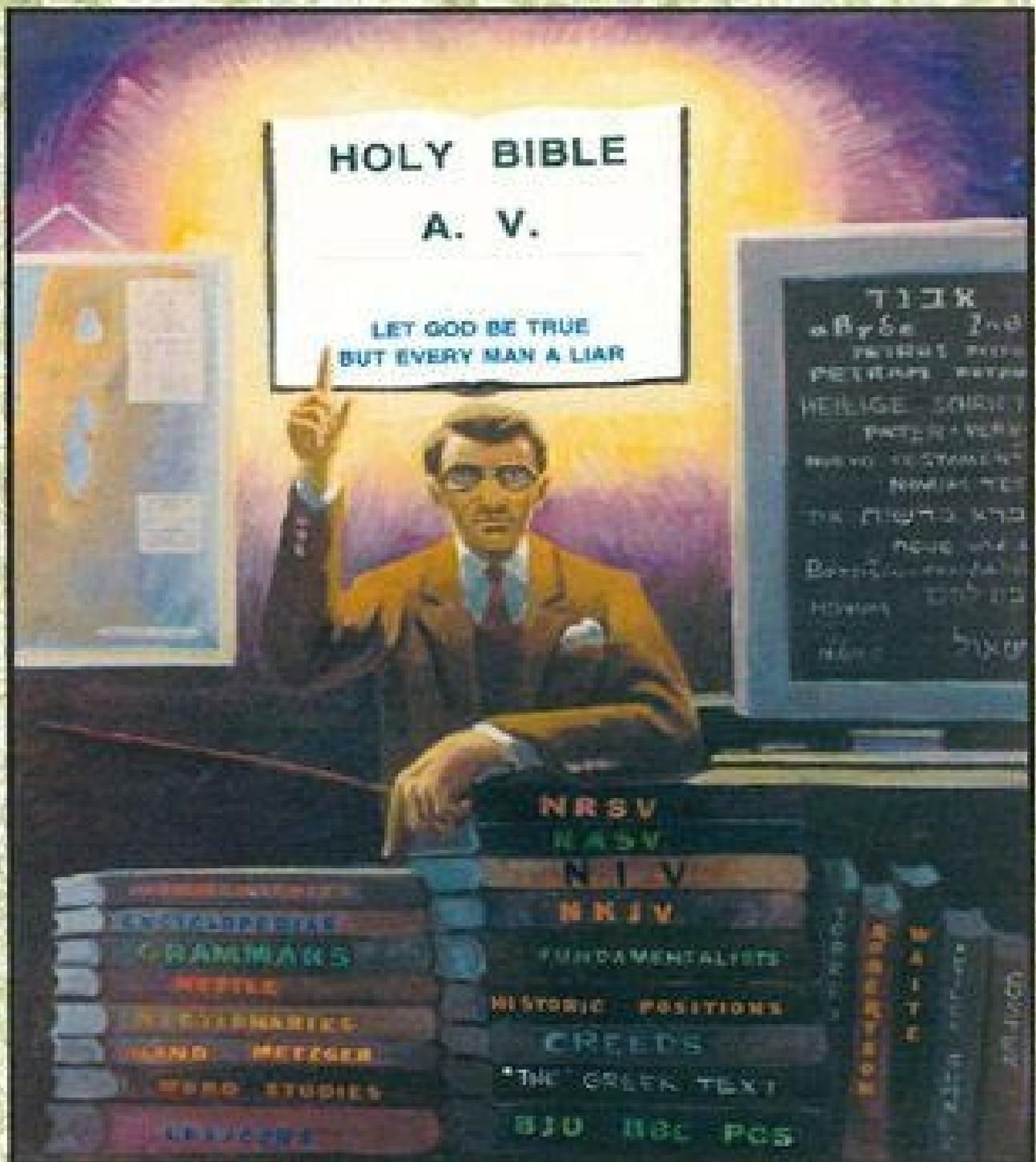


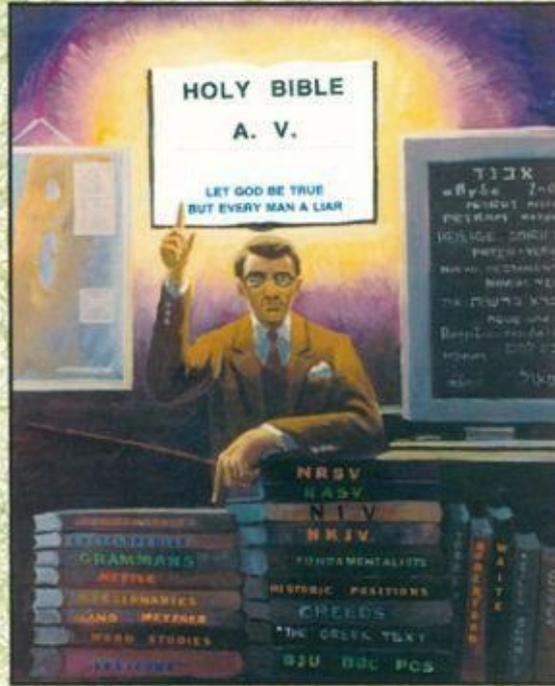
How to Teach The Bible

DR. PETER S. RUCKMAN



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By Peter S. Ruckman

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(PRINT) ISBN 1-58026-234-1

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PUBLISHER'S NOTE

The Scripture quotations found herein are from the text of the Authorized King James Version of the Bible. Any deviations therefrom are not intentional.

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LESSON ONE

Believe the Book

Very rarely have I ever stuck my nose into anyone's business and given them a suggestion on how to run it. I have always been very conscious of my own limitations and, consequently, have never corrected the editor of the *Sword of the Lord* on "How to Publish a Christian Periodical." You will not find, in ninety works I have written, anything telling Jack Hyles how to set up a Sunday School or telling Bob Jones III how to operate a university. No one has ever seen one line I have written to Dr. DeHaan or Theodore Epp on "How to Broadcast Christian Programs," and Hell will freeze over before you find me writing any kind of a book telling Lester Roloff how to run a youth home or telling Oral Roberts how to raise money. Really, I am very limited in my ability to tell anyone how to do anything. I know my limitations. Some of my adversaries, however, imagine they are authorities on teaching; some of them think they are going to teach me THE BIBLE. You can save your laughs for the sitcoms.

My "field" for forty years has been teaching and preaching THE BIBLE, and by that, I am making no reference to a pile of unseen, unread, lost pieces of paper which you could not identify as "the originals" even if they were. I am talking about a Book: one Book. Teaching is my "bag." "I may be the only man alive on the American continent who has taught twenty-five different subjects in one curriculum AT ONE TIME with three of the subjects being on a graduate level. That is twenty-nine different sets of record books, different textbooks for all classes but the Bible classes, and different source materials for all classes but the Bible classes. I do not say that as a fool boasting. I say it as matter-of-factly as, "I have three mullet nets and two of them are braille nets."

It will be a cold day in Mobile, in July, when these Alexandrian jacklegs lecture me on "What the Bible Teaches." I have been through it 130 times in English, and I study it in German, Spanish, Latin, Hebrew, and Greek; I have translated all of the New Testament from Matthew to 2 Peter in Nestle's Greek text. "Teaching Ruckman how to teach the Bible" is just too funny for words. It would be like me teaching Rockefeller how to fill out an income tax form.

The difference between me and the faculties and staffs at BBC and BJU is that those greenhorns do not know their limitations. I know mine. I could teach you how to cast a mullet net or how to play field hockey as a goalie, or I could teach how to paint or sketch, but beyond that my TEACHING ability is limited to THE BOOK. I could teach no one mechanics, carpentry, plumbing, masonry, electrical appliance repair, gasoline appliance repair, writing music, baseball, basketball, bookbinding, deer hunting, minor auto repairs, salesmanship, or public accounting. All three of my earned degrees are teaching degrees (B.A., M.A., Ph.D.), and when I was forty four years old I had spent half of my life (twenty two years) sitting at a school desk. I can "contribute something" that many Bible teachers cannot contribute. I have taught unarmed self defense, hand-to hand combat, music theory, radio announcing, lifesaving, and small unit combat tactics. Others have too, but when it comes to teaching in a Bible institute I have no near competitors. It would take

three or four staff members of BJU or BBC to handle HALF the work load that I handled the first six years of the Pensacola Bible Institute. Whether they like it or not, I have a “contribution” to make. The enemies of the Holy Bible (at BBC, the *Sword of the Lord*, and BJU) may not agree with this, and in their own prejudiced, reprobate minds they may kid themselves and their friends into thinking that such a “track record” in my case is meaningless, but after all, with THEIR track record who would think they were in their right minds? Not one of them wrote fifty books. Not one of them wrote forty books. Rice’s books were not from classroom instruction to anyone. He never taught one course in one curriculum in any Bible institute in the world; neither did his successor, and neither did either of the Jones Boys (Jr. or III). Jones III lecturing on the “cacography” and “itacisms” in Sinaiticus would make Lucille Ball sound like a sage. Jones Jr. discussing the critical work of Pickering compared with Metzger would be just too funny for words. If the faculty and staff of BBC pooled everything they knew about the route of the Second Advent, they would not have enough information to put on the backside of a postage stamp, unless they got it out of one of “Ruckman’s” books.

I do not profess to know everything, and I profess to be very stupid about a lot of things. But THE BOOK? Let me tell you something, honey; none of you mossbacks are going to teach me ANYTHING about the Book unless you BELIEVE it; then you might show me “a thing or two.” In the meantime, I will show you.

Rule One: Believe it (John 5:47; 1 Thess. 2:13; John 8:47). You cannot teach the Bible to be SO if you do not believe that it is SO. You cannot convince others that it is “the TRUTH, the whole truth, and nothing but the truth,” if you do not believe that YOURSELF. A school can produce nothing but destructive critics if its teachers do not believe it. That is what BBC, BJU, TTU, LU, Wheaton, Moody, Denver, Dallas, Fuller, Chicago, Pacific Coast, etc., have been producing since they opened their doors. The first major fault of all modern, Christian scholars and educators is that they do not believe what they must believe in order to produce BIBLE BELIEVERS.

Any one of their teachers was talked out of his belief before he began to teach. If he was stupid enough to believe what he was taught by those who did not believe the Book, then he will only be a link in a chain of apostasy that has been destroying Biblical Christianity in America since 1901. A modern Fundamentalist must take the name “Bible” and apply it to half a dozen books, if he has given up believing THE Book as the Bible. A “Bible teacher” in modern times means:

1. *A manuscriptolator:* i.e., he believes the original manuscripts possess a magical, sacramental power found in no other pieces of paper.

2. *A worshipper of man:* i.e., he accepts the words or opinions of human scholars like himself as an authority superior to the Bible.

3. *A relative agnostic:* i.e., he thinks all translations and revisions are relative, none is the absolute truth, and no one can ever know for sure WHAT “the Bible said” to start with.

4. *A pragmatic anarchist:* i.e., he “uses” the translation that “works for him,” while being under no authority higher than his own opinions about the translation he USES.

5. *A destructive critic* (Hudson, Hutson, Hymers, Sumner, et al.): a deadbeat who can do nothing but complain about words and verses in the Bible he does not like and does not

agree with and does not think were translated correctly (Wuest, Zodhiates, Robertson, et al.).

THERE ARE NO BIBLE TEACHERS ALIVE TODAY WHO CAN PRODUCE BIBLE BELIEVERS UNLESS THEY THEMSELVES BELIEVE “THE BOOK” TO BE THE BIBLE. Infidelity produces infidels. Doubt produces doubters. *Egotism produces fools.*

To pretend that you are a Bible believer because you are loyal to a pile of lost scraps of paper that no one has ever seen is not only cowardly, it is MORONIC. To pretend that you are a Bible believer because you are smart enough to correct the Holy Bible with some copies of copies of Greek manuscripts that someone else copied is to try to pass off as something that you are NOT; this is called hypocrisy. The greatest hypocrites on the North American continent today, outside of the ACLU and the Vatican hierarchy, are the “Bible teachers” in Bastions of Relativity and Fortresses of Infidelity. What they teach is what they learned from Bible teachers in the past. All that they teach that is SO can be found in the *Authorized Version* (any edition). What they teach that is NOT SO can be found in one hundred versions and four different “eclectic Greek texts.” Any hypocrite can pass off as a “Bible teacher” by simply reading some books and passing on the information given to him from the AV text (any edition) as expounded by Wesley, Whitefield, Sunday, Jones, Finney, Moody, Norris, Pember, Scofield, Larkin, and Bullinger, without resorting to one critical comment they made about the AV text, one Greek notation, one reference to any other version, or one alteration of any word in the AV text. All of the material that was SO was in one Book—the *Authorized Version* (any edition). You must begin with the *assumption* that what your students needs, can be found in the Book you are called to teach. If you do not begin with *that assumption*, all you will produce will be puffed-up, bloated, egotistical, bespectacled ASSES. You may have to go outside the Book to explain the Book or get it across practically, but “it” is in the Book. The first fundamental of Bible teaching in the twentieth century is to believe that what you are teaching is so, and what you are teaching will wind up judging both you and your students at the Judgment Seat of Christ or the White Throne Judgment.

If you sit in judgment on the Book, then YOU are the final judge. *You are superior to the Book*, and that is the message you will convey to every young man who sits in front of you. You will, consciously or unconsciously, take the Holy Spirit’s place in the Trinity and cause every man-following man in that room to follow YOU instead of GOD ALMIGHTY. That is why all of the faculty at BBC and BJU complain about “Ruckmanites” following “a man.” They are all man-following, man-pleasing, man-honoring, man-worshipping “men” (I use the last word quite loosely). No egotist of that stature has any business in a classroom even as a *student*, let alone behind a teacher’s desk making a living off people who believe the Book.

In our next installment, we will discuss the second principle that must be followed for a Bible teacher to be a real Bible teacher and not a cheap opportunist posing as the Holy Spirit. The second principle deals with the choice and use of reference materials (dictionaries, translations, versions, lexicons, commentaries, etc.)

LESSON TWO

Use of Reference Material

In this second installment on *How to Teach the Bible*, we take up the matter of reference materials. The first fundamental was to believe the Book that was to be taught. The real Bible teacher NEVER uses the Bible as a “tool” for anything. Furthermore, he never “uses” it because he “prefers” it. He teaches it because he believes it. If he does not believe it, he does not have any business teaching it. He can teach Greek or Hebrew, Textual Criticism, Higher or Lower Criticism, Biblical Systematic Theology, Manuscript Evidence, “reliable translations,” or Biblical Introduction; that does not make him a BIBLE teacher. The Bible is a BOOK, and the man who teaches it is nothing but a cheap opportunist and a lying hypocrite if he takes an income or an offering from Bible believers to teach them their Book when he does not believe what they believe about it. By such a rational, plain, common sense, ordinary, legal definition, 90 percent of the “Bible teachers” in Christian schools today are nothing but bloodsucking leeches.

When I speak on *How to Teach the Bible*, I speak from the standpoint of twenty two years of formal education, three earned teaching degrees, over 100 authored books, and twenty six years classroom experience teaching twenty nine subjects; which included Theology, Philosophy, Manuscript Evidence, Church History, Problem Texts, Evangelistic Song Leading, Local Church, Baptist Missions, Biblical Geography and Archaeology, Hebrew, and Greek, PLUS “The Bible.” Outside of the classroom, I taught close combat (hand to hand), how to play musical instruments, how to write, draw, and paint, how to catch fish on rod and reel, fly rod, in throw nets, gill nets, and seine nets, and how to play racquetball and field hockey. If the Alexandrian Cult thinks they can teach a Book that they do not believe better than I can, I will pay them \$500.00 an hour to do it if they produce even HALF the spiritual results I can by teaching it.

Rule Two: Use any material you can get your hands on to teach the Book. You do not USE the Book; you use books to teach THE Book. Any material is legitimate, including books of illustrations, almanacs, autobiographies, battle accounts, personal testimonies, Greek and Hebrew lexicons, dictionaries, histories, other Bible versions, study helps, commentaries, and even books written by unsaved critics and adversaries of the Bible. They often contain valuable information you can USE while teaching a Book that you never USE. The Book you are teaching YOU ARE IN SUBJECTION TO, for it is the living word of the living God, and it is the highest visible authority on this earth.

Never teach the Bible as a modern head of a “Bible Department” teaches it: by giving an endless series of word studies and word changes to fill space because he does not have an idea in his head. A fifty minute list of “word variants” and “better renderings” and “more literal translations” does nothing but produce proud, sissified, stupid young men who will come out as infidels. Ninety years of this has produced the contemporary American “Christianity.” It was the Conservatives, Evangelicals, and Fundamentalists who created this God forsaken mess. ACCORDING TO JEREMIAH 23:28–29, the Catholics, Communists, and Liberals could not have accomplished ANYTHING by

themselves. Of course, no one at BJU, BBC, TTU, or Liberty University knows anything about such texts, and not having faith in the Scriptures anyway, they would not get the connection. When you are completely dedicated to establishing your authority at the expense of God's word, you can never see the verses that are AIMED AT YOUR SINS (see 2 Cor. 2:17; 1 Tim. 6:10; Jer. 23:16, 22; Rom. 1:18, 25; etc.). All "Bible Departments" are identical in the Alexandrian Cult. They behave according to Darwin's survival of the fittest. They take care of themselves at God's expense.

"You can borrow brains, but not character" (Bob Jones Sr.). You use books on archaeology to establish the historicity of the AV text. Where they deviate—as for example ALL of them do when drawing a map on the route of the Exodus—you simply correct the scholars with the Book and redraw their maps for them, assuming that they erred because they were STUPID. The more educated and "godly" they are, the more stupid they will probably be. Use all the material that matches the AV text. If a scholar shows a photo of a small, arched doorway into the wall of Jerusalem and tells you that is "the eye of a needle" (Matt. 19:24), mark his comments out with a magic marker. The bigger the belfry the more room for the bats. It was "**IMPOSSIBLE**" with men to do what Christ likened the camel doing; if it was at all possible for a camel to go through any gate then it was possible for MEN to save themselves. Correct the jackass. If he taught at five Christian seminaries and universities, he is probably an unusually LARGE jackass. Use his material: do not believe him for half a minute.

Use Greek and Hebrew lexicons not only to amplify a word in the *Authorized Version*, but to teach it. For example, use the Hebrew for "**Cain**" to point out the place that spears and IRON have in the Bible. The word means "an iron spear." You do not alter or correct the English; you TEACH THE ENGLISH. That is what you are supposed to be: a Bible teacher. If "**leviathan**" in Hebrew can mean "coiled," "twisted," or "water monster," then show the connection with Isaiah 27:1–2 and Revelation 12:1–8 in the ENGLISH. Do not correct any English with "the Hebrew." Point out that the "writing of divorcement" that the Pharisees mention (Matt. 19) is "an apostate Bible" (*biblion apostasiou*) in "the Greek text" (we use the term here as the apostates use it). Do not touch the words "**writing of divorcement**" in the English text. They should stand as they stand. That is how God wanted them to stand.

Do you get the idea? The faculty members at Louisville Theological Seminary, New Orleans Baptist Seminary, Liberty University, Bob Jones, Baptist Bible College, and Tennessee Temple (and the other five hundred) NEVER GOT IT. They sat down blind, studied blind, and got up blind, have been leading the blind into the "you know where" ever since. Their founders, chancellors, and presidents protected them because they feared RIDICULE from the intellectual world.

