts the growth of the fish," replied Uncle Joe. "However," he continued, "if these fish were to be transported to other lakes in the region, they would grow to be whoppers - 20 to 30 pounds - some of them."
Cal's thoughts flashed back to what the school counselor had said about one being restricted on the Reserve by lack of job opportunities. He couldn't help thinking how like the stunted fish are those Indians who refuse to leave the Reserve to enrich their lives.

That evening on the way home, Cal enjoyed hearing his Uncle Joe relate interesting facts about fish and fishing. In Cal's opinion, his Uncle was about the biggest "whopper" he knew of.

E. Bruce Preece

12.2

Something for Nothing

There is also the story of the seagulls in St. Augustine, Florida. Though fishing is good, great flocks of these birds are starving, for they don't know how to fish. For generations they have depended on the shrimp fleet to toss them scraps from the nets. Now the fleet has moved to Key West. The big birds never learned to fish for themselves nor taught their young to fish. Instead they led their little ones to the shrimp nets. Now the seagulls, the fine, free birds that almost symbolize liberty itself, are starving to death because they want to get something for nothing.


12.3

Born Without a Chance

This was the condition when Abraham Lincoln was born:
A squalid village set in wintry mud.
A hub-deep ox-cart slowly groans and creeks.
A horseman hails and halts. He shifts his cud
And speaks:
"Well did you hear? Tom Lincoln's wife; today.
The devil's luck for folk as poor as they!
Poor Tom! poor Nance! Poor young-un! born without a chance!
Born for the world to wipe its feet upon
A few years hence, but how
----Oh well! Send the women folks to Nance.
Poor little devil! born without a chance."

Author unknown.

12.4
The Man Who Wins

The man who wins is the man who works—
The man who toils while the next man shirks;
The man who stands in his deep distress
With his head held high in the deadly press—
Yes, he is the man who wins.
The man who wins is the man who knows
The value of pain and the worth of woes—
Who learns from the man who fails
And a moral finds in his mournful wails—
Yes, he is the man who wins.
The man who wins is the man who stays
On the unsought paths and the rocky ways,
And perhaps, who lingers, now and then,
To help some failure to rise again.
Yes, he is the man who wins.

Author unknown.
C. Living gospel principles helps people to develop well-rounded personalities.

1. After holding up a hard-boiled egg in one hand and a tennis ball in the other hand, gently roll them on the floor together in a parallel course. The egg will wobble off to the side and the ball will proceed in a straight line.

   a. Ask the class why the ball went further than the egg. (The ball is round.)

   b. Explain to the students that an individual, like the ball, will also go further in life if he is well-rounded.

   c. Ask the students what is meant by a well-rounded personality. (One with a well-rounded personality has developed the various facets of his personality.)

   d. Tell the students that we learn very little from the scriptures about Jesus' life from age 12-30. Read Luke 2:52. Ask the students what they think this scripture tells us about Jesus. (Jesus developed a well-rounded personality: physically - "stature," mentally - "wisdom," socially - "favor with man," and spiritually - "favor with God.") Tell the students that Jesus set the example for us to follow. Draw a circle on the board and label at four points

   Present ball and egg demonstration.

   Read Luke 2:52

   Draw a circle on the board and label
on the circle physical, mental, social and spiritual.

2. Ask the students which commandments that have been studied this year help us to maintain our physical bodies. (The Word of Wisdom teaches us not to drink alcohol or smoke tobacco.)

a. Ask the students to list other ingredients besides tobacco and alcohol which would be harmful if taken into the body besides tobacco and alcohol. (coffee, tea, drugs, etc.) Read D & C 89:9. Explain that "hot drinks" means tea and coffee which God commands us not to use.

b. Ask the students what kind of foods build strong bodies and are most nourishing. (Read D & C 89:10, 11, 16. Point out the value of whole grains and fresh fruit and vegetables. Eating well-balanced meals helps us to feel better and to keep well. Mention that such things as soda pop, candy, etc., rot the teeth and tear the body down.)

c. Ask the students what would happen to a person's arm if it were strapped to his body for the rest of his life. (It would become weak and eventually become useless and die.) Explain that schools and the Church have physical educational programs which help us to keep our whole bodies trim and fit. Encourage the students to participate in planned physical activities, get regular exercise, and observe good habits of physical hygiene. Draw a line on the board under the word physical.
3. Ask the students what would happen to a person if he took care of only the physical side of his nature, neglecting his mind. (He would become out-of-balance—lopsided like the egg. He might become a physical giant but a mental pygmy.)

a. Tell the story "The Search for Knowledge," 12.6. Ask the students where youth can go to find knowledge. (We can learn from books, other people, but probably the best place to seek knowledge is in school.) Read D & C 90:15.

b. Ask the students why some youth attend school and enjoy the great benefits that come from this learning experience, while others lose interest, fail, and drop out. (Success depends upon one's attitude. If a person will work hard, attend regularly and pay attention, he can, in most cases, do well in school.

c. Ask the students how a person who has a high school education as well as some type of advanced training has advantages over those who haven't an education. (Those with more education usually get better and higher-paying jobs, greater enjoyment from life, are respected by other people, etc.)

d. Read "What Am I Worth?" 12.7. Explain to students that by attending school and by otherwise developing their minds, they will be able to render better service to God and to other people. Draw a line on the board under the word mental.

4. Ask the students if the direction of the grain of the wood is important when carving or otherwise working
with wood. (A person needs to study the grain; otherwise the wood may split in carving and be difficult to work with if the grain goes counter.)

a. Explain to the students that people, like wood, have personality grains and if we desire to work with and associate with others successfully and not to rub them the wrong way, we must study and learn about them.

b. Ask the students to list activities at school which provide opportunities for them to meet and associate with other people. (athletic events, clubs, extra-curricular activities, etc.)

c. Ask the students what they think the average age of people in the Church is. (age 22) Many wholesome and worthwhile programs of the Church are geared to fill the needs of youth such as Seminary classes and M.I.A. which includes athletic events, instruction in the arts, dances and parties, etc. All of these functions help young people to develop socially. Encourage the youth to participate in these Church-sponsored functions. Draw a line on the board under the word social.

5. Ask the students, "In what way does the sun have an effect on your lives?" (The sun is a source of heat and energy and is necessary for growth, light, etc. Further explain that if it weren't for the sun, the planets would all fall apart.)

a. Ask the students what gives power and energy to the spirit
of man. (Religion. Explain that God should be the center of their lives and that if He is removed our lives would "fall apart."

b. Explain to the students that religion and spirituality are to the spirit what vitamins and minerals are to the body.

c. Ask the students what they would think of someone who had received a new motorbike or sewing machine as a gift and then just put it away and never used it. (stupid, silly) Mention to them that God has promised the Gift of the Holy Ghost to people but in many cases, the gift remains unused.

d. Ask the students how they can bring God into their lives, grow spiritually, and have the Holy Ghost operate within them. (through prayer, attending Church and Seminary regularly, and diligently living the commandments, etc.) Read Psalms 63:1. Ask the students, "What promise does God give to those who seek Him early in life?" (They shall find Him.) Read Proverbs 8:17. Draw a line on the board under the word spiritual.

e. Read the poem "When He Calls Me," 12.8.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Counsel each student individually about his goals and plans for life.
2. Have a bishop talk to the class on the importance of preparing now to fulfill a mission.

3. Encourage the students to visit their school counselors.
SUPPLEMENTARY MATERIAL

The Search for Knowledge

Once upon a time, according to an old legend, a young man went to Socrates, the Greek philosopher, and said: "Sir, I come to you in search of knowledge. I have heard much about you, and have come a long way to find you. Will you not tell me how I can gain knowledge?"

Socrates said: "Follow me."

The youth followed Socrates to a body of water and was surprised to see him wade into it up to his waist. He followed him, and Socrates grasped him by the arm and head and thrust his head under water. He held him there until it seemed the youth would surely perish. He dragged him to the shore and waited for the youth to catch his breath; then said: "My boy, what did you desire when I held your head under the water?"

The youth replied: "Air."

Socrates said: "Go your way and remember that when you want knowledge as much as you wanted air when you were under water, you will get it."

Anonymous

12.6

What Am I Worth?

A plain bar of iron is worth five dollars. This same bar of iron, when made into horseshoes, is worth $10.50. If made into needles, it is worth $4,285.00. If turned into balance wheels for watches, it becomes worth $250,000.00. This is true of another kind of material—
you. Your value is determined by what you make of yourself.

Author unknown.

12.7
When He Calls Me

by Ida Lee

He may call me Ida Lee, or even Navajo
For I'm different from the children
You have always seen.
My hair is straight and shiny,
Of very darkest hue.
My eyes are like two dark pools,
And my skin is soft and brown too.
At school they call me Indian,
At Church I'm Lamanite,
Great Grandpa says that we are the people
I think they all are right.
By whatever name he seeks me,
It will matter not at all
For I am my Heavenly Father's child,
And I'll answer to His call.

Newsletter (L.D.S. Indian Student Placement Program), Vol. 3 No. 3, April 1966.
Lesson 13
DARE I STAND ALONE?

Lesson Outline

I. Objective

To help the students test themselves to see if they would have the courage to live the Lord's commandments they have studied about in Seminary this year.

A. This will be developed by the following chain of thought:

1. To stand up against popular opinion which is wrong requires courage.

2. Give the "Dare I Stand Alone?" test.

B. After the students have completed this lesson they should be able to do the following:

1. Tell how they might react in some life-like situations which require them to stand up against wrong conduct.

II. Opening Exercises

A. To be conducted by the class president.

III. Motivational Item

A. Read "The Arctic's Pocket Ponies," 13.1, to where the story says "...through deep snows." Then stop and ask the class this question.

1. Which one of the dogs pulling the sleigh is the most important? (the lead dog) Read the rest of "The Arctic's Pocket Ponies," 13.1

Teacher Notes

Taught in one class period.
the story, pointing out that 9 out of 10 dogs will not face a blizzard.

2. Ask the students, "How important is it that the lead dog have courage?" (The life of the master and the success of the mission depend on the courage, wisdom and strength of the lead dog.)

IV. Research, Understanding, and Conviction

A. To stand up against popular opinion which is wrong requires courage.

1. Explain to the students that Heavenly Father has sent us on a mission to earth and whether we succeed or not in life depends on the courage we demonstrate. The trials and storms we face differ from what the dog teams face in the frozen north, but still our problems in life require courage, wisdom and strength.

2. Read the story "A Teenager Dare to Stand Up," 13.2.

a. Ask the class if they feel that what this girl did took courage. (Yes. It always requires courage to stand up alone for the right.)

b. Ask where this girl received the courage to stand up and object to the remarks of the other class members. (She had been taught and was applying the teachings and principles of the LDS Church.)

3. Mention to the students that for the past several weeks they have learned about some of the principles and standards of the LDS Church. Now today you would like them to test themselves on what they would do when faced with
problems which challenge the commandments of God which they have studied this year.

4. Administer the workbook exercise, "Dare I Stand Alone?" WB-18. Allow about 30 minutes for the students to complete the exercise. Provide reading material for those who finish first. Have the students hand their papers in so that you may read them later to determine the progress and attitudes of the students and to measure the effectiveness of your teaching.

5. Indian Seminary Certificates of Achievement could be handed out at this time or at some other more appropriate time.

6. Bear your testimony to the students and challenge them to live the commandments of the Lord.

7. Inform the students of any Church-sponsored summer activity plans which have been arranged, as well as plans for Indian Seminary Class again in the fall.

8. Closing prayer could be offered by the teacher. At this time refreshments could be served and social or recreational activities conducted.
Dare I Stand Alone?

WB-18

Dare to be a Mormon.  
Dare to stand alone.  
Dare to have a purpose firm.  
Dare to make it known.

1. One of the churches nearby has recently planned a recreational program for the Indian youth. You would like to attend the activities, but it would mean missing Seminary class since the time for the activity is at the same time as Seminary. Some of the other Seminary students are wondering what to do about it too. What would you do?

2. One of your best friends has the habit of using the name of God as he talks. You have learned that God is our Heavenly Father and that His name is sacred and special. You like your friend but dislike hearing your Father in Heaven's name abused. What would you do?

3. In your history class the teacher is telling the students that all of the American Indians came to this continent over the Bering Sea several thousand years ago. He had just asked the class if they have any comments or questions. What would you do?
4. A new boy has moved into town. Partly because this person is untidy in his appearance and dresses in old clothes, some of the students at school have been very unfriendly to him. You happen to see the other students making fun of the new boy. What would you do?

5. You are on a camping trip in the mountains. The day has ended and now everyone has gone to bed. As you lie in bed, suddenly you remember that you haven't said your prayers. What would you do?

6. You are traveling on the bus to visit a cousin in a nearby town. You have just noticed an expensive camera in the vacant seat beside you. What would you do?

7. You have gone to town with some friends with the intention of seeing a Walt Disney adventure movie. One of the group, however, suggests going to see a show that bears an "adults only" label. Your friend says that he knows the girl at the ticket window of the theater so there wouldn't be any problem in getting in. What would you do?
8. You and several of your friends have just received $50 each as pay for helping to fight a brush forest fire. You are now discussing how to spend the money with your friends. What would you do with your earnings?

9. While walking home from school, one of the gang produces a pack of cigarettes and begins to pass them around. What would you do?

10. For several weeks now missionaries have been coming to your home to teach the members of your family about the Gospel. Your mother and father have decided not to be baptized into the Mormon Church but have left it up to you to decide whether or not you want to be baptized. What will you do?
SUPPLEMENTARY MATERIAL

The Arctic's Pocket Ponies

Huskies have played an important part in the United States Navy's "Operation Deep Freeze" conducted in the Antarctic. A base established at McMurdo Sound, eight miles from the South Pole, included in its equipment thirty-four big Siberian Huskies and Malamutes.

A Navy spokesman said, "Anybody who thinks the dog's usefulness in arctic and antarctic regions is over, should be with us. They are as important today as they ever were!"

Polar explorers have long known this. The late Admiral Richard E. Byrd, who was the first to establish an American colony—Little America—at the South Pole, said that without his dogs he never could have accomplished his explorations.

Dog teams usually consist of seven to eleven animals, pulling wooden sleds that are twelve feet long and two feet wide. It takes muscle—and plenty of it—to pull a sled that size, heavily loaded, across and through deep snows.

The most important member of any dog team, of course, is the "lead" dog. This animal must be a natural leader and be as wise as the man he serves. Often, he may seem even wiser! Nine out of ten dogs will not face a blizzard. They will turn tail and run with it, but the lead dog must prevent this. He must possess enough pride and courage to keep his teammates nosing into a frigid gale; he must also possess enough wolf-like wisdom to make him infallible on the trail. Upon his courage, wisdom, and strength depends the life of his master and the success of their mission.


A Teenager Dares to Stand Up

"Awhile ago, in one of my school classes, we were discussing the position of the teenager in the world today and the problems that we're faced with morality and otherwise. And most of the students, when they voiced their opinions, seemed to feel that it was quite alright for people to go along with the crowd and be of the world because it was what they did today. But then I stood up and told them that I had principles and standards and that I had an objection to what they were
saying. Then one of the girls stood up and said that she thought that religion had something to do with this because she knew I belonged to the LDS Church. And she was so right because belonging to the Church today is so important in our lives. It helps and it gives us standards and principles to live by. And it helps us to work out our salvation through our diligence and obedience to the laws and commandments which the Lord has given us."

Talk given by Sandra Wood at White Rock, Vancouver Stake, British Columbia, Canada, on February 19, 1967.

13.2
Lesson 2

CAN I KNOW GOD?

Lesson Outline

I. Objective

To help the students understand the true nature and purposes of God, the Creator.

A. This will be developed by the following chain of thought:

1. God, a glorified personage, created the heavens and earth for definite purposes.

2. God controls these creations by laws and commandments.

3. Man, as God's greatest creation, must give obedience to all God's laws and commandments in order to find happiness which leads to immortality and eternal life.

B. After the students have completed this lesson they should be able to do the following:

1. Give reasons for believing that the marvels of nature are creations of God.

2. Point out what God is like by using the scriptures and simple reasoning.

3. Explain that God's work and interest in the universe involves helping His spirit children on earth to develop.

4. Show why God's natural creations must obey laws.

5. Tell why it is important to know God and to keep His commandments.

Teacher Notes

Taught in three class periods.
II. Opening Exercises

A. Selection of Class Officers

1. Explain to the class that today you would like them to help choose the class leaders for the first half of the year. Briefly tell the importance of nominating qualified officers and outline the duties of each office (president - in charge of opening exercises each week, social chairman - responsible for recreation and parties, secretary - keeps the roll and takes care of finances and class history).

2. Pass out paper and have the students write down their choices for class officers. After the papers are collected and returned to you, tell the class that you will contact the officers that you have selected from their suggestions during the week.

B. Opening hymn

C. Opening prayer by an outstanding student

D. Other suggestions:

1. Poem
2. Scripture - Psalms 19:1

III. Motivational Item

A. Ask the class this question, "If a famous artist offered to paint a picture of a familiar scene in nature for you, what would you choose to have painted?" (Have students describe favorite scenes which might include sunsets, oceans, lakes, mountains, animals, trees, flowers, etc.) Then ask, "While an artist can create the marvelous beauties of nature on canvas, who was it who actually created the scene?" (Write the word God on the board.)
IV. Research, Understanding, and Conviction

A. God, a glorified personage, created and now controls the heavens and earth for definite purposes.

1. Ask the students if they would like to learn more about the famous artist who offered to paint a picture for them. Then mention that many people want to know more about God but don't know how to find out about Him.

2. Tell the students that Cal Keeper recently had an interesting experience at school. Read or tell the first section of case study, "The Creator," 2.1.

3. After giving the first section of the case study turn Cal’s problem over to the students for answers which they would give to Jim’s question. Write "How Should We Think of God?" on the blackboard. List student answers underneath.

4. Quote "The Importance of Knowing God," 2.2. Explain that after reading the above statements, we understand how important it is to learn the truth about God. How can we gain this knowledge?

5. Tell the students that they can find out about famous people by reading books.

   a. What books tell us about God and His creations? (Bible, Book of Mormon, D & C, Pearl of Great Price)

   b. What do we call the men who wrote in these books of scripture? (Prophets)

6. To find out about the secrets of God and the creation, turn to a story found in the Book of Mormon scriptures. Tell the students that this
incident occurred when a prophet named Ammon left his own country and went to preach to a group of Lamanites who had never heard of the true God. Ammon was captured and taken to the Lamanite King Lamoni. Have two students read the dialogue between King Lamoni and Ammon as found in Alma 18:22-35, with expression.

7. Bring out the following points with the help of the students. Add these points on the board under "How Should We Think of God?" (Have the students complete the exercise "King Lamoni Finds Out How We Should Think of God," WB-2.)

a. God lives. (verses 25-27)

b. God created all things. (verses 28-29)

c. God knows our hearts and feelings. (verse 32)

d. God created man in His image. (verse 34)

e. God gives knowledge by His spirit. (verse 35)

8. Another prophet, Moses, believed in God so strongly that God permitted Moses to see the creations of God in vision. Read PGP Moses 1:31, 33, 35.

