

Evolution

Indoctrination

Evolution Indoctrination

I would like to personally thank you for Watching the Origins program. Origins was a special program, near to the heart of my late husband, Russell Bixler.



I trust that the information in this presentation will be helpful in your study of creation science. Thank you for your prayerful and financial support of Origins... you're making the television production of this program possible.

Norma Bixler



KNOWLEDGE IS POWER

“Let me
control the **textbooks** and
I will control the state.”

—Adolf Hitler



Adolf Hitler

- During a speech he delivered on November 6, 1939 Hitler said:

“When an opponent declares, ‘I will not come over to your side,’ I calmly say, ‘Your child belongs to us already.... What are you? You will pass on. Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community.’”

The
ORIGINAL MCGUFFEY'S

MCGUFFEY'S
ECLECTIC PRIMER.



BY WILLIAM H. MCGUFFEY,
AUTHOR OF MCGUFFEY'S READER.

NEW EDITION
PUBLISHED BY THOMAS AND SON, 151
N. 3RD ST. PHILADELPHIA.

ECLECTIC SERIES

REVISED BY MARY WHITE, 1884

McGuffey's Readers

The McGuffey's Readers

The standardized reading text for most schools during the 19th century

First published in 1836

Six readers/levels of difficulty

Contained religious messages and sought to instill morality in children

120 million sold from 1836-1890

Practically every American who attended public schools during the second half of the nineteenth century learned moral and ethical lessons from McGuffey's Reader.



William Holmes McGuffey
1800-1873

THE
ECLECTIC SECOND READER;
CONSISTING OF
PROGRESSIVE LESSONS
IN
READING AND SPELLING.
FOR THE
YOUNGER CLASSES IN SCHOOLS.
WITH ENGRAVINGS.

BY WILLIAM H. MCGUFFEY,
Professor in Miami University, Oxford

— 1836 —

CINCINNATI
PUBLISHED BY TRUMAN AND SMITH
150 MAIN STREET

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SUGGESTIONS TO TEACHERS.

The first object of the intelligent teacher, is to awaken the attention of his pupil. This can be accomplished in no other way so well as by asking him questions. The questions found at the end of the Lessons, are intended merely as hints to the teacher, of the way in which he may exercise the mind of the learner on every subject that is brought before him.

In using this book, the teacher is requested to try the *conversational mode* of communicating instruction, and of training the mind. Let him use the questions, furnished in the book, as the basis of this method; but let him, by no means, confine himself to these alone.

The Second Reader

THE
ECLECTIC THIRD READER;
CONTAINING
SELECTIONS IN PROSE AND POETRY,
FROM THE BEST
AMERICAN AND ENGLISH WRITERS.
WITH
PLAIN RULES FOR READING,
AND
DIRECTIONS FOR AVOIDING COMMON ERRORS.

BY WILLIAM H. MCGUFFEY,
President of Cincinnati College—Late Professor in
Miami University, Oxford.

— 1837 —

CINCINNATI:
PUBLISHED BY TRUMAN AND SMITH.

The Third Reader

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Colossians 2:21

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SUGGESTIONS TO TEACHERS.

It is recommended that the pupil be required to master everything as he goes along.

The Rules for Reading need not, as a general thing, be memorized, but only well studied, so as to be understood.

The Definitions ought to be made out by the exercise of the pupil's own judgment (aided by the instructor) from the sense which the connection requires: for, to seek out and memorize definitions from a dictionary, or defining vocabulary, is injurious rather than beneficial. It is a mere exercise of memory, and nothing else.

In marking false pronunciations, it is frequently impossible to express the faulty sounds, by any combinations of vowels and consonants. All that can be accomplished is an indication of the error.

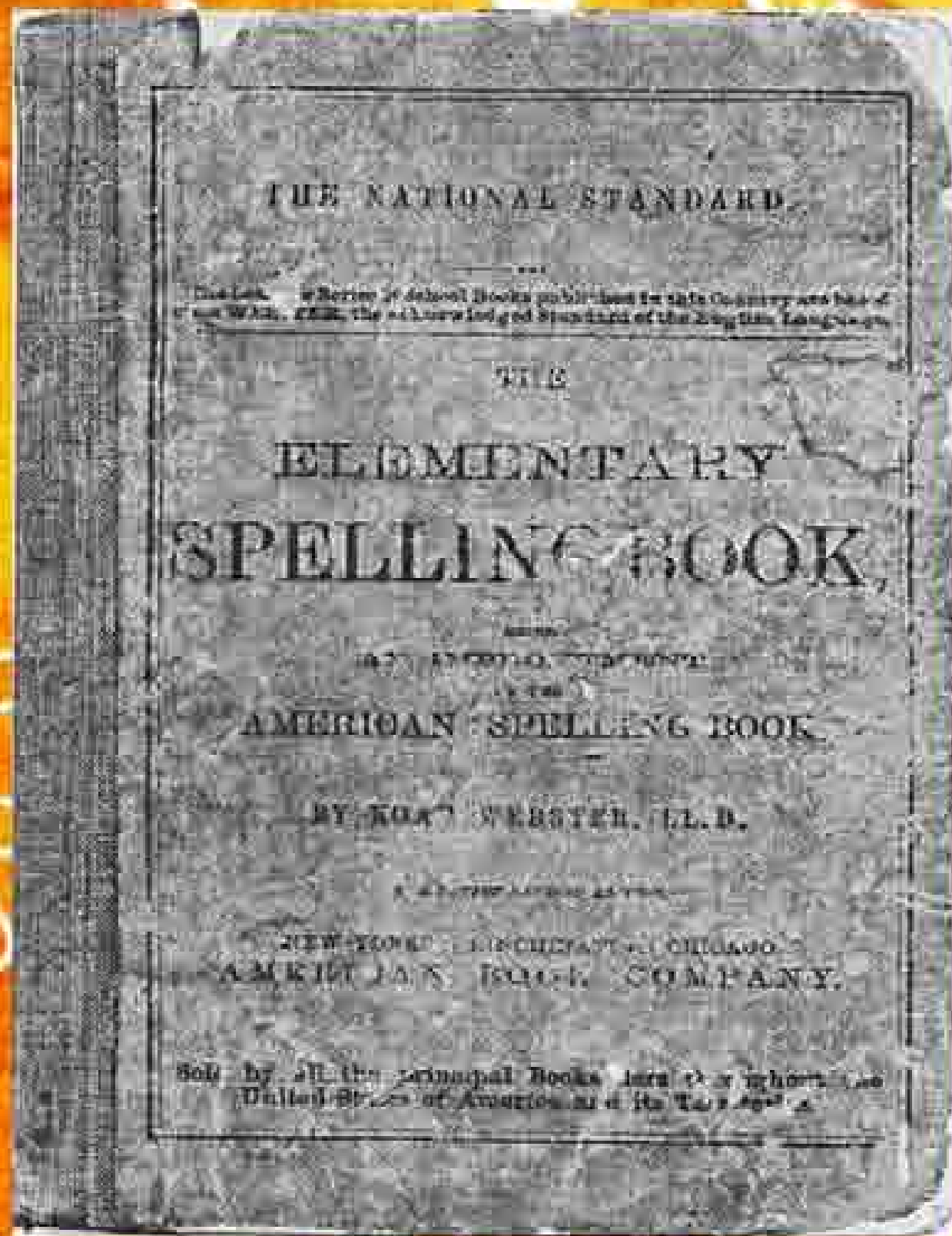
The Teacher is therefore, requested to give special attention to this method of correcting errors, and to use the labors of the compiler, here, as in all other particulars, as *hints* rather than *rules*, and thus to exercise his own judgment and good sense in giving extension to the principles involved in this book.

