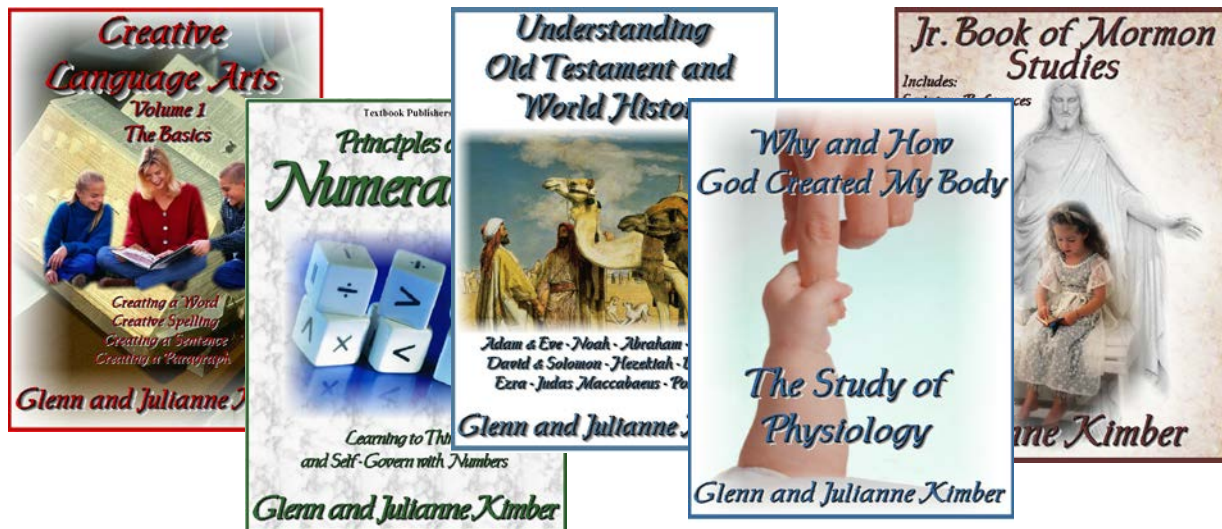


# Preparing the Youth Of the Noble Birthright

## Session Three

### *Understanding the Kimber Academy Curriculum with Intrinsic Values*



Presented by

**Glenn J. Kimber, PhD**  
**President, Kimber Academy**

**I**n order to understand the curriculum used at all Kimber Academies, it is important to understand the reasons for which it was written.

The curriculum is designed to motivate and train students to become the best servants of the Lord they can be.

To accomplish this, every textbook and study guide is designed in such a way that three main things should be accomplished in the lives of students:

- 1** The curriculum should increase the student's testimony and help each of them develop a closer relationship with their Heavenly Father and their Savior.
- 2** The curriculum should assist each student in gaining knowledge and mastering a proficiency of the subject itself.
- 3** The curriculum should engrain within each student one or more *Intrinsic Values*, which will help them develop life-enhancing *talents*.

# *Explaining the Intrinsic Values*

*Intrinsic Values* are the internal qualities within the method of study that will assist the student to develop a talent. Since each subject enhances a different *Intrinsic Value*, the students will learn and develop different talents with each subject studied.

Talents are developed and strengthened by frequent practice. For example, if a student performs one academic service project during a year's time, a talent for service is really not firmly established. However, doing 40 academic *service projects* every year (nearly one per week), will develop a talent for service.

## **LANGUAGE ARTS**

### **Intrinsic Value: *Learning how to lose oneself in academic service***

*And behold, I tell you these things that ye may learn wisdom;  
that ye may learn that when ye are in the service of your fellow beings  
ye are only in the service of your God.*

Mosiah 2:17

Language Arts is the art of *communication*. After students learn a Language Arts principle, they refer to the scriptures to see how the Lord used it. Then the students practice the principle by using it in an *academic service project*. Skills are developed as students discover ways to share with others what they have learned. Students are taught that knowledge is only theirs if they learn to give it away. The more they share their knowledge, the more it is theirs. As students progress through their Language Arts studies, they will have the opportunity to perform over 160 academic service projects over a four-year period. After completing these service projects, students will have developed the talent of “learning how to lose oneself in academic service.”

*“For whosoever will save his life shall lose it:  
and whosoever will lose his life for my sake shall find it.” (Matthew 16:25)*

## **SCIENCE**

### **Intrinsic Value: *Learning how to search the scriptures***

*“Search the scriptures; for in them ye think ye have eternal life:  
and they are they which testify of me.”*

(John 5:39)

Each of the Science books directs the student to answer two questions— “How God Created” a particular facet of the creation, and “Why God Created” His creations. The *how* question is answered as students research academic reference books from the library, encyclopedias, or

internet resources, etc., related to that subject. The *why* question leads the students to study the scriptures of their choice to discover testimony-building answers from God’s revealed word. In this way students develop the talent of “learning how to search the scriptures,” as well as using additional reference books to find their answers.

## **MATHEMATICS**

### **Intrinsic Value: *Learning how to self-govern, using correct principles***

*When asked how he was able to govern his people, Joseph Smith replied,  
“I teach them correct principles, and let them govern themselves.”*

The Kimber Academy Math curriculum is principle-based. The students first read and memorize a principle, are shown examples of its use, and then *they* create and solve their *own* math problems. This allows students to progress at their own depth. Since our Math curriculum covers over 300 specific principles, students will soon learn how to use correct principles and govern themselves. This talent of “learning how to self-govern using correct principles” will be of invaluable worth all their lives.

## **HISTORY**

### **Intrinsic Value: *Learning how to ponder***

*“I perceive that ye are weak, that ye cannot understand all my words  
which I am commanded of the Father to speak unto you at this time.  
“Therefore, ... ponder upon the things which I have said, and ask of the Father,  
in my name, that ye may understand, and prepare your minds...”  
(3 Nephi 17:2-3)*

History is more than facts. History can be defined as a study of “God’s dealings with mankind, and mankind’s dealings with each other.” It is this concept that makes history *important* and *sacred*. In the Kimber Academy History program students learn “Hook Dates.” These are significant dates to which are attached specific people and events. Each school day, students have the opportunity to recall the information they previously learned and then they are taught additional material. This develops within the student the ability to mentally assemble *vast quantities* of information at a given time, thus allowing students to ponder over the subject. As students do this day after day, they develop the talent of “learning how to ponder.”

