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## Lesson I. Ancient America

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**Abstract:** The subject matter for this lesson is found in "Ancient America," page 482, in this magazine. The teacher is expected to give it in story form simplifying it according to the understanding of her class.

now and their spirits are fitted to inherit in the later time when the earth shall be renewed and receive its paradisaical glory. Their lot and inheritance will be with those who have submitted to the Father's will and have lovingly ministered to His children.

## DISCUSSION.

1. What does the word beatitude mean?
2. Repeat the three beatitudes found in this lesson.
3. Who are the poor in spirit?
4. What is their reward?
5. What do people mourn over?

6. How shall they be comforted?
7. Who are the meek?
8. Give the parable of the Publican and Sinner, Luke 17:9-14.
9. Give examples of meekness in great men.
10. Give examples in the Life of Christ where He showed great meekness.
11. Memorize Matt. 23:11, 12.
12. Show how the meek inherit the earth, here and now.
13. Show how the meek are worthy to inherit the earth when it is renewed.
14. Memorize these quotations: Psalms 25:9; Psalms 37:11; Moroni 8:26; Doc. and Cov. Sec. 19:23.

## American Aborigines.

## LESSON I.

## ANCIENT AMERICA.

(For Tuesday, October 30, or Sunday, October 28.)

(The subject matter for this lesson is found in "Ancient America," page 482, in this magazine. The teacher is expected to give it in story form simplifying it according to the understanding of her class.)

## OUTLINE FOR STUDY.

1. Why are the Latter-day Saints interested in the subject: "Ancient America?" What is Archaeology? (It is the study of pre-historic peoples. That is of peoples who have left us only their ruins, pottery, rude implements, etc., but no well defined written records).

2. How do we know that America, both North and South, is a land of ancient civilizations?

3. Tell where the Incas lived. The Aztecs. Where do we find the Cliff Dwellings? The Mound Builders?

4. Were you traveling in South America, why would you be interested in visiting Peru and Bolivia? Why are you interested in the Inca Civilization?

5. Tell something about the man-

ners and customs of the Incas. How do we know they were good engineers and builders? What kind of government did they have? Do we have such governments today? Tell something about their religion. Did they ever worship one God? What other people in ancient times worshiped one God? What did they do to show their love for their religion? What did the Incas do? Have you seen pictures of their temples? Why do peoples build temples? Like many Indian tribes of to-day, the Incas had their dramas. Can you tell briefly the story of Ollantay? Like all such plays, it gives us something of the ideals and life of the people.

6. Did the Incas develop Art? In what do we see their art? What do we mean by Aesthetic? Did

they, the Incas, have high aesthetic feelings? What people to-day are artistic in their lives? (The Italians, Japanese, Russians, etc.) Why do we say that we read people's ideals in their art?

7. Why will you watch in the future for the reports of archaeological work done in South America? Why will it be interesting to you? Can you find statements in

the Book of Mormon that the people built temples?

8. The teacher and student should be free to discover truths for themselves. Encourage always individual thought and words. Try to find something for yourselves both in the study of the Incas as well as the Book of Mormon that greatly interests you and helps you in your faith in the message of the Book of Mormon.

### The Liberty Loan as a National Force.

"The Liberty Loan of 1917 already constitutes an important factor in our national life. It has given a new direction to thought among the people and a new impulsion to popular aims. The effects of the loan on the Government, on the body of the people and on the individual citizen of the United States are sure to be great and manifold.

"The four million holders of Liberty Loan Bonds will look with more care and attention on financial legislation by Congress than heretofore. Much of the national indifference to alleged extravagant and unwise legislation will vanish so far as they are concerned. The direct, individual, financial interest which every bond holder has in the Government's finances will make each an active and effective agent for economy in administration and for wise legislation.

"The Liberty Loan is going to create a new voting force in the body politic—a civic force in which partisanship and extravagance are to be subordinated to better and wiser things.

"The Liberty Loan's influence for good, in another way, is going to

be largely effective through its influence on the individual bond holder. To thrift for one's own sake there has been added the incentive for thrift for the nation's sake. Thrift for the nation's sake will benefit the individual and combine two strong motives—patriotism and self-interest.

"Economy like extravagance is more or less infectious. We are just passing through an era of extravagance and entering on a period of economy. The Liberty Loan furnished an inspiration and an opportunity for economy and saving.

"As the intolerable humiliation of owing to Germany the war indemnity in 1870 made the French people a nation of savers and Government bond buyers, so that great Liberty Loan of 1917 with its call upon the patriotism of Americans will make this nation more a nation of savers than ever before.

"The number of subscribers to the loan and the amounts subscribed make the two billion dollar loan more than a success. It was a triumph and its effect on the people of America will be far reaching and lasting.

"Liberty Loan Publicity Bureau"