The plan of teaching the pupil to spell, in conjunction with the exercises in reading, will, it is believed, be found eminently beneficial in fixing in the memory the *orthographical form of words*, not only as they appear in the columns of a spelling book or dictionary, but in all the variety of their different numbers, oblique cases, degrees of comparison, moods, tenses, &c. — while the exercise of *defining* produces a similar effect in regard to the *meaning* of the terms employed: since the learner is required to find out the meaning of each term defined, from the connection, without having recourse to an expositor.

It is the connection alone, that can convey to the mind the true meaning of words. No two words in any language are exactly alike in signification. How then can definition, merely, be made to convey their import?

The Rules given at the beginning of each lesson, designed to assist the learner in acquiring correct habits of reading, are generally short, and simple, and have a direct, though not an exclusive reference to the lesson which immediately follows: while

The Third Reader



The "Blue Back Speller"



To Teachers and School Officers.

Any school book published by the American Book Company will be sent to any address on receipt of the published list-price. Teachers and School Officers are cordially invited to correspond with the Company upon any matter pertaining to school books.

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AN IMPROVEMENT
ON THE
AMERICAN SPELLING BOOK.

BY **NOAH WEBSTER, LL. D.**

THE LATEST IMPROVED EDITION.

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CINCINNATI,

CHICAGO.

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EMILY W. BELLWORTH, JULIA W. GOODRICH, ELLEN S. W. JONES,
WILLIAM G. WEBSTER, and LOUISE WEBSTER,
(surviving children of the late Noah Webster, LL. D.)
In the Clerk's Office of the District Court of the District of Connecticut.

Entered, according to Act of Congress, in the year 1887, by
G. & C. MERRIAM.
In the Clerk's Office of the District Court of the District of Massachusetts.

Entered, according to Act of Congress, in the year 1888, by
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In the Clerk's Office of the District Court of the District of Massachusetts.

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E. P.

P R E F A C E.

IN this revision of the Elementary Spelling Book, the chief object aimed at is to bring its notation into a correspondence with that of the recently issued Quarto Dictionary, in which a more extended system of orthoepical marks has been adopted for the purpose of exhibiting the finer discriminations of vowel sounds. A few of the Tables, however, and a few single columns of words, are left without diacritical signs as exercises in notation, a familiarity with which is important to all who consult the dictionary. A little attention to the *Key to the Sounds of the marked Letters* will aid both teacher and pupil in this interesting exercise. As it has been found inconvenient to insert the whole Key at the top of the page, as heretofore, frequent reference to the full explanation of the pointed letters on page 14 may be desirable.

In Syllabification it has been thought best not to give the etymological division of the Quarto Dictionary, but to retain the old mode of Dr. Webster as best calculated to teach young scholars the true pronunciation of words.

The plan of classification here executed is extended so as to comprehend every important variety of English words, and the classes are so arranged, with suitable directions for the pronunciation, that any pupil, who shall be master of these *Elementary Tables*, will find little difficulty in learning to form and pronounce any words that properly belong to our vernacular language.

The Tables intended for *Exercises in Spelling* and forming words, contain the original words, with the terminations only of their derivatives. These Tables will answer the important purposes of teaching the manner of forming the various derivatives, and the distinctions of the parts of speech, and thus

WEN HAYE, VAREN, FALLE, WYAT; NÛEL, TOUT, CHÛRE; SÛRE, MÛND, NÛMERE; BÛRE.

No. 32.—XXXII.

WORDS OF TWO SYLLABLES, ACCENTED ON THE SECOND.

a bāse'	re elāim'	un sây'	ben zoin'
de hase	prô elaim	as may	a void
in case	dis elaim	a way	a droit
a bate	ex elaim	o bgy	ex ploit
de bate	de mōan	con vey	de eoy
se date	be mōan	pur vey	en joy
ere ate	re tām	sur vey	al loy
ob late	re main	de fy	en ploy
re late	en grōss	af fy	an noy
in flate	dis eroet	de ny	de stroy
eol late	al lūy	de ery	con vey
trans late	de lay	re boil	es pouge
mis state	re ley	de spoil	ea rouge
re plāte	in lay	en broil	de voir
con plete	mis lay	re coil	re dound
se erete	dis play	sub join	de vout
re cite	de say	nd join	a mount
in cite	dis may	re join	sur mount
po lite	de fray	en join	dis mount
ig nite	ar ray	con join	re count
re deem	be tray	dis join	re nown
es teem	pōr tray	mis join	en dow
de clāim	a stray	pur join	a vow

Strong drink will debase a man.

Hard shells incase clams and oysters.

Men inflate balloons with gas, which is lighter than common air.

Teachers like to see their pupils polite to each other.

Idle men often delay till to-morrow things that should be done to-day.

WÛRE, LON, WOLF, WOLFE, WÛRE, OAL, TÛRE, WÛLL, WÛRE; WÛRE, WÛRE, WÛRE, WÛRE, WÛRE, WÛRE.

Good men obey the laws of God.

I love to survey the starry heavens.

Careless girls mislay their things.

The fowler decoys the birds into his net.

Cats devour rats and mice.

The adroit ropedancer can leap and jump and perform as many exploits as a monkey.

Wise men employ their time in doing good to all around them.

In the time of war, merchant vessels sometimes have a convoy of ships of war.

Kings are men of high renown,

Who fight and strive, to wear a crown.

God created the heavens and the earth in six days, and all that was made was very good.

To purloin is to steal.

No. 33.—XXXIII.

deed	breed	glee	steel	green	sleek
feed	seed	free	deem	seen	meek
heed	weed	tree	seem	teen	reek
bleed	bee	eel	teem	steem	ereek
need	fee	feel	sheen	queen	Greek
need	see	heel	keen	ween	seek
speed	lee	peel	spleen	look	week
reed	flee	reel	screen	cheek	beef

No. 34.—XXXIV.

deep	weep	leer	leeg	meet	brood
sheep	sweep	floor	beeg	greet	geese
keep	boor	sneer	beet	street	fleece
sleep	deer	peer	feet	sweet	sleeve
peep	cheer	seer	sheet	food	reeve
creep	sheer	steer	fleet	mood	breeze
steep	jeer	quar	sleat	road	freeze

SEE, LAKE, KING, PALE, WHITE, BEN, TOWN, THOSE, OFFICER, MASTERS, AGES.