## **BOOK OF MORMON**

### ***Intrinsic Value: Learning how to apply scriptures to everyday life***

*“I told the brethren that the Book of Mormon was the most correct of any book on earth, and the keystone of our religion, and a man would get nearer to God by abiding by its precepts, than by any other book.”*  
(Joseph Smith)

In 1 Nephi 19:23, Nephi tells us that he “did liken all scriptures unto [the Nephites], that it might be for [their] profit and learning.” The scriptures are of the most value to us as we of the Latter Days apply their teachings into our daily lives. The Book of Mormon was written with this in mind. The prophet Mormon and his son Moroni saw our day, and in vision experienced the events that are happening to us now. (Mormon 3:17-20; 8:34-35) Therefore, they included answers in the Book of Mormon to help us deal with the perilous circumstances of today. Like our other histories, the Book of Mormon curriculum also uses “Hook Dates.” Students are taught specifics on how to *apply* the stories and doctrines of the Book of Mormon into their daily lives. In this way the students develop the talent of “learning how to apply scriptures to everyday life.”

\* \* \*

# Analyzing the Results Of the Experimental Years

## A Failing Grade in Most Subjects

In our previous article, we revealed some of the atheistic plans designed by Horace Mann and John Dewey to change the thinking of this modern generation of students.

At this point we must emphasize that teachers and administrators of our public schooling system are not at fault for what happened during those experimental years. There are wonderful teachers who put their whole heart into their profession and love their students, and students love them. Principals and administrators have spent countless hours, days, weeks and years trying to solve the problems of Dewey's educational delivery system. But as we will soon see, Dewey's *system* is what has failed our children – not the teachers, and not the administrators. Dewey's plan has actually succeeded in reaching the goal – which is to fail 80% of public school students nationwide.

The decline in academic and literacy standards became so scandalous that in April of 1983 the National Commission of Excellence in Education wrote in its historic report: “If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.”

- **FAILING IN READING**

In May of 1988, Jack Kilpatrick wrote in his syndicated column:

“Forty percent of high school graduates entering the armed services are reading only at the ninth-grade level. Eleventh-graders, as a group, are appallingly ignorant of American literature. Their average score on 26 questions of historical chronology was a miserable 51 percent. More than two-thirds of them could not place the Civil War.”

In 1993, the Board of Education in Washington, D.C. reported that “over 700,000 graduating seniors [nation-wide] could not read their diplomas.” (Sills, *Op. Cit.*, p. 2)

Two years later, *The Washington Times* printed an article, with the headline: “U.S. Pupils Continue Slide in Reading--4th-Grade Drop Worst in Virginia.” The article quoted Colorado's education commissioner and chairman of the National Assessment Governing Board, William T. Randall, who said:

“The results of the 1994 NAEP [National Assessment of Educational Progress] reading report should serve as a wake-up call to Americans, or, better yet, a whack on the head....Reading -- as a skill, as an information-gathering process and as a recreation -- is in serious trouble. The decline in test scores among 12th grade students is itself cause for alarm.”

- **FAILING IN HISTORY**

Student knowledge in the area of history is also shockingly poor. William C. Bennett, National Secretary of Education, wrote an article in December of 1986, and said:

“There is a reason to doubt that we are successfully educating Americans about the world. A Southern Governors’ Association report recently documented the ‘international illiteracy’ in American schools: 20% of 6th-grade students surveyed could not locate the United States on a map!

“A 1985 survey by the National Assessment of Educational Progress revealed that American 11th-graders knew astonishingly little of their own history. Two-thirds of them could not place the Civil War in the correct half-century. One-third of them failed the same test for the Declaration of Independence, for Columbus, and for World War I. Nearly a third could not say which two nations were our principal enemies in World War II. And to half of them, the names Winston Churchill and Joseph Stalin were unfamiliar.

“....Am I criticizing our children? I am not. If they do not know these things, it is in most cases not their fault. Blame for this situation falls on all of us whose job it is to educate American children.” (*U.S. Department of Education release, 12/5/86*)

A report from the *Deseret News*, Thursday, April 5, 1990, stated: “Is there any field of learning in which America’s schools are not falling down on the job?

- \* “Barely half of 12-graders know that presidential candidates are nominated by national conventions, or that the Constitution guarantees religious freedom.

- \* “Among younger students, 62% of eighth graders apparently did not know that Congress makes laws. Nearly a third could not identify such historical figures as Benjamin Franklin or Abraham Lincoln. Only 25% knew that Lincoln’s main goal in the Civil War was to preserve the union.

- \* “Though more than half of fourth-graders knew the names of Columbus’ three ships, only 35% knew why the explorer sailed to America in the first place.”

- **FAILING IN MATH**

In 1982, thousands of 12th-graders in various countries took an algebra test offered by the International Association for Evaluation of Educational Achievement (IAEEA). Hong Kong ranked first, barely ahead of Japan. The United States finished 14th among the 15 countries tested--just ahead of Thailand, and just behind Hungary (From *Daily News Digest*, Phoenix Arizona, 8/26/87, p. 4).

Fortune Magazine made this statement about schooling in America, in its February 1, 1988 issue:

“The progressive preference for utility and ‘effective living’ over the inspiring and instructive richness of our cultural heritage works its way all through the curriculum and powerfully shapes what high-schoolers learn, or don’t learn. These days cooking and driving courses count as much toward a high school diploma as English, history or science courses....”

“Though progressive education has been doing its work for more than 60 years, it took the upheavals of the Sixties and early Seventies to exaggerate all its tendencies and hasten the evacuation of learning from the schools.” (p. 89)

An article in *Time Magazine*, dated June, 1988, states further that:

“Educators have been fretting for years about the state of math instruction in American public schools. In one attempt to get students on track, Congress in 1965 passed the Elementary and Secondary Education Act, sending a back-to-basics message that it hoped would improve achievement in math and other subjects. Last week the results of such efforts were totaled up in a newly released study titled *The Mathematics Report Card--Are We Measuring Up?* Its assessment of the performance of U.S. high school students in 1986: ‘Dismal.’