I use twenty six English translations, a German version (Luther), a Spanish version (Valera), a Latin version (Beza), three Greek Testaments (Hort, Nestle, and the Trinitarian Bible Society's Receptus), with references to two others (Aland and Metzger, with Berry's Interlinear), a Hebrew edition of the Old Testament by Kittel and one by the Hebrew Publishing Company, plus the *International Standard Bible Encyclopedia*, Randall's *Expositor's Greek New Testament*, a shelf of books by Kenneth Wuest, the Greek grammar of A. T. Robertson, and about two hundred books by Gregory, Burkitt, Briggs, Dargan,

Kenyon, Burgon, Fisher, Hills, Scrivener, Miller, Schaff, Latourette, Froom, Price, et al. I use books written by unsaved liberals, and these include Greek texts published by the worst pro Catholic apostates in Europe and America. I do not BELIEVE any of them. *I believe the Book that I am called to teach.*

Sometimes even the “*Living Bible*” will word a clause so that it will help you expound the AV text to your congregation. I do not hesitate to use even books that would turn the “good, godly, pious, holy, sanctified, double separated” hair of Curtis Hutson, James Combs, Al Jennings, Bobby III, and Sumner Wemp WHITE. Those sly, old, crafty opportunists would not think of hurting their testimony consorting with “Neo-Evangelicals” and “Modernists,” but they would make a living off you and your Book—*while lying about it*—just as quickly as they would bilk a sucker out of a dime.

Use whatever you need to explain and expound the AV text. You do not have to alter one word in the text, you do not have to add words to the text or subtract words from the text, as your mother EVE did. Preach it. Teach it. If you need some background on a Pauline epistle, you will find ten unsaved historians and five backslidden, apostate Fundamentalists who can give you all of the necessary information. “Use” them. They are useful. But you are not teaching them; you are teaching THE BOOK. When Conybeare expostulates on Paul’s missionary journeys, use him. Where he contradicts the Book (as he will in Acts 17 and Acts 27), simply go by the rule of thumb. Correct him with the Book. God did, God will, and you can if you apply God’s standard to him.

Study Robertson’s *Harmony of the Gospels*; use what you can. Where he crosses the AV text, dump him. He never had any higher authority in his life than his own personal opinions about the works of men whose highest authority was their own personal opinions about someone’s personal opinion. Dump the humanistic relativists, especially if they hide behind “plenary, verbally inspired, original mud balls.” A profession of the fundamentals cannot atone for cowardice.

Study the commentaries; where they make a comment that can be used without altering the AV text, use it; that is what they are there for. None of the major commentators have any higher authority than their opinion about someone’s opinions who based his opinion on someone else’s opinion. If they cross the AV text, deny the AV text, attack the AV text, omit the AV text, or add to the AV text, just discard them like a used dish rag. That goes for Jamieson, Fausset, and Brown, the NKJV commentary, Dummelow, all of John R. Rice’s books, all of Hutson’s books, all of Stewart Custer’s articles, all of Ellicott, all of Ryle, all of Zodhiates, all of Phillips, all of Adam Clarke, all of *The Greek-Hebrew Study Bible*, all of *The Pulpit Commentary*, and all of the writers quoted in all of those publications. **“LET GOD BE TRUE, BUT EVERY MAN A LIAR.”** “Every man” means anyone whose name might come to your mind where that man messed with the BOOK.

In using the Greek grammars, use a large lexicon and constantly point out to your students that Greek words can be translated all kinds of ways, and that the “strict accuracy” about which the scholars talk is largely hot air. Show them, for example, the dozen words the Holy Spirit used in the New Testament which were never used in that sense by any Greek writer before they showed up in the New Testament; show them how even Thayer will not stick to “strict accuracy” when faced with “Gk.: *monogene*,” which

is obviously a compound word; he allows the RSV denial of the Deity of Christ in John 3:16 by refusing to translate “gene” in that word. Point out how hypocritical and stupid the board of translators was on the NASV for blabbing their mouths about “uniform” translation, when they took words like “Gk.: *ouranos*” and “*skandalidzo*” and translated them two to five different ways. Teach your students how to alter every verse in the NIV, NASV, ASV, and RSV by changing the corrupt translation from “dynamic equivalence” to “formal correspondence” so it will match the AV, or else changing their “formal correspondence” to “dynamic equivalence” to match the AV. After all, that is how these GODLESS Bible critics—and I do mean “GODLESS”—tried to get rid of the Book God called you to teach.

So much for reference materials. In our next lesson, we will discuss Lesson Three—and you understand that no Bible teacher in the last hundred years ever wrote a book on *How to Teach the Bible* that even mentions the first two lessons we have enumerated here. This explains the “**famine in the land**” for hearing the words of the Lord (Amos 8:11).

The third, basic fundamental of the Bible teacher is this: always pray for wisdom and understanding as you prepare to teach, and never trust your own wisdom or understanding as being sufficient to the task. Assume that you are WICKED and IGNORANT and CARELESS when it comes to the Holy Bible. Assume that it is HOLY and you still have an ungodly Adamic nature which resents, resists, and objects to some things God is going to say (Gen. 3:1–4). Ask the Holy Ghost to teach the class, to open the eyes of the students to His revelation, enlighten their understanding of His teachings, and illuminate their minds with His precepts, according to His understanding of the Book. He is the interpreter (Luke 24:45; Gen. 40:8; Dan. 2:28, 30), not you or ANY SCHOLAR YOU READ ANYWHERE, especially the “good, godly ones”—they are the worst in the lot, for their profession is deceptive; it catches you “off guard.”

LESSON THREE

Pray for Wisdom

We have been giving the fundamental requirements for a real Bible teacher—not some educated nincompoop serving as the “head of the Bible Department” in a Bible correcting, Bible-using, Alexandrian hellhole disguised as being “faithful to the historic fundamentals of the faith.” Our first premise was that if a Bible teacher did not believe the Book he was called to teach was THE BIBLE, he had no business in the calling. If all he was going to do was make a living off Bible believers by pretending to believe what they believed (Curtis Hutson or Bob Jones III, for example), his calling was that of a cheap opportunist or pragmatic businessman; Bible teaching was not in the deck.

Our second requirement was that he use all reference materials judiciously, being careful to extract only that which would help the student learn the meaning of the English text, as given in the Bible he is supposed to be learning. Anything from any reference that contradicted that text, corrected it, altered it, added to it, or subtracted from it was simply to be discarded. Any number of translations, Greek texts, commentaries, sermons, grammars, and dictionaries could be used as long as the teacher stuck to the rule that where they contradicted the text of the Holy Bible (AV) they were to be ignored. This would include all authors, all preachers, all teachers, all scholars, all schools, all churches, and all commentators.

Rule Three: Never to lean on your own wisdom or understanding when trying to impart knowledge. Pray before teaching any lesson, and pray that in that hour God the Holy Ghost will be the Instructor, the Teacher, the Imparter of wisdom and understanding, exactly as His office was typified by Daniel (Dan. 5:11–12). You are an instrument or a tool that God intends to USE, but His Book is not an instrument or a tool for you to USE. He is the Potter, and YOU are “the clay.” Get in the habit of seeking divine wisdom and understanding for every “problem text,” “variant reading,” and “apparent discrepancy” that shows up. Concentrate on IGNORING COMPLETELY the opinions of any scholar or source that has to alter the God honored text to “explain” the problem.

For example, when someone like Curtis Hutson complains about “*baptidzo*” not being translated as “immerse,” while he was fellowshipping with (and boot licking) an INTERDENOMINATIONAL SCHOOL THAT NEVER TAUGHT THE “BAPTIST” DISTINCTIVES (Bob Jones University), just give the kid the bum’s rush.

For example, when some incredible idiot from Baptist Bible College says “*pascha*” has to be translated as “passover” because “that is the ONLY translation possible” (Acts 12:4), just stuff a pacifier in the baby’s mouth. Babies are not supposed to be intelligent. Never use Ruckman’s teachings or Ruckman’s beliefs as a standard; THE BOOK IS THE STANDARD. Never use Nestle’s Greek text to judge anything; the Book is the judge. Never use the Textus Receptus to settle anything; THE BOOK will settle it. Those who use the Textus Receptus (NKJV) to “settle things” (Truman Dollar, Curtis Hutson, Gary Hudson, Donald Waite, A. V. Henderson, Elmer Towns, James Combs, Fred Afman, James Price, et al.) settled nothing but another house built on the sand where the ASV,

NASV, and *NIV* just sank out of sight.

Follow this procedure:

1. Pray over the text if you feel you do not understand it.
2. Get a concordance and check the cross-references for every word in the text, as it stands in the *AV*.
3. If you still cannot get ahold of the meaning, check ten commentaries and see what each commentator says about the passage.
4. Check ten to twenty English translations to see how they handled the passage.
5. Now (and not until now) go to three different Greek texts (or Hebrew texts) and look up the words in a Hebrew or Greek lexicon.
6. Now! Pray again for God to give you light in the choice of words that will best explain THE ENGLISH TEXT AS IT STANDS IN THE *AV*.
7. If you still cannot “dig it,” just confess to your class that you are not sure exactly what it does mean, and that until you know exactly what it means, you will hazard a GUESS as to what it means.

That is the only way to teach the Bible. There is no other honest way to do it. Those who take another way are nothing but arrogant, conceited, Fundamentalist ASSES whose ears are bigger than their brains (2 Tim. 4:2–5). In time, God will show you all you need to know about ANY verse if you need to know it. If you do not need to know it, you are a blank idiot—and I chose that word carefully and prayerfully as the only possible descriptive term for you—to pretend that you do know it just because you have had seven years of Greek and five years of Hebrew. Linguists are some of the stupidest people on God’s earth. I have met North Carolina moonshiners, with a fifth-grade education, who had more brains, more common sense, and more wisdom.

I will illustrate how this is done. Hymers, Hudson, Hobbs, Horton, Hindson, and Hutson do not have any idea how it is done; furthermore, they could not care less, for their motives and goals are not our motives and goals. Our GOAL is to magnify God’s Holy Bible as the final authority in all matters of faith and practise for the believer; their goal is to establish CHRISTIAN EDUCATION and CHRISTIAN SCHOLARSHIP as the final authority for the believer. Our motive is to honor God’s word and please God; their motive is to lower the authority of the Book so they can please men. So they are not going to care “how it is done.”

Notwithstanding, here is how it is done.

1. You hit the word “**earring**” in Genesis 24:22. The *ASV* and *RSV* say it is a “nose ring.” The *NRSV* and the *NASV* say it is a “nose ring.” “In line with these apostate corruptions, BBC says it is a “nose ring” (Masoretic text translated in the *NKJV*). The *Living Bible* and the *New English Bible* say “nose jewel,” and Delitzsch and Keil say it is “nose jewel.” The *AV* says “**earring.**”

Problem: You have been called to teach THE BIBLE. Are you going to teach the Bible or the works of those who do not believe it, and make a living correcting it? Make up your

mind. There are souls in the balance; probably 4,000,000 if you count your predecessors who were faced with the same decision and decided IN FAVOR OF SATAN.

Hebrew: “*nezem*”. Where is this found in a concordance? It is found in Genesis 35:4 and Isaiah 3:20. How did the AV translators translate it? They translated it UNIFORMLY —“**earrings.**” Where are the nose rings? Right in Isaiah 3:21. A “nose jewel” is NOT a “*nezem*.”

Go back and correct the Hebrew lexicons with the *King James* text. No problem. Simply dump 100 percent of the Fundamentalists, 100 percent of the godly Conservatives, and 100 percent of the “recognized” Evangelicals in the city dump (news media: “land fill”). The more godly they are (*NIV, ASV, NASV*) the quicker you dump them. Lot was a “godly” man (2 Pet. 2:7–9).

2. Joseph had “**a coat of many colours,**” if you believed the Bible. But unfortunately, according to 100 percent of the “good, godly, beloved, doubly separated, sanctified, holy, militant defenders of the faith” (*ASV, NIV, NASV, Keil, Delitzsch, Gesenius, Harkavy, Kahle, et al.*), it was just a coat “of many pieces.” What are you going to teach? Were you called to teach THE BIBLE? What Bible? The mythological, nonexistent “Hebrew originals” that were never in THE BIBLE? (The word “Bible” means Book—“the Bible” contains sixty six books, not just the Pentateuch.) Well, the best thing to do is to assume that every piece of a coat of “many pieces” was a different COLOR. Notice Judges 5:30 and 2 Samuel 13:18—concordance, remember? Now go back and correct every scholar and every commentator who got rid of Joseph’s coat. Joseph’s coat is more valuable than ALL of their combined opinions, researches, conjectures, and “word studies.” After all, if man must live “**by every word that proceedeth out of the mouth of God**” (Matt. 4:4), then Joseph’s “**coat of many colours**” is vastly more important than some egomaniac’s opinion.

3. Here is the Hebrew word “*mala*” (the last vowel is a long Tsere, pronounced as a long A) meaning “to fill.” Unfortunately (Alexandrian cliché), there is a MISTAKE (Alexandrian cliché) in Genesis 1:28 and Genesis 9:1. The AV translators in their translation wrote down “**REPLENISH**” which plainly is “misleading” (Alexandrian cliché), for it implies that something was full and got emptied and had to be REFILLED; that is, if you believe English as English is spoken and used. You can fill a cup that is brand new and has never been filled before (what fool could not figure THAT out?), and you can REfill it after it has been *emptied*.

The *NASV, ASV, RSV, NRSV, RV, NIV, NAB, NJB, TEV, NWT*, and the “*Living*” Bible say “FILL.” So do the Hebrew lexicons and dictionaries.

What are you going to do about it? Well, if you are an apostate Fundamentalist, like the entire faculty and staffs of Wheaton, Moody, Fuller, Baptist Bible College, Bob Jones University or the University of Chicago, you will correct the BIBLE—the Book you were called to teach—with the conjectures of the destructive critics whose final authority is the “original, plenary, verbally inspired autographs.” If you are a BIBLE TEACHER, you will teach the Bible as the Bible stated the matter. The earth was REPLENISHED both times—Genesis 1:28 and Genesis 9:1—and the word “fill” will not do the job. Throw it out. And with it throw out 100 percent of the “good, godly, dedicated,” etc., whose highest authority

is their opinion about the opinions of someone whose opinion was based on someone's opinion. A Bible teacher cannot be a secular HUMANIST

What we are doing here is seeking the mind of the Holy Spirit on HIS Book, by comparing Scripture with Scripture. Where HIS mind conflicts with 100 percent of the minds of people like Arlin Horton and his staff (who all recommend and use the *NKJV* and the *NIV*), Bobby III (Custer, Panosian, Wisdom, Neal, et al.), James Combs (BBC, Dell, Sherman, Walker, et al), the *Sword of the Lord* (Hutson and Co.), and the *Biblical Evangelist* (Sumner and Kutilek), you discard the 100 percent. You do it immediately and without one forethought or pang of conscience. **“Let God be true, but every man a liar.”** Teach the Book so as to cause the student to rely on THE BOOK instead of some ass who thinks he is smart enough to correct it. Emphasize the living quality of the Book as “incorruptible seed” (1 Peter 1; Heb. 4), as the Holy Spirit imparts life to it to accomplish God's purposes (Isa. 55). Never imply that the Book is to be judged by a language that is either completely DEAD (Koine Greek) or used by less than 2 percent of the world's population (Hebrew). Show the student that the word **“scripture,”** as found in the Scripture (2 Tim. 3:16), is NEVER a reference to anyone's “ORIGINAL AUTOGRAPH” in either Testament (Acts 8, 17; Luke 4; Gal. 3; John 5:39, 10:35), and that the WORDS of God (Prov. 30:6; Rev. 22:19; 2 Chron. 11:4; Hosea 6:5; Jer. 1:9, 6:19, 13:10; John 5:47 and John 8:47) are to be believed and kept and memorized and obeyed, not just the “Word of God,” which is the Neo Orthodox designation given by John R. Rice, Curtis Hutson, and Bob Jones III to the “MESSAGE” or main “FUNDAMENTALS” contained in several translations.

In our next installment we will take up the mechanics of actual teaching that have to do with the most effective methods and orders of procedure to follow.

LESSON FOUR

Mechanics

In our previous lessons we learned that:

1. God never called any man to be a “Bible teacher” who did not believe that the Bible he was teaching was THE BIBLE.

2. Any kind of reference material can be used as long as it was used to amplify, magnify, or help explain the text of the Holy Bible without altering it, adding to it, subtracting from it, or perverting it.

3. The wisdom that comes from God only, as the Author and Interpreter of all Scripture, is the first resource of the Bible teacher, and Scripture should be compared with Scripture and believed before any recourse is made to anyone’s opinion or interpretation.

We now come to mechanics. Personally, I believe (and I could be wrong) that the best way to teach the Bible is to take a basic Book in it (like Genesis, John, Romans, or 1 Thessalonians) and teach the student verse by verse, expounding each word in each verse. That way it is possible to teach about ten courses at one time. As you expound the passage, you discuss the history of the verse (Biblical History), what the verse means doctrinally (Biblical Theology), how it was used by theologians (Systematic and Dogmatic Theology), how it is constructed (Grammatical Exegesis), where it fits into the whole Bible (Biblical Exegesis and Biblical Hermeneutics), and what Bible critics have said about it (Higher and Lower Criticism). You can apply the verse spiritually when you get through with it and by so doing cover Practical Exegesis and Practical Theology. To do this, you must be acquainted with a vast spectrum of knowledge that would include the major systematic theologians, church history, the teaching of the major cults and heresies, Greek and Hebrew texts, Bible commentators and expositors, and practical experience in the ministry.

The men who take out time to meet these necessary qualifications are usually (95 percent of the time) waylaid on the trip (and put completely out of action) by Five Point Calvinism or Textual Criticism before they have a chance to teach. (They did not get me. I got out of the X ambush alive, but only because of a vicious, bull headed, German stubbornness that would make a pit bull look like a cocker spaniel. God knew what He was doing, if I did not.) Any really EDUCATED Bible believer could go verse by verse through nine books, nine hours a week in the Bible, for nine months, and deliver SIX YEARS OF COLLEGE EDUCATIONAL MATERIAL in that course of study. The faculties of BBC and BJU are absolutely and totally unable to attempt such a thing. We have had a dozen students from them (and Pacific Coast, Liberty, and Arlington) admit that they learned more real BIBLE in two months at PBI than in two years at their former place of study.

If the verse by verse method is not used, then a basic systematic theology (using some textbook like Evans’s *Great Doctrines of the Bible*) is the next best thing. Again, Evans is

to be judged—like all source material and reference material is to be judged—by the BOOK. Follow him where he does not foul it up or cross it or refute it; where he runs to “the original” to drag you down to his level of ignorance, ignore him.

No matter what approach is used, seven rules must be observed:

1. Never add or subtract to the text of the Holy Bible.

2. Never go to “scholarship” to find a definition for something the Holy Bible has already defined. A good example is the definition of the “**dogs**” and “**swine**” in Matthew 7:6 which will be found in 2 Peter 2:22—not the “verbally inspired original autographs.” (The truth is you could not find anything in them, for they are not around to look into.)

3. Always notice the context of a verse: “a text without a context is a pretext.” Second Timothy 3:16 without 2 Timothy 3:15 can be a perversion, exactly like Hutson, Hudson, Hobbs, Jones, Sherman, Dell, Custer, Melton, Clark, Rice, and Gausson pervert it. They pretend that the “**scripture**” Timothy read was “**given by inspiration,**” and then pretend that it was NOT, for according to their own dislocation of 2 Timothy 3:16 from the CONTEXT, Timothy could not have read real Scripture. They confined 2 Timothy 3:16 to the originals BY TAKING IT OUT OF ITS CONTEXT.