9. Recently an astronaut offered this prayer, after seeing just a portion of the view above the earth from his spacecraft. Read "Major Cooper's Prayer," 2.3. Ask the students how they think Moses must have felt when he saw everything. Overwhelmed with God's creations, Moses couldn't rest until he knew God's purpose in creation. (PGP Moses 1:36)

10. In response to Moses' plea, the Lord

11. Read or tell the second section of case study "The Creator," 2.1.
King Lamoni Finds Out How We Should Think of God

In the light of what the Prophet Ammon told King Lamoni about God, write your feeling on the following statements.

1. Some people say that God is dead.

2. The creation of the earth and the heavens came about by chance.

3. God doesn't know or is too busy to care about the feelings of our hearts.

4. God does not have any form or image, but is just a force in nature.

5. It is impossible for a person to know about the mysteries of God.
SUPPLEMENTARY MATERIAL

The Creator

Section 1

Art was Cal Keeper's favorite class at school. One day the teacher, Mr. Williams, announced that since today was the first really warm day of spring, the class would be held outside. Cal, as well as the other students, welcomed the news, since the winter weather had prevented them from doing much art work outdoors up to that time. After receiving necessary instructions from Mr. Williams, Cal and his best friend, Jim, selected a colorful scene north of the school to paint. Among other things, the area included wild flowers, trees, animals grazing in a nearby pasture, a crystal blue lake, and snow-capped mountains in the background.

Throughout the class period, Cal could tell that Jim had something on his mind that made him unusually quiet and serious, but Cal didn't bother his friend with a lot of questions. Just as the class neared an end and the boys applied final strokes to their canvases, Jim finally blurted out, "Cal, do you really believe in God?"

The question didn't surprise Cal too much since Jim, although not LDS, had attended M.I.A. with Cal occasionally. "Sure, don't you?" replied Cal.

"Well, yes, but I'm not sure what He is like. At my church I have heard the minister say that God is the trees, the flowers, the lakes and the mountains. Is that what you believe, Cal?"

Section 2

Remembering a recent Indian Seminary lesson on God, Cal collected his thoughts before replying to his friend's question about the nature of God. "Yes," he began, "I believe that God is in the flowers, rocks, trees and elsewhere in nature and in the heavens in much the same way that you are in that picture you just finished painting, Jim. You made the picture, and God made the earth and everything in nature including all life. However, it is a mistake to say that God is nature, for wouldn't that be confusing the creator with his creations, Jim?"

"Yes, I guess so, when you look at it that way."

As the two friends neared the door of the school, Cal said something else that caused Jim to wonder.
"There is however, Jim, one of God's creations that tells us much about what God is like."

"What is that, Cal?"

"Man," replied Cal. "The Bible tells us that after God created animals, trees, stars, the sun, etc., He made man in His own image and that we are His children. I believe that God is really a personage with feelings and features. I know He is concerned about us and wants us to love Him, and to keep His commandments. I pray to God, Jim, and I know He hears and answers these prayers. I testify to you of these things."

E. Bruce Preece

2.1

The Importance of Knowing God

"And this is life eternal, that they might know Thee the only true God. . . ."

John 17:3

"It is the first principle of the Gospel to know for a certainty the character of God. . . ."


2.2

Major Cooper's Prayer

U. S. Major L. Gordon Cooper offered a prayer from his capsule in space in May, 1963, and subsequently, it was broadcast to the world: "I would like to take this time to say a little prayer for all the people, including myself, involved in this launch operation. Father, I thank you, especially for letting me fly this flight. Thank you for allowing me the privilege of being in this position; to be up in this wondrous place, seeing all these many startling, wonderful things that you have created."

Deseret News (Salt Lake City, Utah), May 22, 1963.

2.3
Part II
Opening Exercises

B. God controls His creations by laws and commandments.

1. Review briefly with the students the idea that God is the creator of heaven and earth. Write the word God on the board and ask the students to name some of God's creations. (list: sun, moon, earth, oceans, trees, lakes, animals, flowers, etc.)

2. Ask the students if they know why God created these things. (For man to use on this earth, as he prepares for eternal life)

3. Have the students complete "Picture Exercise," WB-3, naming the items in the picture and writing the reason for or use of each of the items. (sun - heat, light, helps things grow; moon - governs the tides, provides light at night; snow - water, recreation; mountains - ore, recreation; land - plants, recreation; lake - recreation, fish; trees - lumber; flowers - beauty)

4. To establish the importance of man using God's creations, ask the students what would happen if for some reason or other the sun stopped coming up in the morning or snow or rain continued to fall indefinitely or the temperature rose to 200°F. or when a tree was cut down it refused to fall to the ground or animals stopped mating or fish quit spawning. (life on earth would perish and disaster result)

Teacher Notes

Write God on the board

Read Psalms 8:3-9
Read Genesis 1:27-28

"Picture Exercise," WB-3
5. Ask the students: How is it possible for God to govern and to control His many creations so man can benefit from them? (by obedience to laws and commandments)

6. Read the story "Man Does Not Stand Alone," 2.4, and ask the students the same four questions found within the story, drawing out the right answers as found in the story.

7. Explain to the students that we have learned that an all-wise Heavenly Father has given laws to all His creations in the universe. Ask the following questions:
   a. Since man is God's greatest creation, is it necessary for man to have laws to live by also? (yes)
   b. What do we call the laws that God has given to His children on earth? (commandments)

8. Explain to the students that God, in His wisdom, gives His children on earth commandments which if lived will result in blessings. Future lessons in Seminary will help us to become acquainted with these commandments that God gives to us.

Teacher Notes

Read D & C 88:36-43

"Man Does Not Stand Alone," 2.4

Illustrate each question on the blackboard to help the students get the meaning of each point. Keep the objective of the lesson in mind and make appropriate comments during the discussion. Point out how important it is for God's creations to obey laws; tell the disaster that would otherwise result.
"Hey, Cal, wait a minute and I'll walk with you to class," yelled Jim.

"Hurry," replied Cal, "you know what Mr. George will say if we straggle into class late."

For the past few days, Mr. George had explained to the science class many interesting things about the universe and space. Today the class would again talk about astronomy. Mr. George began the discussion by relating facts and figures on size and distance of the earth, stars, moon and sun.

"Just how far is the sun from the earth, Cal?" asked Mr. George. The question caught Cal off guard, but not necessarily off the subject. This past summer Cal had spent several weeks with his father working in a logging camp up north. Cal's thoughts now had turned to the many times he had lain out at night looking up into the sky at the stars, before falling off to sleep. What he saw had set his mind to wondering; but now unless he could keep his mind from wandering, he knew Mr. George might ask another question he couldn't answer.

1. Mr. George continued, "The sun has a surface temperature of 10,000° Fahrenheit and our earth is just far enough away so that its fire warms us just enough and yet not too much. What would happen if the sun gave off only one half its present radiation?" (We would freeze. If it gave off half as much more radiation, we would roast.)

2. "The earth rotates on its axis at one thousand miles per hour at the equator, producing our days and nights of 24 hours. If the earth rotated at only one hundred miles per hour, what would happen?" (Our days and nights would be ten times longer than they are now. During the day the sun would probably burn up our vegetation, while during the long night anything not destroyed by the sun would freeze.)

3. "The earth is tilted 23°. What if the earth were not tilted at all?" (There would be no seasons. Half the earth would turn into desert waste and the other half would become frozen waste. All life would perish.)

4. "Our moon is 238,000 miles from the earth. If the moon were only 50,000 miles from the earth, what would happen?" (The tides of the ocean would be so enormous that twice a day all of the continents would be submerged.)
Cal left the science class not sure that he had gotten all of the facts straight in his mind, but more sure than ever that God governs and controls His creations by laws for our benefit. Otherwise life on earth could not exist.

*The Search for Truth in Science and Religion* (Salt Lake City, Utah: The Church of Jesus Christ of Latter-day Saints, 1961), p. 4-6. (Adapted from statements of A. Cressy Morrison)
C. Man, as God's greatest creation, must give obedience to all of God's commandments in order to find happiness that leads to immortality and eternal life.

1. Present the following motivational item to the students: Ask them to pretend they are members of a top canoe-racing team. For many months they have trained and prepared for a race, which, if won would give them $1000. Naturally the competition is tough with stakes so high. Their team is ready to start the race when suddenly they realize that something is lacking. Someone neglected to bring the oars! Knowing that the race could not be won without the oars, some are located quickly and the race proceeds.

a. Refer students to "The Race for Eternal Life," WB-4, as you make the following analogy. Compare life to a boat race. The boat (The Church of Jesus Christ of Latter-day Saints), will take them to the finish line (eternal life - God's greatest reward). The waves of opposition are strong (smoking, drinking, immorality, dishonesty, hate, idleness, etc.). But they are determined to win the prize. As they get ready to embark on the race they notice something missing - the oars. (The oars represent the commandments of God.)
b. Tell the students that God has blessed mankind with many commandments. Have them give the ones they know. They should trace and label the oars on "The Race for Eternal Life," WB-4, with God's commandments. Turn to the scriptures to find those commandments God has revealed that the students do not mention.

c. Ask the students if they feel that it is necessary to keep all of God's commandments or just those they want to keep. Point out that chances of reaching the finish line first are lessened without all the oars. Partially keeping the commandments is like nearly winning the race; either you do or you don't. Read "Live All Commandments," 2.5.

2. Explain to the students that some young people feel that God gives them commandments merely to restrict them or to take away their freedom.

a. Tell the story "Danger Lurking," 2.6. Then ask the students what they would have done had they been in Carol's place. (told the boys to stay out of the water)

b. Ask: Why? (because you don't want the boys to hurt themselves)

c. Ask if Mr. Keeper had the right to do what he did. (preventing others from getting hurt)

d. Explain that God feels as Carol and Mr. Keeper did. Because God is kind and merciful and He loves us, He doesn't want to see us get hurt or to have us hurt others. So He gives us commandments to live by.

Teacher Notes

Read Exodus 20:3, 8, 12-17
3 Nephi 12:3-13
Matthew 22:36-40

"Live All Commandments," 2.5

"Danger Lurking," 2.6
e. Mention to the students that a Church leader who helps to direct the Indian work in the LDS Church gives advice to youth who feel they don't need God's commandments. Read the story "Sin Destroys Freedom," 2.7, and ask these questions.

1. How did breaking God's commandments cause the girl in the story to lose her freedom? (bad habits, sent to jail, mental and physical torment, loss of self-respect, remorse)

2. What did Elder Tuttle mean when he said, "It is not nearly so hard to live the commandments as not to live them"? (the burden of guilt and sin is heavier than the effort required to live the commandments)

3. Read Matthew 11:28-30 and mention that only by choosing to follow God do we really become free.

4. Tell the story "One Way to Freedom," 2.8. Bear testimony that in life we find people searching for freedom and happiness in many ways. But the only way to find the true joy and happiness we seek is by knowing God and keeping His commandments. He has promised immortality and eternal life to those who will obey His Gospel. Read D & C 14:7.

V. Life Involvement

A. Student Suggestions

B. Suggestions from the teacher

1. Challenge the students to practice thinking of God as a personage worthy of their worship and love.

2. Challenge the students to believe
that God rewards His children when they obey Him.

3. Challenge the students to attend Seminary class regularly in order to become acquainted with their Creator and His commandments.
LATTER-DAY SAINTS

OPIPOSITION

THE CHURCH OF

OPIPOSITION

IGNORANCE

OPIPOSITION

TECHNICAL LEVERAGE

OPIPOSITION

CONSCIENCE

OPIPOSITION

HATE

OPIPOSITION

ALCOHOL

OPIPOSITION

TOBACCO

OPIPOSITION

IDLENESS
SUPPLEMENTARY MATERIAL

Live All Commandments

"We have a lot of people who will do some of the things, but the purpose of creating this earth upon which we might dwell was that the Lord would prove us to see whether we were willing to do all things whatsoever the Lord hath commanded. And in a revelation to the Prophet Joseph we are told that the Lord has given us "commandments not a few." (D & C 59:4.)

Elder LeGrand Richards, Member of the Twelve Apostles, One Hundred Thirty-first Annual Conference (Salt Lake City, Utah: The Church of Jesus Christ of Latter-day Saints, April 1961), p. 44.

2.5

Danger Lurking

One Saturday Carol Keeper and other members of her family went berry-picking near a lake not far from their home. Soon after their arrival, several boys showed up at the lake and began amusing themselves by tossing bottles out in the lake and breaking them with rocks. When Mr. Keeper noticed what was going on, he ran down and told the fellows to stop it. Reluctantly the boys obeyed and as they left, such comments could be heard:

"What's wrong with what we were doing?"

"He doesn't have the right to tell us what to do."

"We weren't hurting anybody."

Later in the day a group of young Scouts appeared near the lake in the same spot where the other fellows had earlier broken the glass in the water. The Scouts apparently had come to the lake to go swimming. If you were Carol Keeper, what would you do?

E. Bruce Preece

2.6

Sin Destroys Freedom

"It is not nearly so hard to live the standards as not to live them."
This was impressed upon me some years ago as I interviewed a young girl of seventeen or eighteen years of age. She said: 'I have broken all of the Ten Commandments, except the sixth one, and lots of other laws besides.' During the course of the interview, which, incidentally, was conducted behind bars, she confessed ashamedly some of the sins which she had committed. Near the close of the interview she pulled up the sleeve of her sweater and pointed to the telltale puncture wounds left by a hypodermic needle.

'Those aren't mosquito bites,' she said pathetically. I asked her if she had found happiness in the type of life she had lived. As she shook her head negatively, tears began to fill her eyes. She buried her head in her arms and sobs literally racked her body. As I watched her suffer, helpless at the moment to bring much comfort, I thought of the statement of Alma, made in the Book of Mormon: 'Behold, I say unto you, wickedness never was happiness.' (Alma, 41:10.)

I have thought since of the statement Cecil B. DeMille made at the beginning of the film The Ten Commandments. Most of you have seen it. You will recall how, at the beginning of the motion picture, he walked through those large curtains and came onto the stage to give a short introduction to the film. As I remember he said something like this: 'The history of mankind teaches us that we cannot break God's laws, rather we break ourselves against them.'

I thought of this girl behind bars - she had not broken God's laws at all, but rather had broken herself against them, and so it is with anyone who tries to violate the laws which God has given to us for our own happiness. They are for our good, and when we violate them, we suffer spiritually, physically, and emotionally. Remember, oh youth, it's not nearly so hard to live the commandments as not to live them."


One Way to Freedom

The story is told of a man who was condemned to death by the king. The king, however, offered the prisoner one chance for freedom. The king told the man there was one way out of his dungeon cell. If the man could find the escape before morning, he could go free. Naturally, the man desperately spent the night trying to find the one way out. He pulled on the bars, dug into the walls, looked for a panel in the ceiling, but could not discover the way out. The next morning the king returned to the cell to find the man dejected and sad. "It's too bad you didn't find the way out," said the king. "You see, I left the door unlocked."

Author unknown.
Lesson 3

I AM A CHILD OF GOD

Lesson Outline

I. Objective

To help each student feel that he is a child of God, possessing divine attributes.

A. This will be developed by the following chain of thought:

1. God through the scriptures makes it known that we are His children.
2. As children of God, we should have high regard for ourselves and strive to develop our abilities.

B. After the students have completed this lesson they should be able to do the following:

1. Explain those statements in the scriptures that show that people on earth are children of God.
2. Give reasons for believing that great achievement in life is possible by following the teachings and commandments of God.

II. Opening Exercises

A. Have the class members repeat together the following statement which you have written on the board. Even as the acorn can become the oak, God is involved in me.

B. Opening song - "I Am a Child of God," 3.1.

C. Opening prayer.
III. **Motivational Item**

A. Hold your watch in your hand. Ask the students to suppose that someone you didn't know too well offered to sell you his watch for $30. You need a watch so you are interested, but you don't want to spend your money for something worthless. To find out what the watch is really worth, ask the students to whom they would take the watch to get expert advice regarding its value. (jeweller - watch-maker) You could ask a grocer or a plumber or a policeman about the watch, but since these men are not experts you would merely have their opinions. When you want correct information about something important, you seek expert advice.

IV. **Research, Understanding, and Conviction**

A. God, through His prophets, makes it known that we are His children.

1. Explain to the students that for thousands of years people on the earth have tried to find out about themselves and the origin of man on earth.

2. Ask the students what some of the ideas are that people have about how life on earth started. (by accident, by evolution)

3. Ask the students if they think it is possible for life to come about accidentally. (not any more possible than if someone were to explode a bomb in a printing shop and have all of the letters accidentally fall together into a large dictionary)

4. Some people have the opinion that man came into existence through a process known as organic evolution or spontaneous generation. This means that fish, birds, vegetable life, animals and man all sprang from a simple source.
a. Ask the students what questions this changing process brings up. (If spontaneous generation went on at one time, why doesn't it go on now?)

b. In order to establish the concept that one species does not evolve into a different one, have the students do "Name the Young," WB-5. At the completion of the workbook exercise, ask the class if it is possible for a duck to have a calf, goats to give life to foals, etc. Read "Creation," 3.2. Refer to I Corinthians 15:39.

5. Remind the students that for a valid appraisal of a watch you would go to someone who knew what he was talking about and not just anybody with an opinion. Ask the students where you would go to find out the answers concerning man and his beginning. (The expert on man is God, who is our maker.)

6. Ask the students where we go to find what God says about the creation of life on earth. (scriptures in the Bible and Pearl of Great Price)

7. Have the students turn to Genesis in their Bibles and read an account of the creation of life. Explain that after God had created the heavens and earth, waters, sun and moon, etc., He created life. Read Genesis 1:21-25. Emphasize that in each case God said that each animal was created after its kind.

8. Read the account of God's creation of man in Genesis 1:26-27. Ask the students these questions:

a. After whose kind does the scripture say man is created? (God's)

b. Who did God create man to look like? (Himself, in God's image and likeness)
c. In whose image and likeness were you created? (God's and your parents)

9. Read together from the Bible, Hebrews 12:9. Ask these questions:
   a. Who are the fathers of our flesh? (our earthly parents)
   b. Who are the fathers of our spirits? (our heavenly parents)
   c. Tell the story, "The King's Son," 3.3. Explain to the students that this story is about what our situation in life is like except that we are not merely the children of a great king; we are children of a great God who created us as spirits before He created the earth. We, as children of God, are traveling through the earth unrecognized.

10. Have three or four outstanding students role-play Acts 17:16-30. Objective: To show how the apostle Paul, 2000 years ago, tried to make the unbelieving Greeks understand what the true and living God was like, and that we are His spirit offspring. Establish the following points through the presentation:
   a. God, who made the world, is real and near to His children on earth.
   b. We are God's offspring.
   c. God commands all people to repent and keep His commandments.

11. To determine what Jesus taught about our relationship with God, ask this question: Did Jesus teach that we are children of God? (Refer to Matthew 6:9-13.)
12. Bear personal testimony that we can also know that we are actually the children of God because His spirit reveals this to us.
Name the Young

WB-5

Answers

1. Bear  (Cub)
2. Beaver (Kit)
3. Deer   (Fawn)
4. Dog    (Pup)
5. Duck   (Duckling)
6. Goat   (Kid)
7. Goose  (Gosling)
8. Horse  (Foal)
9. Ostrich (Chick)
10. Rabbit (Kitten)
11. Seal   (Calf)
12. Walrus (Cub)
13. Whale  (Calf)
14. Kangaroo (Joey)
15. Owl    (Owlet)

Scoring

14+ right - excellent
12+ right - very good
10+ right - good
8+ right - fair
7 or less right - better go for another walk outdoors.
SUPPLEMENTARY MATERIAL

I Am a Child of God

I am a child of God
And He has sent me here
Has given me an earthly home
With parents kind and dear.