No. 52.—LII.

break	gak	peal	shoal	nail	tail
steak	eroak	seal	ail	snail	vail
streak	soak	veal	ball	pail	quail
scroak	beal	wail	fail	rail	wail
squeak	doal	zeal	hail	frail	bowl
weak	heal	goal	jail	grail	soal
sbrick	meal	foal	flail	trail	beam
twēak	neal	goal	mail	sail	dream

No. 53.—LIII.

steam	stēam	bēam	mīdū	grāin	plāin
gleam	fōam	dēam	mōam	brāin	slāin
ream	loam	lean	loam	strāin	māin
ream	roam	clean	roam	sprāin	pāin
cream	āin	gleam	groam	chāin	rāin
stream	elāin	mean	fāin	hāin	drāin
team	māin	wean	gāin	blāin	trāin

When the wind blows hard the sea roars, and its waves run high.

We have green peas in the month of June.

No man can make a good plea for a dream.

Girls are fond of fine beads to wear round their necks.

Girls and boys must learn to read and spell.

Men load hay with a pitchfork.

A load of oak wood is worth more than a load of pine wood.

A toad will jump like a frog.

A saw mill will saw logs into boards.

A gourd grows on a vine, like a squash.

You can not teach a deaf and dumb boy to speak.

The man who drinks rum may soon want a loaf of bread.

BOYS, SON, WORN, FOWN, DOWN, OR, BORN, FOWN, DOWN, DOWN, DOWN, DOWN, DOWN.

The waves of the sea beat upon the beach.

Bleachers bleach linen and thus make it white.

The miller grinds corn into meal.

The flesh of calves is called veal.

Apples are more plentiful than peaches.

The preacher is to preach the gospel.

Teachers teach their pupils, and pupils learn.

A roach is a short, thick, flat fish.

Men get their growth before they are thirty.

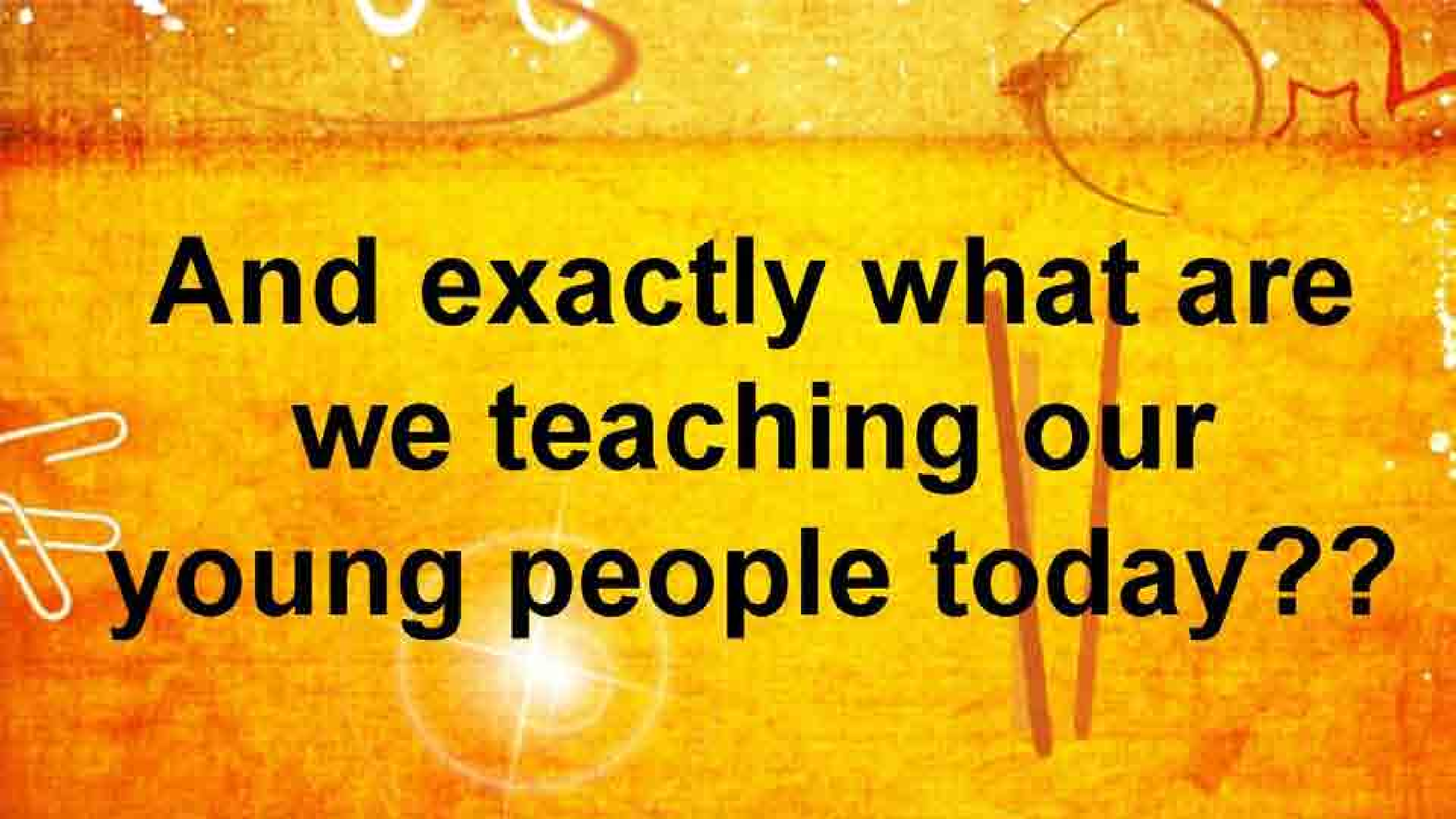
The beak of a bird is its bill, or the end of its bill.

Greenland is a bleak, cold place.

No. 54.—LIV.

WORDS OF THREE SYLLABLES, ACCENTED ON THE FIRST, AND LEFT UNMARKED AS AN EXTENSION IN NOTATION.