4. Never interpret a complete statement in the light of an incomplete statement. For example, never interpret Revelation 20–22 in the light of Ecclesiastes 3–10. Never interpret Matthew 19:9 in the light of Mark 10:11. ALL PRO CATHOLIC PHARISEES DO EXACTLY THAT.

5. Always ask “WHO is speaking, and to WHOM is he speaking?” Notice this especially in places like Acts 2:38 and Acts 22:16, which are death traps for Campbellites and Charismatics.

6. Always take the plain, literal meaning of every verse except where it is absolutely impossible to do so. Unless the passage is OBVIOUSLY figurative, it is always to be taken in the plain, literal, clear, and common sense. Note “**the fire**” in the parable of Matthew 13 is FIRE, not “separation from God,” as modern, apostate Fundamentalists teach when dealing with HELL.

7. Note that every verse in the Book has THREE applications, and inform your student about all three of them. There is a) the doctrinal application, which many times is prophetic; b) the historical application; that is, the thing stated as having happened did happen in history; c) the devotional, or spiritual, which is the practical application of the passage to the life and conduct of the believer.

It is important to remember that Scripture, to be “**given by inspiration of God**” (2 Tim. 3:16), has to be “**profitable**” (present tense) NOW, so that the “**man of God may be perfect, thoroughly furnished unto all good works**” NOW. “Original autographs,” NOW, are about as qualified for “**scripture**”—according to 2 Timothy 3:16—as David’s “**scrip.**”

The methods of learning are these:

1. *Association*: the words “**as**” and “**like**” are the key words in the Bible (Hosea 12:10; Rom. 1:20) for understanding anything that cannot be SEEN.

2. *Contrast*: this is called “**rightly dividing the word of truth**” in 2 Timothy 2:15, so

it has been neatly ERASED by all the champions of the Dean Burgon Society who backed up the Textus Receptus (NKJV), as well as all of the faculty and staff at BJU (NASV), cooperating with unsaved Liberals in the NCCC (RSV and NRSV).

Birds of a feather flock together.

You study the things that “differ” so you do not confound a passage aimed at you for being addressed to someone else, and vice versa.

3. *Repetition*: nothing is learned without constantly going over and over and back over the same ground till it is learned “by heart.”

Association, contrast, and repetition: that is the way to learn the Book.

Early in teaching the Bible, the student should be shown the eight major DIVISIONS of the Book. You do not have to call them “dispensations” or anything else. The thing to note is that they DIFFER. Poor, dumb, Bible bungling amateurs like John R. Rice thought the Body of Christ began with Adam in the garden, and that Israel was part of this Body. He even went so far as to say that people were saved under the Law the same way they were saved under grace. Such mind boggling nonsense COMPLETELY NULLIFIES THE BOOK OF HEBREWS, plus Romans 10 and John 1, as well as James 2 and Revelation 12, 14, and 22. There are eight divisions:

1. Genesis 1 to Genesis 3: Salvation by WORKS through SIGHT and no faith.

2. Genesis 3–12: Salvation by grace through faith apart from works, but no CLEARING OF THE GUILTY nor TAKING AWAY OF SINS nor SPIRITUAL CIRCUMCISION, and there is no NEW BIRTH.

3. Genesis 12–Exodus 20: Exactly as above; no SPIRITUAL CIRCUMCISION, and there is no NEW BIRTH.

4. Exodus 20–Matthew 26: Faith and works under grace. **“The man that doeth them shall live in them,” “The law was given by Moses, but grace and truth came by Jesus Christ.”** The New Testament is not INSTITUTED until Matthew 26:28, and it is not in force until Matthew 28:50.

5. Matthew 26–Acts 2: An intermediate period, or transition, from the Old Testament to the New Testament, and from Israel to the Body of Christ. One of the most dangerous resting places, doctrinally, to be found anywhere in the Bible. Note especially the difficulties involved in John 20:22–23, which completely damn the Catholic priests, and Acts 2:38, that destroyed the Methodist, Presbyterian, Lutheran, Anglican, and Catholic churches. Everyone of them quoted it for the plan of salvation in their official creeds and dogmatic statements.

6. Acts 2–Revelation 4: The Church Age; salvation by grace through faith, plus nothing.

7. Revelation 5–19: **“The time of Jacob’s troubles”** (Daniel’s Seventieth Week). Salvation by faith and works (Matt. 24–25; Rev. 12, 14; James 2; Heb. 3, 6, 10, et.).

8. Revelation 20–22: The Millennium, that goes out into eternity without the insertion of another **“day”** (See original pattern laid down in Gen. 1–2, where the seventh day has

no “**evening**” and “**morning.**”). Salvation is by works through sight, and no faith is involved (same as the start: Gen. 1–3).

Any student who grasps that simple, fundamental, Biblical outline will start his Bible studies AHEAD of the faculties, staffs, and graduates of every major conservative university, college, or seminary in the world. Eight periods. Any student who studies the Bible for himself and searches those matters out with prayer (and the aid of the Holy Spirit) will BEGIN ahead of Larkin, Scofield, Bullinger, Cornelius Stam, Bob Jones III, Curtis Hutson, BBC, and all the men that taught them everything they know.

It is a revelation anyone could have found in the Holy Bible (AV), but no Greek or Hebrew scholar, dead or alive, was able to find it, using any set of Greek or Hebrew manuscripts.

In our next installment we will continue discussing the mechanics of Bible-believing teaching. Then we will talk about the seven periods of prophecy, the seven baptisms, the seven judgments, the seven resurrections, and the seven sevens, along with the Bible’s main theme: THE KINGDOM.

LESSON FIVE

A Verse by Verse Example

I am taking the time out here to show why I believe a verse by verse system of teaching is best. As I mentioned before, this system enables the teacher to teach many subjects simultaneously, if he is equipped to handle that much information. If he can handle it, he will impart to any young man in a year the same essential information that the average college or seminary would take two to three years to teach him. There is a vast “overlap” in a Bible curriculum as set up in any seminary or university. Courses such as Biblical Theology, Dogmatic Theology, Systematic Theology, Biblical Exegesis, Higher and Lower Criticism, Practical Theology, Textual Criticism, and Historical Exegesis are designed to “pad” or stuff the curriculum so a large faculty is necessary (\$\$), and the student can be kept in the classroom as long as possible (\$\$) before being “matriculated.”

In the system I use, any young man who stays awake and really applies himself can learn more about the contents of the Bible (and the teachings of the Bible) in three years than he could pick up in SIX years of graduate and post graduate studies at any seminary in the world. It is true the teachers of these seminaries might have access to more “tradesmen terms” in their vocabularies and more tricks in linguistics and etymology and maybe some minute technical knowledge of highly intricate points dealing with individual words, but even these would not be many. I have trained at least three dozen young men who could take any Ph.D. from Louisville Theological Seminary or Denver Theological Seminary or Dallas Theological Seminary and blow them off the map in fifteen minutes when it comes to knowing the CONTENT of the English Bible. All of them, by the way, could handle the apparatus in any edition of Nestle’s Greek New Testament, and any of them, with a little preparation and a Hebrew lexicon, could handle the main passages in the Old Testament.

I do not say this to emphasize my teaching ability. I say this to emphasize the fact that most Ph.D.’s and M.A.’s are “fair game” because when they began to mess with the Book, God messed with their minds and they are no longer equipped to handle the simplest problems. The SYSTEM I use deliberately arms the student against higher education and its devotees. I know what any educated intellectual is going to do with the Bible before he does it. I know this, not because I am smart, but because I have seen them do it over, and over and over again until they are absolutely predictable. By the time you have read over twelve thousand books, with at least three thousand of them dealing with the BOOK, you do not have to guess about what any of the educated, apostate Conservatives and Fundamentalists are going to try to pull off to make an infidel out of a Bible-believing young preacher; they are absolutely predictable with NOTHING new to offer.

Suppose, for example, I pick up Romans and start with verse one.

1. Give them the three point message found in the verse: a SERVANT is called to serve, an APOSTLE is called to be sent, and both of them must be SEPARATED unto something, not just from something. Preach on the stupidity and futility of “SECONDARY SEPARATION” unless the Christian is actively engaged in PREACHING

THE GOSPEL.

2. Show the student that the term **“HOLY SCRIPTURES”** does not refer to “original autographs” one time in the New Testament where the word **“scripture”** is used (run all the references in a concordance: Acts 17:2; 2 Tim. 3:15; Luke 4:2; etc.). Show how the first promise was to Christ Himself (Titus 1:1–3) and is pictured through David in the Psalms. Run the references in the Psalms; there are about thirty of them. Refer the student to the first attack on the Holy Bible given in the first verse (Rom. 1:1) by Bob Jones University (ASV and NASV), BBC, and Tennessee Temple (NIV) in transposing the words **“Christ Jesus.”** Point out that the GOSPEL PROMISED, at this point, was **“the sure mercies of David”** and run these references. Those promises originally had to do with physical death, physical burial, and physical resurrection.

3. Point out the human nature of Christ and run the references in Hebrews 2:10, 5:8, illustrating Christ’s human infirmities” by references to Him getting thirsty, getting tired, having partial knowledge at times, bleeding, dying, getting hungry, etc. Demonstrate why He used the title **“SON OF MAN”** as well as the **“SON OF GOD.”**

4. Show how it is impossible to believe in the bodily Resurrection of Christ without the Virgin Birth, for one is given as PROOF of the other. Christ is **“declared to be the Son of God”** by His literal resurrection. Bring this to Acts 17:31 and show that this is also proof that every human being is going to be judged by one Man. Take the expression **“THE SEED OF DAVID”** and show how this had a double application to Solomon historically and Christ DOCTRINALLY. Use Psalm 89 as proof that every **“son of David”** (doctrinally) HAS ETERNAL SECURITY, and although he may be “chastened,” he is not cast away. He has the **“sure mercies”** of Acts 13:34 and Isaiah 55:3 NOT PROMISED TO ANY OTHER SAINT UNDER THE LAW. Point out the corrupt reading in the NIV which obliterates this precious Biblical doctrine, and if it occurs in any other Alexandrian production, show it to the student.

5. In expounding **“for obedience to the faith,”** take the student to Romans 10:16–17 and Romans 16:26, and at this point come down hard on the Campbellite heresy (picked up by some Baptists) that getting baptized is “obeying the gospel.” Show how Hebrews 5:9 leads to this heresy by implying that if you do not obey you cannot be saved, so if water baptism is OBEDIENCE, then it is part of salvation. “Obeying the gospel” is NOT getting baptized in water; it is BELIEVING that water baptism cannot save you, and believing that Jesus Christ does the job through faith (look at the passages in Rom. 10). At this point, digress to Acts 2:38 and show them that this is the only place in the New Testament where getting baptized in water had anything to do with receiving the Holy Spirit, and THAT AT THAT TIME, NONE OF THE APOSTLES HAD TO BE BAPTIZED IN WATER TO GET THE HOLY SPIRIT. No apostle was baptized according to the formula of Acts 2:38, and ALL BUT ONE of them was saved.

This gives you some idea of the method. Wherever a verse crosses a true teaching or a false teaching, a prophetic subject or a practical subject, you take that road through the Scriptures till that part of the verse is understood. You are teaching a BOOK, and that means the contents of that Book.

I will illustrate further:

Romans 1:18. Show the student the many times that the word **“OF”** in Romans signifies a theological subject: the wrath OF God, the love OF God, the righteousness OF God, the truth OF God, haters OF God, the power OF God, the gospel OF God, the judgment OF God, the name OF God, the fear OF God, etc.

Go to the “Greek” on **“who hold the truth in unrighteousness”** and show how every English Bible translated by any apostate (including the *NKJV* translated by Textus Receptus fanatics) deliberately alters the verse to cover up the SINS of the TRANSLATOR, who is engaged in holding **“the truth in unrighteousness.”** Demonstrate this by reading the *ASV*, *NASV*, and *NIV* on this verse, and point out that these translations are recommended by Bob Jones III, Al Jennings, and James Combs, as well as Donald Waite, Stewart Custer, Curtis Hutson, and Bobbie Scummer.

Romans 1:19. Run this verse to 2:14–16, and illustrate with Cornelius in Acts 10, leading to a discussion about those “who have never heard.” Show how unsaved heathen (Gen. 20:3–8) have better knowledge of the Ten Commandments **WITHOUT HAVING READ OR HEARD THEM**, than an American college professor who can read five hundred words a minute.

Romans 1:20. Run the reader to the similitude system found in Hosea 12:10, and then spend a great deal of time demonstrating how the words **“as”** and **“like”** in the Bible reveal **WHAT IS INVISIBLE** by comparing it with something that is visible. In particular, study 2 Peter 2; Matthew 13; Job 11:12; 2 Peter 3:8, and the physical properties of the sun using Psalm 19; Malachi 4; Daniel 12, etc. Show the sun as an illustration of the Trinity and discuss why all pagan religions are based on sun worship, including the Babylonian Catholic system.

Romans 1:21. Show how the verse has been perverted in many modern translations. Point out that the first step in abandoning Creationism and accepting evolution (Rom. 1:21) is failing to “glorify God,” and the next step is failing to be **“THANKFUL.”** The terminus of these initial “baby steps” is **SEX PERVERSION** (Rom. 1:26). Show, therefore, that the sin of Sodom was **NOT** initially perversion (Ezek. 16:49); it was **“pride, fulness of bread, and abundance of idleness”**—that is, it was like the **UNITED STATES OF AMERICA**.

Emphasize the words **“heart”** and **“imagination”** and run the references showing how God knows both and tries and examines both, and it is the **BOOK** that does this work (Heb. 4:12–13). Note that it is heart trouble, not head trouble, and take the student to Psalm 14:1; Proverbs 18:1–3; and Matthew 23. Show how the *AV* “accidentally” gave an advanced revelation that is not found in any translation of the Textus Receptus since 1600, unless they copied the *AV* text. The word **“professing”** had to be erased from the *NIV* and other apostate corruptions because it looked dangerously like **“PROFESSOR,”** so it was altered to “claimed to be” to **PROTECT THE PROFESSOR**. Teach your student that this type of depraved tampering with the Book is due to **SIN** and **UNGODLINESS** and **PRIDE** and that Donald Waite and his Textus Receptus crowd are from the same cut of cloth, for in the *NKJV* they replaced **“THE PREACHER,”** Ecc. 12:10) with a **“SCHOLAR”**—their own crowd. Typical. Show this to the student and emphasize the **MOTIVE** behind modern translations by Fundamentalists (\$\$).

Romans 1:23. it is time to go to work on evolution. Show that the descending order is the exact order of ascension in reverse that Darwin taught. Show the student the doctrine of Creationism found in Jeremiah 38:16, 14:22, 27:5; 1 Peter 4:19; Psalm 100:3, 95:6, 74:17, 104:13–14, 104:27; Isaiah 57:16, 40:26; Mark 10:6; etc. Show him the laws of conservation of energy in Colossians 1:16–17; Hebrews 1:2–3; 2 Peter 3:5–7; Psalm 148:6; Isaiah 40:26 and Nehemiah 9:6 and then run him through Hebrews 11:3; Job 25:5; Psalm 75:5; Ecclesiastes 1:10; Deuteronomy 22:9, and scores of others. Emphasize that science—apart from the ability of doctors to ease someone’s pain temporarily for a price (\$\$)—has never solved one of man’s SEVEN MAJOR PROBLEMS in the entire span of recorded (or imagined) history.

This is a brief sketch of how “verse by verse” teaching is to be done. One can see that by the time a student has examined every word of every verse in Genesis, Matthew, Acts, and Romans, in this fashion, he has piled up a storehouse of Biblical information that will double his speed of assimilation when he takes on Exodus, John, and Hebrews. Three years of this will equip any young man to correct any faculty member of any seminary in the world where that nut attempts to correct the Holy Bible—with ANYTHING. We begin the first year with Genesis, John, Romans, and Galatians through Colossians. The next year we pick up Exodus; 1 Corinthians; 1 & 2 Thessalonians; 1 & 2 Timothy; and Matthew, and then the last year Daniel; Hosea; Hebrews; James; 1 & 2 Peter; Acts; and Revelation.

Every word in every verse. Every doctrine contained in every verse. Every practical or devotional “nugget” in every verse. Sermon outlines in every passage. Every historical fact dealing with the passage. All of the criticism against each word in the passage, and the justification for every word in the AV Holy Bible found in the passage. This is the way to teach THE BIBLE. It has nothing to do with such anti-Christian and anti-biblical instructions as “a better rendering is” or “a more accurate translation is” or “unfortunately this word has been translated as such and such.” That is the vocabulary of a BAG OF HOT AIR who cannot talk like a New Testament Christian talks. Such teaching always does the same thing: it “communicates to the receptor” in “up to date colloquial language” so that “it is easier to understand,” and in so doing it destroys the entire system of cross references in the AV, thereby producing a blind, arrogant Bible BLOCKHEAD. Show the student how EVERY attempt by EVERY Conservative scholar, since 1881, was designed to cover up a truth or blot out a revelation found in the *Authorized Version*, and this was accomplished by “updating the Bible” to “make it easier to UNDERSTAND.”

Satan has not changed: he is just as SUBTLE as he always was.

LESSON SIX

Some Right Divisions

In this, our sixth lesson, we take up again the actual mechanics of teaching. In our previous lessons we learned that:

1. God never called one faculty member of any Christian school in America to teach the Bible if he did not believe the Book he was called to teach was THE BIBLE. He might be called to teach Biblical Introduction, Systematic Theology, Manuscript Evidence, Textual or Higher Criticism, Principles of Translation, Greek, or Hebrew; but he is not a “Bible teacher” if he has no BIBLE to teach.

2. We learned that the Author and Interpreter of the Bible is the Holy Spirit, and that neither education nor linguistic ability is the key to learning or understanding the Bible. The most vicious, backslidden apostates in Fundamentalism are the ding-a lings who fancy that a knowledge of Greek and Hebrew gives them some kind of an “inside track” on knowing the Bible. Many of them, like A. T. Robertson, J. G. Machen, Philip Schaff (head of the ASV committee), and Kenneth Wuest (Dean Emeritus of Moody Bible Institute), were Bible blockheads; and everything they knew about the Book, that was true, was in print before they tried to teach it.

3. We noted that contrast, association, and repetition are the basic methods of learning, and that grounding in the sevenfold divisions of Scripture, with their eight parts, is an essential.

Now we deal with something very basic in studying the Bible as a whole. The student or teacher of Scripture will notice that there is only one verse in the entire Bible that tells a Christian to STUDY the “**word of truth.**” It is found in 2 Timothy 2:15. There are no other verses that say “**STUDY.**” The word is in the imperative. You are to study “**the word of truth.**” Unfortunately, this word was STOLEN from the Body of Christ by an educational conspiracy that was carried out by Baptist Bible College (where people go to STUDY) and Bob Jones University (where people go to STUDY) and Liberty University (where people go to STUDY). You see, God would not tell Christians to study what the faculty at those schools WANTED THEM TO STUDY, so they altered the verse. There is no “**STUDY**” in 2 Timothy 2:15 in any modern English version, and there has not been for over a hundred years (1880–1990). The people at Tennessee Temple who approved of this Catholic alteration from Westcott and Hort (1881) were Afman, Price, Martin, Robinson, and Jennings (NKJV); the people from Bob Jones that approved of it were Custer, Panosian, Bob Jones Jr. (plus III, IV, V, et al.), Neal, Wisdom (NASV), and from BBC the apostates were Truman Dollar, A. V. Henderson, Dell, Sherman, Ronald Walker, James Combs, and Doug Kutilek (ASV, NKJV, NASV).