CHORUS:
Lead me, guide me, walk beside me
Help me find the way.
Teach me all that I must do
To live with Him some day.

I am a child of God
And so my needs are great
Help me to understand His word
Before it grows too late.

I am a child of God
Rich blessings are in store
If I but learn to do His will
I'll live with Him once more.

Primary Sheet Music, published by The Church of Jesus Christ of Latter-day Saints.

3.1

Creation

"The attempt to find the transition from the animal to man has ended in total failure. The middle link has not been found and never will be. Evolution [organic evolution] is all nonsense. It cannot be proved by science that man descended from the ape, or from any other animal."


3.2

The King's Son

"The story is told of a great king who when his son was born took him to a far corner of the kingdom and handed him over to a young
peasant couple with the instructions that they were to rear him as their own son and not tell him who he was until he was old enough to rule, and then the king would return and make his identity known. The king didn't want his son to know of his great power before he had learned how to use it. He wanted him to know the value of great wealth before he had it placed in his hands."


3.3
B. As children of God, we should have high regard for ourselves and strive to develop our abilities.

1. Ask the students to name some of the worst diseases they can think of. (cancer, T.B., heart disease, venereal disease, leprosy, typhoid fever, etc.)

   a. Ask the students to describe how these dread diseases affect people. (they cripple, blind, paralyze, cause pain and death, etc.)

   b. Ask the students how these diseases may be controlled or prevented. (frequent medical examinations, avoidance of harmful substances, cleanliness, keeping away from people with diseases, etc.)

   c. Explain what one of the leaders of the Church thought was the world's worst disease. (an inferiority complex) Read "God and You," 3.4.

   d. Ask the students to describe how one may know if he has the inferiority complex disease. (he doesn't believe in himself, holds his head down, gets depressed and discouraged easily, is afraid to do things and worries needlessly, etc.)

   e. Explain to the students that a doctor usually prescribes medicine to help people with physical

"God and You," 3.4 Write the words inferiority complex on the board.
problems. Tell the students that you hope that this lesson will offer some solutions for problems of a little different nature that they may have.

2. Ask the students if they know what it is that separates human beings from the animal world. (Human beings have a highly developed brain which includes the gift of speech, the power to reason rather than just to follow instincts, the ability to discern between right and wrong, the faculties for worshipping, etc.)

3. Consider with the students the power of the great instrument called the brain by telling important facts about it from "Know Thyself," 3.5 reference. Point out that the brain is just one of the many gifts from God found in man.

4. To point out to the students that people are not utilizing their human resources, tell the story of "Unused Power," 3.6. Ask the students how they would feel about carrying the rocks while a bulldozer sat idly by. Point out that in a sense some people, like the bulldozer, sit idly by, operating on just a small percentage of their God-given capacities. List the following examples of how students can limit or destroy life's possibilities and encourage the students to add to the list.

a. Possessing a poor attitude about one's own personal worth.

b. Turning to alcohol and other harmful substances to bolster up inadequate feelings.

c. Dropping out of school.

d. Resorting to crime.
e. Failing to realize how God can give power and direction to our lives.

5. Mention to the students that it is one thing to recognize problems in one's life and quite another to do something about them. Tell them you have a poem that might provide some clues. Read "The Touch of the Master's Hand," 3.7. Ask these questions:

a. What was it that changed the value of the violin? (the touch of the Master's hand)

b. Who is the Master who changes the worth of the soul? (Christ, the Lord)

c. What does Christ expect of us? Read Matthew 5:48. (This doesn't sound as if God intended for us to be weaklings or failures. The purpose of life is to be successful in our endeavors and not let failures discourage us.)

d. Does it matter what we think about ourselves? (Scripture says, as a man thinketh in his heart, so is he. A person becomes what he thinks about so we should practice thinking good, positive thoughts.)

6. Write this statement of Ralph Waldo Emerson's on the board: "I never met a man who was not my superior in some particular." Have the students discuss the meaning of this statement and work "What's My Image?" WB-6.


8. Tell the story, "The Violin Is Asleep," 3.9. Compare the sleeping violin to people who are asleep through inactivity.
9. Bear testimony that by keeping the commandments of God we are stirred to become active and productive sons and daughters of God.

V. Life Involvement

A. Student Suggestions

B. Suggestions from the teacher

1. Challenge the students to practice thinking good thoughts about themselves.

2. Remind the students that God is interested in seeing His children achieve happiness and success in life.

3. Provoke the students to treat each other with that respect which God's children deserve.
SUPPLEMENTARY MATERIAL

God and You

As I go about the country a little bit I find a great many people depressed and discouraged, because they don't really understand or believe in themselves. Probably the most wide-spread disease in the world is the inferiority complex. We are tainted with too much of the old sectarian doctrine of man's natural depravity and inherent weakness. There is nothing depraved about the man God has made except that which man brings upon himself.


Know Thyself

Know thyself. That is still one of our most urgent assignments, and we should first understand who we are—that we are the children of God, and that the offspring has the potentiality of the parent.

Think of the capital God has given us in this great instrument called the brain. It is made up of 14 billion cells. It can contain more knowledge and more helpful ideas than can be stored in a dozen libraries.

A prominent neuro-physicist recently said that it would cost over three billion dollars to construct an electronic computer which could anywhere near compare to the human brain.


Unused Power

One day on the way home from school, Cal Keeper passed by a group of men who were working on a road. Stopping to watch, Cal noticed the workmen carrying rocks from a large pile in the middle of the road and dumping them to the side of the road. Nearby a powerful bulldozer equipped with a blade stood idly by. Cal asked one of the workmen why they did the work by hand instead of using the bulldozer. The man gave no reason.

E. Bruce Preece

3.6
The Touch of the Master's Hand

'Twas battered and scarred, and the auctioneer
    Thought it scarcely worth his while
To waste much time on the old violin,
    But he held it up with a smile;
"What am I bidden, good folk?" he cried,
    "Who'll start the bidding for me?
A dollar—-one dollar—-then two, only two—
    Two dollars, and who'll make it three?
Going for three"—-but no—
    From the room far back, a grayhaired man
Came forward and picked up the bow;
    Then wiping the dust from the old violin,
And tightening the loosened strings,
    He played a melody pure and sweet
As a caroling Angel sings.

The music ceased and the auctioneer,
    With a voice that was quiet and low,
Said, "Now what am I bid for the old violin?"
    And he held it up with the bow;
"A thousand dollars—-and who'll make it two?
    Two thousand and who'll make it three?
Three thousand once—-three thousand twice—
    And going—and gone," cried he;
The people cheered, but some of them cried,
"We do not understand;
What changed its worth?" Quick came the reply,
    "The touch of a master's hand."
And many a man with life out of tune,
    And battered and scarred with sin,
Is auctioned cheap to a thoughtless crowd,
    Much like the old violin,
A mess of pottage—a glass of wine,
    A game—and he travels on;
He's going once—and going twice—
    He's going—and almost gone!
But the Master comes, and the foolish crowd
Never can quite understand,
The worth of a soul, and the change that's wrought
    By the touch of the Master's hand.

Author unknown.
WHAT'S MY IMAGE?

NAME THINGS YOU CAN DO:

__________________________
__________________________
__________________________

NAME THINGS YOU CAN DO BETTER THAN SOME OTHER PEOPLE:

__________________________
__________________________
__________________________

NAME AT LEAST ONE THING YOU CAN DO AS WELL AS NOT BETTER THAN ANYONE ELSE:

__________________________
Prescription for an Inferiority Complex

1. Rest assured that you are a child of God.
2. Drink in plenty of ideas which will tell you of your hidden possibilities.
3. Remove can't succeed covers from your bed of affliction immediately.
4. Take brisk daily walks with the spirit of God.
5. Keep warm in the company of good companions only.
6. Have surgery performed on bad habits.
7. Exercise keeping God's commandments.
8. Take planning pills which will help you to decide what you want to do with your life.
9. Develop a close friendship with God, the great physician, through prayer.

E. Bruce Freece

The Violin Is Asleep

A violinist of great distinction once acquired a valuable Satradianus, but this violin had been in the private collection of a wealthy family and for many years had lain unused on a velvet pad. The violinist said, "The violin is asleep, and I must play it until I wake it up and bring it to its proper form. It will have to learn its own power and beauty all over again."

Disuse is harmful to a violin; it is also harmful to a child of God. We should wake ourselves up by use. We can only get full possession of our potentiality by proper activity.

Lesson Outline

I. Objective

To acquaint the students with God's teachings about loving other people.

A. This will be developed by the following chain of thought:

1. Because people need each other to live purposefully, God commands us to love one another.
2. We learn to love all people through knowing them and helping them.

B. After the students have completed this lesson they should be able to do the following:

1. Relate reasons why they feel other people are important and need each other.
2. List scriptures which tell of God's commandments to love others.
3. Explain ways of showing love towards enemies and friends.

II. Opening Exercises

A. To be conducted by the class president.

III. Motivational Item

A. Tell the story "Errand of Mercy," 4.1. Ask the students to imagine themselves in the injured boy's situation. Discuss with the students the different acts of love performed.
by various persons in the story. (father - giving aid, policeman - calling for help, pilot - coming to the rescue, etc.)

IV. Research, Understanding, and Conviction

A. Because people need each other to live purposefully, God commands us to love one another.

1. Invite the students to tell an incident from their own lives where:
   a. Other people helped them at a particular time of need or distress.
   b. They offered help to others in need.

2. At times we hear some people say they don't need anyone else; they can get along on their own.
   a. Why would it be difficult for someone to get along on his own? (people depend on each other for fulfillment of their needs)
   b. Give the students "No Man Is an Island," WB-7. Ask the students to place their own names on the island and list the different ways their lives are touched by the individuals and institutions on the exercise. (farmer - food, clothing, doctor - medical help, schools - education and place to find friends, church - opportunity to learn about and to worship God, electrician - TV, radio and electrical help and repairs, etc.)
   c. Read the quotations that compose "We Need Others," 4.2.

3. Explain to the students that in a previous lesson they learned about
the nature of God, our Father in Heaven. Tell them the first and great commandment is to love God. Ask the students if they know what Jesus said was the second great commandment. (to love our neighbors) Read Matthew 22:36-41.

4. Ask the students who it is that God wants us to think of as our neighbors. (all people) Read II Nephi 26:33.

5. Ask the students if they know what it means to love one's neighbor. Turn to test questions in "Do I Love My Neighbor?" WB-8.

a. Tell the students to read through the test and merely think about the answers in their minds.

b. Write Matthew 7:12 on the board while the students read the questions through. Read the scripture and ask the students what this statement of Christ's is commonly called. (the golden rule)

c. In light of what Christ said about how we should treat others, have the students complete the workbook exercise and write the answers on the test, as if they were the other person involved in each situation.

d. Try to determine if putting themselves in another person's position had an effect on the way the students answered the questions.

e. Point out to the students that friendships are formed and love develops when we help other people.

6. Tell the students that you are going to read other statements made by

Teacher Notes

Read Matthew 22:36-41

Read II Nephi 26:33

"Do I Love My Neighbor?" WB-8

Write Matthew 7:12 on the board and read
Christ from the New Testament. As you read, ask them to count the number of times the word love is used.

(7) Read John 15:9-14. Ask the students these questions.

a. What other word besides love is also used by Jesus quite frequently in these scripture verses? (commandments)

b. Why is this word used often? (Love is a commandment; we are commanded to love each other and to love God. Establish the idea that to love God and each other are commandments.)

7. Mention that there are two occasions in particular in Indian history which indicate that the Indians were practicing God's commandments to love one another.

a. Read "Columbus Pays Tribute," 4.3.

b. Read Alma 26:30-33. (Ammon, missionary to the Lamanites, describes the love the Lamanites had for each other.)

8. Bear testimony to the students that you feel that brotherly love is one of the basic laws of the Gospel and of life. To learn and practice loving each other should be of deep concern to us. Personal development and progress towards perfection depends upon our love of God and each other.

"Columbus Pays Tribute," 4.3

Read Alma 26:30-33

Read John 15:9-14
SUPPLEMENTARY MATERIAL

Errand of Mercy

This incident happened near the Indian village of Tachi in Northern British Columbia during the fall of 1962. A fourteen-year-old Indian boy, while helping his father chop wood, accidentally let the double-bitted axe slip out of his hand, cutting a large gash in his leg which also chipped the bone. The boy's father, by applying a tourniquet, stopped the bleeding. Since the village had no doctor, a call for help was radioed by the R.C.M.P. to the hospital in Prince George, some 200 miles southeast of Tachi.

The float plane, sent to pick up the boy to take him to the Prince George Hospital for medical treatment arrived a few hours later in the Indian village. On the return trip to Prince George, the plane carrying the injured boy, ran into heavy fog and the pilot was forced to land on a remote lake. Fortunately for the boy, two men from Seattle were spending a few days fishing at the lake; one of them was a retired Army medical officer. The boy's cut leg began to bleed again and the wound had caused a high fever in the lad. The former Army medic dressed the wound, gave the boy some medicine from an emergency first aid kit, and remained by his patient's side during the night.

By dawn, the weather had improved enough to allow the plane to continue on into Prince George where the injured boy received further medical help. After spending several days in the hospital, the boy recovered and returned to his home again even though several weeks passed before the leg became strong enough to walk on.

E. Bruce Preece

4.1

We Need Others

"It is said that without the help of each other, mankind would cease to exist."

President David O. McKay

"We have been born to associate with our fellowmen and to join in community with the human race."

Cicero, the Roman Philosopher

"No man ever came to a state of perfection without the knowledge and love of God and the love of his neighbor."

Joseph F. Smith
NO MAN IS AN ISLAND

THE MAINLAND

ISLAND

OUR LIVES TOUCH OTHERS IN THOUSANDS OF WAYS!!

FARMER

DOCTOR

SCHOOL

CHURCH

ELECTRICIAN
Do I Love My Neighbor?

1. While walking home from the show one night you notice that someone has thoughtlessly broken several beer bottles on the road your neighbors frequently travel. What do you do about it?

2. One of your close friends tells you that he is losing interest and that he is going to stop attending Seminary classes. What do you do?

3. You find a wallet containing $10 out on the playground at school. A card inside the wallet indicates that it belongs to one of the school teachers. What do you do?

4. You are told that one of your friends was taken to the hospital for an appendicitis operation. You would like to go visit your friend, but the hospital is several miles away. What do you do?

5. A good hunting dog follows you home from town one day. The dog is just the kind you have always wanted. What do you do?

6. You didn't do very well on a math test in school, but your friend got the highest grade in the class. How do you feel about it?

7. In a cafe at noon you overhear some kids sitting in the next booth telling lies about a person you know. What do you do about it?

8. You discover that the lady at the grocery store gave you too much change back when you made a purchase. What do you do?

9. Along with other members of your family, you have joined the LDS Church. You want to tell your best friends about Joseph and the Book of Mormon, but you're afraid to. What do you do?
Columbus Pays Tribute

“They are loving, uncovetous people: so docile in all things that I swear to your majesties there is not in the world a better race or a more delightful country. They love their neighbors as themselves, and their talk is ever sweet and gentle, accompanied with smiles, and though they be naked, yet their manners are decorous and praiseworthy.”

Part II
Opening Exercises

B. We learn to love all people through knowing them and helping them.

1. Tell the story, "The Test," 4.4. Ask for the students' reaction without your defending any position at this time. Don't discuss very long.

   a. Explain to the students that there are situations in life, where people sometimes become enemies.

2. Ask the students if they feel that they have any enemies. The students may feel that they don't. To determine whether they do or not, ask the group to answer the following questions in their minds only:

   a. Can you think of anyone towards whom you have a bad feeling?

   b. Are you jealous of someone?

   c. Is there anyone you would like to see fail, who is trying to succeed?

   d. Is there someone who you would like to get even with?

3. Startle the students by asking them how they would like to get rid of their enemies. Explain to them that there is a formula in this lesson that is designed to help them.

   a. Ask the students if they know this formula. Write $E = MC^2$ squared on the board. (one
of Albert Einstein's formulas regarding atomic power which nations of the earth could use to get rid of their enemies.)

b. Tell the students that over two thousand years ago Jesus Christ gave us a more powerful formula for getting rid of our enemies. Write L.Y.E. on the board. Read Matthew 5:43-48 and write in the words Love Your Enemies.

c. Explain to the students that Abraham Lincoln, who was well-acquainted with the Bible, used the LYE formula with great success. Read "Lincoln's Answer," 4.5.

4. Read the poem "When You Get to Know a Fellow," 4.6, and ask the class to:

a. Give examples of situations where they learned to like certain persons well after they got better acquainted.

b. What percent of liking someone is knowing him? (someone has estimated about 95%)

c. Read the story "Love and Farewell," 4.7, and point out how little the director really knew about the little orphan girl.

5. Quote the following Sioux Indian saying, "Great Spirit, help me never to judge my brother until I have walked in his moccasins for two weeks." Ask the students what they think this statement means.

a. Mention the following example: "Suppose a new student moves into your school. How do you suppose this student feels?" ("Will they like me?" "I'll never like this school as much as my old one.")
b. If you are friendly to the new student, how will it make him feel? ("Maybe they are pretty good kids here after all. I think I'll like it here.")

c. Read the poem "Should You Feel Inclined to Censure," 4.8.

6. Tell the students that in this day of monsters, you know of one that is very powerful. He is called "the green-eyed monster." Ask the students if they know anything about him. (He is also known as jealousy and envy.) Ask the students how this monster affects people who are jealous of others.

a. Read the verse "Oh, Jealousy," 4.9.

b. Tell the story "Don't Be a Lobster," 4.10. Ask the students if there is a lesson for people who are jealous of others in the story. (If someone gets ahead, do we try to pull him back and stop his progress, or do we love him as we should and take joy in his achievement and help him to succeed when and wherever possible.)

7. Return to the story, "The Test," 4.4. Ask the students the following questions and involve them in discussion.

a. How would you feel if you went off without helping the people in the boat? (You might feel good about getting revenge but you would still go on disliking the people.)

b. How would the people in the boat feel towards you if you gave no help? (They would have ill feelings; everyone would have ill feelings.)
c. On the other hand, what would happen if you helped the party in distress to shore? (You'd all feel good, and maybe you'd become good friends with the people as a result of the experience.)

d. Explain to the students that the foregoing is just one example of how one might have an opportunity to put Jesus' law of loving your enemies into operation. We develop love for people by helping and being kind to them. Read Matthew 5:44, 45, 48.

e. Quote "There is a destiny that makes us brothers; none goes his way alone. All that we send into the lives of others - comes back into our own."

Edward Markam
A Creed

V. Application

A. Student Suggestions

B. Teacher Suggestions

1. Suggest class projects which would help or cheer people in unfortunate situations. (visits to shut-ins or to patients in hospitals or old-folks homes, etc.).

2. Challenge the students to treat all people with whom they come in contact with kindness, especially those less fortunate than themselves.

3. Plan a gift exchange at Christmas with other Seminaries or White Seminary classes.

4. Have the students write up a plan of operation designed to make friends of their enemies.

5. Memorize Matthew 5:44 and Matthew 7:12.
SUPPLEMENTARY MATERIAL

The Test

You have been out in your boat fishing all day on a large lake. You are several miles from shore; you're tired and it's beginning to get dark. It looks like a storm is heading toward you. As you motor to shore, you spot another party in a boat, apparently having trouble with their motor. Drawing closer, you recognize the group as those people who, earlier in the day, repeatedly pulled water skiers past your trolling line, despite your shouts to wave them away. They now need your help. What will you do?