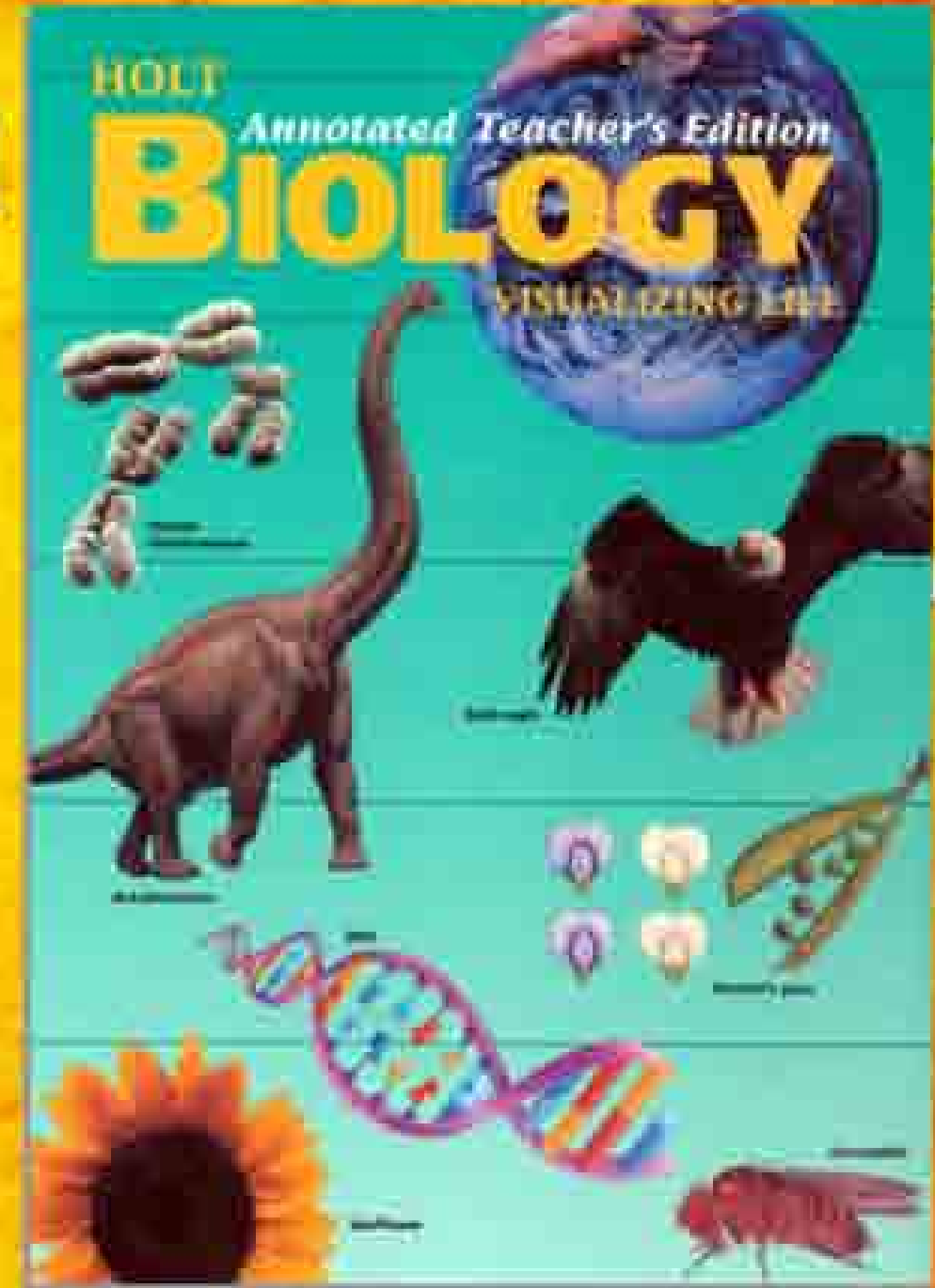
bot' a ny	fol' o ny	sor' cer y
el' o gy	col' o ny	im' age ry
prod' l gy	lar' mo ny	witch' er y
ef' fi gy	cot' ton y	butch' er y
eb' o ny	ghat' ton y	fish' er y
en' er gy	can' o py	quack' er y
lit' ur gy	oc' cu py	crook' er y
in' fa ny	quan' ti ty	mock' er y
big' a ny	sal' a ry	cook' er y
blas' pho my	reg' is try	cut' ler y
en' e ny	beg' gar y	gal' ler y
am' i ty	bar' gla ry	rar' i ty
vil' lain y	gran' a ry	em' er y
com' pa ny	gloss' a ry	nun' nor y
lit' a ny	lac' ta ry	frip' per y
lar' ce ny	her' ald ry	fop' per y
des' ti ny	hus' band ry	or' re ry
cal' um ny	rob' ber y	ar' ter y
tyr' an ny	cham' ce ry	tas' ter y



**And exactly what are
we teaching our
young people today??**

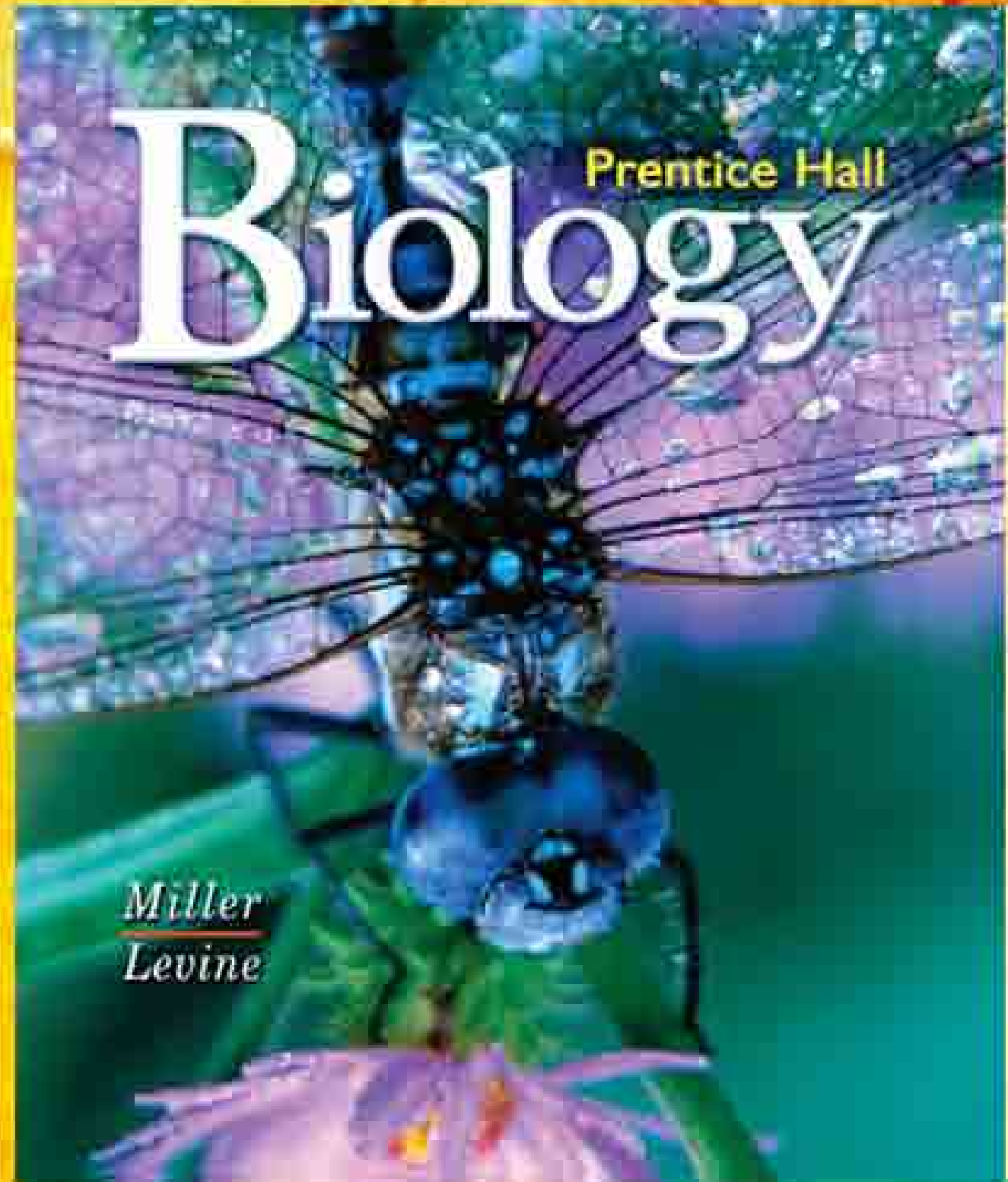
“You are an animal and share a common heritage with earthworms.”

