

# A Teachers' and Students' Guide

BY ARTHUR A. OAKMAN  
Member of the Quorum of Twelve



These Lesson Outlines and Helps Are to  
Accompany Study in the Church School of

## Restoration: A Study in Prophecy

BY ELBERT A. SMITH



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# Suggestions to Those Who Teach

## Class Preparation

There are many kinds of teaching. Some kinds seek to impart facts. Others seek to convey attitudes. Still further, other kinds of teaching try to cultivate skills. It is recommended that the teacher try to discuss the facts of this text in the attitude of worship and careful concern. The text is worthy of the best anyone can bring to it.

If one is to interpret prophecy, or even a book about prophets and their work, such as this is, he ought to remember the injunction given to the ministry: "Except they have the Spirit, they shall not teach." The spirit of the prophets comes to those who approach the work of the prophets in humility and prayer and fasting. No amount of academic preparation or acquisition of factual material, essential as these things are, can ever make up for a lack of that which can come only from actual communion with God.

Remember, it is a sacred and awful responsibility to stretch forth your hand and place it into the delicate machinery of someone else's life, and attempt to make adjustments. To do that effectively, you need divine aid. Pray over your classwork, and also about your pupils.

## How to Use the Study Guide

*The assignments* should be given to the class a week before time. If all do not have access to the text, make arrangements for loaning. The assignments should form a background for the class period. The work of Brother Elbert Smith is attractive, fascinating, and written with skill. These assignments, therefore, should not prove a burden to any.

*Look over the objective and summary* of each lesson. These will serve to keep the class discussion within those bounds propitious for achieving the objective.

*The high points of the study* should be discussed with the class. Let the students themselves tell the class what they think are significant phases of the lesson.

*The questions in each study* should be put to the class and thoroughly answered. Do not stick slavishly to the text. On the other hand, do not permit the class to wander too far from the main issue in hand. A *via medi* should be found in each discussion that will bring together the best in the text and the best the students have to offer.

There is a difference between "reasoning together," and arguing "one with another." No amount of argument made against a person's will prevails to change his mind. But many a man's mind has been changed when sympathetic reasoning is entered into.

Be open yourself to learn from the class. Let each make his contribution.

—A. A. Oakman.

## LESSON ONE

# THE PROPHET AND TIME

*Lesson Assignment:* Text, "Time Vindicates the Prophet," pages 9-14.

### The Objective:

Bishop Butler said, "Prophecy is history written beforetime." This, of course, is largely true. But the prophet is more than a foreteller. He tells of origins and destiny, of the principles which undergird all existence.

### High Points of the Lesson:

The desire to know the future is fundamental to human nature.

While we can chart with reasonable certainty the course of physical forces, and calculate their effects, human agency introduces incalculable factors when we try to predict human events.

Thus no man of and by himself is wise enough or good enough to be entrusted with foreknowledge.

Certain prophet-souls have arisen in history, and functioned under the divine blessing to bring knowledge of God and human destiny. No segment of time was beyond their view. They saw our day clearly.

### Questions and Topics for Discussion:

1. Why is knowledge of "things as they were, and as they are to come," embodied in a true knowledge of "things as they are"?
2. Give instances of the accurate prediction of physical forces, other than those in the text.
3. What makes you convinced of the reality of human agency?
4. In the light of the Tennyson excerpt (page 12) in the text, can we say that the only prophets are in the church? Discuss the distinction between those within and those without.
5. What does time do to every prophecy?

### Extra Class Activity:

From your own present knowledge of the Scriptures, compile a list of references which you think apply to our day. Save your statement for comparison with your knowledge at the end of the course.

### Lesson Summary:

We need to see that the prophets were as deeply concerned about the principles of life as they were about life's unfolding.

It is the divine purpose that, through their work, we shall appreciate those principles and chart our own course intelligently, and wait confidently for the verdict of time.

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## LESSON TWO

### THE PROPHET'S FUNCTION

*Lesson Assignment:* Text, pages 15-20.

#### The Objective:

The strength of our movement as a church will be in direct proportion as the membership, collectively, appropriates into its life and experience the character of God.

The prophet is sent to help us do this, not only by revealing the future, but also by revealing the character and will of God, and pointing us to "the Lamb of God which taketh away the sin of the world."

#### High Points of the Lesson:

The problem of human origin has quite a vital bearing on the view of life which is the mainspring of character. Prophetic insight into this problem is one of the priceless treasures of the Old Testament.

Many great scientists have inclined to the view that divine intelligence is ever at work in the universe.

The prophet reveals the nature of that work in human life and destiny, and gives us a knowledge of the divine will for man.

#### Questions and Topics for Discussion:

1. In the light of the presentation in the text, what ought one to expect from:

- (a) A patriarchal blessing?
- (b) A message given through the president of the church?

2. What place has faith in the scientific view? (See Marconi's statement, page 16.) And what place has faith in the acceptance of the prophetic revelation?

3. Discuss the two theories of the origin of life.

4. God is unchangeable. Can you account, then, for the fact that his self-disclosure has been progressive?

5. If you were a prophet, what would be your main concern: how the people treated you, or how they received your message? Why?