E. Bruce Preece

Lincoln's Answer

One day a friend said to Abraham Lincoln, "Why do you try to make friends of your enemies? You should try to destroy them."

Lincoln replied, "Am I not destroying my enemies when I make friends of them?"


When You Get to Know a Fellow

When you get to know a fellow, know his joys and know his cares, When you've come to understand him and the burdens that he bears, When you've learned the fight he's making and the troubles in his way, Then you find that he is different than you thought him yesterday. You find his faults are trivial and there's not so much to blame In the brother that you jeered at when you only knew his name. When you get to know a fellow, know his every mood and whim, You begin to find the texture of the splendid side of him; You begin to understand him, and you cease to scoff and sneer, For with understanding always prejudices disappear. You begin to find his virtues and his faults you cease to tell, For you seldom hate a fellow when you know him very well.

Edgar A. Guest
Love and Farewell

The heroine of this story was a little eight-year-old girl in a Pennsylvania orphan asylum, so painfully shy and unattractive, and with such annoying mannerisms that she was shunned by the other children and regarded as an insoluble problem by the teachers. Two other asylums had managed to have her transferred, and now, once again, the director and her assistants were seeking only some pretext for getting rid of her themselves.

One afternoon it appeared that an opportunity had arrived. An iron-clad rule held that any communication from a child in the institution had to be approved by the director or a house mistress before it could be mailed. Now, the little girl had been observed stealing down to the main gate and carefully secreting a letter in the branches of a tree that overhung the wall of the asylum. The director and her assistant could scarcely conceal their elation.

They hurried down to the brick wall. Sure enough, the note was visible through the branches of the tree.

The director pounced on it and tore open the envelope. The she hung her head and passed the note in silence to her assistant. It read: "To anybody who finds this: I love you."

The Salt Lake Tribune, This Week Magazine, December 11, 1961, p. 8.

4.7

Should You Feel Inclined to Censure

Should you feel inclined to censure
Faults you may in others view,
Ask your own heart, ere you venture,
If that has not failings, too.
Do not form opinions blindly.
Hastiness to trouble tends;
Those of whom we thought unkindly,
Oft become our warmest friends.


4.8

Oh, Jealousy

Oh, jealousy,
Thou ugliest fiend of hell! Thy deadly venom
Preys on my vitals, turns the healthful hue
Of my fresh cheek to haggard sallowness,
And drinks my spirit up.


---

*Don't Be a Lobster*

A Hawaiian was out fishing for lobster. He had caught a couple and had placed them in some sort of pan. The sidewalls on the lip of the pan were not very high. A stranger came up and remarked to the fisherman, "Why didn't you get a deeper pan or bucket in which to place those lobsters? When your back is turned, they will crawl out." Then came the answer from the fisherman: "Friend, you just don't know lobsters. One lobster will never let the other get up higher than himself if he can help it. If one of those lobsters makes a move to get out or higher in the world, his fellow prisoner will always jerk him back."

Lesson Outline

I. Objective

To help the students feel that God hears and answers prayers.

A. This will be developed by the following chain of thought:

1. Many notable people have discovered prayer as a great source of strength and power in their lives.
2. Students should consider prayer as a source of help to them in solving their problems.
3. There is a pattern for prayer which, when learned and followed, will make communication with God more meaningful.

B. After the students have completed this lesson they should be able to do the following:

1. Tell experiences of some famous people who found strength in their lives in prayer.
2. Explain why they believe God will aid them at any time or in times of need.
3. Relate the important elements of prayer.
4. Offer prayers.

II. Opening Exercises

A. To be conducted by the Class President.

III. Motivational Item

A. Ask the students to compare modern means of communication with those of the early 1800's.
1. How did people communicate in the early 1800's? (messages were carried a relatively short distance by runners, horseback riders, smoke signals, drums, etc.)

2. How do we communicate in modern times? (radio broadcast messages with and without wires for thousands of miles. By T.V. we can watch a football game from the 50 yd. line being played hundreds of miles away. Telephone conversations are carried around the world. Communication is carried from the earth to astronauts in outer space.)

3. Explain to the students that with scientific advancement through the years, man has discovered just a small part of the vast power and knowledge that is possessed by God. As we think about modern, miraculous inventions, we begin to understand to some degree our Father in Heaven's power. It doesn't seem impossible, but natural, for man and God to communicate with each other. Read "Prayer," 5.1.

IV. Research, Understanding, and Conviction

A. Many notable people have discovered prayer as a great source of strength and power in their lives.

1. Explain to the students that prayer has been used as a means for man to communicate with God and to draw strength from Him since the beginning of life on earth. Ask the students to name some men from Old Testament times who prayed to God. (Adam, Noah, Moses, Abraham, etc.)

2. To establish the fact that Jesus relied on prayer for help, ask the students these questions:

   a. Who can tell about some of the occasions recorded in the New Testament when Jesus prayed? (Garden of Gethsemane, After the Last Supper, On the Cross, etc.)
b. What did Jesus need on earth? (Jesus was not weak; His decisions were strong and decisive, and He spoke as one having authority. Yet He didn't consider Himself as self-sufficient. He spent many hours seeking in prayer, the will of His Father in Heaven. He set an example for mankind to follow.)

3. Mention to the students that many people of more recent times have found strength given from Heaven is power beyond human ability.

a. Ask the students if they have ever heard of a man called the "Lone Eagle." (Charles A. Lindberg, a young man who, on May 20, 1927, flew a little one-engine airplane across the Atlantic Ocean from New York city to Paris, taking 33 1/2 hours. Because he made the daring trip alone he became known as the "Lone Eagle.")

b. Ask the students if Lindberg was really alone at the controls of his airplane. (No, God was with him.) Read "From the Lives of Great Men," 5.2.

4. Ask the students if any of them belong or have belonged to the Boy or Girl Scouts. From those students who raise their hands, ask if any of them can repeat the scout oath or promise. Tell the students that one of the leaders of the LDS Church, Elder Nathan E. Tanner, had an interesting experience when he lived in Canada. Relate the story "On My Honor," 5.3.

5. Point out or assist the students to other examples from history or preferably more recent examples where famous people pray.

6. Ask the students if knowing that great people pray helps them to feel that God's power is available to them also.

B. Students should consider prayer as a source of help to them in solving their problems.

1. Blindfold a student and put him in the center of a circle of seats from which there is only one way out. Have the student...
try to find his way out without touching any seat. When he fails to do so, have another student who is not blindfolded go into the circle, take the blindfolded student by the hand and lead him out.

a. Explain to the students that life is filled with problems. One reason we came to earth is to be tested by these problems which confront us, and to overcome them.

b. Read D & C 112:10 and 19:38-45. After which, state to the students that God promises to help to solve our problems and guide us in life if we will do certain things. Have the students identify what these requirements are from the scripture just read. (pray always, be humble and meek, conduct ourselves wisely, come unto Him )

2. Tell the students that God has answered the prayers of many young people and thus assisted them to solve their problems. Ask the students if they can think of any specific situations where God answered the prayer of a youth. (If the Joseph Smith story is not mentioned, either tell it or ask a student to relate it.)

a. Make sure the students know what it was that caused Joseph Smith to finally go into the Sacred Grove to pray about his problem. (the promise found in James 1:15 ) Read James 1:5.

b. Ask the students what it means to have faith when we pray to God. (A strong belief that the prayer we offer will be answered.)

c. Read "Faith Promoting Experience," 5.4, and ask the students how the girl faced her problem by having faith in God. (She waited to buy a new pair of glasses and kept praying.)

d. Ask the students to imagine what they would do if they should lose a wallet. (pray and keep looking for it ) Read the story "The Lost Wallet," 5.5.

3. Explain to the students that some people
feel that unless they are really in trouble or have especially large problems, they need not bother our Heavenly Father. Ask the students to express their feelings about this. Read Alma 34:17-27. Point out that in many circumstances God wants us to come to Him in prayer. Read "A Prophet Speaks on Prayer," 5.6.

4. Have a capable student read "An Indian Prayer," 5.7. (emphasize the third line from the bottom of the poem)

5. Explain to the students that often we don't take time to identify our problems, and therefore, we are hindered in gaining God's help. Have the students complete the workbook exercise, "Seeking Help," WB-9, to the best of their ability now, and use it throughout the rest of the year as the need arises.
SUPPLEMENTARY MATERIAL

Prayer
If radio's slim fingers
Can pluck a melody
From night, and toss it over
A continent or sea;
If the petaled white notes
Of a violin
Are blown across a mountain
Or a city's din;
If songs, like crimson roses,
Are culled from thin blue air--
Why should mortals wonder
If God hears prayer?

—Ethel Fuller

5.1

From the Lives of Great Men

Charles A. Lindbergh, flying the Atlantic alone, came to the point
where he could go no farther. He was exhausted. His hands were so tired
they refused to obey his mind. Then he made this simple prayer: "God
give me strength." From that moment, he declared, he sensed a third part
of himself, "an element of the spirit," which took control of both mind
and body, guarding them as a wise father guards his children.

"From the Lives of Great Men," The Improvement Era, (October, 1966,
p. 903.

5.2

On My Honor

Two or three years ago, while traveling with Lord Rowallan, Chief
Scout of the British Commonwealth, I was thrilled with his comment as he
led in the Scout promise. As he said, "On my honor I promise to do my
duty to God," he stopped and said to the Scouters who were present, "As
I make this promise I think of a God who can hear and answer prayers, who
is interested in what we are doing, and who will guide us and bless us
according to our needs and our faith." And then he said, "If any of you
do not believe in such a God, you can serve better some place else."
For God so loved the world that he gave his only begotten son that who-
soever believeth in him shall not perish but have everlasting life."
(John 3:16.)

Elder Nathan Eldon Tanner, Council of the Twelve Apostles, One Hundred
Thirty-Third Annual General Conference, (Salt Lake City, Utah: The
Church of Jesus Christ of Latter-day Saints, April, 1963), p. 102.
Faith Promoting Experience

One summer our ward had an outing at the famous fun spot of Utah—Lagoon. I lost my glasses on one of the rides. My mother and father were very worried, and so was I. It would cost too much to buy another pair. The man who ran the ride said there was little hope of ever getting my glasses back, and that even if I did, probably they would be broken or crushed. He said that everyday people lose wallets and glasses on that ride, but never once have they got them back in good condition, if they got them back at all.

I went home and prayed over and over again for several days with my parents. In myself I knew I would get my glasses back untouched. My parents thought I had better get a new pair after one week had passed. But I said I wanted to wait another week. The very next day I got them in the mail. All I found wrong was a tiny scratch on each lens. And to this day, I bear my testimony that I know God lives and that He does hear and answer even the smallest prayer.

—Jolene Edmunds


The Lost Wallet

I would like to tell you of one other thing that happened to me. One day my friend lost his wallet. He looked for it all day, then the next evening I said to him: "Pray and maybe you will get it back," but he said, "That won't help." I walked out of the room and went to my room. About six hours later he came into my room with a big smile on his face. He said to me, "Remember when you said to me, why don't you pray? Well I prayed. Then my friend came and we started to look and we found the wallet."

When he said that he had prayed, then my prayers were answered too, because I prayed that he might take time to pray and that his prayers might be answered. His prayer was answered for me.

Personal letter from Bobby Serawop, Haskell Institute, Kansas
November 1964.

A Prophet Speaks on Prayer

Seek to know God in your closets, call upon him in the fields. Follow the directions of the Book of Mormon, and pray over and for your families, your cattle, your flocks, your herds, your corn, and all things that you possess; ask the blessing of God upon all your labors, and everything that you engage in.

—Joseph Smith
An Indian Prayer

Oh Father, whose voice I hear in the wind
And whose breath gives life to all the world,
Hear me, I am a man before thee,
One of thy many children.
I am small and weak,
I need thy wisdom and strength--
Make me wise that I may know the things
Thou has taught my people,
The lessons thou has hidden under the many rocks,
In the leaves of the trees, in the winds,
Over the many waters
And across the vast horizon which is before me.
Hear me, Father. Help me
That I may walk uprightly before thee.
Make my hands have respect
For the things thou hast made.
Let me walk in beauty
That I may walk tall and strong before thee,
That I may not criticize my neighbour
Until I have walked a mile in his moccasins.
Make my ears sharp to hear thy voice, my eyes
To ever behold the beauties of the sunset.
Let me remember there are others in the world
Besides myself and of thine own making.
Most of all, Father, I seek strength--
Not to be superior to my brothers,
But to be able to fight my greatest enemy--
Myself.
Make me ever ready, Father, to come to Thee
With clean hands and a pure heart,
So when life fades as the fading sunset,
I may come to thee without shame.

C. There is a pattern for prayer which, when learned and followed, will make communication with God more meaningful.

1. Ask the students to think of someone in the area who doesn't know how to drive a car. What would such a person say if another offered him or her the use of his car? (The non-driver would probably turn down the offer, saying that he didn't know how to drive.) Ask the students if they think many people in the world don't pray because they don't know how. (yes.)

2. Tell the students that Jesus, on one occasion, had just finished praying when one of his disciples asked Jesus to teach him how to pray. Read Luke 11:1.
   a. Explain to the students that Jesus taught his disciples to pray by reciting what has become known as the Lord's Prayer.
   b. Call upon the students to recite the Lord's Prayer from Matthew 6:9-13.
   c. Ask the students if we should use the Lord's Prayer every time we pray. (No, the reason Jesus gave us the prayer is significant in teaching us the important elements of prayer.)
   d. Explain to the students that in this lesson we will learn the basic parts to prayer based on the example which Jesus gave to his disciples.

3. Find out from the students how a prayer should begin. (Our Father in Heaven - Matthew 6:9.) Ask the students why we address our prayers to our Father in Heaven. (Because Jesus directed us to begin our prayers this way and because we are the children of God and He is our Father in Heaven.)
4. Tell the students that you are going to read a story to them. Ask them to see if they can discover from listening to the story, what the second step in prayer is. (Expressing thanks is the second step.) Read "Take God With You," 5.9. Read D & C 46:32, 59:7.

5. Announce the next step in prayer as asking for forgiveness. Ask the students why it is necessary for them to ask forgiveness from God. (Because everyone has sins which need to be forgiven.) Read I John 1:8-9.

6. While holding a rock in your hand, ask the students if any father would give his starving child a stone if the child asked for bread. (No) Read Matthew 11:9-13. Make the comment that God gives us blessings desired in worthiness.

7. Mention to the students that we sometimes hear people say that they did not get answers to their prayers.
   a. Ask the students if God always answers prayers in the way we think they should be answered. (No) Read "Answer to Prayer," 5.10.
   b. Ask the question, "How can the Lord answer all prayers?" (He must do it in the way that He knows best.) Read the case study, "Trust the Lord," 5.11.
   c. Read Matthew 26:39. Mention to the students that Jesus prayed for His father's will to be done. We also should have this same attitude when praying.

B. Draw this illustration on the board. Point out that prayer is a two-way communication between God and man and sometimes obstacles interfere with the communication. Ask the students, "What are some of the obstacles that prevent prayers from being answered?" (Not living the best we know how, impatience for an answer, insincerity, etc.) Read "Formal Prayer," 5.12.
9. Ask the students how prayers should end. (In the name of Jesus Christ.)

10. Using "Pattern for Prayer," WB-10, have the students thoughtfully compose class and individual prayers.

V. Application

   A. Student Suggestions

   B. Teacher Suggestions

   1. Have the students bring articles containing information on notable people praying.

   2. Challenge the students to pray.

   3. Provide opportunities for the students to pray in Seminary classes and activities.

Teacher Notes

Read I Timothy 2:5, and D & C 46:31.

Write 6. Conclude in the name of Jesus Christ.

"Pattern for Prayer, WB-10."
I was in Mexico City for the Pan-American games and I saw a boy who said to a sports writer just before the games began, "With God's help, I'm going to set a new world's record this year." His name was Lou Jones. Nobody gave him much of a chance. He hadn't run very fast times. But he believed it— with God's help he was going to break the world's record. He got down to his mark. The gun went off and Lou Jones and Jimmy Lea and J. W. Mashburn tore out of their blocks. I've never seen a race like this in my life. They blistered that track, around the curve, down the backstretch. The altitude there was 7,500 feet. And as they came off the curve you could see the effects of running so fast in such an altitude; the boys began to pale. You could see them gasping for air, but there was not one break in stride. There wasn't half a yard between the three of them.

Lou, sprinting like mad, Jimmy right behind him, and J. W. Mashburn right with Jimmy: They were driving down the straightaway for the last 20 yards, and you could just see the oxygen leaving them, but they held the stride and went into the tape. Lou reached out, hit the tape just in front of Jimmy Lea and J. W. Mashburn and collapsed unconscious on the track.

For forty-five minutes they gave that boy oxygen as he struggled back to normal. But his time, 45.4 seconds, was a new world's record in the 400-meter dash. When he finally got up they took him across the field, and I went over and put my arm around him and said, "Lou, it was splendid. I've never seen anything like it." He put his hand upon my shoulder and said, "Bob, I want to praise God for helping me run that race." He'd been praying all the way around that track.

Bob Richards

Answer to Prayer

We ask for strength and God gives us difficulties which make us strong.
We pray for wisdom and God sends us problems, The solution of which develops wisdom.
We plead for prosperity and God gives us brain and brawn to work.
We plead for courage and God gives us dangers to overcome.
We ask for favors - God gives us opportunities.
This is the answer.

Hugh B. Brown
Trust the Lord

A hunter is hopelessly lost in the mountains in a terrific blizzard. He prays for the snow to stop so he can find his way to safety.

There has been a drought in the valley below and all the members of the community are praying for rain or snow.

What should the hunter pray for? (Not the snow to stop, but the way to safety to be opened.)

E. Bruce Preece

Formal Prayer

I often say my prayers,  
But do I ever pray?  
And do the wishes of my heart  
Go with the words I say?  
I may as well kneel down  
And worship gods of stone,  
As offer to the living God  
A prayer of words alone.  
For words without the heart  
The Lord will never hear;  
Nor will He to those lips attend  
Whose prayers are not sincere.

— John Burton
Pattern for Prayer

WB-10

1. Address our Father in Heaven
2. Express our thanks
3. Ask for forgiveness
4. Pray for our requests
5. Trust in the Lord
6. Conclude in the name of Jesus Christ

Instructions:
Following the above Pattern for Prayer, write what you think would be appropriate Seminary class and individual prayers.

Seminary Class Prayer:

Individual Prayer:
5-15

Seeking Help

WB-9

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<tr>
<th>I HAVE THESE PROBLEMS</th>
<th>WHY I THINK I HAVE THESE PROBLEMS</th>
<th>WHAT HAVE I DONE TO CORRECT THESE PROBLEMS</th>
<th>WHY DO I NEED GOD'S HELP?</th>
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Lesson 6
HONESTY IS THE BEST POLICY

Lesson Outline

I. Objective

To help the students realize that honesty is the foundation of good character.

