



First term of the school year has come and gone, with a prayer from us that you have survived well and are walking in victory in your educational efforts for the Lord and your family.

Here in Canberra we have started our CHES season with our first seminar in Adelaide. We are trusting God for a productive, profitable and useful seminar season for this year.

In April we celebrated the one hundredth anniversary of Anzac Day. What is most pertinent in this are the many men who gave their lives in serving their country.

Now the similarity for us is that our teaching is serving and serving by its very nature is putting others first. Our teaching is not primarily for our benefit but for the benefit of our children. By extension we find that almost everything useful that we do in this life is servanthood. It is pertinent that our Lord came 'not to be served but to serve' (Matt 20:28). So we are in good company when we have a family and find our priority is in serving our children.

### This Issue

In *Exploring Christian Education* I explore the concepts of training and nurture (taken from Ephesians 6) and see how those words apply to our education program. In Health we reproduce a fascinating, up-to-the-minute article from Hallelujah Acres, which provides what I think is a balanced report on vaccination, particularly for measles. Wendy Hill contributes another in her series, this time on soundwaves, and Evelyn Garrard contributes another Phonics corner.

I pray that this issue will bless you as you seek to serve the Lord in education,

*Peter*



### CHES

The remaining CHES seminar dates for 2015 are:

Melbourne	Saturday 27 June
Perth	Saturday 25 July
Sydney	Saturday 1 August

Our theme for the CHES seminars this year is 'Train and Nurture'.



These valuable sessions on Home Education will provide an opportunity to consider what God has called you to and some of the keys in implementing an effective program for your children.

CHES also provides an opportunity to

inspect and purchase from our range of curriculum materials from LEM, A Beka, Rod and Staff, Bob Jones University, Christian Liberty and others as well as an extensive array of library books... the sort of books every family should have to equip their children for a life of service to the Lord. Our staff are on hand to assist with any questions you may have in choosing the best materials for your family.

The CHES is particularly valuable for new home educators and for those who have never had opportunity to inspect our wide range of materials in a relaxed atmosphere. You will find it a great blessing to meet and fellowship with others who have embarked on the home education journey.

We are always on the lookout for anyone who may wish to host a seminar or book display in their area. If you feel that there is sufficient interest in your circles we would love to hear from you.

[Click here for more information and flyers for all CHES seminars](#)

### International News

#### Papua New Guinea

Peter Frogley headed for PNG in the last week of April to assist in setting up the work of Light Education PNG. Our small group of teachers have been establishing new schools in PNG this year and we are looking to encourage others who have been developing their work with LEM phonics often for several years. We visited the

Baptist leaders of their Christian schools in the Highlands and made contact with the Schools of the Kwa-to Mission in Milne Bay Province.

Because of the isolated nature of many communities it is very difficult to train teachers and service their phonics needs. Please pray for Mark Baiai and his team as they seek to chart a constructive course in the midst of educational and other challenges they face on a daily basis.

## Peru

Bob and Frances Relyea are now well settled back in Australia for what some might call 'retirement'. They are however, well advanced in planning for a return trip to South America. Bob writes:

Frances and I have purchased most of the flights for our South American tour of June/July 2015. We spend two weeks in Chile, two in Bolivia, ten days in Peru and four days in Cuenca, Ecuador. We leave on 16 June and get back on 30 July.

It is perhaps ironic that having returned to Australia God has opened doors to other nations in South America. We are praying for a very successful return visit to South America with God opening new doors of opportunity in other nations beyond Peru. ■

# Our new website is finally here!

iPad and iPhone users rejoice: LEM has launched our new website at [www.lem.com.au](http://www.lem.com.au).

For some time now we have been fielding complaints from customers who have been unable to access our flash-format website, but have not had the resources to rebuild what had been cumulatively created over the past fourteen years.

But now we have great pleasure in announcing a new-look website which has been rebuilt from the ground up.

## Architecture

The most significant change is in the coding architecture – no longer is the website flash-based but it is now coded in the more conventional web standards of HTML, PHP, Java and MySQL. This means that it will function well on a greater range of browsers and devices.

## Fresh look

The new site has a clean theme which utilises simple icons to aid navigation and provide quick access to information. We have worked hard to reduce the number of actions required to perform the most common tasks.