“The study was conducted by the National Assessment of Educational Progress (NAEP) of Princeton, N.J., and based on tests given to 150,000 pupils from 1972 to 1986. Among the findings:

- \* “More than a fourth of 13-year-old middle schoolers cannot handle elementary-school arithmetic.

- \* “Nearly one-third of eleventh-graders say they generally do not understand what the math teacher is talking about.

- \* “Only 5% of 17-year-olds can handle algebra or multi-step math problems.

- \* Scores for blacks and Hispanics, despite modest gains, lag 7% to 11% below those for whites.

- \* “...the average Japanese high schooler does better at math than the top 5% of Americans taking college-prep courses....”

“...Mary Lindquist, professor of math education at Columbus College in Georgia and a co-author of the report, comes down hard on teaching methods.

‘We have taught kids to be little calculators, but they do not know why they do what they do,’ she says, adding, ‘They don’t know what numbers mean.’”



## **Alarmed Parents Challenge *Violence and A Degenerate Social Environment at School***

The third group of concerned parents who decided to home school their children were those who became fearful for the safety of their children. Parents observed their children being threatened both physically and spiritually by an ever-increasing violent and deviant behavior that became prevalent in many schools. It's becoming DANGEROUS to send our children to school!

- **VIOLENCE**

In a Newsweek article of February, 1988, the major problems in the schools were listed in order of their importance. Their list reveals the true problems on school campuses:

According to an article published in the *Deseret News* on August 29, 1994, conditions at many schools are frightening at best. For example, this article states that:

- \* Every school day, 160,000 students stay home from school because they are afraid.
- \* One in 11 teachers has been attacked at school.
- \* Many teachers have considered leaving the profession because of violence and intimidation.
- \* Every day, 135,000 juveniles carry guns to school.
- \* A new poll of adults by Phi Delta Kappa, the professional education fraternity, ranks violence as the No. 1 problem in public schools and poor discipline as No. 2."

Daily inner-city news reports tell of missing children, or violence on the school grounds, in neighborhoods, and violence of every kind within nearly every sector of life.

- **GANGS**

The Associated Press released an article from New Orleans in March of 1990 which gave some frightening statistics and observations about the activities of youth groups--commonly called "gangs." Apparently they are increasing at an alarming rate and feeding off the public schools as "gathering places". As the article notes:

"Some of the issues raised at the 17th National Conference on Juvenile Justice...give the impression that America is not a great place to raise your kids.

"Gangs are coming to a community near you,' Ronald Stephens, director of the National School Safety Center in Encino, Calif., told the conference....

"The number of gangs are growing, Stephens said, with total membership exceeding 100,000 in the nation's three largest cities: Los Angeles has 800 gangs, Chicago 120 and

New York 50. The average age of a gang member is 23.

“‘There’s a gang for everyone: both sexes, many ages and every ethnic group....The members are violent, enterprising and often free of remorse,’ he said.

“‘Kids are coming into gangs at an earlier age and staying in a longer time,’ he said. ‘Female activities are growing. Many are mules, carrying drugs or weapons.’”

“Who belongs to gangs?” asks a *Deseret News* editor, March, 1990. Here we read:

“Youngsters of all races, colors and creeds. Frequently, membership is made up of minority youths, youngsters who have trouble in school, those with troubled home environments, those who are lonely or lack success in their lives and who seek and find acceptance in the gang culture.

“In areas where gangs operate, the temptation, the peer pressure, the ‘easy’ money from drugs and the physical intimidation of young people can introduce fear, compliance in criminal acts and drug use into the lives of youth who might otherwise avoid such behavior....

“Parents may do their best and still see children fall victim to other forces, but no community program can ever really replace the home in solving the problem of gangs.”

- **DEVIANT BEHAVIOR**

Deviant behavior has been introduced into the school systems in a variety of ways. Most openly, by attempting to make these practices seem like they are merely “acceptable alternate life styles.” For example:

“School teachers in Madison, Wisconsin, are taught how they can integrate lesbian history into the public school curriculum. They are told in district-sponsored conferences that being gay is as acceptable as being heterosexual; that gay students need role models; that lesbian teachers in the district can provide those role models; and that those who disagree are ‘homophobic.’

“‘Subtlety is the key,’ the teachers are told. ‘Blatant, radical change only invites the negative reactions of Christian parents.’ The most effective way to incorporate homosexual ideas is through ‘the subtle introduction of terms, questions, stories involving lesbian couples and other hidden messages.’” (*Focus on the Family Citizen*, June 18, 1990, p. 10)

To see how far, how degenerate, and how brazen many have become, in the introduction of specific sex educational techniques in the classroom, one need only read the article printed in *Education Reporter*, in July of 1987, entitled: “‘Anatomical Dolls’ Stir Sex Ed Debate.”

Just a few years ago, a memorandum was sent out from the Los Angeles Unified School District, Office of Instruction, stating:

“On May 18, 1992, the Board of Education passed a resolution recognizing June of each year as Gay and Lesbian Pride Month. The resolution is based on District policy contained in the “Educating for Diversity” document, which states as a District goal the development of “students who appreciate and respect diversity and understand the roles and contribution of people of diverse groups.” The document calls upon the District to include in the curriculum the historical and current role and treatment of homosexuals in society, “the contributions of gay and lesbian people in history and culture, and the current status of homosexuals as it relates to social policy, family diversity and human relations.” (Don Sills, *Op. Cit.*, p. 1)

Other amoral behaviors are taught right in the classroom, in what are called “survival games.” These are killing games in disguise, a euthanistic, genocidal approach to solving problems. The students have to decide who will live and who will die. Writes author Dr. Murray Norris, president of Valley Christian University in Fresno, California:

“In one workshop for Oregon teachers, a group of teachers decided they would save a homosexual architect so he would be able to rebuild the world after a nuclear holocaust. At the same time, they would relegate to death, some other more normal person. Students playing the same game have given the same reason for saving the same person, while killing an older person they felt would not contribute as much to the community. Actually there is no real right answer to this game as all the answers are right when there is no right or wrong.