A real Bible teacher would want his students to STUDY and “rightly divide” “**the word of truth.**” At your modern Christian colleges no such commandment appears anywhere in the New Testament. No one is told to STUDY any Book. All Christian educators want naive, ignorant young people to listen to THEM; they do not want them to

stick their noses in the Book; it is too authoritative.

Following our usual custom, we dump these apostates and leave them to wallow in their own egotism and infidelity. Anyone dumb enough to believe them or follow them will get just what he deserves for “following a man” (the teacher in the “Bible department”) instead of God.

One of the best ways to “root and ground” the student in the fundamentals of Scripture is to draw together things that seem to be SIMILAR (resurrections, mysteries, baptisms, judgments, etc.) and then show the student the DIFFERENCES between these things. This enables the student to see that there are DIVISIONS in the Scripture that must be observed, or anarchy and chaos will follow the exegesis.

A good example is the *Thompson Chain Reference Bible*, which confounds the White Throne Judgment and the Judgment of the Nations with the Judgment Seat of Christ. To aid this disarray, the ASV, NIV, NASV, and similar apostate corruptions have altered “**the judgment seat of Christ**” (Rom. 14:10) to the “judgment seat of GOD.” Typical Alexandrian rubbish as taught at BJU.

Before laying out some of these divisions which you were to study—but you were only told to “**study**” in the HOLY Bible (AV); the new “Bibles” have no such command in them—reinforce in the mind of the student the seriousness of what he is about to do. He is about to study the greatest Book on earth and beside it Greek and Hebrew grammars, Coptic and Syriac lexicons, pulpit commentaries and word studies, plus encyclopedias and dictionaries, are “small fry.”

Have the student read the following verses aloud and then memorize them: Psalm 138:2; Nehemiah 9:5; 1 Samuel 15:22, 26; Galatians 3:8; Romans 9:17; 1 Chronicles 10:13; 1 Samuel 3:1, 7, 21; Psalm 12:6–7. After this, emphasize with double emphasis that if he believes what he just read, he is a “Bibliolator” in the eyes of every destructive Bible critic in America (Fundamentalists and orthodox Conservatives FIRST). None hold the Bible in that high esteem, and they will not tolerate YOU honoring it more than they do.

Paul attributes SPEECH and FOREKNOWLEDGE to written words. To him the Scriptures are ALIVE, and these living Scriptures he has and reads and quotes are never—NOT ONE SINGLE TIME—anyone’s “original autograph.” That is a fable taught by the Alexandrian Cult, the most smooth, pious, and accomplished LIARS in the history of Christianity.

I. First show the students the SEVEN PERIODS OF PROPHECY:

1. Adam to Abraham (Enoch is called to prophesy; Jude 14).
2. From Abraham to Moses (both of these men are called “prophets” by God—Gen. 20:7; Deut. 18:15).
3. From Moses to Joel.
4. From Joel to Malachi.
5. John the Baptist and Christ in the New Testament Gospel accounts.
6. “**The spirit of prophecy**” (Rev. 19:10—on this earth in the Church Age from Acts

2 to Rev. 4).

7. The tribulation prophets, Moses and Elijah (Rev. 11) with the 144,000 witnesses.

There is no prophesying or prophets after the Advent (Zech. 13:1–3). If there are any, they are to be killed.

II. Show the students the SEVEN BAPTISMS. This will clear up all of the heretical teaching by Campbellites and Bullingerites, who represent the radical WETS and radical DRYS of professing Christendom.

1. A baptism **“unto Moses”** in a cloud (1 Cor. 10:1–2).

2. A water baptism of John the Baptist to manifest Christ to Israel (John 1:31).

3. This baptism is extended to Israel after the resurrection at Pentecost (Acts 2:38).

4. Gentile water baptism (Matt. 28:19) **“in the name of the Father, and of the Son, and of the Holy Ghost,”** instead of the Jewish formula, **“in the name of JESUS”** (Acts 2:38). This baptism is a **“FIGURE”** of salvation and not a **“SIGN”** to Israel (1 Pet. 3:19–21).

5. A baptism of suffering that is likened to drowning under the wrath of God (see Matt. 20:23 and Psa. 69:1–3).

6. A baptism of fire for the lost in hell (Matt. 3:11; Rev. 20:14).

7. Saving baptism in this age, the placing of the believer into the Body of Christ (1 Cor. 12:13). The Holy Spirit does this (Eph. 4:1–5).

III. Now take up the SEVEN RESURRECTIONS:

1. The resurrection of the Lord Jesus Christ, especially in Luke 24.

2. The token resurrection of some of the Old Testament saints at this time (Matt. 27:50–53).

3. The spiritual resurrection of the dead sinner when he believes on the Lord Jesus Christ (Eph. 2:1–8 and Rom. 6:1–4).

4. The rapture of the living saints with the resurrected bodies of dead Christians (1 Cor. 15).

5. The national resurrection of Israel, as a nation, with Old Testament saints coming up (Ezek. 37) to go into the promised land permanently (Gen. 12, 13, 22, etc.).

6. The resurrection of the unsaved dead with millennial saints at the White Throne Judgment (Rev. 20, 22:14, 11:18).

7. The resurrection of Moses and Elijah (Rev. 11) that takes place at the end of the Tribulation and will probably accompany a post tribulation rapture (Matt. 24:31; Heb. 12:22) with the dead Tribulation saints arising at that time.

It is time, again, to repeat and reemphasize the importance and power of the BOOK. About here, some graduate of PCC or BJU or BBC, who does not have enough Bible knowledge to put in the left eye of a blind mosquito, will show up and say **“HOBBY HORSE”** (that is a favorite Alexandrian cliché to get you to abandon the Book for the

Cult's traditions and "historic positions") or "FANATIC" or "BIBLIOLATOR" (another favorite of Alexandrian heretics who worship education and scholarship) or "Ruckmanite," or "nonessential (more standard, hackneyed clichés used to get you to quit studying THE BOOK and follow some man who wrote another book). Show the student that **"Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God"** (Matt. 4:4), and that a real Bible teacher or Bible student will esteem **"the words of his mouth more than [his] necessary food"** (Job 23:12). Food is a nonessential when compared to the WORDS that God wants you to have. Imagine these incredible apostates talking about "fundamentals" and "essential truths" when the words they are reading in the AV are more important than staying alive! What a bunch of depraved droids.

IV. The SEVEN JUDGMENTS:

1. The judgment against sin that God carried out at Calvary (2 Cor. 5:21; Gal. 3:13).
2. The daily self judgment of the believer (1 Cor. 11:30–31; 1 John 1:9).
3. The Judgment Seat of Christ, where the believers' works will be judged (1 Cor. 3; 2 Cor. 5; Rom. 14).
4. The Judgment of Satan at Calvary (John 16:11).
5. The Judgment of the Nations at the Second Advent.
6. The Judgment of the nation of Israel in the Tribulation.
7. The Judgment of the unsaved dead at the end of the Millennium (this will include angels and saved people from the Millennium; see Rev. 11:18 and 1 Cor. 6:1–5).

V. THE SEVEN MYSTERIES. These constitute the greatest doctrinal testament ever bequeathed to MINISTERS (see 1 Cor. 4:1). As a matter of fact, if every Christian minister had been a faithful "steward" (1 Cor. 4:2) in handling these seven mysteries, no country on this earth would be in the moral or spiritual condition that it is in today. These seven mysteries are not taught at BJU, BBC, or anywhere else, unless the student happens to get into a class where the teacher has carefully hidden some of the works of that arch heretic (that great enemy of historical Fundamentalism and intellectualism, that rabid, ranting, unorthodox, etc.) "Ruckman." Today, many of the teachers in fundamentalist schools are passing on reams of information they got out of the Bible Believer's Commentaries on Proverbs, Genesis, Exodus, Acts, Matthew, Revelation, and the Pastoral Epistles while pretending to their students that they got the information from "the original Greek text" or "THE Greek text" or "the Greek original" or "the original Hebrew."

They have a dozen ways to lie, depending upon which lie they are trying to get across. This is an age old practice. It is exactly how Kenneth Wuest and Dr. A. T. Robertson made a living. You pretend that knowledge of the Scripture comes from studying the original language to bring the student into bondage to YOU; you do this by teaching him information you have gotten from others (which he does not have) and then pretend (double pretense!) that THIS information came from "the Greek." It did not. He is a professional liar; that is how he makes his living.

The SEVEN MYSTERIES are not mysteries of the Kingdom of Heaven or the Kingdom of God. These mysteries were committed to Christian ministers, and they were

to be “**stewards**” of these mysteries (1 Cor. 4:1–2). “**It is required in stewards, that a man be found faithful,**” so the faithless, unfaithful “**stewards**” at BJU, BBC, and the *Sword of the Lord* consider these mysteries to be so “nonessential” alongside the “fundamentals” that they never mention them as proper subjects for intense Bible study. (They will have to cross two or three of them in their preaching and teaching, but they never tell their students or church members that faithfulness in a minister is determined by how he acts as a custodian of these seven mysteries,)

1. “**The mystery of godliness**” (1 Tim. 3:16), which was removed from the Bible by the faithless, unfaithful stewards in the “fortress of faith.” All of BJU’s faculty recommended TWO translations that erased the greatest verse in the New Testament on the Incarnation. They did this so they would not be guilty of “King James Onlyism”; typical frightened apostates who feared ridicule worse than God, sin, or the devil.

2. The mystery of the indwelling Christ (Col. 1:27). This is the statement that a holy, just, pure, and righteous God can live WITHIN the body of a defiled, dying sinner. “**What? know ye not that your body is the temple of the Holy Ghost...?**”

3. The mystery of the Body of Christ (Eph. 3, 5). This is a mystery about a Body that is “**ESPOUSED**” to be married (2 Cor. 11) and, yet, has already become “**one flesh**” with its Head (Eph. 5). A “**mystery**” is something that is to be believed even if it cannot be explained. All Catholics understand this, and this is why they put the word on their “sacrament.” The only thing wrong is, a “sacrament” is found nowhere in any Bible, and the word “**mystery**” is never connected with the Lord’s Supper, no matter what you call it.

4. The mystery of the temporary rejection of Israel. (Rom. 9–11).

5. “**The mystery of iniquity**” (2 Thess. 2). This deals with an individual MAN who will take over the ten nation, federated, European Common Market from Rome, through the United Nations.

6. “**Mystery, Babylon the Great**” (Rev. 17:1–5). This refers to a female demon who is personified in an apostate religious system, whose “**seat**” is Rome.

7. The mystery of the Rapture (1 Cor. 15:49–56). Unlike the Advent, where “**every eye shall see him**” (Rev. 1), this event takes place “**in a moment, in the twinkling of an eye,**” and it must take place long before the Advent, for the Judgment Seat of Christ and the Marriage of the Lamb (1 Cor. 3; 2 Cor. 5; Rev. 19; and Psa. 45) must take place BEFORE the Lord comes to Armageddon.

Observe; if the minister (bishop, priest, pastor, deacon, evangelist, teacher, etc.) does NOT preserve these mysteries, look what happens!

1. If you drop the first one, as Bob Jones University and BBC dropped it (NASV or NIV or ASV), then you open the way for Deism: Christ is not Deity. You wind up with Unitarianism (it was called “Socinianism” years ago). You will be saved “by following Christ’s example” (Jesus Christ Superstar, The Robe, The Big Fisherman, In His Steps, The Last Temptation, etc.).

2. If you drop the second one, you lose the doctrine of the two natures and fall prey to sinless perfection or complete sanctification and get as screwed up in 1 John 3:9; 2 Peter 2:18–22, and the Sermon on the Mount as a bar room corkscrew.

3. If you drop the third one, you lose the doctrine of eternal security, for if you are “bone of his bone and flesh of his flesh” (Eph. 5), you could not go to Hell if you tried.

4. If you drop the fourth one, you will wind up with Adolph Hider and Pope Pius XII, who had a concordat between them. You will take the reports on the “Khazars” and the *The Protocols of the Learned Elders of Zion* seriously along with the “international bankers,” and you will wind up as anti Semitic as John Paul II, who does not even recognize the State of Israel.

5. If you drop this one, you wind up accepting the office of the pope as legitimate because it is merely the Catholic “system,” or the “revived Roman empire” that is the **“son of perdition.”** But according to Scripture, the Antichrist is a **“MAN”** with a number (Rev. 13:18), not just a **“beast.”**

6. If you drop this one, then you will elect Roman Catholics as senators, mayors, governors, and presidents, thinking that Catholicism is just one more religion. It is NOT just “one more religion.” It is SATAN’S BRIDE, and has been responsible for the deaths of more than five million Christians, plus all the casualties in two world wars. Both of those wars were started by Austrian Catholics who were born, sprinkled, confirmed, and raised “Roman Catholic.”

7. If you drop the seventh one, like the Dry Cleaners did (Watkins, Stam, Baker, Bullinger, Greaterex, Baker, Grube, et al.), you settle down in the world system and quit looking for His glorious appearing (i.e., most Dry Cleaners substitute “YOU appearing with HIM,” without being with Him when you die). This mystery is called a **“blessed hope”** (Titus 2:13) and it is a purifying hope (1 John 3:1–3). That explains why most Dry Cleaning churches do not have any separated YOUNG people in them.

Examples of unfaithful stewardship are Bob Jones Jr. and III, who recommended the *Amplified Version* of the New Testament, knowing that it absolutely and positively rejected ANY national restoration of the nation of Israel, or even national conversion (see *Amplified New Testament* in 1 Thess. 2:16); another example is Baptist Bible College, which has been teaching that the bride of Christ (mystery #3) was a local Baptist church. Other examples are numerous. Mystery #1 has been ditched by every teacher who recommended the ASV, NIV, NASV, RSV, or NRSV, and mystery #7 has been ditched by all of the Reformed theologians and all of the Amillennialists. Mystery #4 has been shelved by all Postmillennialists and eight hundred million Roman Catholics.

Evidently, “King James Onlyism” preserves more pure, absolute, Biblical truth than five hundred Christian colleges, universities, and seminaries can safely “custodian.

Here we close the lecture. We will list the last of the “sevens” in our next lecture. The reason God does everything by SEVENS is because, in His word, SEVEN finishes a thing. Gentiles count by TENS, and when they get to TEN, they start over (with a zero); to them, TEN finishes a thing. God counts by sevens, so EIGHT is His new beginning point. This is more than evident when we get to the last book in the Bible and find seven churches, seven angels, seven candlesticks, seven vials, seven seals, seven trumpets, and a “BOOK” mentioned seven times in the last chapter. It is true that you cannot build a Christian university on studying such matters, and it will probably not help you bilk the suckers (everyone of them a “Fundamentalist”) out of their money for tuition, but after all, THE

BOOK is more important than the entire Christian educational system that makes a living off it, and it is vastly more important than all of the revisers who tried to get rid of it or the revisions which tried to replace it.

First things first. Let the Christian educators major in the minors.

LESSON SEVEN

The Seven Sevens

Finally we have “THE SEVEN SEVENS. “This is a reference to that cover to cover system of sevens that marks every chronological dealing that God has with man:

1. Go six days and rest the seventh (Gen. 2).
2. Go six weeks and celebrate Pentecost at the end of the seventh week.
3. Go seven months and then hold THREE major feasts in the seventh month, with one of them dating the birth of Christ and His Second Advent. (Never mind “the original Greek”! They don’t know what in h they are talking about. They are just trying to gain “**dominion over your faith.**”)
4. Go six years and then make the seventh year a sabbatical year, where the land rests (Lev. 25:4).
5. Go seven times seven years and then have a mid century “**Pentecost**” on the fiftieth year. Proclaim a jubilee and turn the land loose (Lev. 25).
6. Go six millennia and rest on the seventh millennium (Rev. 20). Six thousand years of man running things; one thousand years of God running things (see Isa. 14:7).
7. Finally, one earth in Genesis 1:1, the second in Genesis 1:2, the third in Genesis 3–5, the fourth in Genesis 6–7, the fifth in Genesis 8–11, the sixth in Isaiah 11 and Romans 8:14–20, the seventh in 2 Peter 3 and Revelation 20:11.

Since seven is the end, then the EIGHTH one will have to be something “new” (2 Pet. 3; Rev. 21:1–6).

This is what is known as studying “**to shew thyself approved unto God, a workman that needeth not to be ashamed, RIGHTLY DIVIDING the word of truth**” (2 Tim. 2:15 in an *Authorized Version* ONLY: “King James Onlyism,” right? Remember old Bobby III’s cliché? It was a cult cliché to prevent you from finding out HOW TO STUDY THE HOLY BIBLE. Subtle, aren’t they? What appeared to be a genuine heresy—“King James Onlyism”—turned out to be the only thing that could keep you straight on the Book that was responsible for your salvation. Subtle, aren’t they? That was Bobbie III of BJU that pulled off THAT cute one to protect his faculty, who have been making a living for forty years by ATTACKING the *King James Bible* [\$\$\$].)

It is time again to remind your student that the Book is vastly more essential and important than what anyone thinks or says about it. Show your student that the Book is complete “survival equipment” for anyone. It is Bread (Luke 4:4), Honey (Psa. 119:103), Apples (Prov. 25:11), Milk (1 Pet. 2:2), and Meat (Heb. 12), as well as a Sword (Eph. 6:17), Hammer and Nails (Jer. 23; Eccl. 12), and Fire, Water, and Light (Psa. 119; Jer. 23:29; Eph. 5:26).

You are a fool to think that some educated ass with a Ph.D. can improve it. Tell all of your students that. Consider that to be a main, “fundamental, “essential DOCTRINE for

any man who attempts to teach THE Bible.

In “**rightly dividing the word of truth,**” show your student, Scripture with Scripture, the difference between the Kingdom of Heaven and the Kingdom of God (none of the faculty members of the major schools have the foggiest about the difference), the difference between the Rapture, which is a mystery (1 Cor. 15), and the Advent, which is not; show them the difference between the Jew, the Church, and the Gentile (1 Cor. 10:32); show them the difference between standing and state in the believer; show them the difference in the operation of the two natures in the believer; show them the difference between salvation and religion. Emphasize disunity, differences, contrasts, and non ecumenical teachings. Emphasize absolute polarities (Prov. 1–14) with segregation and discrimination (Isa. 5; Neh. 13; 2 Cor. 6) that is completely contrary to the spirit of this age, “**the spirit that now worketh in the children of disobedience.**”

Bring to class four translations: the *ASV*, *NASV*, *NIV*, and the *NKJV*, and emphasize every difference you can find between them and the Holy Bible. Major in schismatic destruction where falsehood is trying to counterfeit TRUTH. Use “the power of negative thinking” to the fullest extent when examining every variation from the *AV* by any other English translation. Take the student to Acts 4:27, 30; 1 Timothy 6:5, 9–10, and 20; 2 Cor. 2:17; Luke 2:33; 1 Tim. 3:16; 2 Tim. 2:15; Acts 1:3; Luke 23:42; Acts 8:37, and John 9:35, and show him what is involved if he takes the advice of these crackpot, harebrained nuts (to quote THEIR nomenclature of US) who say “not one fundamental doctrine of the faith is affected or altered,” or “an of the major fundamentals can be found in any reliable translation.” Check them out; make your students check them out. “**Prove all things... hold fast the form of sound words....**” Make your student read the *ASV*, *NIV*, and *NASV* in Isaiah 3:10; Hosea 11:12; Matthew 12:6; Mark 10:24; 1 Corinthians 5:7; 2 Corinthians 10:4; 2 Timothy 3:3; Hebrews 11:6; Jude 25; Revelation 8:13; and 1 John 4:9. Make them read 1 Thessalonians 3:11; 1 Timothy 1:1; 1 Timothy 5:21; 1 John 1:7; Revelation 1:9; Acts 9:20; Romans 1:16; 1 Corinthians 5:4; and 1 Corinthians 16:23. **TEACH THEM THE BOOK.** Teach them the Bible. Show them what is the Bible and what is NOT the Bible.