## Mobile friendly

A large proportion of website traffic now comes from people using mobile phones and tablets. We have carefully considered those users with the layout of our new site, which means that browsing and ordering from our site whilst on the move has never been easier.

## Search and sort

In response to feedback from customers it is now possible to browse our products by supplier, subject and grade level. Previously the products were only listed under their supplier with a rudimentary text search available. Our new search function recognises subject names and grade levels to make it easier to find what you're looking for.

## Users and passwords

The new site utilises a secure username and password system for customers, with the option to order as a guest if desired. This system stores your address information and makes the checkout process simpler and easier.

Past orders are automatically saved under your username (email address), making it easier to see what you have ordered. You can also 'save a cart' if you wish to complete your order at a later time.

## Security

We have updated our secure certificates to the latest algorithms and standards, which gives you



peace of mind entering your credit card information. As has been the case from the beginning, we do not store any of your payment data online.

## Extended information

As part of our site rebuild we have added extra information on our suppliers, subjects and courses which we trust will help inform your purchase decisions and make ordering online an excellent experience.

## Feedback please!

Whilst we have performed much testing on our site before launching, we understand that some users may experience difficulties, or perhaps feel that certain features are missing. If you have any problems, comments or suggestions we would appreciate your feedback. On the other side of the coin, we would love to hear that you're enjoying the new changes, too! Please email your feedback to [john@lem.com.au](mailto:john@lem.com.au) or phone the office anytime. ■



## No. 96: Train and Nurture

This time I explore the well known text ‘Train and Nurture’, taken from Ephesians 6, as a key biblical idea in raising children.

Today modern educators focus on children (child-centred education) and their needs and, indeed, their rights. Education is about allowing and encouraging them to be all they can be! This is self-centred education — the opposite or antithesis of Christian education.

For the Christian, however, education is about discipleship to the ways, purposes and call of God. The focus is God and His plans, rather than the child’s (or the parents’) self-centred desires for their own glory.

Another aspect (or perhaps branch) of education today brings an emphasis on academic knowledge. This is again self-seeking, that the child may know — usually with the aim of knowing more than others — with the ultimate result of omitting God from their thinking.

If we are to raise our children in godliness in the study of various disciplines, we will

need to break free from the focuses presented above. Such thinking can bankrupt the equipping of our children for service in God’s kingdom.

The underlying issue is the absolutising of rational thought as opposed to revelation. Rational thought is thinking with our natural mind, without regard for God; whilst revelation is the divine input of the Holy Spirit, guiding our thinking and the functioning of our minds in submission to Him.

This defines the essential difference between Christian and non-Christian education. Indeed, Christian philosophers tell us that all knowledge is by revelation.

### The Children

The essence of Christian education of children is the training and nurture of the Lord, which is based in the revelational idea of wisdom and knowledge, unique to Christianity. This means that the authority for our instruction comes to us by revelation upon the Word of God. This brings us to the context of our theme, taken from Ephesians 6:4, which concludes a short section dealing with children and their responsibility to obey their parents.

And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.

*Ephesians 6:4 NKJV*

The NKJV translates ‘training and nurture’ as ‘training and admonition’.

This idea of training and admonition is

foundational, according to Scripture, in raising children. If we believe the Bible is important, then this foundational idea must form the basis for the education of our children. The commentary of Jamieson, Fausset and Brown provides some interesting comment and definition that may help us better understand what Paul is saying.

**Fathers** — including mothers; the fathers are specified as being the fountains of domestic authority. Fathers are more prone to passion in relation to their children than mothers, whose fault is rather over-indulgence.

The comment is worth pondering that we might better understand the authority fathers are given to lead their families, and how a wife is to outwork her role as a helpmeet.

**Provoke not** — irritate not, by vexatious commands, unreasonable blame, and uncertain temper [Alford]. Col. 3:21, ‘lest they be discouraged.’

Whilst the above comments are relevant, we do need to be wise in how we outwork our responsibilities. A lack of gracious behaviour on our part is not consistent with our Christian faith. It seems to me that if we are to train and admonish our children in God’s ways through His word, the word ‘but’ which begins the phrase is indicative of the negative — that is, father’s *will* provoke their children if they neglect to bring them up in the training and admonition of the Lord.

What is it that these two words train and admonish (nurture) entail?