6. In the light of your answer, think through the "burden" of the prophetic gift.

### **Extra Class Activity:**

Read Isaiah, 53d chapter. Relate what is there recorded of the life and ministry of Jesus.

### **Lesson Summary:**

The prophet's prognostications are incidental to his main function of revealing and interpreting the character and will of God.

The prophet is primarily concerned with the outcome of social relationships, and with the observance of the forms of the "laws and ordinances" only as they minister to the social weal.

## LESSON THREE

# THE CHOSEN PEOPLE

*Lesson Assignment:* Text, pages 21-28.

### The Objective:

To show that the calling, discipline, and election of Israel was bound up with Divine purpose.

"Israel" consists of more than Judah. All Jews are Israelites, but all Israelites are not Jews. Joseph's posterity figures largely in prophetic writing.

It was from these chosen people that a prophetic line developed.

### High Points of the Lesson:

Because God loved all people, he selected Abraham and his seed to be instruments for their blessing.

Abraham's insight was confirmed centuries after by Sir Leonard Wooley. The only foundations he had were laid in the ruins of a former civilization (see Hebrews 11).

From the "fathers"—Abraham, Isaac, Jacob, and Joseph—(see *Doctrine and Covenants* 26: 2), came certain prophecies concerning Joseph's seed. They were to come to America.

### Questions and Topics for Discussion:

1. Discuss, in the light of the text, (a) Israel Zangwell's statement: "A chosen people must be a choosing people;" and (b) "Choose ye me and I will choose you."

2. Read Genesis, chapter 21, in the Inspired Version. How was the sacrifice of Mt. Moriah related to the testimony of Jesus?

3. Discuss Abraham's background, and also his posterity to the fourth generation.

4. What was the significance of the blessing of Ephraim and Manasseh?

5. Why should we expect America to be a legitimate subject of prophecy?

### Lesson Summary:

Through the calling and election of Abraham, a chosen people arose in history who were to function as stewards over a divine ideal. The prophets were spokesmen of that ideal. The chosen people, it was predicted, should reach America in Joseph's seed.

## LESSON FOUR

# THE PROPHETIC WITNESS

*Lesson Assignment:* Text, pages 29-35.

### The Objective:

So important are the life and ministry of Jesus Christ in the course of human events, that prophetic intimations in great detail were given by various prophets beforetime.

The greatness of Jesus is also admitted by outstanding men of letters everywhere.

Even modern prophets bear strong testimony of Christ's power.

### High Points of the Lesson:

The testimony of Jesus is the spirit of prophecy. Men in possession of this spirit bear record of Jesus.

The manner and place of Christ's birth were accurately foretold, and these facts gave guidance to the Wise Men who came seeking him.

Christ's death was previsioned in some detail.

### Questions and Topics for Discussion:

1. Why was the "rise of Hebrew prophecy" of greater significance than Palestinian politics?
2. Does the fact that intimate details of the life of Jesus were accurately foretold necessarily testify of his divinity?
3. Why, do you think, were these details foretold?
4. Discuss the fifty-third chapter of Isaiah, as quoted in the text.
5. What basic fact seems to emerge as you consider the tributes to the life of Christ given in the text?
6. Name as many acts as possible and as many masterpieces of art in which Jesus is the central motif.

### Extra Class Activity:

Write out, after meditation and prayer, what Jesus means to you.

### Lesson Summary:

Jesus Christ was both the inspiration and the author of the message of the prophet.

## LESSON FIVE

# THE NATURE OF CHRIST'S CHURCH

*Lesson Assignment:* Text, "What Sort of a Church Did Christ Organize?" pages 36-39.

### The Objective:

To register the fact that Christ did organize his church, and equip it with his authority.

### High Points of the Lesson:

Against the tenuous theory that Jesus left no organized body to carry on his work, we have his statement: "I will build my church."

It was an authoritative church. True discipleship could not be sustained outside it. Christ designated an authoritative ministry in the persons of the twelve.

### Questions and Topics for Discussion:

1. Does it make any practical difference to us now, at this late date, as to whether:
  - (a) The disciples were left to organize themselves in any fashion that seemed appropriate;
  - (b) They were organized by Christ: that is, that the work he was to perpetuate *demand*ed a *specific type* of organization.
2. Discuss the great commission given by Christ to his apostles (Matthew 28: 19-20).
3. What was the basis of:
  - (a) Christ's authority?
  - (b) The authority of the ministry?
  - (c) The authority of the church? Justify your answers.
4. In light of the discussion in the text, think through the implications of: "The Word was made flesh, and dwelt among us."

### Lesson Summary:

Christ came to do a specific work, for which he had authority from his Father.

He organized a church to carry on that work, and delegated authority to its ministry.

## LESSON SIX

# THE CHURCH IN HISTORY

*Lesson Assignment:* Text, pages 40-53.

### The Objective:

To show that an apostasy was clearly previsioned in prophecy. As long as men remained true to Christ, the church was a powerful witness for him. Prosperity brought its peculiar temptations, to which many succumbed, until the church and its witness was obscured.

To give an interpretation of chapters 12 and 14, in the Apocalypse of John.

### High Points of the Lesson:

Fidelity to the commandments of Christ changed weak and helpless men into powerful witnesses.

At first, it was dangerous to be a Christian. Some time after the conversion of Constantine the Great (c. A. D. 325), it became dangerous to be anything else.