Put a *NKJV* in front of them and tell them that every champion of the Textus Receptus, since 1980, recommended this translation, and that list included the LEADERS at BBC, Tennessee Temple, Liberty University, and Dallas Theological Seminary. Then show them the following verses in the *NKJV*: 2 Corinthians 2:17; 1 Corinthians 1:22; 1 Timothy 6:5, 10, 20; James 5:16; 2 Timothy 2:15; Matthew 20:20; 1 Thessalonians 5:22; Philippians 3:8, 21; Proverbs 1:4–6, 32; 2:1, 7; 7:6, 11–12, 16; 30:29; 31:15–16—these last are all *ASV* readings from 1901 inserted into a text that professed to be “King James.”

“King James Onlyism,” was it, Bobby? Well, if it was, it was certainly RIGHT in this case, for the *New King James* is an edition of the *ASV* in Proverbs 4:4, 17; 13:8, 12; 24:24; 26:6, 13; and two hundred other places. (The last set above came from the *RSV* of the National Council of Communist Churches.)

Show these things to them. No one at BBC or BJU dares to show them. Neither does anyone on the campus at Lynchburg, Pensacola, Milton, Ft. Worth, Dallas, Louisville, or New Orleans. Educators know where the real threat to their salaries and images lies: between the covers of one Book produced in 1611. ANY edition of it is just as deadly to

their bellies as any other edition (\$\$).

Having rooted and grounded the Bible-believing student in the main teachings of the real Bible, to the exclusion of the Alexandrian counterfeits, we go now to the matter of THE KINGDOM, which is the main doctrinal theme of both Testaments. The main teachings given above have to do with **“rightly dividing the word of truth.”** Once the proper divisions have been made, the student can proceed without falling into Charismaticism, Communism, Catholicism, Campbellism, Bullingerism, or “Versionism” (multiple versions to cancel each other so you can have your own way).

LESSON EIGHT

The Theme of the Bible

It is now time to show the student the main theme of the Bible, which is not salvation or “God revealing Himself to man” or some other little Alexandrian doo hickey that the theologians invented to get God out of their own private lives and incomes. The main theme of the Bible is **“THE KINGDOM.”** This includes **“THE KING,”** so the words **“God”** and **“Lord”** and **“Jesus”** occur over and over again, but even then **“the King”** is only the main character in the Kingdom. He is its central figure; the THEME is still THE KINGDOM, for the main issue in life, death, and judgment is FINAL AUTHORITY. This is the first “fundamental of the faith” and takes precedence over anything and everything found in the credal statements of Bob Jones University, Baptist Bible College, the *Sword of the Lord*, the Westminster and Heidelberg Confessions, the Catholic catechisms, the Thirty-Nine Articles, the Augsburg Confession, and Wesley’s Handbook.

For this reason, the “historic position” has been that the kingdom is NOT the main theme of the Bible. Man is an anarchist at heart and does NOT want to be ruled by God (see 1 Sam. 8:1–9 and Luke 19:14). Modern Fundamentalism (say, the faculties, staffs, and presidents of every major Christian school in America) are ANARCHISTS. That is why they have dual (or triple) authorities. It enables them to act as “God” in giving the final decision or final judgment on any issue or matter. Since we have gone into this basic, fundamental truth on at least four dozen occasions before, we will here forbear.

When the student is taught “The Kingdom,” he should be taught as all of the previous lessons have been taught: he should compare Scripture with Scripture and lean on the Author of the Scripture for understanding of the Scripture, being assured that he IS reading the Scriptures, just as surely as the Ethiopian eunuch or the Bereans read them (Acts 8, 17). When I mentioned the Seven Mysteries, the Seven Sevens, the Seven Baptisms, and the Seven Judgments, I did not mean that they should simply be noted, but that they must be STUDIED. For example, a lesson on the Judgment Seat of Christ should define the **“gold, silver, precious stones,”** and the **“wood, hay, stubble.”** It should discuss the five crowns to be given out as rewards, and all Scripture references should be turned to and read. We are teaching THE BIBLE, not “the historic Baptist position regarding a Congress of Fundamentalism” as it was established by “good, godly, recognized, militant scholars” who “boldly stood for the faith” after ROME lost its power over their families, businesses, lives, and churches. The Judge (at the Judgment Seat of Christ) should be described, with His method or manner of judgment, the things that He will judge, etc. When we mentioned the second “mystery” of the Seven Mysteries, we intended for the teacher to describe the two natures of the believer, how the second nature came about, what it is connected to, what it was severed from, Who did this, and how it was done. The FRUITS of the new nature should be compared with the WORKS of the old nature, and Romans 6–7 and Galatians 5–6 should be dealt with in detail, as well as Colossians 2 and Ephesians 4–5. You see, we are teaching THE BIBLE, the Book. A Bible teacher teaches a BOOK. He does not waste the student’s time with correcting the Book, altering the Book, or skipping the parts he does not like or cannot understand, or does not

agree with (it will be a cold day in Hell before you will get a class at BJU or BBC where the teacher goes through Isa. 34, 66 or Deut. 32).

When we come to “THE KINGDOM,” the references should be given (there are more than five hundred) and turned to and READ. This goes for the references on the Seven Resurrections and the Seven Judgments given above. There is no dearth of material to a Bible-believing Bible teacher who spends his life teaching THE BOOK. The only dead spots and vacuums and “black holes” are in the minds of the professional liars who make their living USING the Book that they do not believe. Their plight is the desperate plight of the “filler” or “padder” who must continually refer to word studies and “better renderings” and “more accurate translations” and “bringing out the meanings,” etc., in order to fill TIME. Nothing on this earth is DEADDER, or less effective, than listening to an apostate Fundamentalist like Stewart Custer, Dayton Hobbs, Fred Afman, Ronald Walker, Robert Sumner, Donald Waite, Marshall Neal, or Bob Jones Jr. trying to teach THE BOOK. Nothing—not even a Catholic mass. If you wonder how these huge kiddy training schools (PCC, Santa Rosa, BJU, etc.) can operate year after year after year training “preachers” (PCC has a “preacher boys” class of more than one hundred kiddies), without turning out more than a half a dozen real, soul-winning, street-preaching, church-building Bible believers in fifty years—they have had in their hands more than 10,000, if you go back to 1930—it is because all of them teach a Book they do not believe; and God, the Author of the Scriptures, knows they do not believe it. He just moves back and watches the sideshow. Occasionally, one or two hardy souls will take the curriculum and RESIST what they are taught and “make the grade” without absorbing the infidelity. They “pan out,” but then, the kiddy school takes credit for producing them.

SOP for any lousy hypocrite.

The kingdom is mentioned, historically, in the Bible long before Adam and Eve show up. Contrary to all the “Bible teaching” in ALL of the major schools, the first words spoken historically in the Bible are not spoken by THE KING. “**Let there be light**” comes much later (Gen. 1:3). Before this, a counter king, who aspires to rule (Isa. 14:10–15) says, “**I WILL ASCEND.**” There is an attempt to unseat the Final Authority and take His place before God made a man.

This means that the first fundamental of all fundamentals, taking precedence over EVERY so called “essential doctrine” or “essential fundamental,” is “Who gets to run whom?” The counterfeit king of Isaiah 14 puts this on mankind as soon as mankind shows up (Gen. 3:1). He questions God’s authority by questioning what God SAID (Gen. 3:1). This is the foundation of the Bible departments at Bob Jones, Wheaton, Chicago, Berkeley, Moody, New York City College, Fuller Seminary, Baptist Bible College, Harvard, Yale, and Tennessee Temple University. You cannot qualify as an intellectual or as being scholarly unless you question what God SAID and cast DOUBT on His final authority. That is the prime requisite for being a member of the Scholar’s Union; the Union was set up by SATAN. The faculties at the worst Liberal hellholes in Europe and America approach THAT matter exactly as Hobbs, Hymers, Hutson, Hudson, Gausson, Sherman, John R. Rice, Bob Jones III, Truman Dollar, James Combs, Al Jennings, and Stewart Custer approach it. “If I don’t like it or can’t understand it, there is something wrong with it, so I have the authority to alter it to my satisfaction and my understanding.”

That is how the faculties and staffs of every major school (secular or sacred) in the WORLD handle the matter when the Bible shows up. We have no part with them. We never have and never will.

Show the student how SATAN is the first main antagonist in the Bible. Run the verses that show his character, nature, goals, methods of operation, examples of activities, and his future. This should cover about one hundred verses (Gen. 3; Job 1; 1 Chron. 21; Eph. 6:10–15; Rev. 12; Ezek. 28; Isa. 14; 2 Cor. 11; and Luke 4).

Run the verses on the original “king.” This should run another hundred. Show how Genesis 1:1 separates forever the expressions “**God**” and “**heaven**” for anyone, unless they are a pantheist. Go to Romans 14 where “**the kingdom of God**” is DEFINED, independently of any theologian’s or commentator’s opinion about it. Go back to Isaiah 14 and Psalm 48:2 to show how “**HEAVEN**” is not a spiritual place or a spiritual state and has very little to do with “**righteousness, and peace, and joy in the Holy Ghost.**” Heaven, in the Bible, is a literal three-storied area (Amos 9:6; 2 Cor. 12:1–4). It is geographical. Birds fly in it. Planets rotate in it. Heaven is no more “**God**” than it is your washing machine. The “**heaven of heavens**” is the dwelling place of God (run the references) and the expression “**kingdom of heaven**” is no more synonymous with “**kingdom of God**” than a fire hydrant is synonymous with a mailbox.

Give the students the verses that prove that Satan is a king (Job 41) and Adam was a king (Gen. 1; Heb. 1:2). Show how a spiritual kingdom is present with a physical kingdom in Isaiah 14 and Genesis 2. Illustrate by showing the King (the King of the JEWS) is a man “**made of a woman**” (run the references) called “**THE SON OF MAN,**” while He is at the same time “**God manifest in the flesh**” (run the references) called “**THE SON OF GOD**” (run the references, especially in John). If you do this as fast as you can, with the students READING the passages, you might get through it in FIVE HOURS. This would be considered a waste of time in the average school because it cannot a) magnify the school, b) magnify the intelligence of the faculty, c) give credit to Greek and Hebrew scholars, d) enforce the rules and regulations of the school, e) increase the money donors for the school, f) increase the enrollment, g) bring the student in subjection to the faculty (\$\$\$).

We are dealing with teaching THE BIBLE. That is what I have done for nearly fifty two years. That is what the Alexandrians do NOT do. They USE the Bible: they use it as a tool to impress upon the student their own authority and the authority of their kind.

Trace the progress of the literal, physical, visible kingdom from Adam to Jesus Christ, giving the student all the references that show that there is no new birth in the Old Testament because THERE IS NO “**KINGDOM OF GOD**” PRESENT IN THE OLD TESTAMENT. Run the references on “**THE IMAGE OF GOD**” in both Testaments, which Adam LOST, and which was never regained until “**THE IMAGE OF GOD**” showed up. This study will quickly reveal that rank HERESY is the standard “Bible teaching” for the faculties and staffs of every major Christian school in America, for they teach that salvation is the same in both Testaments. (As though Ecclesiastes and Romans are the same!)

Run the references that show the following men are giving a king’s status, as rulers,

over literal, visible, physical, EARTHLY possessions: Noah, Abraham, Isaac, Jacob, Judah, David, Solomon to Zedekiah. Show how this kingship is taken from Israel when Jeconiah reigns (Jer. 22, Lam. 6) and reverts to the GENTILES (Dan. 1; 2 Kings 24) until the **“times of the Gentiles”** are fulfilled. Go into Daniel 2 and 7 and show how this literal, physical, visible Kingdom of Heaven will be under Gentile dominion until the Advent of Christ. In Daniel, both advents are viewed together, and this explains the bungling stupidity of the faculty and staff when they hit Mark 1:15; Matthew 3:2; and Matthew 4:17 like a crippled sparrow going into a buzz saw.

Give the verses that show Jesus Christ as a DUAL KING, coming to take over BOTH kingdoms, and show the references that deal with Satan’s offer to give him ONE of them (Luke 4; Matt. 4)—which he will actually take by force (Rev. 11, 19) when He returns (Psa. 110). Show how the Kingdom of God enters with the resurrection of **“the image of God”** (Heb. 1; 2 Cor. 4:4; Col. 3) and the Kingdom of Heaven, though offered (see Luke 1; Acts 1–2, 7), is rejected and disappears into a “mystery form” (Matt. 13) UNTIL THE SECOND ADVENT. This is the kingdom that Satan takes over after the rapture of the Body of Christ. Take the student to the millennium, where all of the literal, physical, visible promises regarding a literal, physical, visible kingdom are fulfilled (Luke 1; Rom. 8; Isa. 2, 11; Joel 3; Zeph. 3; Ps. 110, 70, etc.). Wind up with BOTH kingdoms together (Rev. 20–22) with the right King on the throne: the **“KING OF KINGS AND LORD OF LORDS.”**

Ask your student if he has an *“Authorized Version,”* a *“King James Version.”* Tell him that **“where the word of a king is, there is power,”** and the unauthoritative, unauthorized, unread, unknown “original autographs” are just about as authoritative now as a magazine stand.

Tell him that there is nothing “authorized” about any English Bible on the market that has showed up in the last one hundred years, and the *NKJV* was no more **“the word of a king”** than the word of a muskrat.

AUTHORITY—final authority—is the issue, so the Kingdom and the King are the main themes of the Bible. Any BIBLE TEACHING that fails to emphasize that is fake Bible teaching. It is teaching designed to: a) Bring you in authority to a human teacher. b) Bring the Book in subjection to Christian scholarship. c) Get along with the world system by failing to bring up the matter of FINAL authority, which the world will not tolerate. d) Sidetrack you from the power and authority of the Book to RULE you, so you will come out judging IT as a humanistic RELATIVIST.

LESSON NINE

Some Problems

We cannot give a detailed account of all the special problems that will arise, but this will give you some idea of how to handle a few of them.

1. King James Onlyism: arm the student for warfare so that when he runs into the apostates who teach at BJU (or were taught at BJU), he can answer this charge. Have him memorize these references, as they will be found **ONLY** in the *King James Bible* and in no other English Bible that has showed up since 1611, including the “NKJV” (1 Tim. 6:5, 9–10, 20; 2 Tim. 2:15; Acts 4:27; 2 Cor. 2:17; Rom. 1:18, 25; Phil. 2:7). In these, King James Onlyism is not only not a “heresy,” it is the **ONLY** safe, Biblical rule to follow. It is by sticking to the *King James* “only” that these truths are preserved, and **ANY** English translation other than a *King James Bible* destroys these truths.

2. Arm the student against the faculties and staffs of BBC and Tennessee Temple (and all of their graduates) who have picked up the false notion that it is a sin to correct the “original Greek” with the English. Have the student learn Acts 7:59 and Matthew 28:1 in **ANY** Greek text published by **ANYONE**, and show him that the word “**God**” is found nowhere in them and the word “**sabbath**” is not found in them anywhere. Show him Matthew 16:19, and show him how no Alexandrian Bible corrector dares use English translations. Show him how both apostate corruptions recommended by TTU, BBC, and BJU fail to translate “*phileo*” and “*agapao*” as different words in John 21:15–16, and neither version will **SAY** what the faculties and staffs of those schools **TEACH** on 1 Timothy 3:2. They all teach that 1 Timothy 3:2 means “once married” or “only having married once.” There are no Greek texts that say that; consequently, they have to deny all the **GREEK** and **ENGLISH** texts.

3. In pronouncing proper names (1 Chron. 1–9, for example), give the student the right diacritical markings, and if he wants to, let him listen to Scourby reading the passage (to get it exactly), but tell him not to worry unnecessarily about most of the words—do the best he can with Gethsemane, Philistines, Horeb, Sinai, Tiberius, lasciviousness, emulation, sedition, centurion, Nazareth, Caesarea Philippi, Herodias, Trachmonitis, Decapolis, concupiscence, and so forth. Most of them will be in the New Testament. Get the main characters in the Bible down “pat,” but do the best you can on the long lists, but do not worry very much about them. The diacritical markings do not give you the Hebrew pronunciations anyway.

4. When you hit an apparent discrepancy (Ahaziah’s age, for example, or the “fourteen generations” from David to the captivity, or the Syrians’ horses and horsemen and chariots, etc.) use either my book on *The “Errors” in the King James Bible* or Halley’s *Alleged Discrepancies* or both. Always try to explain the apparent contradiction using the English text only, comparing Scripture with Scripture. The Greek and Hebrew may be used to reinforce these matters at times, but be very careful in using them, never forgetting that “running to the Greek and the Hebrew” is SOP in the Alexandrian Cult and is designed to accomplish three things in addition to “clearing up the discrepancy”:

- a. Cause you to doubt the Book and place your trust in scholarship.
- b. Make you think it is impossible to learn the Book without Hebrew and Greek.
- c. Reduce you to the level of ignorance of the Greek or Hebrew scholar.

5. In dealing with extremely difficult passages (such as Song of Sol. 4–6; Zech. 1–2; and much of Isaiah and Ezekiel), give the student what commentators and scholars have said about the passage, and after admitting that you do not know the EXACT doctrinal import of the passage, give them at least the spiritual application of the passage. In a case like 1 Corinthians 7:36–40 (which no one has ever been able to explain to everyone’s satisfaction), give the student the three options, and then leave it to God to show him which one is right. Avoid, at all cost, letting him believe that some Alexandrian scholar has the answer to such problems BECAUSE OF HIS EDUCATION; that is nearly always the reason why he DOES NOT have the answer.

6. In dealing with the handful of archaic words that are found in the AV, simply say, “In our day this would be said as...,” and give an example. Or say, “In up to date English this would be...,” such and such. You never have to alter the text for any reason. Such words as I “**trow,**” “**earing,**” “**rereward,**” and “**wist**” can be handled with perfect ease, as well as words like “**let,**” “**prevent,**” and so forth. Again, arm the student so that when he runs into the graduates or teachers of any of the schools named above (or any school like them; it is all one stew), he can throw back in their face the very argument they use for their “newer reliable translations”: i.e., “not one single fundamental doctrine is altered or changed by ANY archaic word in ANY editions of the AV; WHY CHANGE IT?” What is good for the goose is good for the gander.

7. Show the student the peculiar structure of the Book: five books begin the Old Testament and five begin the New (Genesis–Deuteronomy and Matthew–Acts). These are followed by a set of twelves in both Testaments: (Joshua–Esther and Romans–Titus), and a set of fives (Job–Song of Solomon and Philemon–2 Peter), followed by another set of fives (Isaiah–Daniel and 1 John–Revelation). In the Old Testament an additional set of twelve shows up (Hosea–Malachi).