A. This will be developed by the following chain of thought:

1. God expects man to be honest in all of his daily activities.

2. We develop habits of honesty or dishonesty through the good or bad repeated acts we practice.

3. Rewards come to those people who live honorably.

B. After the students have completed this lesson they should be able to do the following:

1. List scriptures where God commands people to live uprightly.

2. Tell why it is necessary to develop honest habits.

3. Give evidence that honesty is rewarding to those who live honorably.

II. Opening Exercises

A. To be conducted by the class President.

III. Motivational Item

A. Have the students unscramble the key words found in "Honesty vs. Dishonesty," WB-11. Limit the time. Tell the students that these are some of the important words which will be used as we study this lesson on honesty.

Teacher Notes

Taught in two or three class periods.
IV. Research, Understanding, and Conviction

A. God expects man to be honest in all of his daily activities.

1. Ask the students which of the Ten Commandments tell us to live honestly. (The students may name two of the commandments - "Thou shalt not steal" and "Thou shalt not bear false witness." Present the idea that while we give primary consideration to these two commandments when we think of honesty, one is not honest when the other commandments of God are broken.) Ask the students such questions as:

   a. Is a person honest who is disrespectful to his parents? (No)

   b. Is an immoral person an honest person? (No)

   c. Could a person murder another and be regarded as honest? (No)

2. In order to make the students fully aware of the basic nature of honesty in society, ask the students to imagine a community where everyone was completely dishonest. Ask the following questions as examples to illustrate:

   a. What would happen to us as citizens if our police officers were without honor? (absence of protection and law enforcement, mob rule, etc.)

   b. How would we feel if all Churches taught people to be dishonest? (we wouldn't be able to trust anyone)

   c. What would happen if all doctors could not be trusted? (Disease and illness would take over, and we could never be sure of getting proper medical care, etc.)

3. Mention to the students that some people feel that it isn't always necessary to observe the laws of the land in order to keep the laws of God. To lead
into discussion on this topic, you might ask, "Does God consider it wrong for someone to fish out of season, or drive a car while under age, or hunt on posted property without permission?" (Yes.) To find out that God expects us to live the laws of the land, read:

a. First Peter 2:13, 14, 17 (We keep the laws of the land for the Lord's sake and our own as well.);

b. D & C 58:21 (Point out that if we keep the laws of God, we will not break the laws of the land.);

c. The twelfth and thirteenth articles of faith;

d. "Honesty is Basic," 6.1 (Emphasize the idea that one must be honest in order to get into heaven.)

B. We develop habits of honesty or dishonesty through the good or bad repeated acts we practice.

1. Tell this story. A student had used his pen to mark several books in the school library. When the principal of the school questioned the fellow about the markings, the boy broke out in a cold sweat but didn't say anything. After several minutes the boy admitted his guilt. The wise principal, putting his hand on the boy's shoulder said, "If you had been in the habit of telling the truth, it wouldn't have been so great a struggle for you." Ask the students if they feel that the boy was honest.

a. (Yes, the boy was honest in one respect, because he admitted his mistake.)

b. (No, in another respect, because it took some pressure to get the confession from the boy. In addition to this, marking up the books was a dishonest act. It is quite evident that the boy did not have completely honest habits as the principal indicated.)
2. Tell the students that occasionally we hear on the radio or read in the newspaper about someone who has committed a crime such as stealing a car. Since the person was a first offender, the prison sentence was lighter than it might otherwise have been. Ask the students these questions:

a. Does the term "first offender" mean that the person has never committed a crime before? (A "first offender" may have been dishonest before but not been caught.)

b. If a person should steal something as large as an automobile, what things did he probably begin stealing? (smaller items such as flashlight batteries, tires, etc.)

3. To illustrate how habits of dishonesty can get control of our lives if we are not careful, do the following:

a. Have a student stand in front of the class with his hands together. Wind some thread several times around his wrists and ask him to try to break the thread. When he is unable to get loose, point out to the group that repeated acts of dishonesty can likewise control people's lives.

b. Read "Trapped," 6.2. Tell the students that people are like the monkey in that once they get hold of bad habits they don't want to let go of them, even if letting go gives them freedom.

c. Tell the students that J. Edgar Hoover, Director of the Federal Bureau of Investigation, upon one occasion said that all of the criminals that he had ever met had had one thing in common. Ask the students what they think this trait was. (They were all liars.) They
have their hands full of the bad habit of lying

4. Explain to the students that in the manufacture of steel rods and wire rope, tests are made to determine the breaking point of the metal. Tell the students that today you want to run a test on the "breaking point" of their honesty. Ask the following questions:

a. If someone were to offer you a sum of money to cheat in a final examination, would you do it for $1, $10, $25, $100?

b. If you were reasonably sure you could get away with it without being caught, would you steal $1, $10, $25, $100?

c. If you found a wallet containing money that had been lost for a long time, would you try to find the owner and return the wallet and money to him?

5. Read "Honest Injun," 6.3, and ask the students to try to describe:

a. How the man who lost his wallet probably felt at the time the wallet arrived. (surprised that the wallet had been found and that the party finding it would be so honest as to return it after so many years)

b. How the Indian woman probably felt upon finding the wallet. (She may have been tempted at first to keep the wallet but felt that since it didn't belong to her she should return it.) Point out to the students that the Indian woman passed the "honesty breaking point."

6. Ask the students why they think that some people are honest and some people are dishonest? (People are probably influenced by early home training, attitudes and habits, friends, desires for material possessions, etc.)
a. Point out to the students that it is just as easy to form good habits of honesty as it is to form bad habits of dishonesty. Someone has wisely said that we could get to heaven on half the energy it takes to go to hell.

b. Write this thought on the blackboard:

We sow a thought and reap an act; we sow an act and reap a habit; we sow a habit and reap a character; we sow a character and reap a destiny.

c. Read Galatians 6:7-8. Ask the students, "What are the rewards for honest or dishonest conduct in life?" (corruption or everlasting life)
Unscramble the following words and place them under the heading of Honesty or Dishonesty.

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<tr>
<th>Honesty</th>
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<td>rthgiup (upright)</td>
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Honesty is Basic

Honesty is one of the most important tenets of our religion, and one of the most difficult to live for most people.

Yet it is as fundamental to true Christianity as baptism, faith or repentance. It is the foundation of all character development.

As no man can see the Kingdom of Heaven without baptism, as explained by the Savior, neither can anyone see that sacred place without honesty.

Our Christian civilization is built upon integrity. Without it our way of life would collapse.

Deseret News, Church News (Salt Lake City), December 10, 1966, p. 16.

Trapped

Frank Buck captured monkeys in Africa without the use of guns or poisons. His secret was in knowing monkey psychology. Mr. Buck prepared a sweet-scented rice that he knew all monkeys were very fond of. Then he bored some holes in some coconuts just large enough to admit the monkey's empty hand when the fingers were extended. The coconuts were fastened to trees by small chains. The monkeys always followed the scent until they found the coconuts, then they would reach through the holes and get a handful of rice. But when the fingers were closed on the rice, the monkey could not get his hand out of the coconut. The monkeys would try every method of freeing themselves - except they would not let go of the rice.


Honest Injun!

FORT WILLIAM (CP) - Four years ago William McIvor Smith, 29, lost his wallet in the Dog River, 75 miles northwest of here, while he was returning from a moose hunting trip.

This holiday season he got it back, with its plastic-encased licenses and permits and $67 in cash. An Indian trapper's wife spotted the wallet on a sandbar at low water just before freeze-up.

The Province (Vancouver, British Columbia, Canada), December 30, 1966, p. 12.
C. Rewards come to those people who live honorably.

1. Ask the students to tell what it means to be honest. (tell the truth, not steal, not cheat, etc.) Mention to the students that a famous educator and the founder of a great university was once asked what he meant by "word of honor." Tell or read "Word of Honor," 6.4.

2. Ask the students what the word reputation means. (what people think of us) Point out that Dr. Karl G. Maeser had a reputation for being honest, but some people's word doesn't mean a thing. Therefore, a person can have a reputation for being either honest or dishonest.
   a. Ask the students, "What are some ways of developing a reputation for dishonesty?" (saying you will do something and not doing it, breaking promises, stealing, cheating, etc.)
   b. Ask the students, "Tell ways that one can develop a reputation for being honest." (keeping promises, doing what you say you will do, being fair and truthful, etc.)
   c. Tell the story "Reputation for Honesty," 6.5. Point out how the Indians developed a reputation for paying their bills and returning their boxes. If the Indians had not paid their bills nor returned the boxes they borrowed, they would have been known for their dishonesty and other people would not have trusted them.

3. Relate "A Horse Trade Story," 6.6. Ask the students to tell how Jacob Hamblin was rewarded for his honesty. (his life was saved later on)
out that the friendship, reputation for honesty, and respect of his son were also great rewards.

4. Ask the students, "What do you think employers look for in those people they hire to work for them?" (training for the job, experience, dependability, honesty)

   a. Read "Honesty Pays," 6.7. Mention to the students that employers sometimes have to fire employees for dishonesty.

   b. Read "Honesty is the Best Policy," 6.8. Ask the students what was the main reason why John brought back the bills. (He didn't want to live with a thief.)

5. Tell the story "Abd-el-kadir," 6.9. Interrupt the story when you reach the part where Abd-el-kadir is attacked by robbers. Ask the students what they would have done to keep the robbers away from the money. After hearing the responses, continue on with the rest of the story for the point.

6. Ask the students what they feel are the greatest rewards for being honest. (good reputation, money rewards, friends who trust you, self respect, etc.) Make it clear that one need not always look for material rewards for honesty. Virtuous action carries its own reward.


   b. Ask the students to give a definition for the word, character. (what God knows of us) Write this definition, along with the definition for reputation.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. See that the students deal honestly with each other in Seminary class.
2. Have the students bring articles or stories to class which tell about honesty.

3. Assign the students to write down a personal creed of honesty which they could live by.

4. Have the students keep track of the number of opportunities they have during the coming week to practice honesty and report to class at the end of the week.
Word of Honor

"My young friends," said Karl G. Maeser, "I have been asked what I mean by 'word of honor.' I will tell you. Place me behind prison walls - walls of stone ever so high, ever so thick, reaching ever so far into the ground - there is a possibility that in some way or another I may be able to escape; but stand me on the floor and draw a chalk line around me and have me give my word never to cross it. Can I get out of that circle? No, never! I'd die first."

Adviser's Manual for Teachers Youth (Salt Lake City, Utah, 1964), p. 75.

Reputation for Honesty

When I returned from overseas after the First War, I bought a fruit ranch on the west side of Okanagan Lake, not far from White-man's Creek Indian Reserve. The Indians used to buy supplies from my general store and annually they trekked past my place to Penticton for berry picking.

On the way back they would call in and pay for the goods. I never had any bad Indian accounts, but I had some unpaid by white residents.

I used to store a lot of winter apples, culls. The Indians would buy a large orchard box full for 50 cents. They would always return the boxes.

The Province (Vancouver, British Columbia, Canada), March 16, 1966, p. 5.

A Horse Trade Story

When I was about twelve years old, our family lived in Kanab, Utah. A band of Piute Indians were camped a few miles away, across the wash. My father, Jacob Hamblin, the Indian missionary, said to me, "Son, I want you to go to the Indian camp this afternoon and trade that little bay pony for some blankets, which we will need this winter.

When the midday meal was over I climbed astride old "Billy," led the little bay pony, and rode bareback across the flat toward the Indian camp.

When I rode in, the chief helped me off the horse and asked, "You Jacob's boy. What you want?"

When I told him my errand, he looked at the trade pony and grunted his assent. He led me to his wigwam where there was a pile of hand-woven Indian blankets. He piled out a number of them. Determined to show my father that I was a good trader, I asked for another blanket. The chief looked at me out of the corner of his eye and added another blanket to my pile. Then I asked for another and another and still another. By now the chief was grinning broadly but added as many blankets
as I demanded.

Father met me in the yard and looked at the blankets. Then he made
two piles of about equal size. One pile he placed on the horse and put me back on, saying, "Go back and give these to the chief. You got enough blankets for two horses."

As I approached the camp, I could see the old chief. When I rode up, he laughed out loud and said, "I know Jacob send you back. He honest man. He my father as well as your father."

Several years later when Jacob was alone with a band of angry hostile Indians, the fact that he had always been honest with them saved his life.


Honesty Pays

School would soon be out for summer vacation for Cal Keeper and the other Indian students at Red Deer Jr. High School. Cal thought of all the fun he would have fishing, swimming and hiking during the warm summer months. However, Cal also wanted to get a job, at least part time, so that he could buy a new .22 rifle he had seen at the department store, and which his father said he could have if he earned the money for it. Cal also felt that he would like to start paying his own way a little more at home now that he was growing older.

Mr. James, who owned a local grocery store, had let it be known around town that he needed a boy to stock shelves. Hearing about this opportunity, Cal mustered up enough courage to go and see Mr. James about the job. After talking with Mr. James for a few minutes, Cal felt confident that he would easily get the job. Much to his surprise, however, Mr. James told Cal that he would get in touch with him later on. In the meantime, Mr. James visited the school to find out what kind of student Cal was and whether or not he could be trusted. Not only would Cal stock shelves but eventually he would have the chance to sell for Mr. James. Clerking would pay considerably more money than stocking the shelves. Mr. James didn't mention to Cal that greater opportunities would eventually come to him since he wanted to first see if Cal could do the less important work well first.

E. Bruce Preece
Honesty Is The Best Policy

He was a bank errand boy, and in his home he had an invalid mother and a little sister who could not walk. The doctor had been to the home recently and had told John that unless the mother could get into the country where there was plenty of fresh air, she was going to grow worse and perhaps would be gone in the fall. So John had tried to find some way by which he could send the two away, but there seemed none at all, and his heart seemed almost ready to break as day after day his mother grew less and less strong.

One day when John was sweeping under the table in the bank, he found a roll of bills—a big roll with some treasury certificates in the pile. He picked them up and started to go to the office of the president, but he stopped. "Just think what those bills will do," he thought. "They will send mother and Millie away for the whole summer, and then they will be well. No one knows I have them, and they don't belong to the bank. They were in the waste paper. I'm going to keep them. Finding is keeping, and they are mine." So into his pocket they went, and he finished his sweeping and started for home. But somehow the roll did not feel good. He put them into his inner pocket, and then shifted them to his coat pocket. He felt sure that everyone must see them. About an hour after John had gone home, he came back to the bank, knocked for admittance, and went to the office of the president. He threw the bills on the desk saying, "I found them when I swept," and then with a cry of pain, ran from the bank.

Next morning John was there at his work, and after the bank had opened he was called to the president's room. "John," said the president, "I wish you would tell me why you brought those bills back last night. I know why you wanted them, and what they would have done at home. We didn't know you had them. Why did you bring them back?" Away over the desk leaned John and looking straight into the eyes of the man, he said, "Sir, as long as I live I have to live with myself, and I don't want to live with a thief." A few days later the mother and Millie went to the country. But they did not go alone; John went with them for the whole summer, the appreciation of the bank for his nobility.


Abd-El-Kadir

Go, my son, I consign thee to God," said the mother of Abd-el-Kadir, after giving him forty pieces of silver, and making him promise never to tell a lie. "We may not meet again until the day of judgment."

The boy left home to seek his fortune, but in a few days the party in which he traveled was attacked by robbers.
"What money have you with you?" asked one.

"Forty dinars are sewed up in my garment," replied Abd-el-Kadir; but the robber only laughed.

"What money have you really with you?" inquired another, sternly, and the youth repeated his former answer; but no attention was paid to his statement which was not believed on account of its frankness.

"Come here, boy," called the chief who had noticed the men talking with the young traveler. "What money have you in your possession?"

"I have told your men already, that I have forty dinars sewed up in my clothes, but they do not believe me."

"Rip his garments open," commanded the chief of the robbers. And soon the silver was found.

"And how came you to tell this?" he was asked.

"Because I would not be false to my mother, to whom I promised never to tell a lie."

"Boy," said the leader, "are you so mindful of your duty to your mother, although so young, and am I insensible, at my mature age, of the duty I owe to God? Give me your hand, that I may swear repentence upon it."

He did so and his followers were greatly impressed. "You have been our leader in guilt," said his lieutenant, "be mine at least in the path of virtue." And he took the boy's hand as the chief had done. One by one all the rest of the band did the same.


6.9
Myself

I have to live with myself and so
I want to be fit for myself to know,
I want to be able as days go by,
Always to look myself straight in the eye.
I want to hold my head erect
And deserve all man's respect.
I don't want to stand in the setting sun
And hate myself for the things I've done.
And here in the struggle for fame and pelf
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.
I never can hide myself from me,
I see what others can never see,
I know what others may never know.
I never can fool myself and so,
Whatever happens, I want to be
Self respecting and conscience free.

Author unknown.
Lesson 7

PEOPLE WAIT - ANIMALS DON'T

Lesson Outline

I. Objective

To show the students that sexual sins are offensive in the sight of our Heavenly Father, in order that the students will take steps that lead to moral purity.

A. This will be developed by the following chain of thought:

1. God commands His children to be morally clean so that they may live righteous and productive lives, rather than merely exist on an animal level.

2. When people fail to heed God's laws of moral purity, serious consequences result.

3. By following a few practical rules, one can lessen the temptation to commit moral sins.

B. After the students have completed this lesson they should be able to do the following:

1. Explain how God feels about moral sins.

2. Give evidence that immoral practices result in sorrow and other tragic consequences.

3. Show ways in which a person can guard against temptation to commit moral sin.

II. Opening Exercises

A. To be conducted by the class President.

III. Motivational Item

A. Hold a glass of clear water in your hand. Ask the students these questions:

Teacher Notes

Taught in three class periods.
1. What do you use clear water for? (For drinking, brushing teeth, washing hands, combing hair, cooking, etc.)

2. If this same water were to pass through a cow pasture, we probably wouldn't want to use it personally, but would it make any difference to some animals to use the now-polluted water? (Some animals drink and wallow in most any kind of water.)

3. Why can animals drink water and eat food unfit for human use? (Some animals don't care what they eat and drink. It doesn't seem to harm them; they live different health laws than people.)

IV. Research, Understanding, and Conviction

A. God commands His children to be morally clean so that they may live righteous and productive lives, rather than merely exist on an animal level.

1. Have the students complete "Man Compared to an Animal," WB-12, to remind them of the basic differences between man and animals. After the students finish the worksheet, discuss their work. Emphasize that people are made in the image of God, possessing God-like characteristics, the ability to discern between right and wrong, the capacity to work and think, opportunities for social and family life, etc.

2. Ask the students if they have ever seen one animal kill another. (such as a cat killing a mouse, coyote killing a prairie dog, whale killing an otter, a cougar killing a deer, etc.) Ask the students these questions:

   a. What law do animals live under? (the law of survival of the fittest, or the law of the jungle)

   b. What law has God given to man which makes it a serious crime for a person to take the life of another person? (one of the Ten Commandments: "Thou shalt not Kill." Read Genesis 20:13)
c. Why is committing murder prohibited by God? (Life is very precious; life cannot be restored.)

3. Ask the students if they know what sin is next to murder in its seriousness. (the sexual sin of adultery and fornication)

   a. Mention to the students that a Book of Mormon prophet told his son that sexual sin was next to murder. Read Alma 39:5.

   b. Ask the students if they know where in the scriptures God forbids the immoral practices of adultery and fornication. Read Exodus 20:14 and D & C 42:24, 74, 75.

   c. Ask the students why they think the Lord has declared the sin of immorality to be a serious sin. (God has not given man power over death nor the right to create life except under special conditions; sexual immorality deprives boys and girls of their virtue.)

   d. Read "Love vs. Lust," 7.1.