Paul predicted a falling away.

Isaiah foretold a changing of the laws and ordinances. Roman Catholics not only freely admit they did this, but say they had a perfect right to do so.

A millenium of spiritual darkness ensued.

In place of the pure church of Christ, there was substituted a wanton creature of spiritual wickedness.

### Questions and Topics for Discussion:

1. Name some of the temptations of (a) adversity; (b) prosperity. What lessons are here for our own profit?

2. Why is it important that ordinances be kept inviolate?

3. Identify: (a) Bertrand L. Conway, (b) Van Loon, (c) Johann Tetzel.

4. What, in light of John's figure of the church, is the function of the church?

5. Note, please, there was not an apostasy "of" the church, but an apostasy "from" it (page 52). There are two churches represented. Discuss.

### **Lesson Summary:**

Men apostatized from the teachings of Christ under the temptations associated with wealth and affluence. Of this apostasy, the prophets spoke.

A new institution was substituted for that which Jesus left, and this second church was the mother of spiritual wickedness.

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## **LESSON SEVEN**

### **CONCERNING THE PAPACY**

*Lesson Assignment:* "Autocratic Spiritual Power and Infallibility"  
Text, pages 54-67.

#### **The Objective:**

To show how the autocratic power of the papacy is a significant element in apostasy.

Set the Roman claim in light of true scriptural interpretation.

#### **High Points of the Lesson:**

It becomes everyone's business what is believed by Roman Catholics, whenever it is sought by compulsion or intrigue to impose that belief on others.

The Roman Catholic church is not catholic.

Once, there were two rival popes, each claiming rightful successorship, to St. Peter. The "rock" on which Christ proposed to build his church, was the fact of Christ's divine sonship.

There is evidence for believing that James, the Lord's half brother, and not Peter, succeeded him as president of the church.

#### **Questions and Topics for Discussion:**

1. Read carefully pages 54-60 in the text. In light of this, discuss the following proposition:

"Any people which hold that those who believe not as they do will be damned, will, if it wields temporal power, kill the unbelievers."

Has this any parallel in the history of Mormonism? What are the safeguards against such attitudes?

2. Restate in your own words the powers held by the Roman pontiff. In what respects do they differ from the powers held

- (a) by the United States president;
- (b) the president of the church.

3. Lord Acton, one of the greatest historians of all time, said: "Power corrupts. Absolute power corrupts absolutely." Discuss this in light of the text.

4. The term "catholic" means literally "universal." Our church can claim catholicity. In what sense is the term "Roman Catholic" self-contradictory?

5. Discuss the great schism. Are there any possible parallels in our own church history?

6. What are the root claims of papal authority? Are there any written proofs that Peter ruled 25 years as Bishop of Rome?

7. Explain in your own language what Christ meant by "on this rock."

#### **Lesson Summary:**

The absolute, autocratic, spiritual power wielded by the Roman pontiff is unscriptural, and does violence to the reason of good men schooled in the liberal and democratic tradition.

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## LESSON EIGHT

### CONCERNING THE PAPACY (Continued)

*Lesson Assignment:* "Temporal Power of the Popes," pages 68-73.

#### **The Objective:**

To show that the institution known as the "papacy" wielded all the powers and functions of a temporal state.

The popes made and unmade temporal rulers, and still seek to secure political power for their own institutional ends.

#### **High Points of the Lesson:**

The Roman Empire fell, but entered on a second career, with the pope a greater than Caesar. The beast had a "deadly wound, but did live."

Henry IV had an experience at Canossa which illustrated the papal power.

The power of excommunication and interdict were the most powerful weapons wielded by the papacy; but these were only made powerful because of widespread superstition and ignorance.

Protestantism is still concerned to limit the temporal power of the Roman Catholic hierarchy.

### Questions and Topics for Discussion:

1. What is the position of our church on the question of church and state?

2. The basis for all political power is economic strength. He who holds the purse rules. At one period, over one third of the arable lands in Europe were owned by the hierarchy of Rome. What safeguards would you suggest be employed to insure right usage of such wealth?

3. Is there any parallel in our own history where the ignorance of the people made possible an ungodly rule? Discuss the implications of; "Superstition is religion that has no basis in morality."

4. What tendency is observed in the text emanating from the American people, that has disturbed Rome?

### Lesson Summary:

The last few studies have dealt with the process of apostasy as revealed in prophecy and in history. It was a gradual process.

The papacy gathered to itself and objectified all that is opposed to Christ's dictum: "My kingdom is not of this world, else would my disciples fight." Physical violence was fully used as a means of maintaining the institution.

Freedom may be costly, but it is infinitely cheaper than thralldom, which costs nothing.

### Suggested Reading:

There is an excellent graphic account of the papacy entitled, *A History of the Popes*, by Joseph McCabe. He tells the story with a certain bitter accuracy, well-documented. It is published by C. A. Watts and Company, Ltd., London.

## LESSON NINE

# THE REFORMATION

*Lesson Assignment:* Text, pages 74-80.

### The Objective:

The Reformation aimed at internal reform of the church. It was, under Luther, not conscious that the process of apostasy had gone so far as to need a restoration of the primitive and practice.