**Nurture** — Greek, ‘discipline,’ namely, training by chastening in act where needed

Behold, happy is the man whom God corrects; Therefore do not despise the chastening of the Almighty. *Job 5:17*

If you endure chastening, God deals with you as with sons; for what son is there whom a father does not chasten? *Hebrews 12:7*

There is no avoiding that followers of Jesus are to be disciples, which means ‘those subject to discipline’. Do not withhold godly discipline from your children, as it is an essential component to successfully raising children for the Lord. It is the God-given application of authority to lead children in conformity to the will of God — that is your calling as parents. Modern thinking generally presupposes that to breach the child’s will is to inflict psychological damage. The Bible does not seem to agree as the goal of Christian education is to conform children to God’s ways — not their own ways!

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Nurture is both gentle and strong — it is the manner the Lord deals with us.

**Admonition** — training by words.

This implies a grasp of reading and writing — hence our strong emphasis on teaching LEM Phonics as the best method for language mastery. This then leads to a child being able to make a study of God’s word as fundamental in building Christian character and thinking.

You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.

*Deuteronomy 6:7*

It was this understanding that led the church to develop the idea to ‘catechise’, which Webster defines as:

1. To instruct by asking questions, receiving answers, and offering explanations and corrections.
2. To question; to interrogate; to examine or try by questions, and sometimes with a view to reproof, by eliciting answers from a person, which condemn his own conduct.
3. Appropriately, to ask questions concerning the doctrines of the Christian religion; to interrogate pupils and give instruction in the principles of religion.

LEM recommends and makes available various resources based on the *Westminster Shorter Catechism* to instruct children in the faith, which we feature in the ‘book shop’ section later in *Light of Life*.

The catechism approach is reflected in the

**Proverb:**

Train up a child in the way he should go, And when he is old he will not depart from it. *Proverbs 22:6*

Richard Trench describes this training as ‘whether of encouragement, or remonstrance, or reproof, according as is required’.

This is not to provoke our children by encouraging them to do their own thing, but to see their lives conformed to the Word and ways of the Lord. If we fail in this responsibility we will find the same contrasting fruit as Eli:

For I have told him that I will judge his house forever for the iniquity which he knows, because his sons made themselves vile, and he did not restrain them. *1 Samuel 3:13*

**Continuing with Jamieson, Fausset and Brown’s commentary:**

**of the Lord** — such as the Lord approves, and by His Spirit dictates.

To many in our day the Lord’s ways are considered old-fashioned and indeed irrelevant. But perhaps those who believe thus should consider carefully, as the fruit of the way of man is not good. The way of God is different. It may make us a laughing stock to some — but better to be a laughing stock to man than an offence to our Lord Almighty.

Our privilege is to walk in the ways of the Lord and to disciple our children likewise. ■



## Soundwaves

In this article we go back to the most basic music element — soundwaves.

Soundwaves are too often overlooked as an element of music. But without this essential building block, we cannot hear any of the previous elements we’ve explored — rhythm, beat, melody, harmony, dynamics, tempo and tonality. Soundwaves are to music as the sun is to the earth. Take away the sunlight and everything will die. Take away the soundwaves and we cannot hear anything and would therefore have no music. Other music elements are dependent on the existence of soundwaves.

A simple definition of soundwaves easy enough for a child to understand is as follows:

Soundwaves are millions of invisible molecules which bump each other to make waves which carry music to our ears.

Let’s dissect the word ‘soundwaves’ first.

### Sound

The word ‘sound’ comes from the Latin *sonare* meaning ‘to make a noise or to

speak’. Hebrew and Greek roots in the concordance describe sound ‘to make a loud sound, call aloud, cry out, sing, shout, blast, tone, noise, voice’.

### Waves

The Hebrew word for ‘wave’ is *nûwph* (pronounced ‘noof’) and means ‘to quiver, vibrate up and down, rock to and fro’.

God created energy in different forms of wave patterns, such as heatwaves and lightwaves. In the cosmos or universe, energy is transmitted in the form of wave patterns. Soundwaves are another wave form of energy.