Biology: Visualizing Life,
Holt, 1994



“We know, for example, that humans evolved from common ancestors we share with other living primates such as chimpanzees and apes” (p. 757).

“Like all other forms of life, humans are products of evolution by natural selection” (p. 352).



HARCOURT BRACE JOVANOVIICH

Earth Science

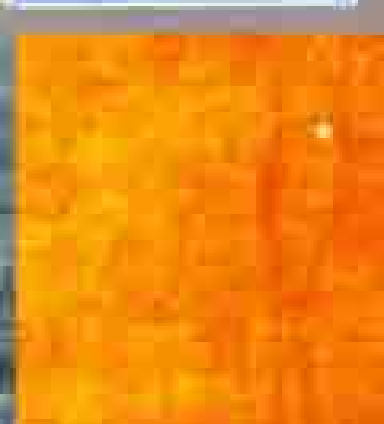
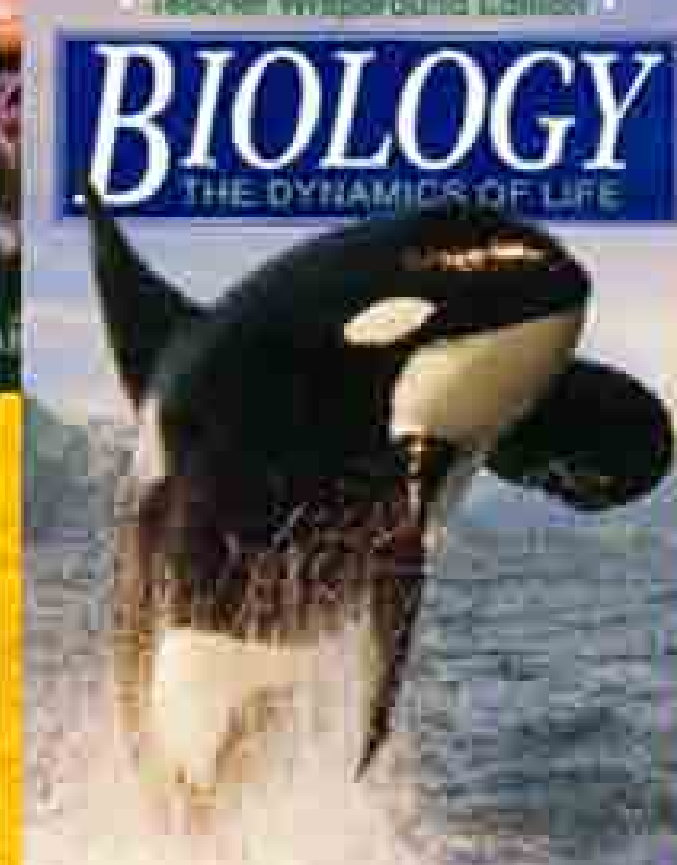
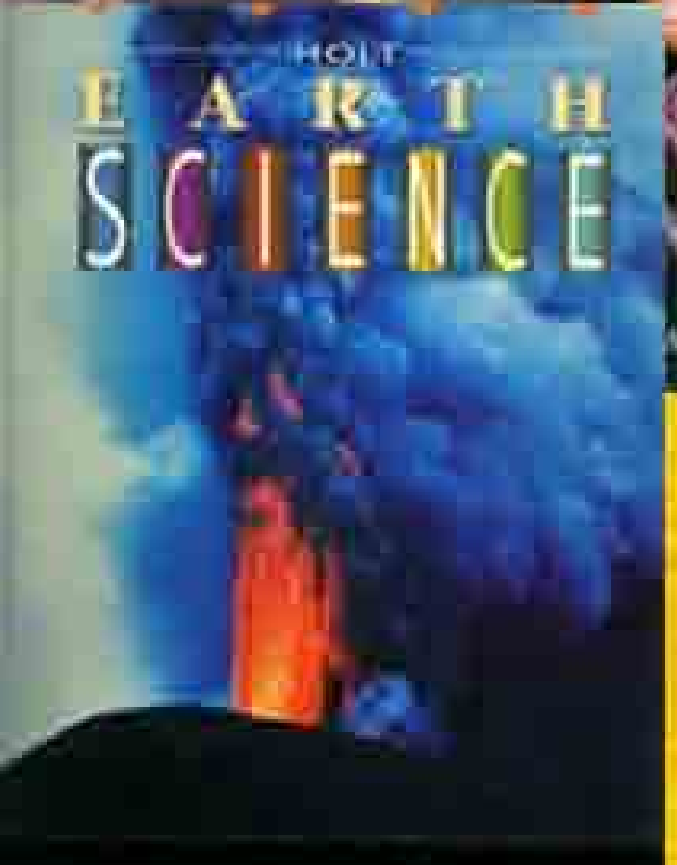
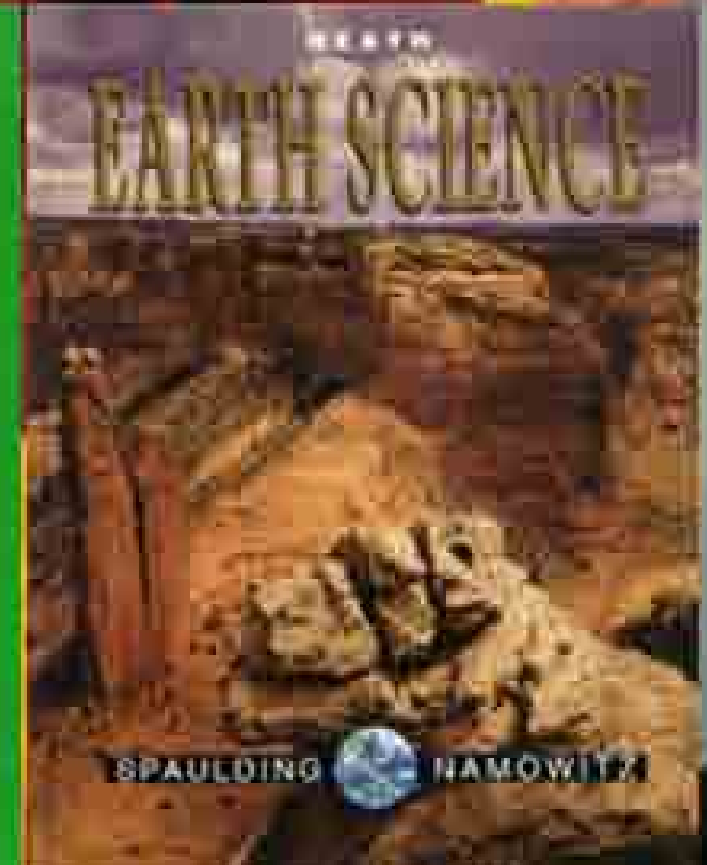
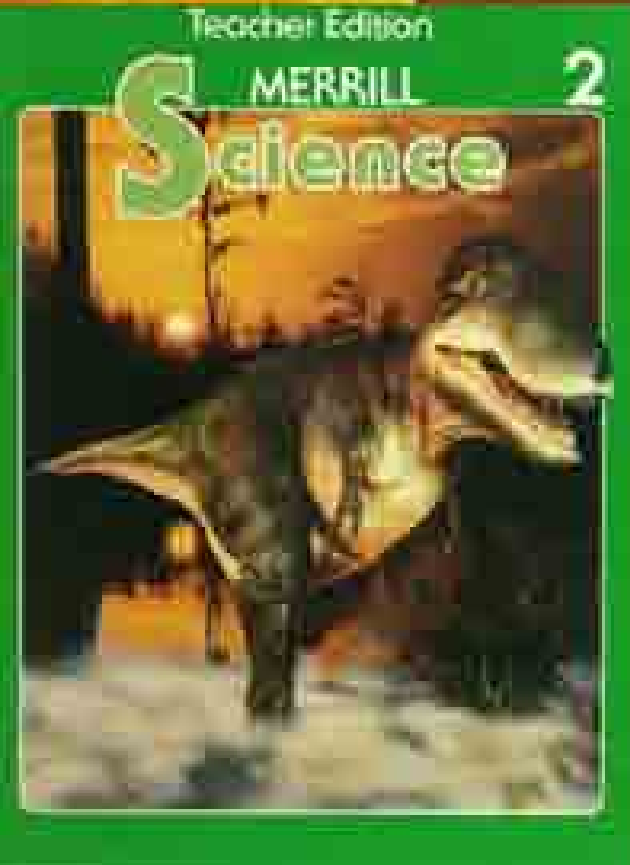
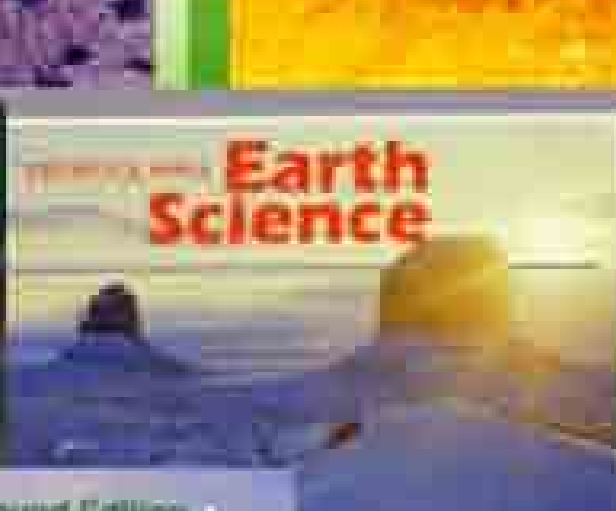
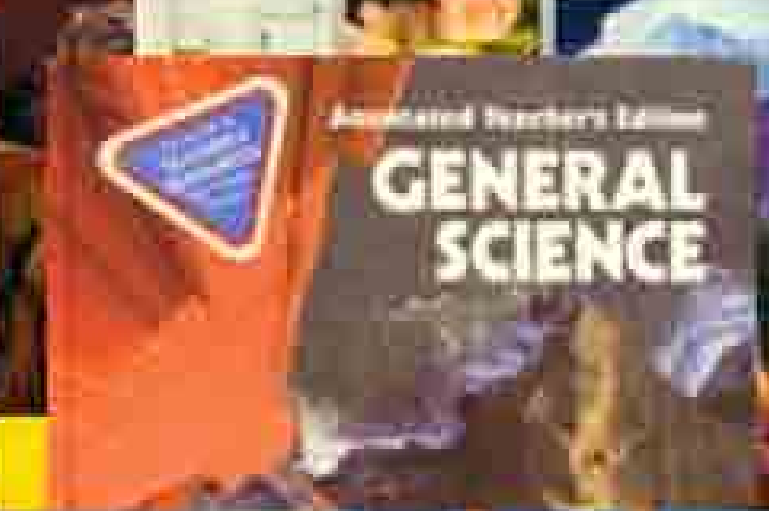
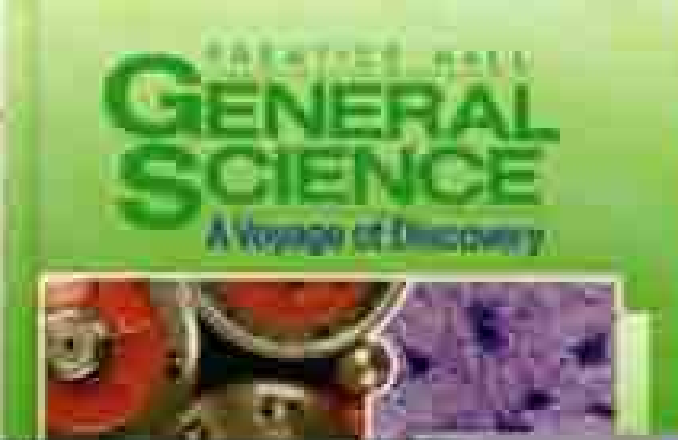
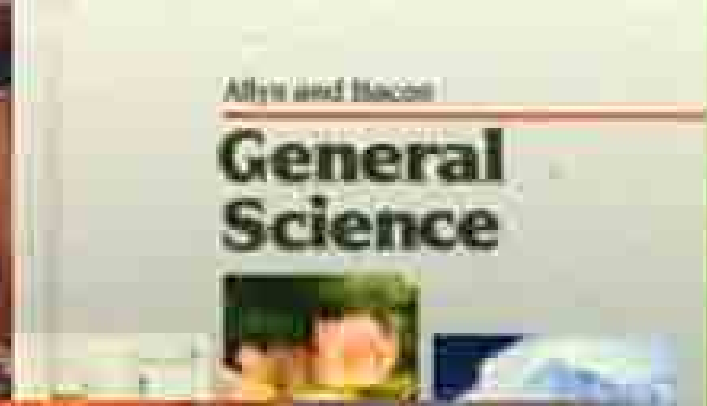
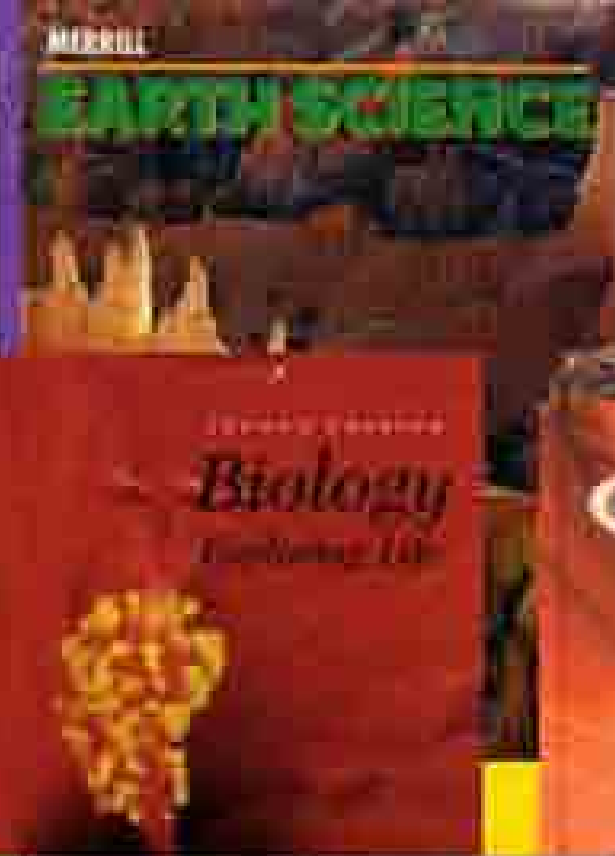