“These survival games, and other ‘reality’ games which teach cheating and bribery as part of everyday life, have come under fire by many parents. In Howard County, Maryland, the survival games have been dropped in public schools--that had provided them for children from kindergarten through grade twelve.” (“Weep For Your Children,” *Op. Cit.*, p. 8)

More appropriate for another study on the social, ethical, and moral trends of the nation would be the statistics of abortions, illegitimate births, crime, graft in high places, greed in low places, etc.--all of which are simply products of an educational system, inasmuch as people tend to behave according to what they believe. People believe in what they have been taught.

- **PERVERTED VALUES CLARIFICATION**

One of the areas of greatest concern for many parents who have elected to take their children home, is to protect them from the teaching of perverted values. One of the most popular ways of doing this is a process called “situation ethics.” One of the best examples of this teaching technique is recommended in a manual called “Sex Education: Teacher’s Guide and Resource Manual,” produced by Planned Parenthood of Santa Cruz, California. One of their major stories is entitled “Alligator River.”

Here is that story quoted directly from their manual:

### **“Alligator River”**

The Alligator River story is a widely used technique to help people clarify their values and become more aware of their own attitudes. It tends to be a fun way to initiate classroom discussion.

Procedure:

1. The teacher reads the following story to the students:

Once upon a time, not too long ago, there was a woman named Mary who was in love with a man named John. They lived on opposite sides of a river filled with man-and-woman-eating alligators. Mary wanted to cross the river to be with John, but unfortunately, the bridge had been washed out.

So she went to Sinbad, a sailor who had the only boat in town, to ask him to take her across the river. He said he would be glad to, but first she would have to sleep with him. She refused and went to her friend Susan to explain her predicament. Susan refused even to listen to her, saying she didn't want to get involved.

Mary didn't know what to do. She felt her only choice was to sleep with Sinbad. True to his word, Sinbad kept his promise to Mary and delivered her into the arms of John.

When Mary told John what she had to do in order to cross the river, John became furious and said he never wanted to see her again. Hurt, heart-sick and dejected, Mary told her friend Butch what had happened. Butch, feeling sorry for Mary, went and found John and beat him up. Mary was overjoyed at the sight of John getting what he deserved.

As the sun sets, we hear Mary laughing at John.

2. Once the story has been read, ask each student to rank the 5 characters in order from the one they liked least to the one they liked best (or from the most offensive to the least offensive).
3. After the students have ranked them, break the class into groups of 4-6 and have them discuss their rankings, possibly coming up with a group consensus.
4. Either in small groups or large, have them discuss the following questions:
  - Who did you like the most? Why?
  - Who did you like the least? Why?
  - Was it immoral for Mary to sleep with Sinbad?
  - Was Mary being a prostitute?
  - Was John right in getting so upset?
  - Should Butch have beat up John?
  - Who seemed to love who most?

*Variations*

Either as part of the story or afterwards during discussion, pose the following variations:

Mary had been a virgin.

Sinbad had VD

Sinbad was Mary's old boyfriend.

John crossed the river by sleeping with Sinbad.

John crossed the river by sleeping with a woman sailor named Cindy.

(This information taken from the *California Monitor of Education*, September, 1981, p. 7)

It seems that students face confusion on every side. In addition to discussing stories like the one above in class, they watch adults in high places appear determined to crush any desire a young person might have to obey parental admonitions and remain virtuous. In 1987 the National Education Association endorsed the distribution of contraceptives to students at school health clinics “in an effort to reduce the incidence of teenage pregnancy” (Ogden Standard Examiner, July 5, 1987, p. 10A).

- **SATANISM**

One more area of “learning” that is growing by frightening proportions in the public school classroom, is the actual yet subtle study and teaching of Satanism.

“An elementary reading textbook series called Impressions, published by Hold Rinehart & Winston of Canada, is alarming parents throughout the country. The curriculum celebrates witches in poems and encourages students to cast spells and find ‘familiar spirits.’ Some stories focus on violent death, while others have a New Age flavor. One story even centers on cannibalism. Artwork in the teacher’s edition is consistently dark and gruesome. Teachers are also advised in the guide that ‘there are no...universal truths.’

“Parents who complain to school boards about Impressions are told in several instances that the texts were part of an early Canadian edition not intended for the United States. But the offensive texts continue to appear in local school districts.

“A Northern California mother walked into her fifth-grader’s room during his school’s open house to find the youngsters gathered in a circle playing a Dungeons & Dragons-style game called The Wizard. The children cast spells on each other. A bulletin board explains the purpose of the game: to progress from one ‘spelling power’ level to the next. Humans are at the lowest end of the spectrum, having ‘very limited powers’ and ‘at the mercy of most monsters.’ Higher levels include enchanters, sorcerers, magicians and the Wizard.

“Shocked by what she saw, the parent questioned the teacher, who sees nothing wrong with the game. So, the mother began a lengthy curriculum challenge....and the matter is still undecided.” (*Focus on the Family Citizen, Op. Cit.*)

No wonder parents--including former Secretary of Education, William Bennett--are crying out for sound moral education! His excellent symposium, as quoted in Insight Magazine, January 5, 1987, should be required reading for every teacher in public as well as private schools.

### **Summary of the Three Waves of Education**

We have already demonstrated that generally there are three types of families who are extremely concerned for the welfare of their children’s education:

1. Those who were part of the first wave, desiring more control over the CONTENT OF CURRICULUM being taught;

2. Those who were part of the second wave, desiring a greater level of ACADEMIC ACHIEVEMENT; and

3. Those who are part of the third wave, desiring an educational ENVIRONMENT free from violence and deviant behavior.

To further assess what parents are doing about these dangerous educational trends, we need to examine two vast groups who are steadily increasing in numbers across the entire nation: Home schooling families, and private schools.

\* \* \*

## Reference Information #2

# Teaching Your Students How To Use the Scriptures

We have found that many young students coming to Kimber Academy have not had enough exposure to the scriptures to know how to use them for research. They may have been given new sets as a gift, but now they need to know how to find references in the various books, chapters and verses.

For this reason, we have outlined a suggested procedure for teaching the students how their scriptures can be useful. Do not try to present this material all in one hour. This presentation may take several days during the Book of Mormon orientation time. When the students have an understanding of how to use the scriptures, you can then move on to memorizing the Book of Mormon Hook Dates, as outlined in the yearly chart for Junior Classes.