The first Bible reference to soundwaves is in Genesis chapter 1:

...and the Spirit of God moved upon (was hovering over) the face of the waters. And God said, ‘Let there be light’ and there was light. And God saw the light that it was good and God divided the light from the darkness. *Genesis 1:2-4*

We know these verses so well but let’s see them in the light of music. Herein lies the very foundation of earthly music as we can understand it. This is the origin of the soundwave ‘vehicle’ which carries music to our ears. The ‘moving’ or ‘hovering over’ by the Holy Spirit began energising and starting the life process on earth.

Henry Morris sums it up very well in *The Genesis Record*:

The activity of the Holy Spirit is called that of ‘moving’ in the presence of

the waters... Some commentators relate the word particularly to the hovering of a mother hen over her chicks. In any case, the idea seems to be that of a rapid back and forth motion. In modern scientific terminology, the best translation would be 'vibrated.' If the universe is to be energised there must be an Energiser. If it is to be set in motion, there must be a Primer.

What a mighty, powerful God we have! God has truly provided a miraculous design in His soundwaves as His vehicle for transporting music to our ears. No man could ever create something as brilliant as this. Man only manipulates what is already God-made.

### Molecules

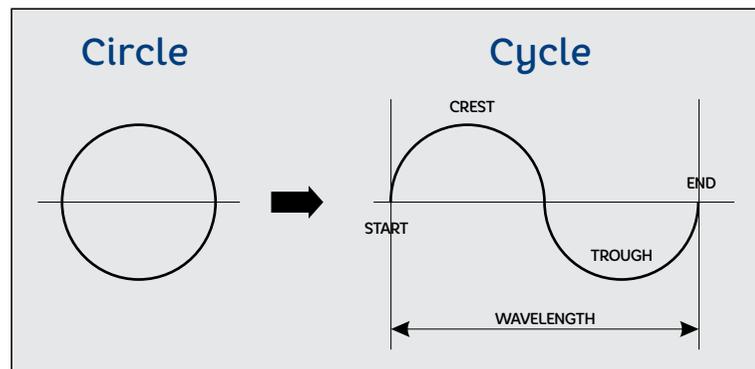
Now we move on to the next part of the definition — 'millions of invisible molecules which bump each other'.

Molecules are simply atoms joined together. Atoms are electrons, protons and neutrons zooming around in the space of their microscopic world. Electrical energy flows through tiny chains of molecules, producing power and movement resulting in a vast variety of wave patterns.

We know what waves look like when we throw a pebble in a pond — they ripple outwards in a flat circle. Soundwaves are similar — the difference being that they ripple outwards, not just horizontally but in all directions from the centre.

### The cycle

The next part of our definition is 'to make waves which carry music to our ears.' The basis of a wave pattern is a **cycle**. What is a cycle? — It is basically a circle cut in half and twisted around.



A circle becomes a cycle. The highest part is called the crest and the lowest part is the trough. It has a start, a middle and an end. The next circle/cycle starts and the pattern continues to form the soundwave. There are many different types and shapes of soundwaves and they all move along a timeline. We have already seen in previous articles how music moves along a timeline. This is because soundwaves need time for energy to flow.

### The creator

Energy for anything, including soundwaves, cannot create itself. It must have a source or wave generator. God, of course, is the original Source. He created the earth and all that is in it just by speaking and calling out. Remember the Hebrew and Greek roots for 'sound' — 'to make a loud

sound, call aloud, cry out, sing, shout, blast, tone, noise, voice'. God's words are extremely powerful. They are energising and life giving. When God said, 'Let there be light,' He saw it was good. It was absolutely perfect, the exact way He designed it!

The energy flowing through atoms and molecules to make wave patterns was created on Day One. It became the means of transportation (or vehicle) which carries music with its elements to our ears. This vehicle was created on the

first day of Creation in preparation for the culmination in man on Day Six.

Herein lie the origins of the soundwaves which are the means of transport for music today. This reveals a great deal about the character of the Creator, God. He wants us to know that He is the Giver and provides the vehicle which carries music to our ears. He gives us the gift of music via the vehicle of soundwaves. Where there is a gift, there has to be a giver. And that Giver is God.

Colossians 1:16 tells us:

For by Him were all things created that are in heaven and in earth, visible and invisible, whether they be thrones or dominions or principalities or powers: all things were created by Him and for Him.

'All things' includes soundwaves and music.

Thou art worthy O Lord, to receive glory and honour and power for Thou hast created all things and for Thy pleasure they are and were created.