8. In dealing with Revelation 22:19–21, point out that the passage could be warning about three things (see “options” above): a) Not tampering with any one word in the Book of Revelation. b) Not tampering with one word in the entire Bible. c) No tampering with one word in the MANUSCRIPT AS GOD GAVE IT TO JOHN. There is a fourth possibility, for the student will know mighty quickly (after studying Hebrews and Revelation) that a man in the tribulation can LOSE salvation. The threat in Revelation might be aimed at a saved man, who could lose it if that man were in the Tribulation, and certainly the context of the warning deals with the Tribulation for at least sixteen chapters (4–19), and maybe more. If the warning applies to the alteration of ONE WORD anytime between A.D. 90 and A.D. 1990, then, as sure as you live and breath, every member of the RV committee and ASV committee and NASV committee, as well as the RSV, NRSV, and NIV committees, went to Hell like a bullet; that is, if you take the expression “**his part out of the book of life**” to actually mean that you take his “name out of the book of life.” There is a reference to this very thing in Revelation 3:5, which see. Note that Moses is on this “line” in Exodus 32:32. The threat, then, appears to be aimed DOCTRINALLY at

someone in Daniel's Seventieth Week who messes with the Book of Revelation. Inspirationally we can apply it to the whole Bible, but **"sound doctrine"** is "sumthin' else."

9. The problem of Matthew 10:23. This is a problem that no one has solved, and it looks like nobody is going to solve it. It is a grade A example of how a knowledge of Greek and Hebrew will enable you to do nothing but make a fool out of yourself if you begin to mess with the Book. There are no Hebrew or Greek scholars, alive or dead, who could expound the passage with any kind of fidelity. The Bereans (Dry Cleaners) who brag about "searching the scriptures" to see "if these things be so" are just as stupid and incompetent. Their "Jewish apostles," outside the Body, disobeyed an order they were given (Acts 8:1) and stayed in Jerusalem, supposedly to await the "imminent return." This would have been as stupid as Bullinger, Moore, or Watkins, in view of the fact that the Second Coming was conditional of them starting a nationwide campaign of evangelism (Matt. 10:23). To say that this verse goes up into the Tribulation—which it probably does—solves nothing, unless YOU resurrect all the apostles (including Judas) and send them back to Palestine.

What does "the Greek text" say? What does it say in the "original Greek"? What does Donald Duck's (excuse me—Waite's) Textus Receptus say? Nothing that would help you or him or anyone else. Understanding the Bible has little or nothing to do with any Greek text. You could not figure out what Romans 8:28 or Philippians 4:13 really MEANT with any lexicon. You have to LIVE those passages. Teach your student that it is the very height of egomania for any silly, educated ass at Bob Jones or Tennessee Temple or Pensacola Christian College or Baptist Bible College to think that a knowledge of Greek will "open the Scriptures" every time and yield the correct interpretation. No Greek scholar, living or dead, ever solved the problem of WHY all the bodies of the Old Testament saints did not come up in Matthew 27:52–53 or WHAT HAPPENED TO THE ONES THAT CAME UP.

Watching some Alexandrian muttonhead like Wemp, Freerkson, Afman, Farstad, Custer, Zodiates, Wuest, or Zane Hodges trying to exegete Hebrews 6:1–6 or Hebrews 3:14 or Hebrews 10:26 by "going to the original Greek" is like watching a chicken fly into the rotors of a jet engine.

10. Was 1 Peter written to Jewish Christians or Gentile Christians? Show him the verses that would indicate it was Jewish Christians; then give him the verses that would indicate it was to any Christian, Jew or Gentile. Who wrote Hebrews? Give the verses to show that the most likely writer is Paul, and then give the verses that show it would have been nearly impossible for him to have written it. Does Revelation 1–3 refer to Church Age local churches or Tribulation local churches? Show the doctrinal difficulties involved, even though they were aimed at local churches in Asia Minor AFTER the complete Pauline Revelation (A.D. 90). How old was Christ when He died? Run the student through the feasts listed in John, and take these to Luke 3 to show that Christ was the fourth Passover Himself and therefore thirty three and one half years old. Since all of the Greek texts say you are not crucified with Christ, but only WERE crucified in the past (Gal. 2:20), show the student the references in 1 Corinthians 15:31 and Romans 6:6 in the English, which correct "the Greek." If an Alexandrian meatball says this is a "mistake" in

the English, tell him that “mistakes” in the *AV* are advanced revelations that he cannot find in “the Greek” and watch him turn three shades of green, two shades of red, three shades of yellow, and have an Alexandrian apoplectic fit right in front of you. They all have AIDS (Alexandrian Idiots Degrading Scripture).

These are a handful of the special problems you will run into; there are many others. Do not act wiser than you are; never guide the student to scholarship for the final answer; always believe the *AV* text, even when you cannot explain it or understand it; always give the credit to the Holy Spirit and the Scriptures for any answers that are revealed; ridicule at every opportunity the apostates who think their education equips them to correct the Scriptures; allow the student room to do his own studying, his own praying, and his own searching for the truth in doubtful cases.

LESSON TEN

Hyper-Calvinism and Hyper-Dispensationalism

Since the primary purpose for written Scripture was to teach someone **“DOCTRINE”** (2 Tim. 3:16), the real Bible teacher will not fail to teach the student what the Bible says about doctrinal positions. Note that we said what the Bible **“SAYS,”** not what the Bible **“teaches.”** The apostates at the major Alexandrian outlets are always talking about **“what the Bible teaches”** or **“what the Bible MEANS”** instead of what it **SAYS**. The reason for this is apparent: they do not believe what it says. If the Holy Bible ever **SAYS** one thing they do not believe or cannot understand, their **“calling”** is to conveniently pretend, at least for the moment, that they are not really reading the Holy Bible: they are reading a **“reliable”** (or **“unreliable”**) translation of some set of manuscripts that came **FROM** **“the Bible.”** At this point, to them, **“the Bible”** conveniently becomes mute, for it is converted into a lost pile of shredded paper that **SAY** nothing. Is this clear?

Observe that the goal, aim, and purpose of modern higher Christian education is to replace what the Bible **SAYS** with what the faculty wants it to **MEAN**, or insists that it **TEACH**. To do this they must obliterate what it says, and to do this they simply correct it with Greek and Hebrew every time it does not say what they want it to say.

This is how Sumner, Wemp, Marshall Neal, Cliff Robinson, Fred Afman, Stewart Custer, A. T. Robertson, Kenneth Wuest, Arthur Farstad, Zane Hodges, Ronald Walker, and Spiros Zodhiates made their livings. For scores of examples on how this procedure reduces the student to level of ignorance of the corrector, see *The Bible Believer's Commentary on Hebrews* (1987). The operation is carried out endlessly at Bob Jones and BBC to maintain the authority of the institution.

Here, for example, is a false teaching which will put (and has put) many young ministers completely out of the ministry, at least the ministry as it is defined in 1 Corinthians 9 and Acts 20 by the man who told you to follow him (1 Cor. 11:1).

Calvinism: the regular, five-point, TULIP Calvinism of Dabney, Strong, Kuyper, Hodge, Berkhof, Pink, Chafer, Stam (see Appendix VII of *Commentary on Pastoral Epistles*), Bullinger, and every major systematic theologian in the business, including the Greek teacher Kenneth Wuest. Nothing will kill a spiritual, New Testament ministry quicker than the belief that all of the **“elect”** will be saved no matter who does what or how it is done, because only the elect have an atonement for their sins. This is what Machen, Wilson, and Warfield believed. It is what Stewart Custer (BJU) and Bob Ross believe. That is why neither of them is a soul winner, in any sense of the word, and both of them are about as evangelistic as Oral Roberts or J. Vernon McGee.

1. *Total Depravity*: show the student that man has a free will according to what the Scriptures **SAY**.

“And all the silver and gold that thou canst find in all the province of Babylon,

with the freewill offering of the people, and of the priests, offering willingly for the house of their God which is in Jerusalem” (Ezra 7:16).

“And they came, every one whose heart stirred him up, and every one whom his spirit made willing, and they brought the Lord’s offering to the work of the tabernacle of the congregation, and for all his service, and for the holy garments. And they came, both men and women, as many as were willing hearted, and brought bracelets, and earrings, and rings, and tablets, all jewels of gold: and every man that offered offered an offering of gold unto the Lord” (Exod. 35:21–22).

Show that the men, spoken of in Exodus are all **“dead in trespasses and sins”** according to Ephesians 2:1–4, for none of them are born again, and none of them were “regenerated.” Since no Calvinist has the sense of a crippled duck when it comes to Old Testament salvation, he fails to notice that when an Old Testament “saint” (who is UNDER THE LAW) dies, he can die **“IN HIS SINS.”**

“But when the righteous turneth away from his righteousness, and committeth iniquity, and doeth according to all the abominations that the wicked man doeth, shall he live? All his righteousness that he hath done shall not be mentioned: in his trespass that he hath trespassed, and in his sin that he hath sinned, in them shall he die” (Ezek. 18:24).

The obedience, that those in Exodus 35 render to God, comes from an unregenerate nature; it is an act of a FREE WILL and is said to be so. Depravity does not extend to the WILL.

Observe, that once the student sees this, he must be branded as a heretic by every Calvinist on earth, and included in this group are the faculties and staffs of every major seminary in the United States and Europe. When they were faced with passages like John 1:17; Romans 10:1–6; Ezekiel 18; John 5:28–29; and Matthew 24:13, they ALL did one of three things to get around what the Bible SAID.

- a) They went to the Greek (or the Hebrew) to change the WORDING of the verses.
- b) They appealed to tradition—their “historic positions” taught by their denomination.
- c) They appealed to “good, godly” men (Augustine and Luther, for example, or perhaps the Puritans) to make a lie out of the Book. That is how it is done. That is higher Christian education, per se. That is the standard classroom procedure in every major Christian college and university in America.

2. Show the student that Unconditional Election is a lie by showing him the following verses:

“Elect according to the foreknowledge of God the Father, through sanctification of the Spirit, unto obedience and sprinkling of the blood of Jesus Christ: Grace unto you, and peace, be multiplied” (1 Pet. 1:2).

“For whom he did foreknow, he also did predestinate to be conformed to the image of his Son, that he might be the firstborn among many brethren” (Rom. 8:29).

Note that election is CONDITIONED on foreknowledge. Examine this:

“According as he hath chosen us in him before the foundation of the world, that we should be holy and without blame before him in love” (Eph. 1:4).

Note that no man was chosen before the foundation of the world—period. The man was chosen IN CHRIST, **“before the foundation of the world.”** No man was **“in Christ”** before the foundation of the world, and after the foundation of the world he was not **“in Christ”**; he was **“in Adam”** (1 Cor. 15:22). No election takes place till the sinner is **“in Christ.”** You are not **“in Christ”** till you receive Him.

Further, although the new birth is not by man’s **“will”** (John 1:13), something from man’s will had to take place BEFORE the new birth took place. You will find it exactly where it should be in relation to John 1:13. It will be BEFORE it, in John 1:12. In Calvinism, the dead sinner is regenerated, then he repents, and then he receives Christ by an act of will.

Observe that any Gentile, whether he is elect or non elect, can “repent.” **“When they heard these things, they held their peace, and glorified God, saying, Then hath God also to the Gentiles granted repentance unto life”** (Acts 11:18).

The real Bible teacher will consider these matters long, seriously, and intensely, for they reveal something. They reveal that there has been something basically WRONG and ROTTEN and CROOKED with educated Fundamentalist and Conservatives from the word “GO,” where they pretended to be “Bible teachers.” They did not corrupt scores of young men; they corrupted THOUSANDS. If you had a dollar for every young man that started out as a red hot, evangelistic, Bible-believing soulwinner and wound up as a dry eyed, placid, stoic, Bible-correcting DEADHEAD you could buy a new Porsche.

3. Christ’s atonement paid for the sins of “pigs and dogs” who denied His atonement (2 Pet. 2:1, 21–22). Christ rejecting sinners who tread on His blood were sanctified by His blood (Heb. 10:29).

Limited Atonement is the philosophical concept of a top-heavy jughead.

Did Spurgeon believe it? Did he preach it? How often did he preach it?

See what an apostate does when he wants to justify his sins? He appeals to a “good, godly” man who got misled. That is how you make a liar out of God (Gen. 3:1). Emphasize this truth to your students.

4. The “Sovereign Grace of God” (no such term in either Testament) is not only resisted (Acts 7:51; Matt. 23:37), it is rejected (Rom. 10:1–3) and turned into lasciviousness (Jude 4).

We dispense with the fifth point of Calvinism because Johnny got one point out of five right. He bombed out on the rest, and so will you if you are dumb enough to believe what THEOLOGIANS TEACH instead of what the Bible SAYS.

Do you see why we emphasized the matter the way we did?

Hills, Burgon, Scrivener, and Miller were great “champions for the Received Text,” as is Donald Waite and several “Johnny come latelies” who followed Westcott and Hort till Pickering and Wilkerson blew them apart; but not a man listed was a Pauline, street-preaching, soulwinning evangelist.

They could not be. Systematic theology killed every one of them. They got shot down before they ever “got off the strip.”

This is only one example of how the *King James Authorized Version* can save a young man’s entire ministry, for a lifetime, if heed is paid to what that Book SAYS instead of what the Alexandrians think it TEACHES or what it should MEAN. By grounding the student in what the Holy Bible says—contrary to every major, “godly,” recognized theologian in church history—you save his effectiveness as a Christian witness. This is done by IGNORING the Greek and Hebrew scholars and by ignoring the men who taught them. You correct all of them with THE BOOK. It is THE BOOK that you have been called to teach.

Another example: next to Five-Point Calvinism, the thing that can kill a real Bible believer deader than a hammer is the teachings of Cornelius Stam and Ethelbert Bullinger. This teaching is called “hyper-dispensationalism.” There are no soulwinners in the system. O’Hair, Baker, and Stam were measured, calculated, cold, rote reciting teachers of a skeleton framework extracted from the prison epistles. Briefly, their teaching is: a) Water baptism is a sin for anyone in “this age.” b) Bible-believing Baptists are schismatics who “resist” the teachings of Paul. c) The Pauline ministry is not following Paul’s example but is emphasizing TWO verses he wrote (Eph. 3:2 and Eph. 4:4). Hypers disagree radically among themselves as to when “this age” started, but all of them try to push it beyond Acts 18 to get rid of water baptism. Most of them said the Body of Christ began with Paul, but some (Greaterex, Baker, and Watkins) ALTERED this teaching to get rid of Paul’s baptism. Contrary to what the Bible SAYS, the Hypers teach that water baptism is a sign to Israel. Of course that is not what the Book SAYS; that is what they want you to think it teaches. They are no different than any Bible-correcting infidel in the ACLU. I have heard atheists and agnostics, as well as Communists and Catholics, use the Bible to get across a “teaching.” They simply omitted what it said or added to what is said or changed what it said.

Bob Jones III and Curtis Hutson do exactly that with 2 Timothy 3:16.

Show the student that saved sinners were “**in Christ**” before Paul’s conversion (Rom. 16:7). Show them that the expression “**church of God,**” in the Corinthian epistle, is a reference to the “**one body**” of Ephesians 4:4 and Ephesians 1:23. This is the church that Paul persecuted BEFORE he was saved. To say that it “began with Paul” is to talk gibberish. Show that Paul practices water baptism (even though he was not sent “**to baptize**”) AFTER he received the revelation of the “**one body**” and “**one baptism**” (1 Cor. 12:13; Acts 18:8). He was preaching “**the gospel of the grace of God**” (Acts 20:24) back in Acts 13:39–40 before he baptized. Show the student that water baptism is a “**FIGURE**” (1 Pet. 3:19–21), not a SIGN, and that no signs accompany the baptism of the Philippian jailor, who was a GENTILE. He does not talk in tongues, he does not heal anyone, and he does not “become as a Jew to win the Jews” (1 Cor. 9:20) or anything like that. Nor does the Ethiopian eunuch, who is baptized in water and who also is a Gentile.

Cornelius Stam freely corrected THE BIBLE with the ASV and the RSV. If it would not SAY what he wanted it to teach (Heb. 6:2 and 1 Cor. 11:2, for example), he simply altered it so it would SAY what he wanted it to teach. SOP at BBC, Tennessee Temple, Moody, Wheaton, Fuller, Bob Jones, and Pensacola Christian College. Absolutely

STANDARD. When a teacher says, “this brings out the meaning more clearly” or “we can get a better understanding if we read it as...” or “I like this version which puts it THIS way,” he is simply saying that the God honored text of the Holy Bible does not say what he wants it to say. He has a better way of saying it, for by using HIS way you will believe what HE believes about the text; it will MEAN what he wanted it to mean.

This is higher Christian education, per se. It never has been anything else since 1880.

We shall continue this illustration of how THE BOOK corrects all false teaching no matter who is trying to make it “teach” what it does not SAY. Suffice it to say that of the several dozen hyper-dispensationalists I have known in my time, not ONE of them did anything but meet with small groups of Baptists and spend literally hours trying to get them to leave a Baptist church on the grounds that THEY were “**OF PAUL**” (1 Cor. 1:12) and the Baptists were NOT. There are no soulwinning evangelists in the group; there are no real missionaries in the group (they like to pretend they are engaged in missionary work when they take trips overseas to teach a group of ex Baptists or dissatisfied Baptists the “Pauline revelation”). None of them resemble Paul in any way, unless it is the fact that being unable to live by FAITH, they usually hold secular jobs so they can brag about being Pauline in that ONE respect.

LESSON ELEVEN

Topics

When the student has been thoroughly grounded in the basic principles of **“rightly dividing the word of truth”**—even though that command can no longer be found in ANY English Bible but a *King James Bible*—he can go on to study various topics. As I said at the beginning, I believe the best way to teach the Book is verse by verse, beginning with Genesis in the Old Testament and possibly 1 Thessalonians or Romans in the New Testament. The advantage of “King James Onlyism” at this point—a ridiculous heresy, according to the apostates like Curtis Hutson and Bob Jones III—is that the *King James Bible* is the ONLY English Bible that says **“the love of money is THE ROOT of all evil,”** and it is also the only Bible that says you should **“abstain from all APPEARANCE of evil.”** Again, it is the only English Bible that commands you to **“STUDY”** the **“word of truth”** (2 Tim. 2:15). All other apostate corruptions recommended by Curtis Hutson and Bob Jones III do away with these revelations. Evidently they are revelations which only crop up in ONE text: the text of the Holy Bible (AV). You will not find them in any other modern version translated from any Majority Greek text or any Textus Receptus. These Greek manuscripts evidently lack information, for those who believe in them (Donald Waite, Gary Hudson, Robert Hymers, BBC, Chris McHugh, et al.) cannot find in THEM what we find in the AV.

(This is called “adding to the scripture” or “adding to the canon” by such depraved, destructive critics as Jones III, Hymers, Hobbs, Hindson, Hudson, Hutson, Horton, Huckleberry Hound, Combs, Jennings, Walker, Sumner, Duncan, et al. However, truth is truth. ONLY the *King James Bible* contains those truths.)

As aids to Bible study, you should teach your students the following things:

1. The superiority of the AV to some unknown, unread “original autographs.” This is for four obvious reasons—obvious to anyone but a manuscriptolator. a) The AV is available and can be read. b) The “originals,” if they were found, would have no divisions between words or letters—if we are to believe the manuscriptolators. c) The AV has borne more spiritual fruit than all of the originals combined. d) The AV is easier to memorize and is in the universal language of the end time.