Later reformers, however, looked for a restoration of *new apostles*, a *new revelation* sustained by the ancient order of things.

It is important that we appreciate the process of preparation, both religious and secular, which went on in history at great sacrifice, to make possible the events associated with the Restoration.

### High Points of the Lesson:

Martin Luther, at first, had no thought of leaving the church of Rome.

Most of the reformers seemed to trace their authority back to the Romish priesthood.

The revolt from Rome, stimulated by early reformers, created an expectancy for more light to break forth from out of "his holy word."

### Questions and Topics for Discussion:

1. Why was Luther so significant in the process of Reformation?
2. Discuss "The Reformation did not effect a Restoration."
3. Why is authority important?
4. Name as many as you possibly can of the reformers who looked eagerly forward to some new revelation. Do you think preparation was needed to make possible the Restoration?
5. Was the movement toward America, and the hunger for light and spiritual freedom, synchronized in history? Why?
6. What primary agency was foreseen by John as effective in Restoration?
7. Did Columbus play any part in making possible the Restoration? If so, what?

### Lesson Summary:

While the Reformation did not commit to man the powers of salvation instituted originally by Christ, yet we ought to be grateful for the movement of preparation which was going on through the efforts of the reformers.

## LESSON TEN

### THE TIME OF RESTORATION

*Lesson Assignment:* Text, pages 81-91.

#### The Objective:

Prophecy predicts, and history confirms, that a new era for mankind dawned about A. D. 1830.

#### High Points of the Lesson:

Just as an intellectual quickening preceded the dispensation inaugurated by the ministry of Christ, so similar preparation was made for the dispensation announced by Joseph Smith.

The fact of apostasy is clearly and definitely outlined in prophecy. Only supporting evidence (on which there is divergence of opinion) can be adduced as to the duration of such apostasy. It may be used on a personal basis as ancillary argument.

#### Questions and Topics for Discussion:

1. Why would a "new age" be a necessary setting in which to give a new revelation?
2. Discuss some of the differences between the age preceding 1830 and that which followed. What significance have these differences in relation to Zion-building?
3. What basis is there for believing that the duration of the apostasy was prefigured in scripture? Restate the argument of Elder Daniel McGregor. Why, do you think, does the text insist that such argument be only ancillary?
4. The fact of the Restoration rests on the witness of unimpeachable testimony. Restate that testimony in your own words.

#### Lesson Summary:

From many sources comes the confirmation that 1830 was a significant year. It was the year in which the church was organized, and divine revelation willingly and freely acceded to by a small group of men.

Behind this fact lay much preparation; and untold blessing came to the world after it transpired.

## LESSON ELEVEN

# THE VISION OF DANIEL

*Lesson Assignment:* Text, pages 92-104.

### The Objective:

To give an appreciation of Daniel's prophecy, and indicate the lines of its historic unfolding.

To confirm the sense of God at work in history, moving toward the establishment of his kingdom.

### High Points of the Lesson:

The prophecy of Daniel, centering in the vision of Nebuchadnezzar had to do with events "in the latter days."

The new kingdom of God was not cut out with hands; i. e., it did not rest on physical might and prowess, but on righteousness.

Babylon, Media-Persia, Greece, and Rome were clearly defined, while the Roman Empire gradually changed and rechanged until the restless subdivisions, represented by the toes of the image, designated the days when the kingdom of God would be set up.

### Questions and Topics for Discussion:

1. State in your own words the significance of Nebuchadnezzar's dream. In what did Daniel's interpretation center?
2. What four main empires were designated by the vision?
3. Can you name any advantages which accrued to the Jews consequent upon their captivity in Babylonia?
4. What parallels in history has the "handwriting on the wall"?
5. God has agencies at work outside the church which conspire to do his will. How is this confirmed in the life of Cyrus?
6. For what are the Greeks noted?
7. How did Roman economy aid the spread of Christianity?
8. Evaluate this lesson and try to gauge the gains which have come to you from it.

### Lesson Summary:

All history moves toward the establishment of the kingdom of God.

Other empires may rise, and flourish greatly for a season; but they have no permanent foundations.

The kingdom of God will neither be left to another people nor will it be destroyed.

## LESSON TWELVE

### THE KINGDOM OF HEAVEN

*Lesson Assignment:* Text, pages 105-110.

#### **The Objective:**

To show that the kingdom of heaven is a very real and visible society which is destined to finally triumph on earth.

#### **High Points of the Lesson:**

God has somewhat limited himself by granting to us an agency. Yet we must have the right of choice if we are to be men and not marionettes.

The kingdom visible on earth is a society of workers, not an association of perfect human beings.

Men enter the kingdom through divinely appointed ordinances.

#### **Questions and Topics for Discussion:**

1. What definition of the kingdom of heaven is given in the text?
2. What retards the progress of the kingdom toward its day of inevitable triumph?
3. State in your own words the significance of agency. What would you say to a good man not of the church, who seemed to be on as high a plane, morally, as those in it, and who could see no necessity for baptism?
4. The significance of kingdom movements is not in their size, but in their quality. Discuss this.
5. What scriptural support is there to cause us to expect that both worthy and unworthy people find their way into the church?
6. What guarantees finally the triumph of the kingdom?