*Revelation 4:11*

God created them because He wanted to. It was His will and decision. It wasn't as if man came along and said, 'God, we need some soundwaves so we can hear music.' No! God created soundwaves before man even came into being. Man had no say in it.

### The deeper message

As we learned in previous articles, God wants us to understand deeper things about Him as well as the pleasure music gives by learning about music elements. For example, melody taught us that God wants to communicate with us. Harmony shows he wants agreement between Himself and man. Tonality shows that He wants a relationship with each individual. Rhythm and beat reveal how He gives time for activity and rest. Soundwaves teach us that God is a Giver and Provider.

Rom 1:20 tells us

For the invisible things of Him from the creation of the world are clearly seen, being understood by the things that are made, even His eternal power and Godhead; so that they are without excuse.

'The invisible things' is where the soundwaves and music fit in. So often we overlook them — but they are basic of basics. God

speaks to us through music which automatically involves soundwaves. If we open our spiritual ears as well as our physical ears we will understand more and more of God's enormous love, His character, eternal power and divine nature through music.

### Soundwave stewardship

The gift of soundwaves carries a responsibility for man. We've seen how soundwaves are God's creation and belong to Him because He created them. In His great love He gave man dominion to look after everything on earth:

Thou madest him to have dominion over the works of Thy hands; Thou hast put all things under his feet.

*Psalm 8:6*

This includes soundwaves which are only on loan and come with the responsibility of stewardship, and ultimate accountability to the Creator.

It's like asking someone to house-sit for you. The house is still yours but you give the housesitter free reign over the property and entrust them to not damage anything. Likewise everyone who sings, plays an instrument, composes music or just listens is looking after God's soundwaves. We are given free reign over them and are entrusted to be good stewards of them. We are not to damage them or use them harmfully. We are to always keep in the back of our minds that the soundwaves are still God's and just on loan to us.

In his great love, God gave us the ability to choose how we look after the soundwaves. If we choose to acknowledge Him and use them for His glory, then He will be very pleased and bless us more. If we choose not to acknowledge Him and worship the creation of soundwaves, music and man instead, then He allows the natural consequences to follow.

In previous articles, we have already seen many consequences of abusing soundwaves by excessive use of dynamics, rhythm, beat and tempo and how they affect our bodies, minds, emotions and spirit.

Please keep this article in mind because an understanding of soundwaves serves as an introduction to the next article which will be specifically about a touchy topic — the use of instruments and their soundwaves. ■

Click here for more information and music articles by Wendy Hill



### CREATION SCIENCE COMPETITION 2015

The Creation Science Education Association of Australia is running their annual national creation science competition, with entries closing on 29 June 2015.

Entries are open to students in all grade levels in a variety of categories.

For more information visit the website [www.creationscience.org.au](http://www.creationscience.org.au)



With vaccination a big topic at the moment we present this article from the Hallelujah Acres newsletter, written by CEO Paul Malkmus and edited by Peter Frogley. It does not fit well with media hype or the fear that is generated at these times and is thus a useful counter to much that is popularly presented.

## What's worse: Measles or the Measles Vaccine?

A measles outbreak in the western US has fanned the flames of a debate on whether children should or shouldn't be vaccinated.

Some experts claim that a lack of vaccinations has resulted in the spread of this disease.

The debate regarding vaccination centers on a number of factors, including a potential link between the MMR (Measles-Mumps-Rubella) vaccine and the development of autism. Parents who are against vaccination have come under fire as they are accused of putting not only their own children in danger, but also the children of other people who have opted for the vaccine.

So, the question is: who is right? We support informed consent for medical treatment and parental rights in the area of vaccines. We feel the key factor is 'informed' consent. Therefore, to make an informed decision, parents need to have as many facts as possible at their disposal.

Our point of view is this: Build a strong healthy immune system and let the body do what it does best — build natural immunities against things like measles and chickenpox.

### Potential problems with vaccines

Did you know that the average child receives over 26 doses of vaccinations in their first 15 months? Vaccines are touted as being miracle medicine with the ability to prevent children from contracting a wide range of diseases. However, very little is said about the problems they cause, whether it's by design or simply because the risks are not deemed great enough.