**HBJ Earth Science,
1989 p. 356**

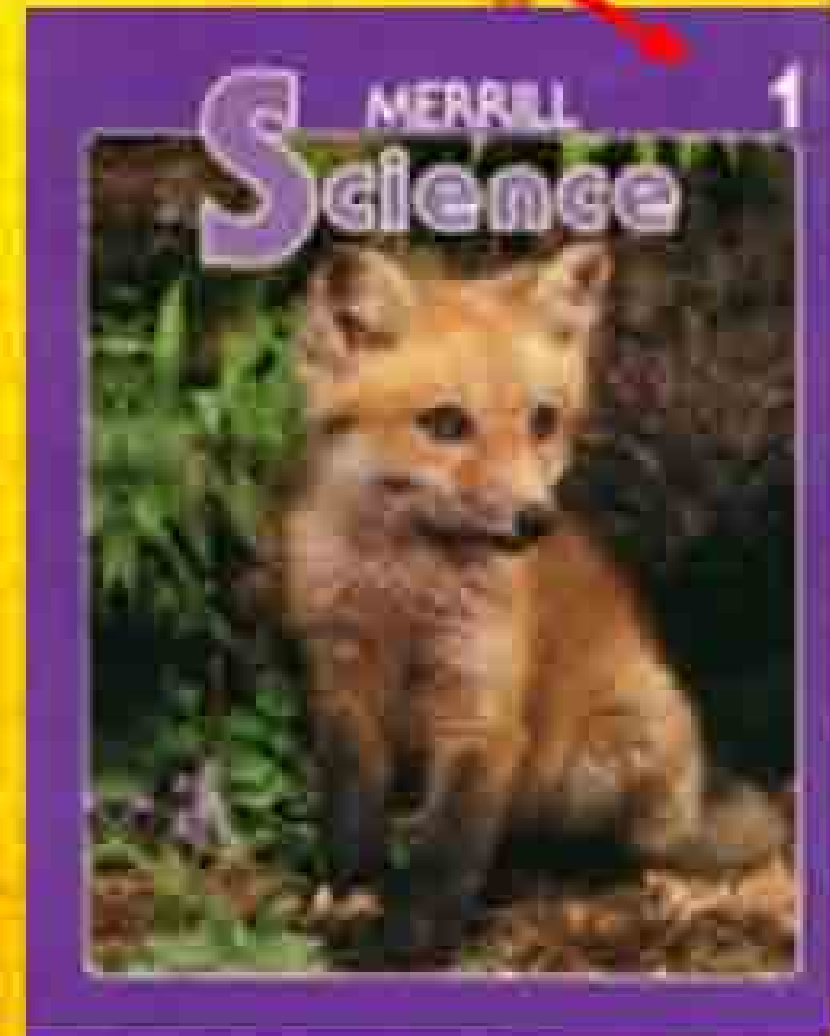
Rape and Evolution

“Rape is evolutionary, biological, and natural. ...rape itself is an adaptation, a product of direct selection for rape in the past. Our male ancestors became ancestors in part because they conditionally used rape.”

Randy Thornhill (2001), Transcript from a lecture given at Simon Fraser University on: *A Natural History of Rape* (see full transcript On-line at: URL:http://www.harbour.sfu.ca/generalinfo/psa/psych/Thornhill_on_rape.pdf)



1st Grade!



Merrill Science 1989 1st grade

Chapter Overview

MERRILL
Science

1



Earth has changed much since its formation 4.5 billion years ago. Some life has adapted to these changes, such as the dinosaurs, was not a

1st grade: Earth has changed much since its formation 4.5 billion years ago.

**By first grade, children often have more
atheistic seeds planted in their mind, than
seeds from God's Word.**



Since its formation 4.5 billion years ago, Earth has changed. The processes that change Earth can be constructive, destructive, or both. Mountains have been formed and eroded. Ocean basins have opened and closed. Continents have changed their

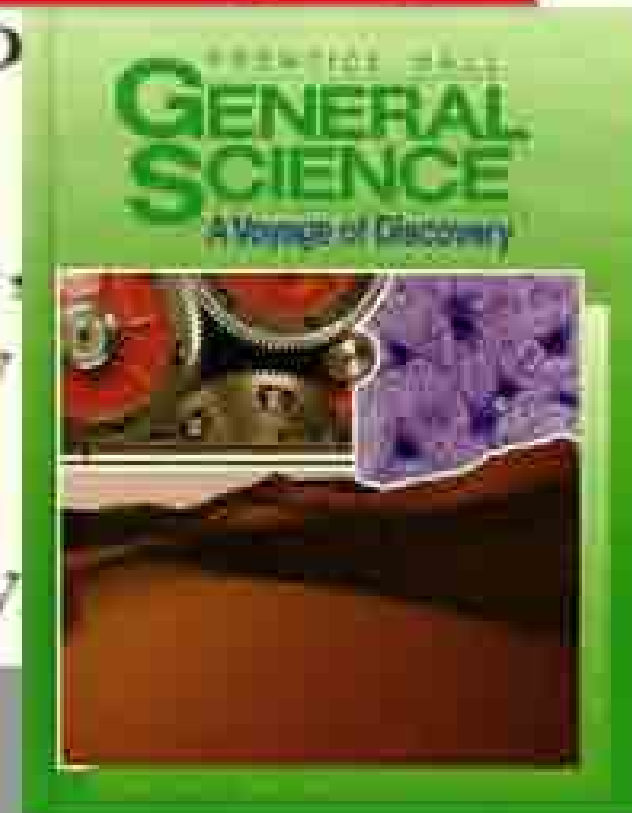


2nd grade: Since its formation 4.5 billion years ago, Earth has changed

The Birth and Death of the Universe

How was the universe born and how will it end? Most astronomers believe that about 18 to 20 billion years ago all the matter in the universe was concentrated into one very dense, very hot region that may have been much smaller than a period on this page. For some unknown reason, this region exploded. This explosion is called the big bang. One of the big bang was the formation of galaxies, moving away from one another. This explains why the universe is still expanding.

Will the universe keep expanding forever?



With each passing year, more and more humanistic and atheistic seeds get planted...