4. Ask the students what different feelings people have when they know they have done something wrong. (feelings of guilt and rebellion. "What's the Use" attitudes, justification, repentant feelings, etc.)


   b. Ask the students what steps a person who has done wrong should follow. (See a religious leader.) Read "Key to Repentance," 7.4.

5. Ask the students how people who commit immoral acts and otherwise break God's commandments, act like some animals. (Some animals mate freely, go and come without restraint, do not have home or family life, do not feel any responsibility for their acts, etc.)
a. Tell the students that there was once a mule who starved to death between two piles of hay. Ask the students how this could happen. (The mule couldn't exercise control of his appetite long enough to choose which way to go to eat.) Bring out the idea that people who don't control their physical appetites remind us of this mule.

b. Tell the story of King Nebuchadnezzar from Daniel 4:28-33. Ask the students how breaking the commandments of God affected Nebuchadnezzar’s life. (He lost his kingdom and led an animal-like existence.)

c. Read "The Upward Climb," 7.5. Emphasize the point that God expects His children to live the spiritual laws designed to help them to live honorable and respectable lives, and not to live a physical, animal-like existence.
Man Compared to an Animal

After reading the following explanation of differences between man and animals, state the differences in the columns below in your own words.

Not only is man said to have been created in the image of God, but he was fitted to rule over the beasts of the field. He was endowed with the gift of speech and was able to reason rather than to be guided merely by instinct. He was given ability to discern between right and wrong, and a conscience to guide him. Man was also given a capacity to enjoy harmony of sound, as in music. Gorillas and monkeys have no music in their souls, nor do they have voices capable of producing harmonious sounds.

Man was also endowed with a faculty for worship, which, perhaps, more than any other one thing, separates him from the lower animals. This was one of the qualities which reflected in him the image of God. He was so constituted as naturally to reverence and desire to serve his Creator.


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SUPPLEMENTARY MATERIAL

Love Versus Lust

"THOU SHALT NOT COMMIT ADULTERY" (and we add its twin, FORNICATION) and also "THOU SHALT NOT KILL" came ringing down from Mount Sinai. One can take a life easily but he can never restore that life. And so it is that when the pangs of futility and remorse impress the uselessness of the act, there must come the time when the fornicator or adulterer, like the murderer, wishes he could hide—hide from all the world, from all the ghosts and especially from his own—and there is no place to hide. There are dark corners and hidden spots and closed cars in which the transgression can be committed, but to totally conceal is impossible. There are no nights so dark, no rooms so tightly locked, no canyons so closed in, no deserts so uninhabited that one can find a place to hide his sins from himself nor from his Lord. Eventually, one must still face himself and his Great Judge.

Elder Spencer W. Kimball, "Love Versus Lust," an Address Given to the Brigham Young University Student Body, January 5, 1965, p. 11, 12.

Cal's Temptation

One afternoon, Cal Keeper came running home from school. Noticing a freshly-baked cherry pie on the kitchen shelf, he was just about to sample it when he found a note that his mother had written. "Please don't eat the pie; I'm saving it for dinner," the note read. Cal didn't intend to disobey his mother but he thought if he dipped a finger into the pie for one cherry, his small sample would never be noticed. Discovering what a mess he had made with one finger, Cal took a knife to merely straighten up the edges. However, upon seeing the section now missing, Cal felt that he would really be scolded so he thought he might as well finish up the job properly. He proceeded to gobble up the rest of the pie.

E. Bruce Preece

Satan's Weapon

One of the most lethal weapons used by Lucifer against the first offender is the disarming implication that, having once sinned, there is no hope and that therefore he might just as well surrender and sample all the other "scented poisons" prepared for his complete destruction.

Let all young pilgrims know that God is a Loving Father who stands ready to assist them. He understands the weaknesses of His children, and, if they fall and sincerely wish to rise again, they can rely upon His love and mercy and may obtain the blessings that follow true repentance.

Key to Repentance

Now to those who may have unwittingly, or in a moment of supreme temptation, made themselves unworthy or less worthy to love. Instructions are simple. See your bishop. He will tell you what to do. Now, do not delay. Get it settled now, because mischief grows. It is hard to keep locked up. But the bishop has the keys, and he can lock it up for good.

There is forgiveness — complete forgiveness. It is based on repentance — complete repentance.


7.4

The Upward Climb

The Upward Climb. Since man's first advent on earth, God has been urging him to rise above the selfish, grovelling life of the purely animal existence into the higher, more spiritual realm. After several thousand years of struggling, mankind even now but dimly recognizes the fact that the greatest of the world's leaders are those who most nearly approach the teachings of the Man of Galilee.


7.5
B. When people fail to heed God's laws of moral purity, serious consequences result.

1. Read or tell the story of the ship, "The Titanic," 7.6. Ask the students how this disaster could have been avoided. (by the ship's crew heeding the warning of the other ship or the crow's nest warning also more life boats would have saved the drowning people)

2. Explain to the students that the youth of today are mainly good and wholesome, but they could become otherwise as they travel the ocean of life where there are icebergs, rocks, shoals, storms, and other dangers which could bring disaster unless certain warnings are heeded.

3. Tell the students that they live in an age when they may feel excited and yet confused about sex without really knowing why. Questions and doubts are raised in the minds of youth by sexy scenes in movies, by lurid newspaper headlines or romance magazines and by comments made by some people who say that there is nothing wrong with indulging in sexual relationships before marriage. Two prophets, one from the Book of Mormon and one from the Bible look down from their "crow's nest" of history and give these timely warnings to us.

   a. Read Isaiah 5:20-21
   b. Read Mormon 5:18

4. Tell the students that other messages are coming in also, warning of the dangers facing youth of today.

   b. Review briefly with the students God's Commandment "Thou shalt not commit adultery."
   c. Some young people try to give the impression that they don't care what
other people think about them. To show that young people really do care what others think about them, ask the students how they would feel if someone spread lies about their character around town. (They would surely feel pretty upset.) Explain to the students that this is a good indication that they are conscious of what society thinks about them. Tell the students that society generally looks down upon and rejects those people who are immoral and that most clean young people shun those with loose moral habits.

d. Read I Corinthians 6:18 and ask what "sins against the body" the apostle Paul says fornication could cause. (perhaps Venereal Disease) Read "The Strength of Being Clean," 7.8.

e. Ask the students what they feel is even more serious than sin against the body. (sin against the soul) Read Alma 11:37. Point out that no unclean thing can inherit the Kingdom of Heaven.

5. Ask the students what hope there is for those who have yielded to transgression.

a. Repentance is the answer. Tell the story "Conflict of Interests," 7.9. Point out that sin is like the "stone" which gets us off course and that only by "throwing overboard" our sins through repentance can we ever be forgiven and made clean.

b. Ask the students why it is much better to stay "on course" by refusing to yield to temptations. (Much time is lost when we stray; we take a chance on losing the desire or ability to find our way back to a clean life. Many times it takes much longer to climb back up a steep hill than it did to skid down it, and the trek upward is difficult.)

6. Ask the students, "When a person seeks employment, what are some of the questions he has about his new job?" (type of work, hours, wages, etc.)
a. Explain to the students that anyone who engages in sin ought to be warned about what the wages of sin are. Read Romans 6:23 to discover what the wages of sin are.

b. Satan is seeking to sell the idea that we can get away with committing sexual offenses without having anybody know. We should constantly keep on guard against such ideas for Satan ever lurks about us, seeking to devour us. Read I Peter 5:8
SUPPLEMENTARY MATERIAL

The Titanic

On April 12, 1912, the great ocean liner, Titanic, set out on its maiden voyage from South Hampton, England, bound for the New York Harbor with some of the most important people of both continents on board. This great ocean liner cost over 10 million dollars to build. It was an unheard of marvel of ocean-going construction, the finest vessel that had ever been built up to that time. It was called a "city afloat." Its great steel sides of unheard-of thickness caused it to be referred to as unsinkable. It was the herald of a new day when the Titanic started on its first voyage to America.

Somewhere in the vicinity of mid-ocean it passed a sister ship returning to England. From this passing friendly ship the Titanic received a wireless message that at a certain distance ahead, the Titanic would pass through a region where icebergs had been sighted. Calculating their present speed, it was determined that at 10:40 that night they would be in the vicinity of the ice. At 10:30 they were still going full speed ahead.

There was on the Titanic, as on all similar ships, a place high above the decks called the "crow's nest." Stationed in the crow's nest were look-outs whose duty it was to keep a constant watch of the surrounding waters to note the first approach of any danger or sign of trouble. Shortly after 10:30 p.m. the man in the crow's nest tried to signal to Officer Murdoch in the control room below that something loomed up in the blackness ahead that appeared to be an iceberg. Officer Murdoch was busy with other duties and let the bell go unheeded for the time being. When he finally picked up the message, it was certain that the Titanic was bearing down upon an iceberg. The engines were immediately thrown into reverse, but it was too late, and this great unsinkable ship, this veritable city afloat, crashed upon the ice. For some 2-1/2 hours, the Titanic struggled for its life, but its engines were flooded, a gigantic hole had been torn through the ship's steel walls. The insufficient life-boats were loaded with women and children and put out to sea. In the early morning hours the ship's band sat on the tilting deck and played, "Nearer My God to Thee." And finally the great wounded Titanic gave up the fight, reared up on its prow, and plunged to the bottom of the ocean, with the result that 1400 men lost their lives.

The Church Speaks Out

That the Church's stand on morality may be understood, we declare firmly and unalterably it is not an outworn garment, faded, old-fashioned and threadbare. God is the same yesterday, today and forever, and His covenants and doctrines are immutable; and when the sun grows cold and the stars no longer shine, the law of chastity will still be basic in God's world and in the Lord's Church. Old values are upheld by the Church not because they are old, but rather because through the ages they have proved right. It will always be the rule.


The Strength of Being Clean

Half of those attending public VD clinics throughout the nation are kids, many of them only 15 and 16 years old. Last year there were more than 2,000 reported cases of VD among children under 14 years of age. There is no telling how many unreported cases.

Syphilis causes insanity, deafness, paralysis, blindness, heart disease and death. Gonorrhea causes sterility, blindness and death, and more recently has been discovered to be a definite cause of certain types of arthritis.

The physical miseries are appalling, but the mental anguish is even greater. The most staggering damage of all is to the spiritual qualities of persons who sin. The disease which afflicts the body is not the worst part of immorality. It is the damage to the soul, to one's standing in the eyes of God, and to future prospects of success in life through a blighted character.

Deseret News, Church News (Salt Lake City), June 16, 1965, p. 16.

Conflict of Interests

There is an interesting story told about an early-day sea captain stopping at an island in the South Pacific. He picked up a large black strange-looking stone and took it aboard. However, in the presence of this stone the ship's compass lost its accuracy and ability to guide the ship. The captain believed that the stone possessed an evil spirit, and only after he had thrown it overboard did the compass recover its reliability. The stone that had bewitched the ship was a piece of magnetized iron ore, in the presence of which the proper functioning of the compass was impossible.

Deseret News, Church News (Salt Lake City), July 23, 1966, p. 11.
C. By following a few practical rules, one can lessen the temptation to commit moral sins.

1. Remind the students that when Columbus came to the American continent, that many of the Lamanite people became known as Indians. Ask the students if they know of other terms by which the Lamanites are known. (Chosen people, covenant race, children of the first covenant, children of Joseph, etc.)

   a. Ask the students to tell what they know about Joseph, whom we read about in the Bible. (He had a coat of many colors, he was sold as a slave, etc.)

   b. Mention to the students that you will read or tell them about their noble ancestor, Joseph, at a time in his life when he was just a little older than they are now. Tell the students to listen to hear how Joseph handled the problem of temptation. Read or tell "Lessons From Joseph," 7.10.

   c. Ask the question, "Why did Joseph resist sin when he was quite certain he would not be caught?" (He knew that committing sin was wrong; he didn't want to sin against God, etc.)

   d. Ask the students what Joseph did when temptation came. (He ran from it.) Mention to the students that we sometimes think of one who runs as a coward while actually never is a person more courageous than when he runs from evil and temptation.

2. Tell the following story. A policeman, while in a grocery store, noticed a little boy who had his eye on some big red apples. Finally the policeman walked over to the boy and said, "What's the matter, son, are you trying to take one of those apples?" The boy quickly replied, "No, sir, I'm trying not to."
Mention to the students that most youth want to resist evil, but they need help.

a. Mention to the students that occasionally some people try to excuse their actions by saying, "I can't help it; God made me that way." Others feel that because of their bad home life or environment, they should not be held responsible for their acts. Read "Rationalization Won't Do," 7.11.

b. Read I Corinthians 10:13 and point out to the students that no person is tempted above what he can bear.

c. Read James 4:7 and tell the students that evil will flee us if we resist even as Joseph in Egypt did.

3. Ask the students what they think is the most powerful thing in the world. (They may mention the atom bomb or other explosive-type devices.) Indicate that the thought or idea that conceived such powerful devices is the most powerful thing in the world.

a. Bring out the idea that to gain control over temptation and sin, one needs only to control his thoughts and ideas. Murder is committed in the heart and mind before it is committed by the arm. The thought always precedes the act.

b. Ask this question, "The law of Moses says Thou shalt not commit adultery, but what did Jesus say? (That it was sinful to even think bad thoughts.) Read Matthew 5:27-28.

c. Express these ideas. Just because there are a lot of evil thoughts all around us, we don't necessarily need to think them. There are a lot of birds flying overhead but we need not let them make a nest in our hair. All of the water on the earth can't sink the tiniest boat unless some water gets inside the boat. We must control our thoughts or our thoughts will control us.
4. Quote "Sin is a Monster," 7.12. Encourage the students to avoid the first appearance of evil by watching good-quality movies and T.V. and by reading good books while avoiding those movies, T.V. programs and books which are trashy.

5. Ask the students if they know what is the tallest living thing. (a tree) Read the story, "Tallest Living Things," 7.13.
   a. Ask the students if they know what other living thing grows tall in groups. (people)
   b. Have the students respond to this statement, "If you want to be good, it's a lot easier to do so in good company."
   c. Read I Corinthians 5:9-13. Point out that Joseph followed this advice from the scriptures when he was tempted as a youth.
   d. Tell the students that occasionally we hear youth say in reference to immorality that "everybody does it, so why shouldn't we?" Ask the students to respond to this statement. The vast majority of youth accept chastity as the ideal and shun evil company. Read "Good Company," 7.14.

6. Advise the youth to seek wholesome companionships in friends, books, T.V. programs and movies. As a protection against temptation, have the students memorize some of "Get Thee Behind Me, Satan," WB-13, scriptures and thoughts and put the paper in a conspicuous spot at home.

7. Explain to the students that sex is not dirty or cheap or vulgar unless used that way. Every normal man or woman has powerful, God-given biological urges which can be used properly to give much happiness.
   a. Mention to the students that these passions we have might be compared to a gasoline engine. Ask the students if they have ever heard of a gasoline engine blowing up. (No) The reason why a gasoline engine is
so safe, even though gasoline is 10 times more powerful than dynamite, is because the engine has the power under control; otherwise it would be destroyed.

b. Explain to the students that it is important that we keep our passions under control and use them only within the sacred bonds of marriage. Otherwise our passions could destroy us. Read "Proper Control," 7.15.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Encourage the Seminary class as a whole to set a good example of moral cleanliness to other youth.

2. Challenge the students to avoid evil by running away at times, if necessary.

3. Recommend that the students start now to fill their lives with the good experiences which can come through Church activity, learning at school, enjoying worthwhile books, T.V. and movies.
This morning I should like to review briefly a few inspiring episodes in the life of an outstanding and admirable young man. I do this with a hope that his steadfastness and nobility of character may give someone here courage sufficient to meet his problems and to hold to the course. No doubt most of you are distantly related to this young man of whom I desire to speak. If you are, you can be justly proud.

He of whom I speak was named Joseph. He was born in a tent. He was the son of Jacob and his beloved wife Rachel. Most of you descended from Joseph through the loins of Ephraim, his son. Joseph's mother died while he was still a young boy. Because he was so much younger than his other brothers, and because he was always obedient and trustworthy, Jacob loved Joseph deeply. This caused his older brothers to become extremely envious of Joseph.

While in his teens, this boy was given an insight into his future. It came to him in an unusual way, through dreams or visions.

The brothers of Joseph became irate and hateful, especially when he told them he had dreamed that, "we were binding sheaves in the field, and, lo, my sheaf arose, and also stood upright; and, behold, your sheaves stood round about, and made obeisance to my sheaf ... shalt thou indeed reign over us? Or shalt thou indeed have dominion over us? (The brothers demanded.) (Genesis 37:7-8.) Their jealousy was intensified by that thought. Nevertheless, circumstances years later brought them to bow down before Joseph and he did in a sense reign over them.

I need not review for you the details of how the brothers of Joseph placed him in an empty well to die, but later changed their minds and instead sold him to some Ishmaelite traders who were on their way to Egypt to sell their merchandise.

After a long, tedious journey, Joseph, the young Hebrew, handsome and strong, was sold as a slave to Potiphar, a man of considerable influence. He was captain of the guard, one of the Pharoah's high officers.

It would have been an easy thing for Joseph to have become despondent and totally discouraged. He was among a strange people. He could have forsaken the principles and standards he had been taught. He could have become disgruntled and rebellious over the unfair and unjust treatment he had received. But he didn't! He was made of proper stuff!

Since part of Joseph's duties consisted of looking after matters connected with the vast household, quite naturally he was thrown into close association with Potiphar's wife in order that her needs would be cared for, too.

Unfortunately, she was not loyal to her husband who had trusted her. She soon found herself desperately in love with the handsome, intelligent, pleasant Joseph.
Being honorable, Joseph pretended not to notice this and gave her not the slightest degree of encouragement. However, he treated her with respect a woman in her station demanded. But she was a wicked and a designing woman. In the Bible we read: And it came to pass after these things, that his master's wife cast her eyes upon Joseph; and she said, Lie with me. And it came to pass, as she spake to Joseph day by day, that he hearkened not unto her, ... (Genesis 39:7, 10.)

Now, Joseph was subject to the temptations of the flesh. And he was away from home. His family need never know! Here he was only a servant, with no assurance of deliverance. Then, too, he was placed in a situation where it was very easy for him to be induced to relax morally and to try to justify himself. He could have said in effect (although this happened before this statement came about): "When in Rome, do as the Romans do."

But Joseph had been reared in a religious home where the ideals of chastity were guarded and respected. He knew that to commit the sin of unchastity would be an offense before God. He knew, too, that Potiphar trusted him. To try to justify himself in paying any undue attention to his master's wife would be to forsake that trust. This he could not do. Thus, he refused and said to her, according to the Bible: ...

... my master ... hath committed all that he hath to my hand:

There is no greater in this house than I; neither hath he kept back anything from me but thee, because thou art his wife how then can I do this great wickedness, and sin against God?

Risking all the consequences of spurning this woman, in order to be true to his trust and to God, we are told, ... he left his garment in her hand, ... and got him out. (Genesis 39:12.)

Well, to put it mildly, Joseph was no longer popular with that woman. Being spurned wounded her pride! She was furious! Cunningly she showed to her husband Joseph's cloak, saying that he had come into her boudoir to make love to her, and that as she screamed he rushed out, leaving it behind.