The Center for Disease Control (CDC) clearly states that any vaccine can cause side effects, yet they say that in large part, they are minor. Depending on the vaccines, these mild problems can range from joint and abdominal pain to fever and vomiting.

However, many of the vaccines available in the US can also have much more serious side effects, though the cases are reported to be very rare. The CDC reports that the MMR vaccine causes seizures as a result of fever in approximately 1 in 3,000 patients. Other issues include temporary stiffness

and pain in the joints in 1 in 4 patients, and a temporary low platelet count, which can lead to a bleeding disorder, in approximately 1 in 30,000 patients. More severe reactions include deafness, long-term seizures, coma, or lowered consciousness and permanent brain damage, though the CDC is quick to point out that the cases of such severe side effects are so rare that it is difficult to determine if there is an actual link with the vaccine.

Another, more worrisome, element of the MMR vaccine in particular is its potential link to the development of regression autism. A study conducted in 1998 by Dr Andrew Wakefield on a sample of eight children found that parents remembered their children's autism symptoms appearing right after receiving the MMR vaccine. The study was published in the *Lancet*. It should be noted, however, that the findings were retracted after issues were allegedly found with the methodology of the study. However, Dr Wakefield, whose license was revoked for telling the truth (according to some), still has many supporters. And information has recently come to light that could actually vindicate Dr Wakefield.

### Has the CDC been lying?

A critical component of being able to make an informed decision is having accurate information at one's disposal. Normally, information from a government agency, such as the Center for Disease Control, should be reliable. We should be able to trust the CDC, whose main purpose is to protect and save people from disease.

Unfortunately, it seems that the CDC is anything but transparent. In fact, according to a Senior Scientist with the CDC, William Thompson, the agency omitted essential information that showed a clear link between autism and vaccines. Mr. Thompson states:

I regret that my coauthors and I omitted statistically significant information in our 2004 article published in the journal *Pediatrics*. The omitted data suggested that African-American males who received the MMR vaccine before age 36 months were at increased risk for autism. Decisions were made regarding which findings to report after the data were collected, and I believe that the final study protocol was not followed.

This 2004 study has constantly been cited by the CDC as representing proof that vaccines are safe. So, the CDC has been lying to the public and has put an incredible number of children at risk of developing autism over the decade they have covered up this information.

Less surprisingly, pharmaceutical companies are in on the 'conspiracy.' Former employees of Merck, the pharmaceutical giant, stated that the company knowingly falsified test results for their mumps vaccine to make it look as if it had a 95% efficacy rate. Stephen Krahling and Joan Wlochowski, former virologists from Merck, filed a False Claims Act, which states that animal antibodies were added to the human blood being tested to make it appear as if the immune system had a higher level of antibodies than it did.

### Potential toxins in vaccines

We have been so brainwashed into believing that vaccines are miracle drugs that we've stopped asking questions. And that is precisely why few people wonder what vaccines contain. Here is a rundown of some of the ingredients used on a regular basis in vaccines, according to the website of the CDC:

**Aluminium** — this light metal has been linked to the onset of Alzheimer's disease and dementia. Aluminum should never be injected into the body.

**Antibiotics** — though used to treat various diseases, these chemicals have led to mutations and superbugs, such as MERS. Superbugs are deadly bacteria strains that are resistant to antibiotics. Some say that now a handshake can be more dangerous than smoking because of how easy it is to spread these superbugs.

**Formaldehyde** — this is a chemical that is used in the preservation of cadavers. It can cause blindness, seizures and brain damage. Formaldehyde has also been linked to cancer, as the National Toxicology Program's 12th Report on Carcinogens shows. This is a fact that the US Department of Health and Human Services openly admits.

However, the report doesn't mention that formaldehyde is an ingredient in vaccines. It only says that formaldehyde can cause myeloid leukemia and various rare cancers, such as nasopharyngeal cancer and sinonasal cancer. The fact that children are routinely exposed to this chemical via vaccination is completely ignored.

**Monosodium Glutamate (MSG)** — MSG is an excitotoxin, or a neurotoxin that causes excitement in the neurons to the point where they die. Though used widely in foods, MSG is known to be toxic and even the trace amounts in food leads to migraines and damage to the endocrine system. MSG is another chemical that should never be injected into the body, yet it is a common adjuvant in vaccines.

