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
“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 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.
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

1886
CINCINNATI
PUBLISHED BY TRUMAN AND SMITH
150 MAIN STREET
| LXX. | Robbing Birds' Nests | 188 |
| LXXI. | A Dialogue on Dress | 191 |
| LXXII. | Story about Lafayette | 194 |
| LXXIII. | Story about Joseph | 198 |
| LXXIV. | More about Joseph | 201 |
| LXXV. | The Obedient Casablanca | 205 |
| LXXVI. | The Lost Nestlings | 210 |
| LXXVII. | Story about Columbus | 212 |
| LXXVIII. | Settlement of America | 216 |
| LXXIX. | Thoughts at Sunset | 219 |
| LXXX. | George and Charles | 220 |
| LXXXI. | Things to Remember | 224 |
| LXXXII. | A Ship in a Storm | 226 |
| LXXXIII. | The Ten Commandments | 229 |
| LXXXIV. | About Using Profane Language | 233 |
| LXXXV. | The Mother and her Child | 236 |

**SUGGESTIONS TO TEACHERS.**

The first object of the intelligent teacher, is to awaken the attention of the 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
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.

CINCINNATI:
PUBLISHED BY TRUMAN AND SMITH.
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 more 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 "Blue Back Speller"
THE NATIONAL STANDARD.

The Leading series of School Books published in this Country are based upon WEBSTER, the acknowledged standard of the English Language.

THE ELEMENTARY SPELLING BOOK,
being
AN IMPROVEMENT ON
THE
AMERICAN SPELLING BOOK.

BY NOAH WEBSTER, LL.D.

THE LATEST EDITION.

NEW YORK: -- CINCINNATI: -- CHICAGO.

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AMERICAN BOOK COMPANY.

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1857

1880 and 1908
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PREFACE.

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 orthographical 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 capital 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 hitherto, frequent reference to the full explanation of the pointed letters on page 14 may be desirable.

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

The plan of classification here executed is 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
Cider is made of apples.
A tiger will kill and eat a man.
A raker can rake hay.
A vial is a little bottle.
A giant is a very stout, tall man.

The Holy Bible is the book of God.

---

<table>
<thead>
<tr>
<th>No. 27.—XXVII.</th>
<th>No. 28.—XXVIII.</th>
<th>No. 29.—XXIX.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sæb erib græb blæd plod ståg</td>
<td>elam prim seān spin trap slip</td>
<td>chop chiar flåt slåt slåt</td>
</tr>
<tr>
<td>stab drib shrub brod trod serag</td>
<td>dram trim elan grin sacrip grip</td>
<td>shop apar plat slåt slåt</td>
</tr>
<tr>
<td>blåb squib stub sped seid snag</td>
<td>smam swim plan twin trap serip</td>
<td>slop stär apat spit glut</td>
</tr>
<tr>
<td>slåb chåb shåd shread stud drag</td>
<td>swam from span char chip drip</td>
<td>stop strir bråt split spot strut</td>
</tr>
<tr>
<td>eråb elub elad shed slug swag</td>
<td>stem sém bran elap ship trip</td>
<td>crop sprir bråt split spot strut</td>
</tr>
<tr>
<td>dråb anub glad sled bråg flag</td>
<td>grim grum glën flap skip strip</td>
<td>stop blår fråt gråt gråt flåx</td>
</tr>
<tr>
<td>glib serub bråd shåd shag eråm</td>
<td>grim grum skin chlap elip flåt</td>
<td>prop sprir whåt seåt flåx seår</td>
</tr>
<tr>
<td>snib drål fed elod shag eråm</td>
<td>scip spår spåt shot shåt slåss</td>
<td></td>
</tr>
</tbody>
</table>
No. 32.—XXXII.

Words of two syllables, accepted on the second.

a base' re elaim' un say' ben zoin'
d e base pro claim as say' a void'
in ease dis claim a way' a droit'
a bate ex elaim o by' ex ploit'
de bate de moin con vey' de eoy'
se date be moin pur vey' un joy'
ere ate re tain sur vey' al toy'
ob late re main de fy' em ploy'
re late en grose an toy'
in flate dis eroot de ny'
eol late al lay' de erl' con voy'
trans late de lay re boil' es pouge'
mis state re lay de spoil' ca rouge'
re plat' in lay' em broil' de vour'
com pleto mis lay' re soil' re donn'
de er to dis play' sub join' de vout'
re cîte de say' ad join' a mount'
in cîte de may' re join' sur mount'
po lite de fray'en join' dis mount'
ig nite ar ray' eou join' re count'
re deem' be tray' dis join' en nown'
ca teem' pôr tray mis join' en dow'
de elâm' a stra'y 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.

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 pilfer is to steal.

No. 33.—XXXIII.

deed breed glee steel green sleek
seed seed tree see seen meek
creed weed seam teen roek
bleed bee eat teem steen creek
meded fee feel sheen queen Greck
need see heed keen ween sean
speed lee peel spleen look week
reed flee reel screen sheen cheek beef

No. 34.—XXXIV.

deep weep leer leec meet brood
sheep sweep floor beeg greet geese
keep beer sneer beet street freeze
sleep deer poor foot sweet sleeve
peep cheer seek food reeve
creep sheer steer float mood breeze
steep jeer queer slent rood freeze
THE ELEMENTARY

No. 52.—LII.

break oak peal shool nail tail
steak croak seal aill smail vail
straw sook veal ball paill quail
seracal baal weal fail rail waal
squeak deal seal hall trail bowl
weak heal soal jail graal saal
shrick meal foal rail trail bacal
twoak neal goal mail sail dream

No. 53.—LIII.

flam flam bean miun grain plain
gleam foam deem mean brain plain
roam loam lean loan strain main
bream roam clean roam sprain pain
eroom elam gleam groam chain rain
serem elm mean fain lain drain
toam maini wean gain blain train

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 dram.
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 load of bread.