Abolish God at all Costs!

“Our willingness to accept scientific claims against common sense is the key to an understanding of the real struggle between science and the supernatural. We take the side of science **in spite** of the patent absurdity... We **are forced to our adherence to materialism** ...no matter how counter-intuitive, no matter how mystifying to the uninitiated. **Moreover, that materialism is absolute, for we cannot allow a Divine Foot in the door.**”

(Richard Lewontin, “Billions and Billions of Demons,” *The New York Review*, January 9, 1997, p 31, emp. in orig. except for last two sentences. Article is a review of Carl Sagan's book, *Billions and Billions*, Random House, New York, 1997.)

Richard Dawkins

“I am attacking God, all gods, anything and everything supernatural, wherever and whenever they have been or will be invented.”

The God Delusion, 2006, Houghton Mifflin,
page 36.

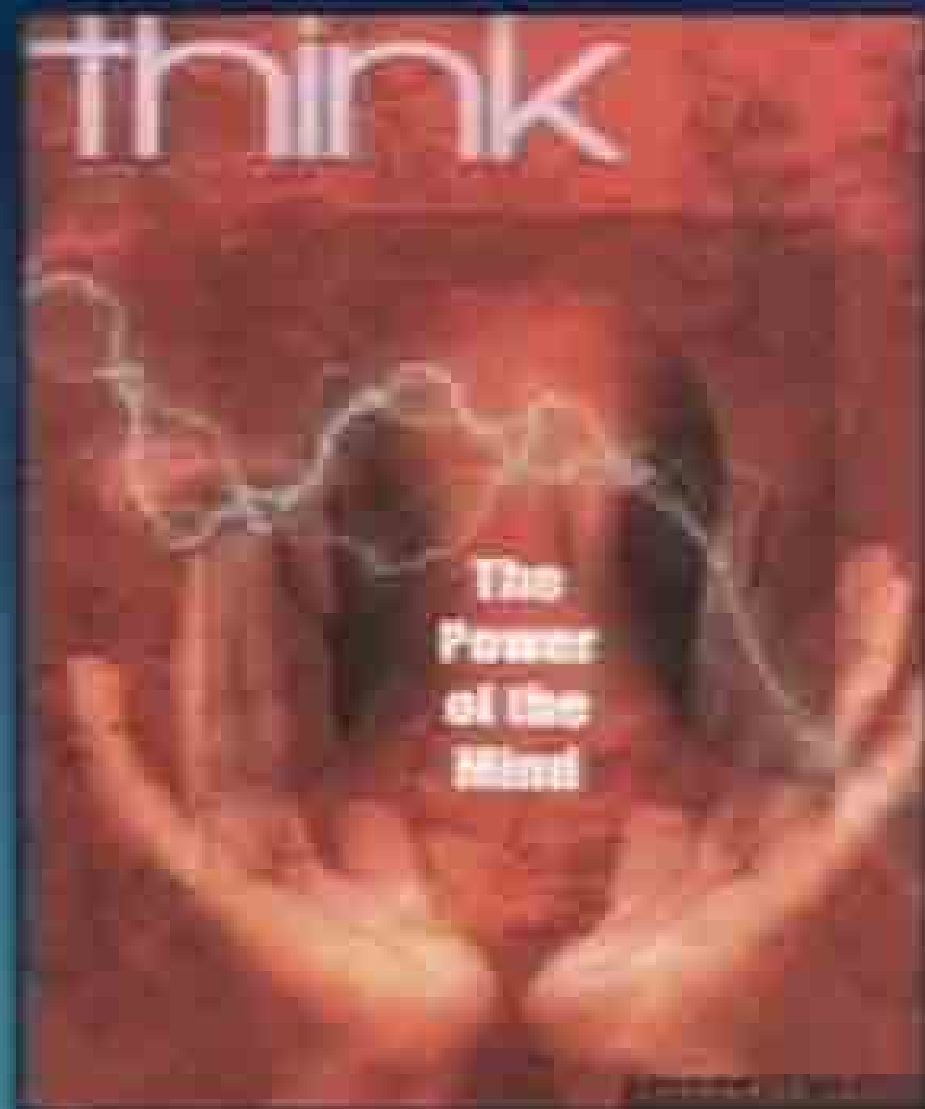


Random Mutations: *Fabulous Fossil Folly!*

According to evolutionists, we exist because random mutations turned simple organisms into more complex creatures.

If so, where are all the leftovers and mistakes?
Where are all the fossils showing evolution?

Through the years we've been exposed to many hoaxes, but we haven't found one evolutionary fossil! Instead we see millions of fossils that actually indicate creation of many distinctly different species at one time!



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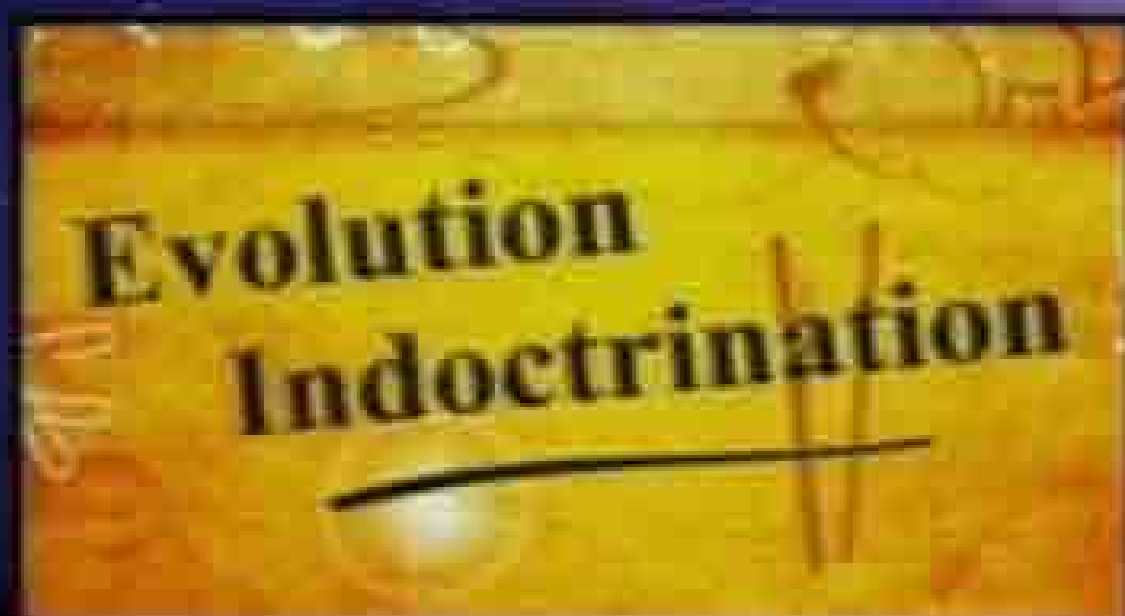
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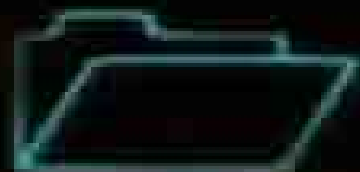
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