**Thimerosal** — a methyl mercury compound that is highly toxic to the brain and can cause severe and permanent damage to the nervous system. Mercury is incredibly toxic and no dose is safe. Drug companies have stated their vaccines no longer contain any form of mercury, but this is inaccurate as thimerosal is still used but then, apparently, removed. The process still leaves trace amounts of the compound in vaccines, which is something the CDC admits to.

### MMR is not the only problem

While the MMR vaccine has been front and center of the debate recently, isn't the only vaccine that can cause serious problems.

For example, the DTaP (Diphtheria, Tetanus, and acellular Pertussis) vaccine can cause long-term seizures, coma, lowered consciousness or permanent brain damage. According to the CDC, this occurs in less than one patient per million receiving the shot, though we don't know the real rate since vaccine adverse events are voluntarily reported.

The flu vaccine can cause mild side effects such as redness, swelling or warmth at the

site of the shot, as well as fever. However, it could also cause severe allergic reactions, shoulder pain and brief fainting spells.

Another potential problem with vaccines is that some of them use a live strain of the virus, such as the rotavirus strains. After someone receives a vaccine with a live rotavirus, they can transmit the virus to other people for weeks or even months after immunization. This is something that the FDA openly warns the public against. The MMR virus is one of the vaccines to include live viruses. In other words, these vaccines could potentially be the cause of outbreaks of the specific disease they are supposed to prevent, which means that children who have been vaccinated are actually the ones putting everyone else at risk.

### Can anyone force parents to vaccinate their children?

Amid all this information, it's natural for parents to be reticent to vaccinate their children. Maybe things would be different if vaccines didn't contain so many toxic adjuvants and if they were administered over a longer period of time. However, that is not the case.

The government, along with pediatricians, though, is trying to force parents to immunize their children, despite the fact that it goes against everything the American Medical Association stands for. The AMA Code of Medical Ethics clearly states that the association doesn't agree with mandatory vaccine programs. This type of program is clearly a medical procedure that is carried out with the consent of the patient or the

parents of the patients. And this is in clear violation of the AMA *Code of Medical Ethics* section on Informed Consent, which states:

The patient should make his or her own determination about treatment... Informed consent is a basic policy in both ethics and law that physicians must honor, unless the patient is unconscious or otherwise incapable of consenting and harm from failure to treat is imminent.

In other words, according to AMA, physicians must uphold the informed consent policy, and mandatory vaccinations violate this code. Then again, informed consent is difficult to give when the CDC seems to be doing its best to ensure we remain as uninformed as possible.

### The immune system alternative

A common problem among children nowadays is a weak immune system. The hygiene hypothesis holds that by protecting children from exposure to viruses, bacteria and parasites when they are young, they are at greater risk of developing asthma, allergies and various other autoimmune diseases when they become adults. Without exposure to these pathogens, the immune system never learns how to create the antibodies to fight them off. In other words, we are keeping our children too clean and too safe.

The same can be said for vaccines. Are we, in our desire to protect them, doing more harm than good to our children? And this is without even taking into consideration the slew of risks discussed previously.

Naturally, the key to fighting off disease effectively is having a strong immune system. And one of the ways that can be achieved naturally is not only through a healthy and nutritious diet but by protecting children a little less. A study conducted by Thom McDade, PhD, an associate professor and the director of Northwestern University's Laboratory for Human Biology Research, discovered that children who had greater exposure to animal faeces and experienced a higher degree of diarrhea before the age of two had a lower frequency of inflammation in the body during adulthood. Inflammation has been connected to a number of chronic conditions, including diabetes, heart disease and Alzheimer's.

### ■ we are keeping children too clean and too safe

As stated, a healthy, nutritious diet is also essential to boosting your immune system. A diet rich in anti-oxidants will rev up your immune system, meaning your body will be better able to fight off disease by itself. Maintaining a strong immune system is more important than getting a vaccine as the latter has been shown to have a limited time of efficacy.

Foods containing antioxidant vitamins such as vitamin C, vitamin E and beta-carotene are essential to strengthening and maintaining a healthy immune system. Some of these foods include:

- **Beta-carotene:** apricots, beets, asparagus, cantaloupe, carrots, pumpkin,

spinach, tangerines, tomatoes, watermelon;

- **Vitamin C:** broccoli, cantaloupe, cauliflower, papaya, snow peas, kiwi, mango, strawberries, honeydew; red bell peppers
- **Vitamin E:** broccoli, carrots, mustard greens, papaya, spinach, red peppers.