#### **Lesson Summary:**

The kingdom of heaven is a visible society on earth where men, as free agents, attempt to embody in their lives the will of God.

In spite of the human frailty incorporated in the church militant, the kingdom of heaven will eventually triumph.

## LESSON THIRTEEN

# THE BOOK OF MORMON AND AMERICA IN PROPHECY

*Lesson Assignment:* Text, pages 111-123; 167-169.

### The Objective:

To give a clear exposition of the twenty-ninth chapter of Isaiah, as it relates to the *Book of Mormon*.

To designate the land of America in prophecy as having place in the divine purpose.

### High Points of the Lesson:

The "Ariel" of Isaiah's prophecy was Jerusalem, which, despite the "woes" to descend upon her, shall eventually be "unashamed."

When men had forgotten the prophets and esteemed the word of God as naught, a "sealed book" was to come forth.

This book, the *Book of Mormon*, clarifies the part played in the divine purpose by the descendants of Israel who came to America, and designates America as a "choice land above all other lands."

Columbus, moving under some degree of divine unction, was inspired to venture westward, and rediscovered America to the modern world: America, the land where also the church was to reappear.

### Questions and Topics for Discussion:

1. Name as many points as you can where Isaiah 29 designates the *Book of Mormon* by implication.

2. What is the purpose of the *Book of Mormon*?

3. What, if any, significance has the *fact* that the coming forth of the book was predicted?

4. Trace the patriarchal ministry which designates "Joseph" as having a "land."

5. Discuss the significance of the fact that the Puritans came to America to seek political and religious liberty.

6. In what way is the *Book of Mormon* related to the house of Joseph?

7. Give your interpretation of the ensign (Isaiah 29).

### Lesson Summary:

Isaiah clearly foresaw apostasy and Restoration. As elements in the process of Restoration, Jerusalem was to "speak low, out of the dust," and the sealed book was to come forth.

Patriarchal ministry given many years prior to Isaiah's time designates America as Joseph's land, and the divine ministry to Joseph's seed was recorded in the *Book of Mormon*.

The *Book of Mormon* came forth as an additional witness to the universality of Christ's ministry, and designates America as a choice land.

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## LESSON FOURTEEN

### THE CHURCH REAPPEARS

*Lesson Assignment:* Text, pages 124-128.

#### The Objective:

The "set time" came in 1830. The church was to be re-established by divine mandates. It was to reappear in the land of promise. Its stewardship was entrusted to six young men who had found the treasure of the *Book of Mormon*, and a new revelation from heaven.

#### High Points of the Lesson:

When the tumult of the Reformation subsided, and the denominations of Protestantism had settled down to well-defined grooves, a unique religious movement was inaugurated in the prophetic year of 1830.

In a day when men said God *did* speak, the adherents of this new movement said: "God *does* speak."

The facts of their experience have been confirmed by men of science and letters.

The church was organized "agreeably to the laws of our country, by the will and commandments of God."

#### Questions and Topics for Discussion:

1. What was the prevailing notion about salvation, or "getting to heaven," when the Protestant denominations had settled down to well-defined grooves? Does that notion still prevail? Why is it false?

2. In what way does the rightness of the claim made by the church in 1830 concerning revelation receive vindication from such men as Rauschenbush, Fairburn, and Lodge? What is the relation between revelation, and the reason of good men?

3. Why is it important that the church was organized "by the will and commandment of God"?

4. What was the average age of the young men present at the first church organization meeting, April 6, 1830? Does this fact have any significance for us now?

5. Discuss as fully as possible in class the cultural backgrounds from which these men came. Do you think this fact evidences any divine preparation?

### Lesson Summary:

The essential fact to be assimilated is that this church was organized not by man's will, but by the will of God, after due preparation made for it in history and prophecy, and in the land designated as choice for "the blessings of heaven."

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## LESSON FIFTEEN

### REVELATION AND PRIESTHOOD

*Lesson Assignment:* Text, pages 129-136.

#### The Objective:

The personal testimony of Joseph Smith is taken, and allowed to speak for itself. It thus receives vindication, for its truth is self-evident. "Hear ye him," has ever been the testimony of heaven.

John the Baptist recommitted, under the authority of Peter, James, and John, a dispensation of the priesthood of Aaron, which is not again to be removed until its function is completed.

#### High Points of the Lesson:

Open-mindedness is essential to the acquisition of truth. Even angels from heaven are to be judged by the kind of gospel they preach. So a prophet should be evaluated by the quality of his testimony.

The keynote of the first vision centered in the revelation of Jesus Christ. Creedal statements of 1830 could not abide this new light.

Authority in religion is very important. That of Joseph Smith and Oliver Cowdery came from heaven.

#### Questions and Topics for Discussion:

1. What stimulated Joseph Smith in his inquiry as to which church to join? List all the elements you possibly can which were in his thinking before he went into the woods to pray.

2. Was the revelation he received what he expected? Did it accord with the fashions of thought and religion in vogue at that time? In what respects did it differ from them?

3. Has the statement that the creeds were wrong received any historical confirmation since? Discuss this.

4. What is the source of the authority for the movement known in history as the "Reformation"? From whom did the major reformers receive ordination?

5. What is the only other alternative to the argument by the Roman Catholic church that authority descended from Peter, and that, therefore, their authority is inviolate?