Of course, this was an outrageous falsehood, but in his anger Potiphar, her husband, believed her and he promptly thrust Joseph into a dungeon. Thus, he had to suffer humiliation and disgrace for the noblest deed of his life.

Nevertheless his faith in God was firm! Even though many years had passed since being separated from his family, having spent part of the time in a loathsome dungeon—falsely accused—he was confident that his trust in God would be vindicated. And it was! For in a most unusual manner and with the help of God, he was brought from that dungeon to a position of power and almost unlimited authority!

President Elray L. Christiansen, "A Few Lessons From Joseph," Speeches of the Year, Brigham Young University, January 6, 1960.
Rationalization Won't Do

"God made me that way," some say, as they rationalize and excuse themselves for their perversions. "I can't help it," they add. This is blasphemy. Is he not made in the image of God, and does he think God to be "That way?" Man is responsible for his own sins. It is possible that he may rationalize and excuse himself until the groove is so deep he cannot get out without great difficulty, but this he can do. Temptations come to all people. The difference between the reprobate and the worthy person is generally that one yielded and the other resisted. It is true that one's back ground may make the decision and accomplishment easier or more difficult, but if one is mentally alert, he can still control his future. That is the gospel message—personal responsibility.


7.11

Sin Is a Monster

Sin is a monster of so frightful mien
As to be hated needs but to be seen;
Yet, seen too oft, familiar with her face.
We first endure, then pity, then embrace.

--Pope

7.12

Tallest Living Things

My first job for pay was in a lumber yard. My father was the manager, and to keep me out of summer mischief he put me to work.

It did not take me long to discover that few things were so miserable to handle as bundles of cedar shingles. They filled my arms with tiny, itching slivers. Oak flooring was tough, too. It seemed hard as steel and almost as heavy. Big slivers came from pine and fir.

But one type of lumber I early learned to like was redwood. It was smooth as satin. Redwood was deep-red in color, like raspberry sherbet, and was light in weight. Even in the hand of a 10-year-old, a saw would easily cut through redwood. Redwood's even texture took paint well. And its rich, natural color stained beautifully. Redwood glued well, resisted rot, termites, fire, and rust. Redwood had good insulation properties.

It therefore was with more than ordinary interest that we caught our first glimpse of the giant redwoods of northern California. They stand impressively tall, like pillars reaching towards the heavens.

Some of these forest patriarchs began pushing toward the sun even before Jesus was born in Bethlehem.

But what was most impressive about the redwoods was their height. We learned that one of them is 359 feet high. They are the tallest
living things on earth.

In this particular grove, we learned that redwoods often grow in groups. We saw families of them standing as if in council.

The highest living things often grow tall in groups. So do men.


7.13

Good Company

"Everybody does it" is almost the universal defense when youngsters are asked for the reason why.

And that "everybody does it" covers a wide area from mini skirts and tight clothes to drinking, smoking and petting.

But the information of these young people is wrong!

Everyone does not indulge. Everyone is not delinquent. The majority are wonderful!

It may be altogether true—and is—that within certain groups "everybody does it," but they are not representative groups.

Most young people want to be good and they are.

If anyone thinks "everybody does it"—the "it" referring to shady things—then let him open his eyes to the facts and join a new crowd where people are clean and do clean things.

Safety lies to a large extent in being with good people who do not tempt their friends.

Good people want to be with other good people because they want good activities.

*Deseret News, Church News* (Salt Lake City), March 11, 1967, p. 16.

7.14

Proper Control

Young people often misunderstand the efforts of their seniors to teach them control of their passions. They mistakenly assume that we mean to eradicate these impulses. This is not so. These powers are to be channeled and directed safely, for righteous purposes. Not only are they approved, but they are blessed of the Lord.

"Get Thee Behind Me, Satan"

"For I the Lord cannot look upon sin with the least degree of allowance"

D & C 1:31

"How then can I do this great wickedness and sin against God?"

Genesis 39:8-9

"The Devil has power over us only as we permit him."

—Joseph Smith

"An idle man is like a house that hath no walls; the devils may enter on every side."

—Geoffrey Chaucer

"For the wages of sin is death, but the gift of God is eternal life through Jesus Christ our Lord."

Romans 6:23

If a person wants to be good, it's a lot easier to be good in good company.

"Submit yourselves therefore to God. Resist the devil, and he will flee from you."

James 4:7

"Ye have heard that it was said by them of old time, Thou shalt not commit adultery: But I say unto you, That whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart."

—Matthew 5:27-28

"If you have some doubt whether you are doing right - you aren't."

—Country Sage
Lesson 8

ARE YOU DYING FOR A SMOKE?

Lesson Outline

I. Objective

To acquaint the students with the many evils associated with smoking as well as with God's commandments on this subject, so they will desire to avoid the use of tobacco.

A. This will be developed by the following chain of thought:

1. The reasons against smoking far outweigh the excuses some youth give to justify the use of tobacco.

2. Since smoking serves no useful purpose and is detrimental to our physical and spiritual well-being, God commands against its use.

B. After the students have completed this lesson they should be able to do the following:

1. Give sound reasons why it is not wise to smoke.

2. Tell how the revelation called the Word of Wisdom came forth.

3. Explain why smoking is breaking a commandment of God.


II. Opening Exercises

A. To be conducted by the class president.

Teacher Notes

Taught in two class periods.
III. Motivational Item

A. Tell this story. A high government and Church official one day stopped his car to give a teenage hitchhiker a ride. After the man and boy had driven a short distance, the boy made this request, "Do you mind if I smoke in your car?" The Church leader replied, "No, not at all if you can give me one good reason why you should smoke!" He continued on, "I will go one further than that, if you can give me one good reason why you should smoke, I will smoke one with you." After a few minutes, the man turned to the boy and said, "Aren't you going to smoke?" The boy said, "No, I can't think of a good reason why I should."

IV. Research, Understanding, and Conviction

A. The reasons against smoking far outweigh the excuses some youth give to justify the use of tobacco.

1. Mention to the students that it isn't likely that good reasons for smoking can be found. Ask the students what excuses many youth who smoke give as rationalization for using tobacco. (Youth feel it is necessary to be one of the group socially, rebel against home restrictions, want to act grown up, desire to show off, try cigarettes on a dare, seek thrills and excitement, etc.)


   b. Point out to the students that surveys show that most leaders in school activities, good students, and athletes do not smoke.

2. Take a dollar bill in one hand and with a lighted match in the other hand, pretend that you are going to burn the money. Point out to the students that smoking cigarettes is much like burning up money.

   a. Ask the class to figure out how much money a person who smokes
one package of cigarettes a day will spend on cigarettes in one year if cigarettes cost $.40 per package. ($146) How much money would a person spend in a lifetime if he smoked from age 15 to age 75 or 60 years? ($8,760)

b. Ask the students what they could buy with the money saved from not smoking for one year. (perhaps a new wardrobe, a saddlehorse, a saddle, rifle with scope, etc.)

c. Mention to the students other costs incident to smoking such as expenses resulting from illness caused from smoking, decreased earning power because of ill health and early death, etc.

3. Write the following words on the board: Arsenic, carbolic acid, carbon monoxide, nicotine, hydrocyanic acid. Ask the students if they know what each of these ingredients have in common. (They are all poisonous substances and are all found in tobacco smoke.) Explain to the students that at least 13 harmful elements are found in cigarettes.

a. Ask the students how these agents affect the human body. (They sap energy, cause illness and cancer and lead to death for man.) Read "Cigarettes Cause Death," 8.2.

b. Ask the students when a great deal of knowledge concerning the evil effects of tobacco upon the body came forth. (recent years) Read "A Poisonous Weed," 8.3. Explain to the students that an Indian Chief recognized the evils of smoking over seventy years ago, as he lectured to the White Man for spreading the use of tobacco.


4. Ask the students if they feel that the manufacturers of cigarettes are honest
in their advertisement of their product. (No, other advertisers are willing to show what their product will do for the purchaser. If cigarette manufacturers told the truth, only evil results could be indicated.)

a. Ask the students what they think would cause a man to quit a job that paid him $150,000 a year. (He refused to advertise cigarettes.) Read "A Time to Run," 8.5.


c. Have the students complete "Truth in Advertising," WB-14 by drawing a billboard advertisement showing the evil effects of smoking tobacco.
SUPPLEMENTARY MATERIAL

Three Reasons for Smoking

First, if you smoke enough tobacco, you will smell so strong that the dogs will never bite you.

Second, if you smoke long enough you will develop a lung trouble which will make you cough even when you sleep. Robbers hearing you cough will think you are awake and so will not try to steal your belongings.

Third, if you smoke as much as you can, you will have many diseases and will die young.

—a Bedouin Chief

8.1

Cigarettes Cause Death

"Cigarette disease is now the foremost preventable cause of death in the United States," said Dr. Reimert Ravenholdt, associate professor of preventive medicine at the University of Washington Medical School.

"The sum of all deaths from infections, accidents, suicide, homicide and alcoholism only equals the 261,408 adult deaths from cigarette disease in the United States during 1963."


8.2

A Poisonous Weed

"Hear Ye: It is through great mercy that you have been permitted to enter these happy hunting-grounds. Therefore I charge you in presence of these red men that you are guilty of having tyrannized over them in many and strange ways. I find you guilty of having made wanton wholesale butchery of their game and fish, I find you guilty of using tobacco, a poisonous weed made only to kill parasites on plants and lice on man and beast. You found it with the red men, who used it only in smoking the pipe of peace, to confirm their contracts, in place of a seal. But you multiplied its use, not only in smoking, but in chewing, snuffing, thus forming unhealthy, filthy habits, and by cigarettes, the abomination of abominations, learned little children to hunger and thirst after the father and mother of palsy and cancers."


8.3
Cigarette

I'm just a friendly cigarette--
Don't be afraid of me.
Why all the advertisers say,
I'm harmless as can be!
They tell you that I'm your "best friend"
(I like that cunning lie):
And say "you'll walk a mile" for me,
Because I "Satisfy."
So come on, fellow (girl), be a sport!
Why longer hesitate?
With me between your handsome lips,
You'll be quite up-to-date.
You may not like me right at first,
But very soon, my pet,
You'll find you just can't get along
Without a cigarette.
You've smoked one package, so I know
I've nothing now to fear;
When once I get a grip on boys (girls),
They're mine for life, my dear!
Your freedom you began to lose,
The very day we met,
When I convinced you it was smart
To smoke a cigarette.
The color's fading from your cheeks,
Your finger tips are stained;
And now you'd like to give me up,
But brother, you are chained!
You even took a drink last night--
I thought you would ere long,
For those whom I enslave soon lose
Their sense of right and wrong.
Year after year I've fettered you,
And led you blindly on,
Till now you're just a bunch of nerves,
With looks and health both gone.
You're pale and thin, and have a cough,
The doctor says "T.B." (cancer):
He says you can't expect to live
Much longer--thanks to me.
But it's too late to worry now!
When you became my slave,
You should have known the chances were
You'd fill an early grave.
And now that I have done my part,
To send your soul to hell,
I'll leave you with my partner, Death--
He'll come for you, Farewell!

--Elizabeth Hassell
Time to Run

Not many weeks ago I broke bread with a man who had courageously stood up and walked away from a comfortable chair. He is tall, handsome, silver-haired, and has the quiet manners of a true gentleman. He is Emerson Foote.

A few weeks before he had resigned as chairman of the board of the world's second largest advertising agency. His salary had been over $150,000 a year. His reason for leaving the chair: His advertising agency was handling a large cigarette account. Mr. Foote had convinced himself that cigarette smoking was injurious to health. He could have turned over the cigarette account to an associate and reasoned that he had divested himself of any connection with smoking. But that was not enough. He resigned the chairmanship and left the firm. He became the hard driving head of a national council combating cigarette smoking!


Less Nicotine

The TV bloke begs you to smoke
His certain brand of fag:
"Less nicotine to coat your throat,"
Says he. Wow! Listen to him brag,
Fie on your theme on nicotine,
It's full of bile and gall:
If less of nicotine is best
Why snuff the stuff at all?

—Author Unknown
On this billboard, make an advertisement of your own showing the evil effects of tobacco.
Part II
Opening Exercises

B. Since smoking serves no useful purpose and is detrimental to our physical and spiritual well-being, God commands against its use.

1. Ask the students what would happen to an engine if sand were poured into the gas tank. (The sand would destroy the engine and render it useless.) Mention that harmful ingredients such as tobacco taken into the human body have the same effect as sand in an engine.

2. Read I Corinthians 3:16-17. Tell the students that the Apostle Paul compared the human body to a temple of God. Ask these questions:
   a. What are some of the things that people do to defile their temple bodies? (People don't take proper care of their bodies physically; they pollute their bodies with tobacco, alcohol, drugs, etc.)
   b. How do you think it makes God feel to see us abusing and defiling the bodies that He has given to us? (Such neglect of our bodies must grieve Him; He states that we will be punished for so doing.)

3. Explain to the students that God has given us certain rules to live by which will help us to take proper care of our bodies and spirits.
   a. Tell how the Prophet Joseph Smith received the commandment called the "Word of Wisdom." Read "How We Got the Word of Wisdom," 8.7.
   b. Read D & C 89:8. Explain to the students that when God said that tobacco was not good for man, He meant the body of man, but also the spirit, which together make up the soul of man.
c. Draw two circles on the board, one around the other. Label the outer circle physical and the inner circle spiritual. Explain to the students that when one uses tobacco, he not only breaks physical laws (injurious to good health) but also a spiritual law too since he is breaking a commandment of God. Read D & C 93:33-34.

4. Read Galatians 5:1. Ask the students how smoking puts us in a yoke of bondage. (Smoking is habit forming.)

a. Tell this joke. A man didn't feel well so he went to see his doctor. The doctor, after examining the patient, advised the man to give up his smoking. The man replied, "No! I won't give that up (cough, cough); cigarettes are (cough, cough), my one pleasure in life. (cough, cough)," Mention to the students that smoking is a terrible price to pay for pleasure. Many people think they are buying pleasure when they are really selling themselves as slaves to a harmful habit.


5. Explain to the students that all commandments from God are designed for our happiness and well-being. By keeping each commandment of God, we reap certain rewards. The Word of Wisdom is a code for good health with the following promises. Read D & C 89: 18-21.

a. Verse 18 (Health)

b. Verse 19 (Wisdom and Knowledge)

c. Verse 20 (Strength and Stamina) Read "Bish, the Bronco Buster," 8.10

d. Verse 21 (Destroying angel will pass by the children of Israel.)
V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Have the students collect and bring to class articles from magazines and newspapers on the disadvantages of smoking.

2. Suggest that the students pray regularly, attend church each week and choose good companions who will help them to live the Word of Wisdom.
SUPPLEMENTARY MATERIAL

How We Got The Word of Wisdom

I think I am as well acquainted with the circumstances which led to the giving of The Word of Wisdom as any man in the Church, although I was not present at the time to witness them. The first school of the prophets was held in a small room situated over the Prophet Joseph's kitchen ... Over this kitchen was situated the room in which the Prophet received revelations and in which he instructed his brethren. The brethren came to that place for hundreds of miles to attend school in a little room probably no larger than eleven by fourteen. When they assembled together in this room after breakfast, the first thing they did was to light their pipes, and while smoking, talk about the great things of the kingdom, and spit all over the room, and as soon as the pipe was out of their mouths a large chew of tobacco would then be taken. Often when the Prophet entered the room to give the school instructions he would find himself in a cloud of tobacco smoke. This, and the complaints of his wife at having to clean so filthy a floor, made the Prophet think upon the matter, and he inquired of the Lord relating to the conduct of the Elders in using tobacco, and the revelation known as The Word of Wisdom was the result of his inquiry. (Statement made by Brigham Young.)


8.7

A Little Sin

It was such a little sin
And such a great big day
That I thought the hours would swallow it
Or the wind blow it away.
But the moments passed so swiftly
And the wind dies out somehow
And the sin that was a weakling once
Is a hungry giant now.

--Author Unknown

8.8

Self-Mastery

A third contributing factor to happiness I name as the confidence of self-mastery. No one wishes to be a slave to other human beings, no one willingly bows down to a dictator. But some are slaves to themselves, to their appetites, and passions. They are not free. They have deprived themselves of freedom and of individual liberty. Instead of being kings and masters of self, they are slaves.

That is one reason why the Lord has given us the Word of Wisdom, one reason why he has told us to control our passions, to control anger, not to speak evil of one another, but to control that tendency of human natur
to slander or to rejoice in a brother's faults.

Any physiology book will tell you how nicotine may harm the body, particularly how injurious is its effect upon the young. Science demonstrates that, too, but there is a greater reason why young people especially should not indulge in cigarette smoking or in habit-forming drugs—because as children of God they should not be slaves to an appetite.


8.9

**Bish the Bronco Buster**

**THE LAST NIGHT** of Salt Lake City’s Days of ’47 Rodeo was in full swing. The saddle bronc event was about to begin. Out of Gate 2 roared a wild mustang called "Copper Mountain," breathing everything but fire! Twisting and churning its way into the big arena, the mustang did its utmost to throw the rider. The good-looking 5'8”, 150-pound cowboy in the saddle spurred the horse high in the neck, on the first jump, as the rules require, and rode out a wild but seemingly eternal eight seconds to the applause of the crowd.

He looked much like any other cowboy, although he performed a little better than most and won the evening’s event by a distinctly superior performance of horsemanship. This neatly dressed western athlete with a monogrammed "S.D." shirt and chaps was none other than the Mormon convert who took the rodeo world by storm last year. He currently reigns as national saddle bronc champion and was recently featured in a color spread in *Life* magazine.

Shawn Davis of Whitehall, Montana, is a 25-year-old bronco buster who believes in letting "your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." (Matthew 5:16.) He applies this in the rodeo arena as well as out of it.

As reigning saddle bronc champion, Shawn has set a new record in the annals of Rodeo Cowboy Association history, a record that no other cowboy has come within close range of reaching in the last decade.

He was Montana's high school bareback champ at 17, and while attending college in Montana he nailed down four intercollegiate riding crowns.

He keeps himself in top physical condition through regular gymnasium workouts, and like many Mormons, he believes firmly that the body is the temple of the spirit and should be taken care of.

As to The Word of Wisdom, Shawn believes that much of his success as an athlete in America's truly western sport is a result of abstaining from alcohol, tobacco, tea, and coffee.

Lesson 9

DEMON DRINK

Lesson Outline

I. Objective

To impress students with the damaging effects of drinking alcohol, in order that they will seek ways to be strengthened in their determination never to use it.

A. This will be developed by the following chain of thought:

1. Drinking alcohol produces serious harmful consequences.

2. Youth should take positive steps to keep from turning to alcohol for a solution to their problems.

B. After the students have completed this lesson they should be able to do the following:

1. Describe what happens to people when they use alcohol.

2. Tell how it is possible to get at the roots of a problem in order to solve it.

3. List some practical ways to avoid becoming trapped in the use of alcohol.

II. Opening Exercises

A. To be conducted by the class president.

III. Motivational Item

A. Tell the students that you would like to read a famous poem to them.

Teacher Notes

Taught in two class periods.
Read "Trees," 9.1. Afterwards, ask the students to name some of the different uses for trees. (food, shelter, clothing, providing jobs, paper, etc. Read "Uses of Trees," 9.2, to learn additional uses.)