The manuscriptolators (Waite, Afman, Robertson, Price, Hort, Farstad, et al.) never discuss these real problems, which are perfectly obvious to anyone who has read their works or the works of the men that taught them. The main problem is, “How would any of them know an ‘original autograph’ if they had it in their lap?” They would not. If they had it, and it WAS an “original autograph,” they would not know it, and they would go about amending and correcting it as fast as they do the Authorized English Version—maybe even quicker. These are the greenhorns you are to trust because they swear allegiance to something they never saw and would not know if they saw it. Hey bob a re bop!

2. Give the student a Bible “checklist,” so that without a knowledge of Greek or Hebrew, he can tell in less than two minutes whether or not a translation is “reliable” or

just some more of the same old Alexandrian Cult bunko. This checklist is as follows: Matthew 1:25, 12:6, 42; Mark 9:46, 48, 10:24; Luke 2:33, 4:4, 8, 23:42, 24:51; John 3:13, 8:9, 9:35, 12:42; Acts 1:3, 8:37, 9:5–6, 20:28; Romans 1:18, 25, 8:1; 1 Corinthians 5:7; 2 Corinthians 2:17, 10:4; Galatians 3:1, 5:4; Ephesians 1:6; 1 Timothy 3:16, 6:5, 9–10, 20; 2 Timothy 2:15, 3:3; Hebrews 11:6; James 5:16; and several others in the Old Testament.

3. Point out that he can believe the AV is the Holy Scriptures (the word of God) in English for these reasons: the promise of its preservation, the instruments of its preservation, the honesty of those entrusted with the translation, the time of its publication, the dishonesty and pride of all of its critics, the preeminent place it gives the Lord Jesus, the fact that there is no MONEY-MAKING COPYRIGHT on it (and never was until 1987, after Ruckman started dogging the Cult), and the supernatural guidance which can be found manifest not only in the order of the books but in the chapter and verse numberings. DEMONSTRATE THIS WITH SCRIPTURE.

4. Show by Scripture with Scripture comparison that there is a logical order in the events recorded in the Gospels for the crucifixion and the resurrection.

5. Point out the permanency of the Jewish nation (Israel), and show the student that the prophesied kingdom in the Old Testament is NOT—no, not by the wildest stretch of the depraved imagination of any manuscriptolator—the kingdom that comes to fruition in the New Testament. The verses for this are as follows: Job 19:25; Psalms 72:8–10, 2:6–9, 107–139, 2:2–4, 59:8–13, 60:1–3, 65:8–13; Jeremiah 23:5–6, 33:15–17; Luke 1:31–33, 18:8, 21:27; Daniel 2 and 7; Hosea 3:5; Micah 4:1–7; Habakkuk 2:14; Haggai 2:6–9; Zephaniah 3:14–17; and Revelation 5, 11, 20, and 21.

6. Give the student a list of the types of the “**son of perdition**” found in the Bible. These are Cain, Nimrod, Balak, Pharaoh, Absalom, Saul, Sennacherib, Haman, Sisera, Nabal, Ahab, Goliath, Jeroboam, Herod, Solomon, Abimelech, Caesar, and Nebuchadnezzar. Eighteen (6+6+6) types.

7. When teaching any book, give the number of chapters in it, the number of words, and the number of letters (in the Authorized text). Give the author and date if you can, and if you cannot, hazard an educated guess and let them know that it is just a guess. If possible, glean from each chapter the main spiritual lessons in that chapter—aside from its doctrinal teaching or historical content—and give them to the student to reinforce the other TRUTHS that are found in the same Bible.

We are talking here about BIBLE teaching, not Biblical criticism, Biblical revision, Biblical evangelism, Biblical principles, Biblical fundamentals, Fundamentalism, the ethics of the Bible, or Bible history. We are teaching THE BIBLE. The Bible is a BOOK.

8. Show the student the Biblical use of SARCASM to prove a point: Amos 4:4; Isaiah 17:3; Malachi 3:15; Nahum 2:8; 2 Corinthians 11:19, 12:16, 4:8; 1 Corinthians 4:10, 4:8; Job 12:2, 12:6, etc., as a safeguard against the sissies in the class getting a Stewart Custer picture of Jesus Christ as a “nice gentleman” who just “would not be sarcastic like Ruckman for all the world.” The “Christ” of Bob Jones University, PCC, and BBC is a soft, kind spoken, pious Bible corrector who never resorts to “name calling” except when calling Bible believers “Ruckmanites.” He is “another Christ.”

9. Show them the figurative expressions in the Bible: Jeremiah 22:22, 9:1; Psalm

130:8, 35:10, 65:13, 65:12, 75:10, 73:9, 96:12, 69:9, 97:8, 98:8; Isaiah 34:3, 44:23, 22:22; Galatians 2:9, 1 Peter 5:5; 2 Corinthians 11:8; James 5:3; Romans 3:30; etc. Show them also the popular expressions that are used by all Americans that come, not from “original autographs” or “the Greek text” (or any other half baked alibi for sin), but from the Protestant English text of the Protestant Reformation. These are things like 1 Kings 14:3; Joel 1:7; Isaiah 52:8; Job 11:19; Leviticus 11:35; Psalm 69:9; James 3:6; Ezekiel 3:2, 1:24, 10:13; 2 Samuel 19:18; Job 39:25, 22:20; Philippians 2:23; 1 Corinthians 1:11; Isaiah 64:8; Psalm 59:7, 78:28, 85:6, 46:5; Acts 5:6, 27:3, 21:6; Jeremiah 50:9, 15:5; 2 Kings 9:5; Leviticus 24:12, 25:19; 1 Samuel 17:29; Genesis 29:20; Romans 13:11; Luke 24:32, etc.

10. Give him a list of the misprints in various AV editions so when the hypocrites at Wheaton, Moody, Fuller, BBC, and BJU start strutting their ignorance (and their education) around about “mistakes” in the AV, you can be “forewarned and forearmed” (Bugs, Breeches, Treacle, Rosin, Printers Have, Ye may appoint, Isaiah 47:12; Luke 22:34; Hebrews 9:14; Matthew 5:19; Luke 20, 21; Exodus 20:14; etc.).

Ignorance loves company. They like to impress each other with the typographers errors. (The “originals” might have had them, too, for all you know!)

After this is done, the student can go into specific theological teachings that deal with specific professing Christian groups. A man that teaches the Bible teaches the WHOLE BIBLE, not the Pauline Epistles. A Bible TEACHER teaches the BIBLE, not “the body mystery of the one bod” or the “grace period of no water baptism.” These things may be dealt with as they come up in the Scripture, but they do not constitute TEACHING the Bible; they constitute teaching one or two things from PART of the Bible. In our next lesson we will illustrate what we mean by this, for if a student is really “rooted and grounded” in **“the oracles of God”** (1 Pet. 4:11), so that he can **“give an answer to every man”** (1 Pet. 3:15) and is not just “stuck in the ground,” then he must be able to answer with Scripture—and we do mean **“SCRIPTURE”** (2 Tim. 3:16), not some “reliable translation”—the gainsayers, **“whose mouths must be stopped.”** A Bible teacher who cannot defend his position or destroy a false position with Scripture is not in the action; he has deserted. He is not **“a good soldier of Jesus Christ”**; he is a coward. If a “Bible teacher” cannot speak according to the Scriptures (Isa. 8:20), he is not a Bible teacher; he is a manuscriptolator. We have the Scriptures. A manuscriptolator does not, and by his own profession he never has and never will. We search **“the scriptures”** (Acts 17:11), not a “reliable translation.” We quote the **“scripture”** (Gal. 3:8), not “the Book we prefer and USE.” We memorize **“THE SCRIPTURES,”** not “the version with which we want to be identified.”

LESSON TWELVE

The Teacher's Library

There are only about eighty publications that contain all of the knowledge that anyone has ever obtained from the Bible. These eighty plus publications are reproduced, imitated, and “expounded” in the other tens of thousands of publications. If a teacher had these publications, he would have at his disposal everything that every Bible teacher in the world ever found out about the Bible. One author would sometimes be the source of two or three of these books at the same time, making a total of forty five authors at a maximum.

A modern “Christian bookstore” is a joke; most of the books are Charismatic, amateur, applied psychology on how to keep from going crazy. All of the assembled works of MacArthur, Swindoll, Gorman, Hagin, Rinker, Schuller, et al., would not make enough teaching material to keep a class awake for three weeks unless they were all so self centered they thought Christianity rose and fell on “self adjustment,” “self realization,” “coping with relatives,” “sharing experiences,” or “accepting oneself.” Modern “Christianity” in America is largely a money making racket designed to either make you feel good or show you how your wife can run the ministry, your business, and the family without getting upset. The combined works of Schuller, Peale, Swindoll, et al., have in them about the same amount of Biblical truth you could get in two volumes: one by E. L. Maxwell (*Born Crucified*) and one by John Stormer (*Growing Up God's Way*). Both of them are small paperbacks.

Bill Gothard's “lectures” are another example: an expensive set of smooth, slick, devotional talks, carefully avoiding anything that would give anyone a burden for lost people going to Hell and carefully avoiding any specific condemnation of specific movies, books, cassettes, records, people, newspapers, television shows, or worldly amusements. Multiple versions are used, but the sum total of the lessons is “How to adjust to twentieth-century American society.” Street preaching, in Gothard's works, would be a farce; so would prison ministries and foreign missions. John Wesley's *Journal* and Gerald Sutek's *Street Preacher's Manual* (which we publish), contain more material on street preaching than EVERY BOOK published by the Sword of the Lord Foundation, Liberty University, and Bob Jones University. Our publication is a small booklet of twenty six pages.

In teaching the Bible, the trick is to find out who knows about what he is talking, and how much material he has collated before he begins to write. Aside from the technical aspects of Hebrew and Greek, eighty five books will be the maximum total of Bible knowledge in the twentieth century; the rest is the “bookselling business.

We give here a list of the necessary books for doing the job. These books, if assembled in one library, will answer every problem known to man in regards to the text of the Holy Bible (*Authorized Version*) and will contain all of the accumulated knowledge of nineteen centuries where it is essential to teaching THE BOOK.

1. Dr. Edward Hills: *Believing Bible Study* and *The King James Version Defended*.

2. David Otis Fuller: *Which Bible? and True or False?*.
3. Wilbur Pickering: *The Identity of the New Testament Text*.
4. Coy: *The Inside Story of the Anglo American Revision Committee*.
5. Dean Burgon: *The Revision Revised, The Traditional Text, and The Last 12 Verses of Mark*.
6. *Young's Concordance* ("Strong's for the Strong, Young's for the Young, and Cruden's for the Crude"). Young will teach you how to transliterate Greek and Hebrew, and you will have to look up these words in the dictionary in the back instead of using a "number short cut" to locate a word.
7. Ruckman: *The Christian's Handbook of Biblical Scholarship, The Christian's Handbook of Science and Philosophy, The Sure Word of Prophecy, The History of the New Testament Church* (2 volumes), *The Bible Believer's Commentary on Hebrews, The Bible Believer's Commentary on Job, and The Bible Believer's Commentary on Proverbs*.
8. Avro Manhattan: *Vatican Imperialism in the Twentieth Century, The Vatican Billions*.
9. O. C. Lambert: *Catholicism Against Itself* (2 volumes).
10. Clarence Larkin: *Dispensational Truth and Daniel*.
11. Pember: *Earth's Earliest Ages*.
12. Sydney Collet: *All About the Bible*.
13. Josh McDowell: *Evidence That Demands a Verdict* (2 volumes).
14. *The International Standard Bible Encyclopedia*, edited by Orr (4 volumes).
15. Philip Schaff: *History of the Christian Church* (8 volumes).
16. Nestle: *Novum Testamentum Graece* (Greek New Testament).
17. Any Greek lexicon and Hebrew-Chaldean lexicon.
18. Kittel's Hebrew Old Testament.
19. Harry Rimmer: any three books on apologetics. For example: *Dead Men Tell Tales*.
20. A. E. Wilder Smith: *Man, His Origin and His Destiny*.
21. R. A. Torrey: *How to Work for Christ, How to Pray*.
22. John Wesley's *Journal*.
23. *Fox's Book of Martyrs*, edited by Forbush.
24. Wilbur Smith: *Therefore Stand*.
25. Arthur W. Pink: *Gleanings From Genesis, Life of David, Gospel of John*.
26. E. L. Maxwell: *Born Crucified*.

27. Watchman Nee: *The Normal Christian Life and Sit, Walk, Stand.*
28. J. G. Machen: beginner's Greek grammar.
29. Harkavy: beginner's Hebrew grammar.
30. Rehwinkel: *The Genesis Flood.*
31. Jamieson, Fausset, and Brown: one volume Bible commentary.
32. E. M. Bounds: *Power Through Prayer.*
33. J. Gilchrist Lawson: *Deeper Experiences of Famous Christians.*
34. Armitage: *History of the Baptists.*
35. Cornelius Stam: *Acts Dispensationally Considered.*
36. Bullinger: *Companion Bible.*
37. *The Cambridge History of the Bible*, edited by Ackroyd, Evans, Lampe, and Greenslade (3 volumes).
38. Miller: *Biblical Introduction.*
39. *The Old Scofield Reference Bible.*
40. Moyer: *Who's Who in Church History.*
41. *The Parallel Bible in 26 Versions.*
42. *The Octapla*, edited by Luther Weigle (eight translations, including the *Geneva Bible*, *Tyndale*, *Bishop's Bible*, *Matthew Bible*, and the *Jesuit Rheims* of 1582).
43. Jesse Penn Lewis: *War on the Saints.*
44. Halley: *Bible Handbook.*

This completes the list. Everything else will be a reprint, amplification, counterfeit, or watered down revision of the same material. You can blow a fortune buying books, and you will not find any new thing about the Bible, that is SO, that is not found in this list. A good set of biographies on missionaries would be very helpful in teaching the Bible. Devotional commentaries such as Oliver Green, Harry Ironside, and Matthew Henry will be useful on rare occasions.

The Pulpit Commentary, Zodhiates's Greek and Hebrew study Bible, the *Ryrie Study Bible*, etc., are nothing but cheap rehashes of common knowledge that any destructive critic of the Bible has known for a hundred years. None of the commentaries (Ellicot, Adam Clarke, J. Peter Lange, Williams, et al.) will preserve the integrity of the *Authorized* text, although they may be helpful at times in minor matters. The raft of "coping and sharing" books is a bummer.

For something practical, any book by Jack Hyles is good where it deals with soulwinning, promotion, church organization, or motivating. Rice's books on soulwinning and prayer are good; his commentaries are a joke, and a tragic one at that. His "Reference Bible" is the most pitiful thing that came out of Murfreesboro since its last emphasis on foreign missions.

Nothing BJU prints is worth fifteen minutes of your time or a dime of your money, and no faculty member at BJU has ever printed anything that ever gave light on anything Biblical, except the writings of Bob Jones Sr. The year 1901 marks the end of the “output” as far as most faculties and staffs are concerned. And the year 1933 finishes them all off completely. Larkin has more Biblical material in one volume of his work than you could find in any SIX books written by any six faculty members of BBC, Wheaton, Tennessee Temple, Maranatha, and BJU combined.

The mass of milky nonsense poured out at Liberty University (Wemp, Willmington, Freerkson) is just a jug full of devotional material, or a tub full of reprints of materials, found in lexicons, grammars, word studies, and dictionaries. Moody has not produced a Biblical scholar since 1940, and Fuller Theological Seminary and Wheaton are about as Biblical as Campus Crusade or Bernard Ramm.

You can waste literally thousands of dollars building a library that is nothing but an endless bookshelf of scholarly clichés from 1884 or 1982, or “devotional nuggets” from 1750 or 1960. There is not ONE faculty member on the staffs of Pensacola Christian College, Bob Jones University, Baptist Bible College, or Tennessee Temple who knows anything about the Bible that was not in print before 1930. For sixty years, they have been correcting the *AV*.

If extra material is needed as a “pad” at times, it can be obtained anywhere. Padding is cheap and always available. Webber, Lindsay, and Kirban are rehashes of Larkin (1929) Baker, Stam, and the Dry Cleaners are rehashes of Ethelbert Bullinger (1890) Bob Jones III is a rehash of Westcott and Hort (1880). Donald Waite is a rehash of Dean Burgon (1880). Aland and Metzger are rehashes of Nestle (1898). John R. Rice and Curtis Hutson are rehashes of R. A. Torrey and Dwight Moody (1870–1920). The Charismatic writers (Logos Publishing Co., etc.) are rehashes of Aimee Semple McPherson, Coe, Ewing, Roberts, Osborne, et al. Swindoll and MacArthur are conservative versions of Norman Vincent Peale and Leslie Weatherhead. Kenneth Wuest’s “Greek nuggets” are clinkers from Thayer and Vincent (1890), and Zodhiates’s Greek Study Bible repeats the worn out clichés of destructive criticism of the *AV* about eight times per page. Everything Custer, Panosian, Neal, Wisdom, and Jones III know about the Bible was in print before 1930. Ditto Dell, Sherman, Combs, Henderson, Dollar, Kutilek, Duncan, Afman, Moser, Sumner, and all the professors who taught them.

Obtain some (or make your own) large maps of Palestine, the Near East, and the Mediterranean area. These charts should be about two feet by three feet. Along with them, obtain (or make your own) one chart this size for each book in the Bible you teach, outlining the book and giving the main things found in the chapters. Include with this the title of the book, the author, and the date of writing. Construct charts on chronology, reconciling ALL of the dates as found in the *AV*. Have charts on the image of Daniel 2, the beasts in Daniel 7–8, Daniel’s Seventieth Week, the transition period in the Book of Acts, the supplemental accounts of the Second Advent in Revelation, Paul’s missionary journeys, Christ’s earthly ministry in Palestine, the battles fought in Joshua, 1 and 2 Samuel, and 1 and 2 Kings, and charts on the Tabernacle, the Temple, the city of Jerusalem, and the Exodus from Egypt. Illustrate with diagrams everything you possibly can: the differences between Amillennialism, Postmillennialism, and Premillennialism, the

Bible's "seven system," the dispensations, and prophetic periods, the passion week for the last Passover, the source of the various Greek "families" of manuscripts and their subsequent courses, plus the transition from Jew to Gentile and back to Jew that takes place between A.D. 33 and A.D. 2000.

Slides, overhead projectors, film strips, etc., should all be used. Along with anything you can get your hands on to drive home the truths of the Book. Always have a three foot pointer available with a marked head on it. Use a lectern big enough to hold not only a Bible and a large notebook, but at least two other books and a place for clippings or loose sheets of paper.

In teaching, always use STREET LANGUAGE wherever possible—"KOINE," the "vulgate" of America in the twentieth century. Your congregation or student body has been raised on television, sports, Hollywood violence, comic magazines, crime movies, the Associated Press, the NEA, SIECUS, International Socialism, slick Fundamentalists, cuss words, and rock music. Do not appeal to their "better self" to get their money or support. Talk to them straight—over the middle of the plate, "waist high." Avoid every modern, contemporary expression used by every modern, contemporary Bible teacher: focus, sharing, impacting, coping, in these areas, in terms of, lifestyles, values, meaningful relationships, involvement, renewals, communicating, reaching out and touching, caring, affirmative responses, etc. All of this garbage is designed to make a sinner feel COMFORTABLE. Since he will pay for this, it has become the habitual "style" of all the modern money makers who removed 1 Timothy 6:10 from the Bible. (It has been removed from the *RV*, *RSV*, *NRSV*, and *NIV*, as well as the *ASV*, *NASV*, and *NKJV*).