6. Summarize the significance of the visit of John the Baptist to Joseph and Oliver.

#### Lesson Summary:

In an age which had determined that God spoke once, and men wrote it down in a book, Joseph Smith came to the world with a new revelation from heaven.

Further, in order to provide for the organic expression of this revelation, a priesthood, divinely chosen, was reinstated on the earth, and carried with it divine authority to function in gospel ordinances.

## LESSON SIXTEEN

# THE CHURCH OF CHRIST: MARKS OF IDENTITY

*Lesson Assignment:* Text, "Its Form and Gifts," pages 137-141; 150-153.

### The Objective:

To outline the scriptural base from which can be seen the specific organic form in which the church of Jesus Christ was fashioned, and to designate some of the chief officers of the church.

To rightfully infer from the scriptural doctrine of the unchangeability of God, that spiritual gifts are to continue with the church.

### High Points of the Lesson:

Every living creature has its own distinctive organic form. We may, therefore, reasonably expect Christ to give his church a "body as pleaseth him."

In spite of shallow arguments to the contrary, apostles, prophets, and teachers were to continue in the church, along with other officers "set" therein by Deity.

Wesley says that Christians turned heathen, gifts ceased to operate, and only a dead form was left.

Life and the gifts came with the Restoration.

### Questions and Topics for Discussion:

1. Name from the text as many officers as you can, which were in the early church. For what purpose were these officers designated?

2. Outline the scriptural proof for the continuance of the apostolic office beyond the first twelve.

3. What two lines of reasoning are adopted in the text to show that prophets were continued? Are they reasonable arguments?

4. Name in order of your considered preference the spiritual gifts outlined by Paul? Are there any others? Name them. How should we follow Paul's advice to "seek earnestly the best gifts"?

5. Why, according to Wesley, did the gifts cease? Does his argument have any warning for us now, today, in this church?

6. How would you explain to a nonmember, what a spiritual gift was?

### **Lesson Summary:**

Every living organism has certain distinctive marks of identity. This is true of the church of Jesus Christ. Two of these marks of identification are: (1) The form of its organization; and (2) the quality of its spiritual gifts.

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## **LESSON SEVENTEEN**

### **THE CHURCH OF CHRIST: MARKS OF IDENTITY**

*Lesson Assignment:* Text, "The Doctrine," pages 142-149.

#### **The Objective:**

To give scriptural assurance of the importance of doctrine.

To outline and give appreciation of the six principles of the doctrine of Christ.

#### **High Points of the Lesson:**

All life centers in acts of faith. Science and religion alike rear their structures on certain basic assumptions about the universe.

Adjustment, or repentance, centering in the will of God, is the fruit of faith; and baptism by immersion, testified to by the ancients as the only way of salvation, secures the remission of sins.

Through the laying on of hands, the Holy Ghost is given. Although resurrection and eternal judgment have their reflection in this present life, their great significance lies in the future.

#### **Questions and Topics for Discussion:**

1. Why is doctrine important? Discuss this.
2. Discuss how the six principles of the doctrine of Christ, enumerated by Paul, and commented on in the text, are related one to the other.
3. Can you suggest any reasons why baptism by immersion is necessary for the remission of sins, and entrance into the kingdom of God? Find reasons in addition to those given in the text. Try to devise another form of initiation more in keeping with the actualities of the kingdom experience.
4. You have a very good friend who is a materialist. He does not be-

lieve in the resurrection from the dead. How would you try to reason with him?

5. Eternal judgment is inevitable. When does it begin? Can we exercise it ourselves? Justify your answer.

6. The last two lessons have dealt with marks of identification. Discuss them freely in light of the statement of Christ to his apostles: "By this shall all men know that ye are my disciples, if ye have love one to another."

### Lesson Summary:

Doctrine is important. In Scripture, it is made the basis of the difference between life and death, in a spiritual sense.

The six principles of the doctrine of Christ constitute the groundwork of the spiritual edifice of the church, and must be the dominant motives in the lives of all true believers.

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## LESSON EIGHTEEN

# THE PURPOSE OF THE BOOK OF MORMON AND ITS RELATION TO THE BIBLE

*Lesson Assignment:* Text, pages 154-166.

### The Objective:

To give a basic appreciation of the purpose of the *Book of Mormon*.

To show that others besides Joseph Smith stood as witnesses of its truth, and to suggest that archaeology has material confirmatory to the historical outline of the book.

To make plain the vision of Ezekiel the Prophet, in which he saw the "two sticks" joined together.

### High Points of the Lesson:

The *Book of Mormon* testifies to the fact that Jesus is the Christ; and its moral and ethical content, together with its doctrinal information, forms an additional clarifying witness to the truths of the Bible.

Along with its moral and ethical content, the *Book of Mormon* tells in brief outline the story of two ancient civilizations on the American continent.

Deposited fourteen hundred years before the plates were received by Joseph Smith, angelic ministry accompanied the knowledge of their whereabouts.

Ezekiel, beyond reasonable doubt, refers (thirty-seventh chapter) to the coming forth of the *Book of Mormon*, and its close association with the Bible.