### Conclusion

Drug makers, the government and vaccine fanatics all cite the mortality rates of the diseases these vaccines prevent as sufficient reason to accept the risks associated with vaccination. And while it is true that vaccination does reduce the incidence of a disease, the mortality rates aren't exactly accurate. In fact, many of these diseases against which our children are inoculated are no longer as dangerous as they once were. Mortality had actually dropped nearly to zero before vaccines appeared.

So, while vaccines are not all negative and can be essential, inoculation shouldn't be done mindlessly. Parents should be given the right to choose, after being properly informed of all the risks of vaccination and non-vaccination.

More importantly, disease can be fought with a strong immune system, which is more important for children over the long-term. ■

*We note that the Australian government's 2015 budget includes legislation to block certain government payments to families who have not vaccinated their children. We will be watching these latest developments with interest.*

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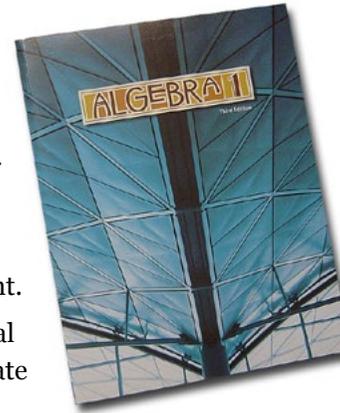
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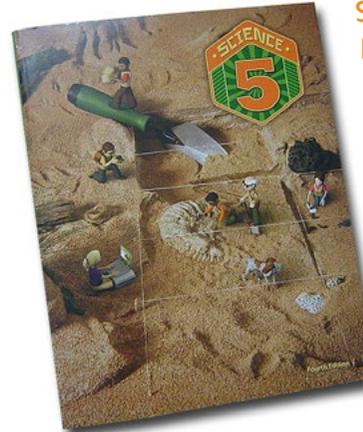
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## Using grammar to help spelling

Have you ever tried to work out the rhyme or reason why words are spelled how they are?

Often we may not know easily, but one thing that can help greatly with spelling is to observe and learn the patterns that exist between spelling and grammar.

When we need to spell a word, there are two things at our disposal – the sound of the word, and what we know about the word (e.g. its definition or its part of speech). Combining these two types of information reveals some very helpful patterns that can help us to spell words more effectively.

### The sound ‘uhs’

If a base word has the schwa sound ‘uh’ and ‘s’ added to form an adjective, the suffix used will always be **ous**. Here are some examples:

harmony → harmonious  
glory → glorious

**y** changes to **i** as **y** no longer ends the word

adventure → adventurous

*Do not use silent e if adding vowel ending*

adultery → adulterous

**y** is removed to prevent awkward speech pattern

ambition → ambitious

*If a base word ends in **tion** or **cion** add **ous** after **ti** or **ci***

tumour → tumorous

*If a base word ends with **our** + **ous** remove the **u** in **our***

If a student understands what an adjective is, and that nouns can be changed by adding the adjectival suffix, they have the power to spell many adjectives. This principle will also apply to other parts of speech in many cases.

Words other than adjectives ending in the sound ‘uhs’ do not use **ous**:

circus	lettuce	cactus
crevice	atlas	porpoise
purpose	asbestos	abyss
furnace	purchase	crisis

Students cannot decide through analysis which letters these examples will use to represent the ‘uhs’ sound, although because they are all nouns (and not adjectives), we know that it will not be **ous**. These words must be learned.

We do know this though: every adjective ending with the sound ‘uhs’ must be spelled with the pattern **ous**.

This is just a small part of a larger article about the relationship between spelling and grammar. In ensuing editions of *Light of Life* I will continue to expand this relationship.

I hope you enjoy delving a bit deeper into the intricacies of our language and finding out that there is some rhyme and reason to it after all.

Blessings,

**Light Educational Ministries** is a faith ministry, working in the area of Christian education.

**Our Ministry** is to spread the vision and concepts of Christian education. Light Educational Ministries staff are available to share with and assist groups interested in or involved with Christian education. Our staff prepare and distribute resources and develop curriculum and LEM training programmes.

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