"Sharing" is used as a substitute for giving, teaching, preaching, or reading.

"Coping" is the substitute for handling, tolerating, controlling, or dealing with something.

"In terms of" is an attempt to isolate a relative truth so that absolute truth has no bearing on it.

"Lifestyles" is a term used by sinners to justify any sin the sinner enjoys.

"Meaningful relationships" is the same term.

"Affirmative response" is used to get rid of the fear of God or judgment.

"Involvement" means sticking your nose into something that is none of your business, or else doing what God told you to do without selling out to God.

"Communicating" and "reaching out and touching" are ethnic terms from the Gannett newspapers and the TV networks ("lacking compassion" is another sample) which have to do with enforced integration or the stealing of your income to help out "third world" people, or it means simply to quit preaching against Rome and ecumenicism and to compromise your beliefs.

"Focus" means "I am going to talk about something."

Speak loudly and clearly and authoritatively; you have the highest authority on earth in your hands and are speaking for the Author of that authority. Do not apologize for the Book and do not back down before some educated idiot who thinks "**Easter**" should be

“Passover.”

If possible, have a time of questions (5–10 minutes) at the close of every class period for specific questions that deal with the lesson just taught. Give a test for every two hours of study. Make them short and to the point, and do not try to trick the student. Make him learn the essentials of the lesson. For every hour of teaching give the student about two memory verses to learn for the test.

To arm the student against all of the apostate Fundamentalists in the Laodicean period, show the student how to “debunk” the following propositions, which are taught as the TRUTH in all modern, “recognized,” Christian schools. Illustrate the first set with examples from the Greek texts used by the *RV*, *ASV*, *NASV*, and *NKJV* translators, and document the second set by showing how every one of them is a partial lie or an outright lie designed to get the student to accept men’s opinions as his highest authority instead of God’s Book.

Set One:

1. Show how all revisers refuse to follow their own grammatical rules in translating.
2. Show how all of them at times invent rules to justify a change,
3. Show how all believe in a mythological B.C. Septuagint (LXX) that had no more existence than Darth Vader or Porky Pig.
4. Show how all lie CONTINUALLY about the use of “the oldest” or “the best” manuscripts.
5. Show how all Fundamentalists recommend Roman Catholic Bibles (*ASV*, *NASV*, *NIV*) on the grounds that they contain the fundamentals.
6. Show how all refuse to translate the very manuscripts by which they swear.
7. Show how all lie continually about the scholarship of Westcott and Hort.

Set Two:

1. Show how the expression “THE GREEK TEXT” is a lie.
2. Show how the expression “THE ORIGINAL GREEK” is a lie.
3. Show how the expression “THE BEST AND OLDEST MANUSCRIPTS” is a lie.
4. Show how the charges about King James being a homosexual are a lie.
5. Show how the charge that Erasmus’ Greek text is a Catholic text is a lie.
6. Show how the charge that the *AV* translators thought the Apocrypha was part of either Testament is a lie.
7. Show how all refuse to discuss the FRUITS of the *AV* when discussing its history.
8. Show how all lie about King James and Erasmus.
9. Show how Burkitt lied about the DATE for the Peshitta (making it the fourth or fifth century instead of the second).
10. Show how Westcott and Hort’s theory of “conflated texts” as part of a “recension”

at Antioch was as far out in left field as the end of the third base line.

11. Show how the FINAL, ABSOLUTE AUTHORITY for every “recognized” Christian school or scholar in the world is the opinions and preferences of humanistic pragmatists and has nothing to do with ANY “Bible.”

Summary

We have been demonstrating how the AV Holy Bible can save a young man's entire life if he has been called into the ministry. This was done by believing what the AV SAID instead of what a Greek or Hebrew scholar (or a theologian) THINKS it ought to "teach." Higher Christian education in the major, "recognized" schools, when reduced to its lowest common denominator, is pragmatic humanism. You use a Book you do not believe and pretend that it is the Bible until it says something to which you either object or cannot understand; then the gears are shifted, and immediately "the Bible" becomes a lost pile of papers that no one can check so that no one can CHECK the corrections you are about to make on the Bible. These corrections come from copies of copies of manuscripts, and you are to believe the OPINIONS of the sinners who collated or translated them are superior to the Bible for the simple reason that you can USE them to get rid of anything God said with which you do not agree, or cannot understand. This is the educational business (\$\$). It is most clearly seen in the faculties and staffs of BJU and BBC at this point, although it was always clearly in view in Louisville, Dallas, Denver, and Fuller Theological Seminaries.

Having demonstrated how the AV text can save a man from the "Dry Cleaners" (hyper dispensationalists) and the TULIP sniffers (five-point Calvinists), observe further that, in real Bible teaching, any error can be overthrown with the English Authorized text.

If the Scofield Board of Editors say that the Holy Spirit was not IN anyone in the Old Testament, you correct them with the Bible—the Book you were called to teach.

"Then he remembered the days of old, Moses, and his people, saying, Where is he that brought them up out of the sea with the shepherd of his flock? where is he that put his holy Spirit within him?" (Isa. 63:11).

"And I have filled him with the spirit of God, in wisdom, and in understanding, and in knowledge, and in all manner of workmanship" (Exod. 31:3).

"There is a man in thy kingdom, in whom is the spirit of the holy gods; and in the days of thy father light and understanding and wisdom, like the wisdom of the gods, was found in him; whom the king Nebuchadnezzar thy father, the king, I say, thy father, made master of the magicians, astrologers, Chaldeans, and soothsayers" (Dan. 5:11).

"Searching what, or what manner of time the Spirit of Christ which was in them did signify, when it testified beforehand the sufferings of Christ, and the glory that should follow" (1 Pet. 1:11).

The fact that all of the Scofield board were "good, godly, dedicated Premillennialists" who swore by the "plenary, verbal inspiration of the original autographs" means NOTHING in a case like this, except that higher education will make a blockhead out of a believer if he lets a Bible critic "get to him." If the Scofield Board runs to the Hebrew (Gen. 1:16) to prove the sun was "really there all the time; it was just not functioning" till

the fourth day, CORRECT THE HEBREW. The AV will never fail you one time. Do not let any Fundamentalist “bug you” simply because he is intelligent, separated, godly, dedicated, militant, and premillennial. Rejecting God’s revelations is a stupid business no matter what his qualifications are.

If those who swear on their mother’s grave that the Majority Greek Text (or the Greek Textus Receptus manuscripts) is the highest court of appeal in the land for final authority, and it says that “SERVANT” is the right designation for Jesus Christ in Acts 4:27, correct them with the English. Don’t even hesitate. A Bible teacher is called to teach a BOOK, not corrections on a Book by Bible critics. Teach THE BOOK. The Books says “**child.**” If this is not clear in “the original” or “the original Greek” or “the Greek text” (or any other depraved, ham-bone expedient set up to make a liar out of God), then clear it up with the Holy Bible. The Textus Receptus fanatics (Hymers, Hudson, Hindson, Hutson, Waite, McHugh, and company) do not believe that any Book is holy to start with, They could not qualify as Bible teachers if they studied one hundred years, because by their own profession they do not have the Bible.

If those who swear by Westcott and Hort (Nestle’s text, Aland and Metzger, etc., depending upon which sucker you are trying to con) say that the Holy Spirit led Luke to write as a FACT that Joseph was Christ’s “father” (Luke 2:33; this is NOT Mary defending Christ) or that Mark 1:2 is just a quotation from Isaiah 40, correct their Greek scholarship with the AV text. Don’t blanch; don’t blush; don’t hesitate; don’t toss a coin. Correct them with the Book.

Teach all of your students to do this every time a twentieth century “Bible teacher” tries to get rid of what the Book says and replace it with what he wants you to THINK it “teaches.” His motive is right out of Hell, whatever his profession is. He is trying to get you to accept HIM as your final authority. There are no exceptions; not one since 1881.

Show the Bible student what the Book says about soulwinning, prayer, assembling together, forgiveness of sins, self-judgment, devotions, personal work, witnessing, charity, giving, praising God, and clean living. But never make the mistake of thinking that when teaching these things you are teaching the Bible; the Bible is a BOOK, not a series of things taken out of a BOOK. You can use Scripture, and you should use it in abundance in dealing with all of the human and practical problems that will come up in life and in the ministry; but this is not teaching the BIBLE. This is USING the Bible to teach something. Do you get the difference?

Swindoll, MacArthur, McGee, Bob Jones III, and Hutson never did and never will.

When a sinner messes with that BOOK, God messes with his mind.

When teaching the Book, speak slowly, loudly, and as clearly as possible. Give each student time to turn to the reference to the studied or read and help him find it if he cannot turn to it quickly enough. Use sermon illustrations, flannelgraphs, slides, overhead projectors, chalk talks, or anything else if it will help you to get across what the Book SAYS instead of what the apostate Fundamentalists THINK it “teaches.” Use a large print *King James Bible* for preaching, and get an interleaf from Brother Charles Keen (also available in our bookstore), if possible, where you can have all of your notes opposite each page on which you are going to work. I obtained one of these before Hyles or Keen had

ever seen one. I was given one, a Cambridge edition, back in 1959. Today it is a mass of mutilated “papyrus fragments,” but it has served as the textbook for more than sixty publications since 1960. Mine contains 30,750 marginal reference notes, hand printed in indelible ink. It took five years to transfer my Bible notes from my 1950–1959 Bible into the present one. Both were hand lettered. (I find I can remember work that I do better if I print it with my own handwriting than I can any other way.)

Use maps, make use of charts, construct your own charts, make use of any “milk” material you can from Oliver Green, John R. Rice, Jack Hyles, and Harry Ironside. Where they depart from the AV text you surely ought to know by now what to do! Make use of the Scofield notes, the notes of J. Fennings Dake, and *The Companion Bible* of Bullinger. Where they correct the Holy Bible, correct them.

For background material on the books in the Bible, use the *International Standard Bible Encyclopedia* and *Halley’s Bible Handbook*. Other sources are too numerous to mention. I have about two thousand in my own personal library and have availed myself of the libraries of other pastors from Vermont to San Diego and from Seattle to Miami. Subjugate all material to THE BOOK, and relegate all authority to THE BOOK. If you are in America and God has called you to be a Bible teacher, you are either to teach the Bible or go back on your calling and serve the world, the flesh, and the devil. The Bible is a BOOK. It is not a pile of manuscripts. It is not a Greek New Testament that is missing thirty nine books. The Bible is a Book, and this Book contains sixty six books. It was not a collection of “verbal, plenary inspired, infallible, original autographs,” and it is not NOW. The Holy Bible is holy. It has the breath of God on it. This is why you can safely use it to correct any scholar, professor, church, priest, preacher, pope, theologian, evangelist, pastor, or dean of any university, college, or seminary. It is **“a discerner of the thoughts and intents of the heart,”** and there is no creature that is not **“naked”** and **“manifest in his sight.”**

Confidently CORRECT every corrector and every correction made against the Book you have in your hand: the one you were called to teach. Never mind original AVs from 1611. The educated asses in the Cult (and I say that with apologies to every four legged ass in the pasture) are always hung up on “originals” or some other nonexistent, unobtainable authority. They get on this kick because it is a convenient way to cover up their sins of infidelity and their vocation of making a liar out of God Almighty. It is a convenient American expedient. They are pragmatic humanists.

Here we close this very, very brief treatise on *How to Teach the Bible*. There are many details that could be discussed and many minor facets into which we have not gone, but these are the main things. These are the absolute ESSENTIALS for a Bible teacher that God has called to teach the Bible. It is no use for us to list the line up that will oppose these essential teachings, for it is “legion.” Since 1881, there has never been on this continent, a majority of educated scholars who believed in any higher authority than relative opinions and personal preferences which were either their own personal accruments or those of their friends or their “gods.” It would be useless to attempt to list all of the men who will call your student a “heretic” if he is faithful in believing the BOOK. Now, these men are not only found on the faculties of the major recognized schools, but also all over the country as graduates from these schools. They will be found

faithfully defending, not the Bible (the Book), or God; they will be busy defending the apostate teachers in the apostate institutions where they blew their tuition down a rat hole. \$\$\$

Generally, we can say that 98 percent of the faculties at BBC, Tennessee Temple, Moody, Fuller, Wheaton, Bob Jones University, Chicago, Dallas, Fuller, Denver, Pacific Coast, King's College, BIOLA, Pensacola Christian College, Maranatha, Santa Rosa, Piedmont, Pillsbury, Cedartown, Northwestern, etc., will alter the Holy Bible every time, without fail, at any place where they do not like it or cannot understand it.

We list the following only as "typical" of this kind of education. These are not anybody special, but just the common, vulgar, street variety of destructive Bible critics who go by "verbal, plenary inspired, original autographs."

1. Curtis Hutson, the editor of the *Sword of the Lord*.
2. Bobby III, President of Bob Jones University.
3. Mr. Schettler, pastor of the Campus Church (Pensacola Christian College).
4. Dayton Hobbs (Santa Rosa Christian Schools).
5. Donald Waite of the Dean Burgon Society.
6. Bobbie Hymers of California and Bobby Sumner (spelled "SCUMner") of *The Biblical Muckraker*.
7. Ronald Walker and Doug Kutilek from BBC.
8. Dell, Sherman, and Combs of BBC.
9. Truman Dollar and A. V. Henderson, graduates of BBC.
10. Custer and Neal, teaching at BJU.
11. Wisdom and Panosian, teaching at Bob Jones.
12. Afman, Price, Martin, and Jennings (Tennessee Temple University).
13. Hudson, McHugh, Duncan, and Provan, amateur Bible correctors trying to get into the ministry.
14. MacRae and Newman, who wrote a lop sided pamphlet on the Textus Receptus.

Plus all atheists, agnostics, Communists, and Catholics, although some of them do not bank on unknown "originals."

All listed, without exception, will alter the Holy Bible every place they do not understand it and every place where they do not like it. An unsaved atheist has the same mind on this issue as Bob Jones III or Bob Jones Jr. When it comes to THIS ISSUE, there is perfect, ecumenical agreement between the worst Liberals in the NCC (Jones, Peale, Buttrick, Oxnam, Pike, Kagawa, Dahlberg, and Weigle) and the most "militant" of the Fundamentalists (Jones, Hutson, Rice, Combs, Moser, et al.).

A real BIBLE TEACHER will not hesitate to correct every one of them (plus the men who taught them) with THE BOOK. Where the Bible corrects them, he will follow it instead of them. The real Bible teacher can never be a follower of any man or any group of

MEN (note how that last definition condemns the educational institutions who condemn others for “following a man”). No man or group of men are the final authority for ANYTHING. The Holy Bible is the final authority.

THE BOTTOM LINE:

1. Believe the Book that God has called you to teach. Believe that it is God’s Book and, therefore, is a Holy Book: The Holy Bible.

2. Resolve, from the start, that where conflicting authorities disagree with the Book that you will take the Book’s side against them. You will resolve that whatever critics may have to say about the Book (and nearly all scholars of every persuasion criticize it), you will stand by it, and if they heap ridicule and abuse on you for not following THEM instead of it, you will take your beating like a man. If they want to call you a “Bibliolator” or a “Ruckmanite,” take it as a luxury; in the Dark Ages they would have tortured you to death and burned your wife and children.

3. Use any reference materials you can from any source if they have any information in them that will enable you to teach the Book effectively and communicate to the student what it SAYS; not what it is presumed to teach.

4. Edit and censor all references, using the Book as the yardstick for absolute truth. Use anything by anybody that does not conflict with what it SAYS. You can borrow all kinds of information on geography, archaeology, manuscripts, early inscriptions, histories of Biblical criticism, dogmatic theologies, church histories, Bible versions, word studies, and encyclopedias, as long as you do not ALTER the words of the Holy Bible to suit these authorities. Alter them.

5. Give the student an overall view of the Bible, emphasizing its main theme: the Kingdom and the King. Show him the various divisions within the Book and then teach him the series of “sevens” that occur. While doing this, it is best to be going verse by verse through a book so that you constantly cross spiritual and practical things as well as doctrinal things.

6. Pray over passages or verses you do not understand, and wait on God for understanding them if you do not get any light right away. Always lean on Scripture with Scripture for proper interpretation of the Scriptures, and use this method before referring to any other references.

7. Take time out at the end of every class period to allow the student to ask any question he wants to ask. Try your best to answer him from the Scripture, and if you do not have the definite answer, say simply, “I don’t know.”

8. Never give the student the impression that you (or any school) are the final authority he is to follow. Hold him to the Book. Make him see that the Book will be his judge now and later, and that he can carry this Final Authority with him in his pocket when he leaves the school.

9. Teach the student that Greek and Hebrew can be translated a number of ways, and that “dynamic equivalence” and “formal correspondence” can be used perfectly legally to justify ANY reading in the Holy Bible with which ANY Greek or Hebrew scholar may find fault.

10. Never let a student graduate thinking that final authority is a relative matter, or that final authority cannot be found, contacted, and listened to. Never let a student think that final authority is a “hobby horse” (Bob Jones III) or a “nonessentials issue” (Curtis Hutson). Final authority is the first fundamental of fundamentals and determines ALL OF THE OTHER FUNDAMENTALS.

11. Have the student use the checklist when examining the *RV*, *RSV*, *NRSV*, *ASV*, *NASV*, *NIV*, *TEV*, *NEB*, *AWT*, *TLB*, *NAB*, *NJB*, and any other fifty apostate corruptions.

12. Teach the student to be a “doer of the word, and not a hearer only.” This means he should confess Christ publicly, witness daily, get baptized publicly, attend a Bible-believing assembly, tithe (and give above the tithe) cheerfully, have a regular prayer life and time of Bible study, pray with his family, work and pay his bills and debts, win others to Christ, visit the sick and afflicted, chasten and rebuke his own children, wear the pants in the family, support foreign missions, help his pastor, invite people to church, and take tribulation, trials, and testings with the right spirit.

A final word of caution needs to be given, which would not have been necessary before 1960. At this time the apostate Fundamentalists at BJU coined a word to describe anyone who BELIEVED the *Authorized Version* was the Scriptures—the Holy Bible. This cliché was “Ruckmanism,” and it was applied, after 1970, indiscriminately to every saved, Bible-believing Christian in America. To get out from under this ban, the apostates pretended that they, too, were “Bible believers”—they just did not believe any book on this earth was “the Bible.” So finally, let the Bible-believing teacher be wary and go on the “red alert,” immediately, if he runs into some Alexandrian apostate who graduated from an Alexandrian Cult institution. The way you spot these apostates is easy to the point of comedy. They will want to talk about “Ruckman” or “Ruckman’s beliefs” instead of the Scripture.

That is how you can spot them every time. They are humanists. They are simply sinners who try to cover up their sins by blaming other sinners for them. If the character you run into starts saying “Ruckmanism” or “Ruckmanite,” you can identify him immediately: he is a pragmatic humanist trying to defend an apostate Christian school that substituted its authority for that of the Book. He will be a man who USES a Book he was taught to correct and alter. That rule applies in every possible situation you will encounter. A Bible-correcting Fundamentalist who wants to be accepted as a Bible believer is only concerned about one thing: Peter S. Ruckman.

And that is enough to prove that he is crazy as well as stupid.

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