### Questions and Topics for Discussion:

1. Name the main purposes designated for which the *Book of Mormon* justifies its existence as containing the revelation of God.
2. Place, in order of importance, the following list of arguments that can be used to substantiate the book: (a) Its intrinsic message; (b) the manner of its coming forth; (c) archaeological proof; (d) testimony of the witnesses; (e) scriptural evidence of its emergence.
3. Show the relation between Ezekiel's prophecy and the prophecies previously mentioned in this course of study as pertaining to the seed of Israel.
4. What purpose, according to the Ezekiel prophecy, does the *Book of Mormon* play in the restoration of Israel?

### Lesson Summary:

The purpose of the *Book of Mormon* is to be an additional witness to the divinity of Jesus Christ and his resurrection, and to serve as a guide in the matters of morals and doctrine.

It is to be joined with the Bible and play its part in the great purposes of the Restoration.

## LESSON NINETEEN

# CONCERNING THE NINETEENTH CENTURY PROPHET

*Lesson Assignment:* Text, pages 170-184.

### The Objective:

To give an appreciation of the life and ministry of Joseph Smith.

To substantiate an early prophecy given to him thus: "Your name shall be had for good and evil."

### High Points of the Lesson:

Joseph Smith was in every way a normal person.\* The "Niagara of slander" poured upon him was a consequence of distorted understanding.

To evaluate correctly the standard of anyone, we should give weight to the testimony of his friends rather than that of his enemies.

There is constant temptation presented to writers and pamphleteers, consequent upon a sensation-loving, reading public, to give but superficial judgment in matters relating to the life and ministry of Joseph Smith.

The preponderance of evidence seems to justify the conclusion that Joseph Smith neither initiated, preached, practiced, condoned, or subscribed to the doctrine of polygamy.

### Questions and Topics for Discussion:

1. What place has Joseph Smith the Martyr in the process of revelation? Give careful thought to your answer.

2. Trace, from the text, briefly, the character of the man; his physical characteristics and spiritual propensities.

3. What conclusions do you draw from the fact that a flood of controversy has surrounded his life and ministry?

4. A man is his own best witness. Where then, shall we turn for reliable information about Joseph Smith? In what attitude must we scrutinize his work?

5. Do you consider it necessary to defend Joseph Smith against the charge of polygamy? Why?

6. Does our faith rest on the fidelity of Joseph Smith? Think carefully before you answer, and justify it.

7. Discuss the following: "We follow Joseph Smith only as he follows Jesus Christ!"

**Lesson Summary:**

By all canons of measurement, Joseph Smith was a remarkable man. His name is still had for good and evil everywhere.

To correctly evaluate him and his ministry, one ought to have the spirit of justice and sympathetic understanding.

## LESSON TWENTY

### TESTING MODERN PROPHECY

*Lesson Assignment:* Text, pages 185-197.

#### The Objective:

One test of a prophet is whether his prophecies come true. This lesson shows that by this test, Joseph Smith stands up.

To show that the message of the nineteenth century prophet comprehended modern social problems.

#### High Points of the Lesson:

The Civil War prophecy was fulfilled in all details. Further, world wars were intimated.

Joseph Smith's vision was one of social and economic justice. The doctrine of stewardship lies at the very heart of his message. The march of events both in peace and war vindicate Joseph's social vision.

#### Questions and Topics for Discussion:

1. From your study of the text, can you show how foresight is related to insight?

2. What is the purpose back of foretelling the future? Is it of any value, apart from moral principle?

3. Discuss, "the equal treatment of unequals in inequality." Then, in light of your discussion, evaluate the following proposition: "It is not given for one man to have that which is above another; wherefore, the world lieth in sin."

4. The root of the word "iniquity" is "inequality." In light of this, how does Joseph's statement of the law of stewardships fadge with the scripture: "Because iniquity shall abound, the love of many shall wax cold."

5. What vindicates the prophet?

6. Is knowledge of the future of any value, apart from its power to inspire right relations among men? Why?

7. Enumerate some of the evils that spring from poverty. Could the application of the stewardship doctrine help to eradicate these evils?

#### Lesson Summary:

Joseph Smith justifies his claim to being a true prophet both by the accuracy of his prediction of future events and also, which is much more significant, by his moral insight.

## LESSON TWENTY-ONE

# THE REDEMPTION OF JUDAH

*Lesson Assignment:* Text, pages 198-212.

### The Objective:

To show that the Jews are a witness to the fulfillment of prophecy. Their persecutions were foretold, as also has been foretold their final restoration.

### High Points of the Lesson:

The Jewish race is a modern miracle. It has no land it can call its own. It has no central government through which to do business with other nations.

Its spiritual and religious background, and its rigid rules against intermarriage still preserve it a people.

Joseph Smith predicted its restoration to its promised Palestine. History has confirmed this prophecy in process of fulfillment.

### Questions and Topics for Discussion:

1. Why have the Jews been persecuted so much? Justify your answer.
2. Do you know any Jews personally and intimately? From your experience, tell their distinctive characteristics.
3. How did World War I affect the Jewish question?
4. From the text, identify the following persons: (a) Hoover, (b) Cordell Hull, (c) Churchill, (d) Zechariah, (e) Arthur Balfour, (f) Allenby.
5. What part have these people played in the drama of the Jew?
6. In what respect is western civilization deeply indebted to the Jew?