### I. The Old Testament

#### A. Have the students get out their Bibles.

1. While they are getting ready, recite as a class the Eighth Article of Faith: “We believe the Bible to be the Word of God as far as it is translated correctly; we also believe the Book of Mormon to be the Word of God.”
2. When they are ready, ask the students to turn to the front page of the Bible. **IMPORTANT:** Tell the students to always turn the pages of their scriptures carefully and reverently. This is not only because the pages are often very thin and frail, but also because we respect the inspired words that are written on those pages.
3. Tell the class that there are many different kinds of Bibles, but we use the “King James Version” because our prophets tell us that it was the most correct and complete of all the translations.
3. Ask: “Who was King James?” Tell in your own words the information about how we got the King James Bible (*information included; also see “Bible--English” in the Bible Dictionary*).
4. Explain that the words of the Bible have been handed down for thousands of years. Ask: Do you think it is possible, then, that some of the words and meanings could have been changed after all this time? In the 8<sup>th</sup> Article of Faith, why don’t we say “...the Book of Mormon as far as it is translated correctly?” (*Because it WAS translated correctly through the Urim and Thummim by Joseph Smith.*) Tell the students you will discuss this a little later.

#### B. Have the students turn the page. Tell the students that this page is a letter to King James by a committee of men who were asked by the king to translate the Bible into

English. They wanted him to know how privileged they felt about doing the work, and hoped it was acceptable to him.

C. On the next page, all the books of the Bible are listed.

1. Explain that the OLD Testament (meaning *testimony* or *witness*) contains all the prophecies, stories and history of the world BEFORE Jesus was born.
2. As a class, read aloud all the books in the Old Testament, helping with the pronunciation.
3. As a class, read aloud all the books in the New Testament.
4. Explain that the NEW Testament contains the story of Jesus' life and teachings.
5. Point out the abbreviations. Quiz the students by writing certain abbreviations on the board and let them find the name of the book.

D. On the next page is "The First Book of Moses Called Genesis." Explain that "Genesis" means beginning. Read the first verse together. Explain that if you were to WRITE THE REFERENCE of this verse, it would look like this: (write on the board Genesis 1:1 or Gen. 1:1)

1. Explain that the FIRST number is the CHAPTER of that book. The SECOND number is the VERSE inside that chapter. (*Point out that because each chapter is like beginning a new paragraph, or a new subject, Verse One doesn't need to be numbered, but notice that the first word is always written in capital letters.*)
2. Let the students practice looking up scriptures. Write on the board the following references and choose volunteer students to read them aloud:
  - Genesis 7:5
  - Genesis 11:1
  - Exodus 20:8 (*Tell the students that they can always remember where to find the Ten Commandments because in Roman Numerals, "X" is TEN – X-odus and also because 10 plus 10 equals [chapter] 20—Exodus 20.*)
  - Tell the students to see if they can find THIS reference: Psalm 57:9 (*If they aren't sure how to find Psalms, explain that the Table of Contents page lists the PAGE NUMBER where the first chapter of all the Books can be found.*) Some scriptures have tabs with the abbreviations, so the students will need to look up the abbreviation for Psalms to find the tab.



E. Explain that all the books of the Old Testament were written by prophets.

1. Have the students return to the table of contents. Tell them that the first five books were written by Moses. All the rest of the books of the Bible were written by various prophets like Isaiah, Daniel, Jonah and Malachi.
2. Testify to the children that these great prophets did live and that we are very blessed to have their writings – especially since they wrote these things thousands of years ago!

## II. The New Testament

A. Read together the last two verses of the OLD Testament. The children will recognize this from a Primary Song, which you may wish to sing together.

B. Explain that the New Testament was also written by prophets. The first four books are different accounts of Jesus’s life, written by Matthew, Mark, Luke, and John. The other books were written by the Apostle Paul and also Peter—who was the head of the Church. John the Beloved wrote Revelation, and Nephi saw him in vision as recorded it in the Book of Mormon.

C. Write the following scriptures on the board and have the students look them up in their New Testaments (let volunteer students read the verses aloud):

1. Matthew 3:16-17 (*Explain the meaning of the dash and extra verse if needed*)
2. 1 Corinthians 3:16 (*Explain why the Number One is in the Title.*)
3. Ephesians 6:1-2
4. James 2:26

## III. The Topical Guide

A. Tell the students that they can find almost anything in the scriptures, and now you are going to tell them how to do that. Have the students turn to the “Topical Guide.”

1. Explain the word “topical” – meaning the words in the Topical Guide are listed alphabetically and by TOPIC. When a word is listed, the topical guide then shows all the scriptures where that word can be found.
2. Have the students look up the word “faith” in their Topical Guide. (Write “faith” on the board.) Explain how the abbreviations of the books are shown in bold lettering, and the chapters and verses are listed within the two bolded references. For example, all the references to faith in the book of **Matthew** are listed, until we read the bolded book of **Mark**. Point out that other references with the same or similar wording are shown in parentheses.

3. Tell the students that with practice, they will be able to find anything in their scriptures that is listed in the Topical Guide. For practice, have them find these words which have to do with botany:

- Flowers
- Herb
- Mustard
- Plant
- Thistle and Thorn

#### IV. The Bible Dictionary

A. Have the students turn to the Bible Dictionary.

1. Explain that the Bible Dictionary gives explanations of people, places, and events in the scriptures. Some of the things included are:

- Articles introducing a study of scripture (such as “Bible”)
- Short accounts of the various books of the Bible
- Articles on various subjects such as the atonement, baptism, and the Priesthood
- Short articles on the timeline of the Bible as well as ancient cultures

2. Remind the students that, like the Topical Guide, all the words are listed alphabetically. Have them look up the word “education” and read the first two paragraphs to the class as they follow along.

3. Let the students spend a few minutes browsing through the Bible Dictionary to observe the different subjects that are addressed there.

