



Type: Magazine Article

---

## Book of Mormon Sunday School Lessons, September 1932

Author(s): Alfred C. Rees, James L. Barker, and Horace H. Cummings

Source: *The Instructor*, Vol. 67, No. 7 (July 1932), pp. 400-401

Published by: The Church of Jesus Christ of Latter-day Saints

---

---

# BOOK OF MORMON

*General Board Committee: Alfred C. Rees, Chairman; James L. Barker, Vice Chairman; and Horace H. Cummings*

## LESSONS FOR SEPTEMBER

Course B—Ages 15, 16 and 17

### CONCERT RECITATION FOR THE MONTH III Nephi 27:7

"Therefore whatsoever ye shall do, ye shall do it in my name; therefore ye shall call the church in my name; and ye shall call upon the Father in my name, that he will bless the church for my sake."

**First Sunday, September 4, 1932**

Open Sunday, to enable class to consider lessons missed on account of Stake Conference, or for other cause.

**Second Sunday, September 11, 1932**

**Lesson 27. Fulfilment of the Covenant.**

Texts: III Nephi 20:15-35; 21:2-27; Mormon 7:10; Sunday School Lessons, No. 27.

Objective: To teach that we are living in a day of fulfilment.

To teachers: This lesson will require your careful thoughtful reading, perhaps several times before you will catch the meaning of the Savior's references. You will note that He is speaking to two peoples: (1) scattered Israel that is to rebuild Jerusalem; (2) the Nephites and Lamanites who are to be restored and assist in building the New Jerusalem on this continent. It will be necessary that you as teachers get these two points clearly defined and segregated in your own mind, in order that you may explain the text to your class.

The outstanding benefit of this lesson is to point out how the Lord works very naturally in bringing about His purposes. We are so close to big world movements that we scarcely recognize their significance and effects. But you may emphasize to your class how many of the promises referred to in this lesson have been fulfilled. Among them are the following: The discovery of America, the setting up of the United States government, the introduction of the gospel; the world war that started the restoration of Jerusalem under British control; the Zionist activities to encourage the return

of the Jews; restoration of religious freedom in Mexico where the seed of Lehi predominates. A discussion of each of these events will impress your class with the truth that the Lord's promises never fail, and that we as a people are witnessing the fulfilment of these marvelous, epoch-making prophecies.

And now the value of this lesson: To show that the Lord works through His people; that Latter-day Saint boys and girls should prepare themselves to help work out the Lord's purposes; that the Lord is looking to this Church, which is His Church, to be the medium through which He will work out His purposes to gather His people and to redeem the world. This will mean that our boys and girls should obey all the commandments of the Church, so that the Lord may use them to their glory and salvation.

**Third Sunday, September 18, 1932**

**Lesson 28. Tithing.**

Text: III Nephi 24:1-18; Sunday School Lessons, No. 28.

Objective: To teach that the payment of tithing is an index of one's faith, and will be the means of saving this Church.

To teachers: Bring in the Bible today and have some one in the class read that part of Malachi to which the Savior refers. Then have the words and explanations of the Savior read. The value of tithing is stressed here from many angles. See that each one is understood: (1) It promotes the work of the Lord; (2) it brings about a purification of the Church from the evils which afflict the world; (3) it blesses the individual spiritually and materially.

The promises of the Lord to the tithing payer are profoundly impressive. Give your class an opportunity to express themselves frankly on this subject. The lesson should be so presented as to encourage and stimulate the resolution by your class to pay tithing, no matter how small their earnings may be.

**Fourth Sunday, September 25, 1932**

**Lesson 29. Jesus Names His Church.**

Text: III Nephi, chapter 27; Sunday School Lessons, No. 29.

Objective: To teach that the real

Church of Christ bears His name and is built upon His gospel.

To teachers: In this day of many churches the question logically arises: How do they justify their existence and their claims to being churches of Christ? Have the class note the amalgamations and consolidations going on among the churches. What does that mean? They haven't enough spiritual substance to exist. Call attention to the attempts now being made to unite the Catholic Church and the Church of England. What makes our Church uniform in all the world? Why do we not consolidate with other churches? Let the class enumerate

the distinctive features of the true church. What is the real contest religiously in the world? You will be able to show that all the numerous spurious churches are on one side and the one real, authorized church is on the other. Call attention to the attempts made by the Nephites to keep alive the spirit of the true Church; but after a few generations, they failed and its church passed out of existence.

Show to your class that this church depends, for its welfare and progress, upon the faithfulness of the church members. Have your class enumerate the things which they must do if they are going to contribute to the success of the great Latter-day work.

## Teacher-Training

(From page 388)

Impressions gained primarily through the ear: sounds, ideas, narrative, are best presented to the mind through the ear.

When it is possible to appeal to the eye and the ear or to other senses at the same time, learning is facilitated and retention made more certain: we read the printed page and hear the words spoken, we see and listen to the talkie, we see a summary of the lesson on the blackboard, either repeatedly or throughout part of the class period, and we hear the matter discussed.

Being a means to an end, the use of blackboards, pictures, maps, etc., requires much thought. Skill in teaching is largely measured by the degree of skillful adaptation of teaching aids to the driving of the message home.

### The Application

The objective is without value (other than potential) until applied in actual life.

The aim is applied in the solution of some situation or problem that neither now confronts or at some future time will confront the student. This situation or problem provides a field for the use of the knowledge contained in the aim.

The problem may be suggested by the teacher, but it is well for him to permit the students to discuss and solve it with a minimum of stimulating and guiding questions.

(To be continued)

"If any power on earth could, or the Great Power above would, erect a standard of infallibility in political opinions, there is no being that inhabits the terrestrial globe that would resort to it with more eagerness than myself, so long as I remain a servant of the public. But as I have found no better guide hitherto, than upright intentions and close investigation, I shall adhere to these maxims, while I keep the watch; leaving it to those who come after me, to explore new ways, if they like or think them better."—Washington.

### The Project

We must interest and educate through self-activity. Jesus sent his disciples out to teach, to heal and perform all kinds of loving service. Today the means of realizing love is carefully organized: tithing, missionary service, service in the Church at home.

Education results from controlled and enriched experience.

The enlarged application that results in some undertaking growing out of the objective of the lesson, exemplifying it, providing practice in it, and tending to habitualize the student in its use in a new or different situation, is a project.

The project should be in harmony with the purposes of the Church.

The project when possible, should not be limited to remedying something, but wherever possible should be constructive.

Projects may be sought in the needs of the individual or of the ward, or in the activities of the Church: better two and a half minute talks, better equipment for class room work, Christmas presents for the missionaries, projects for the better payment of tithes and offerings, better social relations among members of the class, etc.

The starting point of the project should be found in the interest of the student. With a minimum of direction, he should be allowed to propose, to plan and to do things.