### Lesson Summary:

The Jews are a modern miracle, and a modern problem.

Eventually their destiny, outlined in ancient and modern prophecy, will, after much tribulation, be realized.

## LESSON TWENTY-TWO

### CHRIST'S SECOND ADVENT

*Lesson Assignment:* Text, pages 213-218.

#### The Objective:

To convey assurance from scriptural sources, and from modern revelation, that the second coming of our Lord Jesus Christ is certain.

#### High Points of the Lesson:

Truth has constantly to battle against superstition. Just as old adages persist about the weather, so also persist untrue fashions of thought about the second advent.

The utterances of ancient scripture are abundantly confirmed in modern revelation.

No one knows the "day nor the hour." To every one of us comes the admonition, "Be ye also ready."

#### Questions and Topics for Discussion:

1. In view of the statements in the text, is it wise to speculate as to the date on the calendar upon which the Lord Jesus will return? Why is such speculation a sheer waste of time?

2. What conditions the coming of Jesus Christ?

3. Does Christ delay his coming? Do we, in part, make that great day possible? Explain your answers.

4. Do we believe in a literal second coming of Christ in person?

5. What makes such belief reasonable, apart from the scriptural predictions?

6. What "signs" of our times, think you, prognosticate the near coming of the Lord?

#### Lesson Summary:

By our being "also ready," the doctrine of the second coming of Christ becomes a tremendous moral power in our lives.

## LESSON TWENTY-THREE

### OUR DAY IN PROPHECY

*Lesson Assignment:* Text, pages 219-236.

#### **The Objective:**

A serious study of social conditions should give deep concern. Our civilization is "falling to pieces." This study is designed to convey a sense of urgency.

To show that along with social disintegration in spheres where wickedness is supreme, the gospel of the kingdom shall be preached for a witness.

#### **High Points of the Lesson:**

A sense of impending doom has been felt by many great and good people not of our church.

In spite of science and invention, education and travel, culture and fine promises, evil men do wax worse and worse, bringing sorrow and distress to all.

Jesus accurately foretold our day in its main lineaments.

Eventually, the government of man will be upon the shoulder of Christ, after tribulation and unparalleled distress.

#### **Questions and Topics for Discussion:**

1. Enumerate from the prophecies quoted in the text, as many evidences as you can of the unrest and disintegration of the present age of mankind.

2. Do you think you could reconstruct, with your present knowledge of the affairs of men, a better epitome of conditions now prevailing than the one given by Jesus Christ? This is not a "catch question." Serious reflection will reveal in this epitome the truth of the statement that "Prophecy is history written beforetime."

3. What fundamental prophecy gives hope, and stability, and courage amidst the conditions of disintegration outlined in the Scriptures?

4. What should be the attitude of all true believers and followers of the Lord Jesus in the midst of all this turmoil and distress?

5. One of the great creeds of Christendom (and one which might well be said by us today) begins with: "I believe in God the Father, Almighty . . ." Can you square this statement, in affirmation of his almightiness, in view of all the trouble in the world?

6. What is the ultimate goal of the present age? To what are we moving? Is it inevitable? Why?

7. The "eye sees that which the eye brings the power to see." Discuss this statement in view of the "signs of the times."

8. Why must the church and its people have a clear knowledge of "that which is to come"?

### **Lesson Summary:**

What the prophets have said concerning our day should give us hope and encouragement, and yet deep concern for the welfare of humanity.

With the certain knowledge of the triumph of righteousness, and the coming of the kingdom, we can be liberated for constructive work, knowing that what we build, if it is built under divine guidance, will endure the storms and stresses which come as time unfolds.

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## **LESSON TWENTY-FOUR**

### **RECONSTRUCTION AND THE PEACE**

*Lesson Assignment:* Text, pages 237ff.

#### **The Objective:**

We stand upon the threshold of a great opportunity. We are also faced with tremendous problems.

It is the purpose of this lesson to emphasize the fundamental truth that the way we choose today will determine the course of the future.

#### **High Points of the Lesson:**

The invention of gunpowder revolutionized war. The invention of the atomic bomb may change and complicate our whole system of living in war and in peace.

The charter of the "World Security League," can only be made effective by men of good will. Fear holds no promise of security.

While we have solved the problems of production, and there is "enough for all and to spare," we have yet to solve the problem of equitable distribution of wealth. Famine and pestilence have still to be faced.

Nothing but a resolute determination to choose the gospel way of life will save us.

#### **Questions and Topics for Discussion:**

1. Evaluate the use of the atomic bomb in bringing an end to the Japanese war.
2. What are the problems of the peace? List them in the order you think they are important.
3. Can you explain why there should be poverty in the midst of plenty? How does this problem bear upon the peace?
4. Discuss the value of Zion as an agency of redemption from war.
5. Do you think that the work and labor of the prophets and righteous men of the Nephite race had anything to do with the winning of the war? What?
6. Is security guaranteed by geography any more? If security is not spiritual, in what sphere must it be found?
7. Evaluate the song of the angels at the birth of Christ in light of the postwar period.

#### **Lesson Summary:**

Modern science and invention has made more imperative than ever before that men of good will be found to guide the destinies of people.

Men of good will are developed only by the constant exercise of deliberative judgment and the choosing of that which is right.