4. Explain the “Harmony of the Gospels” in the Bible Dictionary. Tell the students that if they ever want to prepare a talk about the teachings of Jesus, they can find it here. Every incident of His life is put in this chart so the reader can see where to find it. Not only does it list Matthew, Mark, Luke, and John, but the compilers (who were Bruce R. McConkie and Joseph Fielding Smith) took great pains to list the same references in modern revelation – the Book of Mormon, Doctrine and Covenants, and Pearl of Great Price.

5. As an example, have the students look up all the references of Jesus’s baptism, with volunteer students reading them aloud. Also look up the references found in the Book of Mormon.

#### V. The Joseph Smith Translation.

A. After the Bible Dictionary we find the “Joseph Smith Translation” in most current versions of the LDS scriptures. Allow some time for the students to find this section in their scriptures.

B. Explain to the students that Joseph Smith used the Urim and Thummim to correct some of the mis-translations of the Bible. The new translations make plain the scriptures that were either left out, misunderstood or misinterpreted by the ancient scholars.

1. Joseph Smith said that if all the translations were correct today, the books of Genesis would be *twice* as thick. One beautiful example of the scriptures that were lost or taken out is compared with Genesis 9:15-17. Tell the students to put a pen or bookmark on the opening page of the Joseph Smith Translation, and turn back to Genesis 9:15-17. Read these verses together. Then return to the Joseph Smith Translation (Genesis 9:21-25) and read to the students all the information that was left out of the King James Bible. (The verses are different because of all the additions in the Joseph Smith Translation.) Discuss the subject of the City of Enoch if there is interest.

2. Talk about the footnotes in the scriptures at this point. Find again Genesis 9:16. Point out the tiny letter “a” at the beginning of the word “And”. Explain to the class that the little “a” in verse 16 is referred to at the bottom of the page. Help them find 16a. Explain that this is called a FOOTNOTE, and refers the reader to other scripture references dealing with the subject in the verse. Ask:

- What does “JST” stand for? (Joseph Smith Translation)
- What does “TG” stand for on 15a? (Topical Guide) That means the word is listed in the Topical Guide, and you can look it up to find other references or explanations.
- What does “BD” stand for? (Bible Dictionary)

3. Tell the students that if they are not sure what an abbreviation means, they can look on the page opposite of the first chapter of Genesis, (in most scriptures).

## VI. Maps and Pictures.

A. The next section of a Bible is usually maps and pictures. Many sets of scriptures have variations of these and you can discuss them as time permits.

B. Allow the students time to look for familiar places on the maps of the New Testament.

C. If you have a world map in the classroom, compare the names of current places to the world map in the scriptures. Discuss the places where various “wars and rumors of wars” are occurring, and what those places were called in ancient times.

## VII. Book of Mormon

- A. By now the students should have an understanding of how to find information in the scriptures. Have them turn to the first page of the Book of Mormon.
- B. Discuss why this book of scripture is called “Another Testament of Christ.” (Review the vocabulary word “Testament”.)
- C. Review the abbreviations.
- D. Challenge the students to read at home all the introductory pages, which give wonderful explanations and testimonies of the coming forth of this “Marvelous Work and a Wonder.”
- E. Have the class follow along while you read the Testimony of the Prophet Joseph Smith in the Introduction.
- F. Show the students that just like the Old and New Testaments, the Book of Mormon has a table of contents that shows all the books and the pages where they can be found. Practice looking up these scriptures and have students volunteer to read them:
  1. 2 Nephi 9:52
  2. Alma 40:25
  3. 3 Nephi 9:15
  4. Ether 2:12
  5. Moroni 10:4

## VIII. The Doctrine and Covenants

- A. Have the students turn to the Doctrine and Covenants. Explain that the Doctrine and Covenants are revelations that Joseph Smith received when the Church was restored on the earth in the 1800s. Many marvelous truths for our day are contained in these scriptures, and direct revelations from the Lord offer comfort, hope, and love to His latter-day Saints.
  1. There is an explanation and introduction at the beginning of the the Doctrine and Covenants just like all the other scriptures studied so far.
  2. Define and discuss the words “Doctrine” and “Covenants”. Point out that the abbreviation for Doctrine and Covenants can be Doc. & Cov., or D & C.
  3. You may wish to read some of the introduction in class, or encourage the students to read it at home, as it will help prepare them for their missions to understand this part of our scriptures.

4. The next two pages contain a chart listing the dates when each revelation was given, where it was given, and which sections were received at that time and place. Quiz the students by asking them to find when and where particular sections were revealed to Joseph Smith (your choice).

5. Explain that instead of CHAPTERS, the Doctrine and covenants is organized into SECTIONS. The sections have been divided into verses, like all other scriptures so it will be easy to refer to when writing or teaching.

6. Point out the explanation and summary that is written below each section number. These summaries appear in ALL the scriptures. They tell in a few short sentences what the chapter or section is about, and is a good way to refresh your memory when looking for specific stories or doctrines.

B. Practice looking up scriptures in the Doctrine and Covenants:

1. D&C 49:13-14

2. D&C 61:36 (also read to the end of the section if you wish)

3. D&C 88:77

4. D&C 132:8

C. The Official Declarations at the end of the Doctrine and Covenants are about these subjects:

1. Official Declaration #1—by President Wilford Woodruff, that the Church will not practice plural marriage (polygamy) anymore.

2. Official Declaration #2—by Spencer W. Kimball, that the priesthood and temple blessings can now be offered to all, regardless of race (the Blacks can now receive the Priesthood).

IX. The Pearl of Great Price

A. Explain that this part of our scriptures was named the “Pearl of Great Price” by Elder Franklin D. Richards in 1851 when he was a member of the Council of the Twelve and president of the British Mission. He called it this name because of the many inspired words and precious doctrines that were contained in it, and had no other way of referring to it than a pearl of great price. (See Matthew 13:46.) So when people in the mission field asked where he got certain doctrines, he would say “In the Pearl of Great Price.” The name was officially adopted by the Church after that.

B. The first part of the Pearl of Great Price is called “Selections from the Book of Moses.” There are 8 chapters, and all of them used to be in the Book of Genesis in the Bible. Explain that there would have been more, but Joseph Smith and the Saints were

going through so much persecution that there wasn't time for him to translate more of the Bible.