IV. Research, Understanding, and Conviction

A. Drinking alcohol produces serious harmful consequences

1. Read Matthew 7:17-20. Explain to the students that Jesus speaks of two types of trees in this scripture: the good tree and the corrupt tree. Ask the students how one can tell the two trees apart. (A good tree brings forth good fruit, such as the things already discussed in the motivational item. A corrupt tree brings forth bad fruit.)

   a. Show the picture of the "Tree of Alcohol." Tell the students that an Indian chief long ago warned his people about the harmful effects of alcohol. Read "The Tree of Death," 9.3.

   b. Hand out workbook exercise, "The Tree of Alcohol," WB-15. As you proceed with the lesson, have the students write in near the skulls all of the bad ways they can think of that alcohol hurts the Indian people of today. (ruins health, costly, causes broken homes, loss of jobs, etc.)

2. Ask the students how an individual under the influence of alcohol manifests the behavior of a mentally ill person. (The drunken person has hallucinations, ideas of grandeur and persecution, his reasoning power is impaired, etc.)

   a. Ask the question, "Why does a drunken person act the way he does?" (Alcohol affects the brain immediately and other parts of the body later.)

   b. Read "The Spirit of Wine," 9.4, and point out that a person transforms himself into something sub-human when he consumes alcohol.
3. Ask the class to try to guess the meaning of the following parable. Tell “By the Grapevine Way,” 9.5.

   a. Discuss the answer to the parable as it relates to life. (When a person takes a drink he struts like a peacock; by taking more alcohol he makes a monkey out of himself; continuing his drinking, his face reddens and he roars and gets mean like a lion; finally, if he continues to drink, he rolls into the gutter like a pig.)


4. Realizing that alcohol affects people the way it does by robbing them of their reason, skill and judgment, ask the students these questions:

   a. Would you like to be in an airplane flown by a pilot who was drunk? (No)

   b. Would you permit a doctor who had been drinking to perform an operation on you? (No)

   c. Would you care to be walking across a street intersection at night with someone wearing dark glasses driving toward you? (No) Read "The Drinking Driver," 9.7. Emphasize the statistics mentioned.

   d. How does a person who has been drinking behave in public? (He swears, picks fights, is boisterous, makes a fool of himself, etc.) Ask the students to give examples of trouble caused by a drinking person.


   f. How is home life affected when either a father or a mother drinks? (The children are not properly cared for by the mother, the house is dirty, there is a lack of food, the father is brutal to the family, either parent may spend some time in
5. Take a stick in one hand and ask the class this question. "When you pick up one end of a stick, what else do you pick up?" (the other end) Someone once said, "He who picks up one end of a stick also picks up the other, just as he who chooses the beginning of the road chooses the place that it leads to."

a. Ask the class, "When one decides to drink alcohol, what may eventually happen to his life?" (Refer to 4-f above.) Read "Can I Leave It Alone?" 9.9.

b. Ask the class how drinking alcohol is like playing the game of Russian Roulette. (because one out of every nine people who begins to drink will become an alcoholic) Mention that a person who never takes the first drink will never have to worry about the results of the last one.

SUPPLEMENTARY MATERIAL

Trees

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;
A tree that looks at God all day
And lifts her leafy arms to pray;
A tree that may in summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.


9.1

Uses of Trees

From trees we get most of our edible nuts and most of our common fruits. Without trees, we should have no cocoa, no chocolate, no maple syrup, no orange or grapefruit, and no lemonade.

Paper is one of the most important of all tree products.

Forests protect wild creatures that make their homes in hidden places and feed on tree nuts and berries, barks, and buds. Birds nest in the trees, bathe in the rain pools, and thrive on insects harmful to the trees and on seeds which the trees provide.

Trees give beauty and variety to the landscape.


9.2

The Tree of Death

Now as we have been taught to believe that our first parents ate of the forbidden fruit, and fell, so we as fully believe that this firewater is the hard-cider of the white man's devil, made from the fruit of that tree that brought death into the world, and all our woes. We drank thereof, we and our children, but alas! Like the serpent that charms to kill, the drink-habit coiled about the heart-strings of its victims, shocking unto death, friendship, love, honor, manhood—all that makes men good and noble; crushing out all ambition, and leaving naught but a culprit vagabond in the place of a man. The arrow, the scalping knife, and the tomahawk used on the warpath
were merciful compared with it; they were used in our defense, but the ac-
cursed drink came like a serpent in the form of a dove. Many of our people
partook of it without mistrust, as children pluck the flowers and clutch a
scorpion in their grasp; only when they feel the sting, they let the flowers
fall. But Nature's children had no such power; for when the viper's fangs
they felt, they only hugged the reptile the more closely to their breasts,
while friends before them stood pleading with prayers and tears that they
would let the deadly serpent drop. But all in vain. Although they promised
so to do, yet with laughing grin and steps uncertain like the fool, they
still more frequently guzzled down this hellish drug. Finally, conscience
eased to give alarm, and led by deep despair to life's last brink, and goaded
by demons on every side, they cursed themselves, they cursed their friends,
they cursed their beggar babes and wives, they cursed their God, and died.

Simon Pokagon, Pottawattamie chief, The Red Man's Greeting (Hartford,

9.3

The Spirit of Wine

Shakespeare said, "Oh, thou invisible spirit of wine. If thou hast
no shame to be known by, let us call thee devil. Oh, God, that men should
put an enemy in their mouths to steal away their brains, that we should
with pleasure transform ourselves into beasts."

Sterling W. Sill, The Glory of the Sun (Salt Lake City, Utah: Book-

9.4

By the Grapevine Way

When the first grapevine was planted, the people killed a peacock and
sprinkled its blood so that the roots of this popular plant would absorb it.
When the plant started to stick its nose out of the ground, they killed an-
other animal and spread its blood so it would lend itself to the growth of
the grape. This animal was the monkey. The vine has now started to grow
with vigor. They killed a third animal, and this is the king of beasts, the
lion.

Now, to finish the job! When the grape is just about ready to bring
forth its fruit, they kill a pig.

Marvin O. Ashton, To Whom It May Concern (Salt Lake City, Utah:

9.5

Oink, Oink

One evening in October, when I was far from being sober
And dragging home a load with manly pride.
My poor feet began to stutter, so I lay down in the gutter,
And a pig came up and lay down by my side.
Then I warbled all's fair weather when the two good fellows get
together till a lady passing by was heard to say:
"You can tell a man who boozes by the company he chooses."
And the pig got up and slowly walked away. —Anonymous

9.6
The Drinking Driver

"Over 50 percent of the country's highway deaths involve alcohol," said Dr. James Nelson, Professor of Sociology at University of British Columbia.

"This is infringing on the rights of others, and that's where your freedoms end."

The professor outlined for his listeners the frightening statistics regarding alcohol and driving:

Two cocktails or four beers can make the slight equivalent to wearing dark glasses at night. Ninety percent of driving decisions involve sight, the first of the senses to be impaired by alcohol. The danger increases with the amount of alcohol. The drinker is the poorest judge of his own performance—he has a false sense of security.


Crime and Alcohol

Dr. Shaw E. Grigsby, associate professor of sociology and anthropology, University of Florida, said a pilot study made during a single month in the Florida State Prison at Raiford showed that 66 percent of all prisoners admitted there had been drinking or drunk when they committed the crimes for which they were sentenced.

Among those under 20 years of age it was 93 percent, and among women, 94 percent.


Can I Leave It Alone?

A young man who, addicted to drink, became an alcoholic and finally took his own life in a New York hotel, left his last will and testament as follows:

"I leave to society a ruined character. I leave to my parents as much misery as they can bear. I leave to my brothers and sisters the memory of a misspent life. I leave to my wife a broken heart. I leave to my children the memory of a drunkard's name."

James L. Gordon, by whom this is quoted, says this ought to be written on the memory of every youth who is prone to say to himself, "I can let it alone."

A Saloon Bar

A bar to Heaven, a door to Hell -
Whoever named it, named it well!
A bar to manliness and wealth
A door to want and broken health;
A bar to honor, pride and fame,
A door to sin and grief and shame;
A bar to hope, a bar to prayer.
A door to darkness and despair.
A bar to an honored, useful life,
A door to brawling, senseless strife;
A bar to all that's true and brave,
A door to every drunkard's grave;
A bar to joy that home imparts,
A door to tears and aching hearts;
A bar to heaven, a door to hell—
Whoever named it, named it well!

--Author Unknown
B. Youth should take positive steps to keep from turning to alcohol for a solution to their problems.

1. Have the students pretend that they have decided to destroy an apple tree growing in a backyard, because it has quit bearing apples. Ask the students whether cutting off the branches or cutting at the roots would be the best way to get the job done and why. (Cutting at the roots would most quickly destroy the tree because one gets at the source of life by going to the roots.

   a. Refer back to the alcohol tree and briefly review the evil results of drinking alcohol. (Alcoholic addiction destroys home life, involves loss of health, money, and self-respect, etc.)

   b. Read Matthew 7:17-20. Remind the students that since the fruits of the alcohol tree are corrupt, what would Jesus have us do with the tree. (It should be hewn down and cast into the fire.)

   c. Ask the students how they would destroy the alcohol tree. (Cut at the roots of the problem. Read Matthew 3:10.) Quote Henry David Thoreau who said, "For every thousand people hacking away at the leaves of evil, there is one hacking at the roots."

2. Read or tell the story "Python Eggs," 9.11. Ask the following questions:

   a. Do you think the gang went ahead with their plans to make the boy drink alcohol? (it's not likely)

   b. Why not? (perhaps they felt sorry for the boy and ashamed of themselves)
c. What was it that made the boy determined not to drink? (He knew what could and does happen when people drink alcohol.) Explain to the students that by developing a strong determination not to drink, one lays the axe at the root of the alcohol problem.

d. Have the students write the words DETERMINE NOT TO DRINK on the roots of the alcohol tree.

3. Ask the students if they have ever seen a flock of pigeons and a flock of ducks flying together or a herd of deer and a herd of horses running together? (it's not likely)

a. Quote the saying, "Birds of a feather flock together." Ask the students what this statement means in everyday life to us as human beings. (People, as well as birds, who like to do the same things and share the same interests associate with each other.)

b. Ask the students, "If a person doesn't drink or does not desire to, should he go around with people who do drink? (No, the best way to avoid temptation is to avoid the appearance of evil.) It is easier to be good in good company. Quote "No person ever fell into a mud puddle who didn't go close to it."

c. Have the students write SEEK GOOD COMPANY near one of the roots of the alcohol tree.

4. Read the case study "Carolyn is Concerned," 9.12. Ask the students to discuss Carolyn's problem. The following questions should be considered.

a. What kind of job could Carolyn get if she quit school? (lack of training in a skill would force her to accept an irregular, low-paying job such as baby-sitting or housecleaning, etc.)
b. What kind of friends would Carolyn then have? (she probably would have very few of her old school chums so might be forced to seek friendships from among other school dropouts. Since smoking and drinking are not uncommon among dropouts, Carolyn might be tempted to smoke and drink with her friends.)

c. How could Carolyn improve her grades and stay in school? (She could seek help from her teachers and the school counselor. Perhaps remedial help through a tutoring service could be provided. Carolyn could set up a study schedule either at home with the TV and record player off, or she could go to a library to study.)

d. Have the students write SET GOALS FOR LIFE AND DO WELL IN SCHOOL on the roots of the alcohol tree.

5. Read the story "Abraham Lincoln Keeps His Promise," 9.13. Ask the students, "What was one of the main reasons why Abraham Lincoln refused to drink and smoke?" (Lincoln had made a promise as a youth not to smoke and drink.)

a. Ask the students if they feel that more older people of today would not be drinking and smoking if they had made promises not to drink and smoke earlier in life? (student response)

b. Challenge the students to make the promise with their parents, religious leaders, God and themselves not to drink or to smoke.

c. Have the students write MAKE A PROMISE NOT TO DRINK on the alcohol tree roots.

6. Mention to the students that throughout the Bible, God warns against the use of alcohol. Ask the students if they know if God has spoken out against alcohol in modern times. (class response. Review the events surrounding
the coming forth of the Word of Wis­
dom. Read D & C 89:5, 7. Emphasize
that to His children on earth, God
says, with reference to drinking alco­
hol, "Behold it is not good."

a. Ask the students if they think that
God wanted only Latter-day Saints
and Indians not to drink. (No, the
commandment has meaningful appli­
cation for all people.) Someone
once said that there are three
groups of people who should never
drink: 1-Indians, 2-Irishmen, and
3-Everyone else.

b. Bear testimony that through prayer,
attendance at Church functions, and
by living the other commandments of
God, fortification against drinking
and the desire to avoid drink will
be built up. Tell the students
that, as children of God, they
should shun the temptation to drink
but rather should keep their bodies,
spirits, and minds free from the
damaging effects of alcohol.

c. Write on the alcohol tree roots
the words GOD WILL HELP US AVOID
ALCOHOL.

V. Life Involvement

A. Student Suggestions

B. Teacher Suggestions

1. Initiate anti-alcohol campaigns on re­
serve through the tribal leaders.

2. Encourage the students to commit them­selves never to use alcohol in any form.

3. Invite the students to discuss with
you, their teacher, any alcohol prob­
lems which they might have.

4. Help the students to formulate goals
and encourage them to busily work to­
ward these objectives so that neither al­
cohol nor any other cruth may enter their
life's picture.
A boy goes to a party. They offer him a cocktail. (It wasn't a fruit cocktail.) He refuses—the gang is determined, but so is he. It is only a thimble full, but he refuses. He is called "panty-waist," "mama's boy"—but he stands his ground. They tell him he must drink with the crowd and smell like a man. The gang is determined to have him come across. Finally, with jaw set, they tell him if he won't be game they will throw him on the floor and put the liquor through his teeth. The boy on the spot rises to the occasion. Like a warrior he faces his foes. He has a secret weapon they didn't dream of—here it is—when he gets through with them, they sizzle.

"Wait a minute," says he, "let's see if you'll put it through my teeth. I want to tell you a story."

"Some years ago a boy was out, as I am tonight. They offered him a drink—he refused. They urged—he weakened and took that night just a thimble full. Next week he took it more readily. After that it had only to be offered him. Boys, he became a drunkard. He fell in love with a beautiful girl. Of course, he straightened up while courting her. He knew she and her family were opposed to drink. They were married. A year later a baby came to town, but by this time the man had gone back to drink. He began to come home drunk. On one of these nights he was challenged by his good wife. She had stood about all she could. In desperation she thundered, 'Bill, you come home again like this, and I'll take the baby and go home to Mother!' Well, the demon within him broke loose. He grabbed her arm. It was as if it were held in a vise. He threw her out into the Wyoming blizzard. She grabbed the baby, also an overcoat hanging on a chair by the door. He was so drunk that the second he hit the pillow he was dead to the world. The realization at dawn of what he had done almost electrocuted him. He came to with terror—he grabbed the door, pretty nearly pulling it off its hinges. He rushed out into the snowdrifts. He was almost a crazy man. One hundred yards from the house he detected a little hill in the snow. With eyes bulging, desperately but cautiously, he dug into the snow. There he uncovered his sweetheart, the mother of his child. She was cold in death. The baby, through the protection of the body of its mother and the overcoat snatched as she left the room, had a spark of life left. The babe was brought back to life."

Defiantly our hero faced the gang. "Now, boys, if you are ready to put that stuff through my teeth I am ready for you. I AM THAT BABY"

Marvin O. Ashton, To Whom It May Concern (Salt Lake City, Utah: Bookcraft, 1946), p. 183-184.
attending nurses' training school.

Recent report cards from Red Deer Junior High School, however, revealed that Carolyn would not pass ninth grade unless her performance improved. Carolyn felt discouraged with school, and now began to think that becoming a nurse was nothing more than an impossible dream. Carolyn really liked school, but found it hard to keep up with her lessons due to absences from illness or because she had to stay home with sick brothers and sisters. In addition, doing homework with the TV and the record player on was next to impossible.

Carolyn wondered what to do. Dropping out of school and getting a job seemed about the best solution to her problem, but what about her plans to become a nurse? She mused.

E. Bruce Preece

Abraham Lincoln Keeps His Promise

One day Abraham Lincoln was riding a stagecoach, as they rode in those days, in company with a Kentucky colonel. After riding a number of miles together, the colonel took a bottle of whiskey out of his pocket, and said, "Mr. Lincoln, won't you take a drink with me?"

Mr. Lincoln replied, "No, Colonel, thank you, I never drink whiskey."

They rode along together for a number of miles more, visiting very pleasantly, when the gentleman from Kentucky reached into his pocket and brought out some cigars, saying, "Now Mr. Lincoln, if you won't take a drink with me won't you take a smoke with me, for here are some of Kentucky's finest cigars?"

And Mr. Lincoln said, "Now Colonel, you are such a fine, agreeable man to travel with, maybe I ought to take a smoke with you. But before I do so, let me tell you a little story—an experience I had when a small boy." And this was the story:

"My mother called me to her bed one day when I was about nine years old. She was sick, very sick, and she said to me, 'Abey, the doctor tells me I am not going to get well. I want you to promise me before I go that you will never use whiskey or tobacco as long as you live.' And I promised my mother I never would. And up to this hour, Colonel, I have kept that promise. Now would you advise me to break that promise to my dear mother, and take a smoke with you?"

The colonel put his hand gently on Mr. Lincoln's shoulder, and with voice trembling with emotion said: "No, Mr. Lincoln, I wouldn't have you do it for the world. It was one of the best promises you ever made. And I would give a thousand dollars today if I had made my mother a promise like that, and kept it as you have done."

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A COURSE OF STUDY
FOR THE LDS INDIAN SEMINARY PROGRAM OF NORTHERN AMERICA
FOR JUNIOR HIGH SCHOOL STUDENTS

AN ABSTRACT
SUBMITTED TO
THE DEPARTMENT OF RELIGIOUS INSTRUCTION
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

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

BY
E. BRUCE PREECE
1967
A COURSE OF STUDY
FOR THE LDS INDIAN SEMINARY PROGRAM OF NORTHERN AMERICA
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Purpose of the Project

The purpose of writing this teacher's manual was to provide a course of study for the junior high school Indian Seminary students living mainly in Northern climes of North America. In more recent years, a greater emphasis by the Church has been placed on preaching the Gospel to Northern Indian tribes, as evidenced by the organization of the Northern Indian Mission in 1964. With the conversion of hundreds of Lamanites, came also the need to provide religious education and character development for the children of these new converts and for the children of older Church members. Many non-LDS students, with parental permission, also enroll in these religion classes, in order to take advantage of the varied activities which the Indian Seminary program provides.

Developmental Procedures

The procedure for developing this course of study is as follows:

The name of the course of study and the lesson subjects were mutually agreed upon by the writer and the Director of Curriculum for Indian Seminaries. The lessons were developed according to an approved Department of Seminaries and Institutes format by the writer while residing in Vancouver, British Columbia, Canada, and co-ordinating the Indian Seminaries of the Alaskan-Canadian Mission of the Church. Upon completion of each lesson, the writer mailed the lesson to the Director of Indian Seminaries at BYU, who after reading the lesson and suggesting changes passed it then to the Chairman and Member of the writer's Advisory Committee for their approval and recommendations. Each lesson in turn was returned to the writer in Canada who made the recommended revisions before the lessons were printed.

Summary of Content

The course of study developed for this field project covers the most basic commandments of God which are, in the writer's opinion, the least understood and least lived of God's laws by Indian youth as well as Indian people in general.
This abstract by E. Bruce Preece is approved.

June 19, 1967

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