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 back of a bird is its bill, or the end of its bill.
Greenland is a bleak, cold place.

No. 54.—LIV.

word of three syllables, accepted on the first, and left unmarked as an exercise in notation.

bot a ny fal o ny sor cer y
el e gy col o ny im age ry
prod l gy lar mo ny witch er y
ef fi gy cot ton y bush er y
eb o ny glut ton y fish er y
on er gy can o py quack er y
lit ur gy oc cu py crock er y
in fr my quan ti ty mock er y
big a my sail a ry
hilas ple my reg is try
en e my beg gar y
cut lor y
am i ty bur gla ry
gal lor y
vill lain y gran a ry
rar i ty
com pa ny gloss a ry
em er y
lit a ny lac ta ry
nun ner y
lar ce ny her ald ry
frip per y
des ti ny has band ry
or er y
cal um ny rob ber y
mas ter y
tyrr an ny chan ce ry
ang er y
No. 130.—OXXXI.

In the following words, the syllables of and after are pronounced as  and  are pronounced as . And in some of the following words, the terminating syllable is pronounced as , and in others the vowel may be considered to have the sound of .

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab séig' sion</td>
<td>pro vig' ion</td>
</tr>
<tr>
<td>col lig' ion</td>
<td>re vig' ion</td>
</tr>
<tr>
<td>de séig' ion</td>
<td>re séig' ion</td>
</tr>
<tr>
<td>de rig' ion</td>
<td>eon séig' ion</td>
</tr>
<tr>
<td>e séig' ion</td>
<td>ex séig' ion</td>
</tr>
<tr>
<td>pre séig' ion</td>
<td>d't vig' ion</td>
</tr>
</tbody>
</table>

In the following words, the syllables of and after are pronounced as  and  are pronounced as .

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>chhrum</td>
<td>eh-m' ist</td>
</tr>
<tr>
<td>chhrum</td>
<td>Christ mar</td>
</tr>
<tr>
<td>æche</td>
<td>dis tich</td>
</tr>
<tr>
<td>ehg' am</td>
<td>æch o</td>
</tr>
<tr>
<td>ehr' agm</td>
<td>ehr' on e</td>
</tr>
<tr>
<td>ehr' bard</td>
<td>ehr' ald</td>
</tr>
<tr>
<td>ehr' ymg</td>
<td>pæ' chal</td>
</tr>
<tr>
<td>lõeh</td>
<td>ehol er</td>
</tr>
<tr>
<td>seh' ol' u</td>
<td>seh' ol ar</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>mon arch</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>atom aeh</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>an' ar ehy</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ehr' ya o flte</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ehr' ac ter</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>eht' ehig</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>pen' ta teuch</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>sep' ul eher</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>teh' nie al</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ah' cho rite</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ærh' i teet</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ærh' i træv</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ærh' e tipe</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>hép' tar ehy</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>mách' i nät e</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>Chhr' tæn dom</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>bræ' ch i al</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>lach' ry mal</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>sæ' sha rine</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>s'yt' cho nigm</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>Mieh' ael mar</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>chör' i ter</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>chron' i sle</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>òr' ches træ</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>pæ' tri arch</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>en' sha rist</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>ñh' mè' ræ</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>pa' rõ' shi' al</td>
</tr>
<tr>
<td>seh' ol' ur</td>
<td>chá' mè' le on</td>
</tr>
</tbody>
</table>
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).
as a result of this hunting. About 12,000 years ago, humans discovered that there was little left to hunt. Therefore, for about 4000 years life was probably hard, since food was scarce. Only when agriculture was developed, about 8000 years ago, did food again become plentiful.

Humans are an important part of the earth environment. Together with every other living organism, humans probably evolved from bacteria that lived more than 4 billion years ago. What kinds of organisms do you think will evolve over the next 4 billion years?
Not a baby at 7 months?

At the beginning of the third trimester (6 months), the fetus is still tiny. It will normally more than triple in size before birth. By 7 months, the fetus looks from the outside like a tiny normal baby, but it is not. The lungs and temperature regulation systems are not functional. More important, the central nervous system is.

---

*Biology A Journey Into Life Arms and Camp 1991 p. 557*

*Figure 27-C*

A 5- to 6-week human embryo's fingers are beginning to develop. The sac on the right overlaps the early embryo of all vertebrae, and the placenta takes over.
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
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 able to survive the age of extinctions.
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 process of change Earth can be constructive, destructive, or both. Mountains have been formed and eroded. Ocean basins have opened and closed. Continents have changed their positions.
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 result of the big bang was the formation of galaxies, which are moving away from one another. This explains why the universe is still expanding.

Will the universe keep expanding forever? No, it will eventually begin to slow down, then stop, and start collapsing in on itself.
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.”

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

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!
Think Magazine
"Renew Your Mind"

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