C. The second part of the Pearl of Great Price is the Book of Abraham. This book has a very interesting story! Briefly, it is: Two mummies from Egypt had been shipped to Chicago, and one of the mummies was holding a scroll. Someone had heard about Joseph Smith who translated the "Gold Bible", and took the mummies and scroll to show him. Joseph was astonished when he carefully unrolled the scroll and read that it contained the writings of our ancient ancestor Abraham! Abraham actually wrote on the papyrus himself, while he was in Egypt. It is a MIRACLE that this scroll came into Joseph's hands so he could translate it. The Book of Abraham has many marvelous truths that have been lost for centuries. Included is a drawing of Abraham being sacrificed by the wicked priest of Elkenah. The other is a picture of God's plan of salvation.

D. Following the Book of Abraham, is a translation of the 24<sup>th</sup> Chapter of Matthew, and gives an accurate account of the last days. Current scriptures have this section titled "Joseph Smith—Matthew."

E. Also contained in the Pearl of Great Price is Joseph's own testimony of how he prayed at age 14, and how the Church was restored in these latter days. This part is called "Joseph Smith—History."

F. Following Joseph Smith's History we find "The Articles of Faith." (This may be found in different places in older sets.) Let the students recite the articles that they have memorized.

## X. The Index

A. The Index is often confused with the Topical Guide. It is different from the Topical Guide, in that it only lists words and scripture references that are contained in the Book of Mormon, Doctrine & Covenants, and Pearl of Great Price. To save room and to keep from being repetitious with the Topical Guide, references to the Bible are not listed.

B. Let the students practice using the index by looking up such words as "Aaron," "cement," "Millennium," or "Vision."

XI. Following the index are Church History maps and pictures, in the current scriptures. For those who have older scripture sets that don't have the pictures and maps, you may wish to have them gather around to see the interesting Photographs and the maps of the pioneers' trek, etc.

## CONCLUSION

Tell the students that now they know how to use their scriptures, they will be able to learn better at Kimber Academy. They will be using the scriptures in every subject they study.

Remind the students to use their scriptures reverently by carefully turning the pages, treating them with respect when they put them in their back-packs or bins.

Encourage the students to study the scriptures as often as they can to find out how they should act and what they should do while they are here on the earth.

Bear your own testimony of the truths contained in the scriptures and share ways that they have helped you in your life.

\* \* \*

## **How We Got the Bible**

*(From the Writings of W. Cleon Skousen)*

Now, how do we happen to have manuscripts that comprise the King James Version of the Bible? It began at the conference of Nice in 325 A.D. When Constantine became ruler he asked the people what constituted their holy scriptures. Since there were so many different things they considered as their holy scriptures, a group of brilliant men were appointed to get together and decide what books were going to be quoted from. That was the conference of Nice where they made the collection we now have.

A. John Wycliffe (1330-1384) had the Bible translated into English and hand-copied it so his students from Oxford (the Lollards) could spread its message among the people.

B. William Tyndale: (1490-1536) a Catholic priest, undertook the translation of the Bible while at Cambridge. Because of his support of the reformation he was forced to flee to the continent. There he published the New Testament in English and it quickly spread throughout England during 1525. Tyndale was finally apprehended by Catholic authorities in Brussels and burned at the Stake in 1536. It is said that Tyndale's translation was so beautifully rendered that 90% of the King James Version of 1611 is actually Tyndale's.

C. Martin Luther (1483-1546): Luther published the New Testament in German during 1522 and the Old Testament between 1523 and 1534.

D. Roman Catholics who had fled to France had an English translation published in Rheims and Douai (1582-1609).

E. In 1611 a commission of Bishops under James I completed a revision of all previous translations in English which became known as the King James or Authorized Version.

F. The Bible is now the world's "Best Seller." It is estimated that over a billion copies have been printed and distributed.

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# King James I BIOGRAPHY

## AN INFANT KING

James Charles Stuart was born on June 19, 1566 at Edinburg Castle in Scotland. His father, Lord Darnley, was murdered in early 1567 before young James was 1 year old. His mother, Mary Queen of Scots, subsequently ascended to the Scottish throne. Her reign, however was short lived and she was forced to abdicate in favor of her son on July 24, 1567. Little James was crowned King James VI of Scotland five days later at the tender age of 13 months. Reformation leader John Knox preached the sermon at his coronation.

James' mother, Mary, was imprisoned in England by her cousin Queen Elizabeth and 19 years later, in February of 1587, was executed for her part in the conspiracy to assassinate Queen Elizabeth. King James never knew his mother.

And so, like many monarchs of the time, King James was reared by neither father nor mother but rather by tutors. Of his four tutors, perhaps one of the most influential was George Buchanan, a staunch Calvinist. It was under Mr. Buchanan's strict teaching methods that King James became one of the most learned and intellectually curious men to ever sit on any throne. Mr. Buchanan was 64 years old when he began tutoring the young king.

It was Greek before breakfast then Latin and history, composition, arithmetic cosmography, dialectics, rhetoric and of course, theology. King James spoke fluent Greek, Latin, French, English, and Scots and was schooled in Italian and Spanish. The King once remarked, that he could speak Latin before he could speak his native Scots. Because of his linguistic capabilities, King James typically did not need a translator when conducting business with other heads of state.

The stiff intellectual diet from George Buchanan was absorbed by a young boy who may have had a certain measure of dislike for his strict tutor. Nevertheless, King James learned well and grew into a powerful man with a powerful pen. The Cambridge University press notes that the King's writings were among the most important and influential British writings of their period.

## KING JAMES BEGINS TO REIGN IN SCOTLAND

King James began to rule his native Scotland when he was 19 years old. A few years later, he took Anne of Denmark to be his queen. King James loved his wife and wrote beautiful poetry for her. Together they had nine children. Once, when the King and Queen were out hunting, Queen Anne accidentally killed the King's favorite hunting dog, Jewell. The Queen felt badly about this and the King bought her a gift to ease her mind of this incident.

King James believed in the Divine Right of Kings and the monarch's duty to reign according to God's law and the public good. In order to pass on his kingly instruction to his eldest son, Prince Henry, King James wrote *Basilicon Doron* which means, "the Kingly Gift". *Basilicon Doron* was not meant for general publication, but for the instruction of the young prince in the likely event that his father would not survive to instruct him--King James was sickly and survived a number



of assassination attempts. The King bound his printer Robert Waldegrave to secrecy and ordered an edition of only seven copies. Somehow, however, intelligence of the book and its contents got abroad.

Subsequently, there was so much demand for *Basilicon Doron* that forged, corrupted copies were being distributed. With these pressures, the King then had it published for the general public and it became a bestseller. It was published in English, Welsh, Latin, French, Swedish and German for a period of over 50 years.

*Basilicon Doron* is a short treatise, only 153 pages long. It consists of three short volumes, the first of which is "A King's Christian Duetie Towards God." James D'Israeli said, "James had formed the most elevated conception of the virtues and duties of a monarch."

In *Basilicon Doron*, King James' understanding of Christian discipleship, style and prose are at their best. He skillfully intertwines sacred scripture with godly and Christian advice. The King offers his son this important advice on knowing God:

"Diligently read his word, & earnestly...pray for the right understanding thereof. Search the scriptures saith Christ for they will bear testimony of me. The whole Scriptures saith Paul are profitable to teach, to improve, to correct, and to instruct in righteousness, that the man of God may be perfect unto all good works.

"The whole Scripture containeth but two things: a command and a prohibition. Obey in both... The worship of God is wholly grounded upon the Scripture, quickened by faith."

### **King James and William Shakespeare**

.... As a lover of the theatre, King James became patron to the troop of one of his most famous subjects--William Shakespeare, the playwright. Shakespeare's troop came to be known as the King's Men. Shakespeare and the King held a special relationship as they both loved literature. Shakespeare even wrote his famous play, "Macbeth" specifically for King James.

Another little recognized fact is that King James the VI and I is the founding monarch of the United States. Under his reign, we have the first successful colonies planted on the American mainland--Virginia, Massachusetts, and Nova Scotia (Latin for New Scotland) in SE Canada. The King himself ordered, wrote and authorized the Evangelistic Grant Charter to settle the Colony of Virginia:

*"To make habitation...and to deduce a colony of sundry of our people into that part of America, commonly called Virginia...in propagating of Christian religion to such people as yet live in darkness...to bring a settled and quiet government."*

(From the Internet: <http://www.jesus-is-lord.com/kingbio.htm>)

## **KING JAMES' CROWNING ACHIEVEMENT—OUR BIBLE**

Not only was King James the first monarch to unite Scotland, England and Ireland into Great Britain (as he liked to call it), but he commissioned what many consider to be the greatest piece of religious and literary work in the world--the Authorized King James Version of the Bible, aka the Authorized Version. King James gave his subjects the greatest gift he could--the Holy Bible so that they could be saved and fed from the Word of God.

In January of 1604, the King called the Hampton Court Conference in order to hear of things "pretended to be amiss" in the church. At this conference, Dr. John Reynolds, a Puritan, requested of the King a new translation of the Bible because those that were allowed during the reigns of Henry the VIII and Edward the VI were corrupt.

The King loved the idea and by July of 1604 the King had appointed 54 men to the translation committee. These men were not only the best linguists and scholars in the kingdom but in the world. Much of their work on the King James Bible formed the basis for our linguistic studies of today.

The translators were organized into six groups and met respectively at Westminster, Cambridge, and Oxford. This group of great scholars had qualifications such as have not been rivaled before or after them. They spent most of their lifetimes in the pursuit of God and knowledge. One translator, Dr. Lancelot Andrews, mastered at least 15 languages and by the time he was 6 years old, he had read the entire Bible in Hebrew. Others on the translation committee were just as qualified. Some wrote foreign language dictionaries and lexicons, they commonly debated in Greek, they translated and edited great works and wrote their own. These are but a few of their fantastic accomplishments. They not only knew the Hebrew, Aramaic, and Greek biblical languages but also the related languages that shed light on them such as Arabic, Persian, Coptic, Syriac, Latin, Chaldee, Spanish, French, Italian, and Dutch.

These men were not only world class scholars, they were Christians who lived holy lives as Deans and Presidents of major universities such as Oxford, Cambridge, and Westminster. Some prayed 5 hours a day.

Their translation work did not go without opposition. According to the translator's notes in the preface of the King James Bible, the Catholic religion was dead set against translating the Bible into the common tongue. Popery proved to be the translator's chief enemy. The translators wrote of the Catholic religion:

"So much are they afraid of the light of the scripture, that they will not trust the people with it...Sure we are that not he that hath the good gold, that is afraid to bring it to the touchstone, but he that hath the counterfeit."

Despite the opposition of the Catholic religion, the work continued and the end product was nothing short of miraculous. Many consider the commissioning of the Authorized King James Version of the Bible the crowning achievement of King James I.

Upon its publication, the King James or Authorized Version eclipsed all previous and subsequent versions. It is the best-selling book of all time. Today there are a plethora of Bible versions available--yet for many Christians the King James Bible of 1611 is the absolute and final word of God.

We will use a quote from the Merit Student's Encyclopedia:

"The greatest English Bible is the Authorized, or King James Version...The King James Bible became the traditional Bible of English-speaking Protestants. Its dignified and beautiful style strongly influenced the development of literature in the English language. The influence can be seen in the works of John Bunyan, John Milton, Herman Melville and many other writers."

Actor Charlton Heston had this to say about the King James Bible in his autobiography:

"...the King James translation has been described as the only great work of art ever created by a committee...The authors of several boring translations that have followed over the last fifty years mumble that the KJV is "difficult" filled with long words...Over the past several centuries it's been the single book in most households an enormous force in shaping the development of the English language. Carried around the world by missionaries...Exploring it...was one of the most rewarding creative experiences of my life."

The Authorized King James Version of the Bible has been cherished and read by Christians the world over since 1611 when it was published. Sir Winston Churchill said,  
"The scholars who produced this masterpiece are mostly unknown and unremembered. But they forged an enduring link, literary and religious, between the English-speaking people of the world."

The Authorized King James Bible is not only heralded by Christians for its doctrinal accuracy, but it has been recognized by the secular as the "Monument of English Prose" for it is most beautiful in style and prose. In fact, the King James Bible has been listed in Norton Anthologies "The World's Best Literature" for decades.

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