

- 13- Evolutionary theory accepts the idea of an all-inclusive existence for all creatures and things within the ecosystem, i.e., the belief that life is an ongoing continuum from one stage of development to another. This incorporates the principles of reincarnation and similar Eastern mystic ideas. This precludes the necessity for a heaven and eternal life.
- 14- When a population functions on the premise that there are no absolutes and that government can provide them with their every need and desire, its objectivity toward the Gospel message is almost completely destroyed.
- 15- Such a philosophy would also preclude members of the royal family from fulfilling the mandate found in Ephesians 4:25: Therefore, having laid aside the lie, each one of you speak truth with his fellow believer, since we are members of one another.
- 16- Regardless of Satan's global designs, we know that we form the restraining influence which will provide the invisible incentive for Jesus Christ to control history in our behalf.
- 17- Therefore, even though the unbelieving world is falling apart, members of the royal family are commanded to get along. ✓
- 18- Throughout the Scriptures the Universal Church is given orders with regard to its general function and modus operandi.
- 19- The method each member is to follow in carrying out these obligations is bound up within an honor code which is designed to establish an esprit de corps throughout the royal family.
- 20- Therefore we are going to take a quick look at the obligations of the royal family followed by the royal family honor code.

E- 8/2 B
B- 8/4 Obligations of the Royal Family:

- 1- The royal family on earth makes up what is known as the Universal Church.
- 2- The Universal Church is thus scattered all over the face of the earth and functions in individual units called the Local Church.

prehension is the only goal of reading instruction. Because it trains children to reason in a very limited manner, it is a model that we believe could have serious political consequences in a country where the ability of the citizenry to read and think critically is an essential determinant of democratic governance....

The common enemy, in the eyes of "progressive" educators, is clearly "literal comprehension" because of the implications that words may represent absolute truth. An article on Derrida in *Contemporary Authors* states that "deconstructionism emphasizes the reader's role in extracting meaning from texts and the impossibility of determining absolute meaning."

Controlling the Language

A key to changing America into an amoral, Godless society is controlling how children learn language. Michael Halliday, professor of linguistics at Australia's Sydney University and a leader in the development of whole-language philosophy, writes that "language comes to occupy the central role in the processes of social learning." He explains:

A child who is learning his mother tongue is learning how to mean. As he builds up his own meaning potential in language, he is constructing for himself a social semiotic [a system of signs and symbols]. Since language develops

as the expression of the social semiotic, it serves at the same time as the means of transmitting it, and also of constantly modifying and reshaping it, as the child takes over the culture, the received system of meanings in which he is learning to share.

... In this way a child, in the act of learning language, is also learning the culture through language. The semantic system which he is constructing becomes the primary mode of transmission of the culture.

Thus, those who control the teaching of language to children can control the

ism and superstition prevail as the means of knowing.

Classroom Practice

How does whole-language deconstructionism translate itself into classroom practice? First, the educators deconstruct the English alphabetic system. That is, the nature of our alphabetic system is ridiculed and its benefits kept from the students. And so the teaching of phonics is strongly discouraged. Frank Smith, a leading whole-language proponent, writes in *Reading Without Nonsense*:

Children do not need a mastery of phonics in order to identify words that they have not met in print before. The very complexity and unreliability of the 166 rules and scores of exceptions make it remarkable that anyone should think that the inability to use phonics explains "Why Johnny still can't read." Once

a child discovers that a word is in a meaningful context, learning to recognize it on another occasion is as simple as learning to recognize a face on a second occasion, and does not need phonics. Discovering what a word is in the first place is usually most efficiently accomplished by asking someone, listening to someone else read the word, or using context to provide a substantial clue.

In the same book, Smith writes:

The spelling-to-sound correspondences of English are so confusing that in my judgment children who believe they can read unfamiliar words just by "blending" or "sounding" them out are likely to develop into disabled readers, the type of secondary students who are condemned for being "functionally illiterate" because they do exactly what they have been taught and try to read by putting together the sounds of letters.

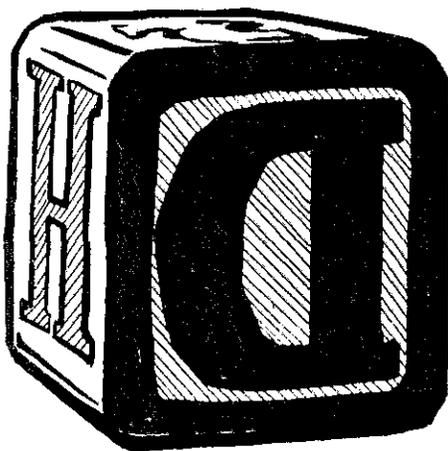
Besides, I think it would be difficult to exaggerate the complexity and unreliability of phonics. To

For all intents and purposes, whole language is a way of preventing children from becoming fluent, accurate phonetic readers. It is a new way of creating academic confusion and learning frustration.

future of our culture. It is the height of folly for parents concerned about moral, religious values to put their children in schools controlled by humanists, where 12 years of Godless indoctrination will lead many of these children to forsake their religious roots for the destructive life-style of the Western pagan.

The full implications of the whole-language movement cannot be appreciated or understood until we recognize that the cultural war we are in is being waged with an intensity never before seen in this country. That its philosophical roots can be traced to the nihilist depths of deconstructionist philosophy should not surprise us, since the academic world has become the spawning ground of every anti-religious idea of which the human mind can conceive.

But not only do the whole-language deconstructionists reject the concept of absolute truth as applied to the written word, they reject the very system of logical thinking that made Western civilization possible. They not only reject the Bible, they reject Aristotle's A is A. Their new formula is A can be anything you want it to be, which can only be the basis of a pre-literate or non-literate culture in which subjectiv-



- 3- Although there may be millions of Local Churches, there is only one Universal Church, also known as The Body of Christ, the Royal Family or the Heavenly Community.
- 4- While functioning as the invisible family of God in the hostile environment of the Devil's world, each member of the family is to conduct himself in a certain manner toward other members of the family.
- 5- These obligations are stated in numerous passages of Scripture. We will note several but it will not be an exhaustive list.

6- Believers must pray for those who are under persecution because of their faith in and worship of Jesus Christ. Acts 12:

- v 1 = Now about that time Herod the king laid hands on some who belonged to the church in order to mistreat them.
- v 2 = And he had James the brother of John put to death with a sword.
- v 3 = And when he saw that it pleased the Jews, he proceeded to arrest Peter also. Now it was during the days of Unleavened Bread.
- v 4 = And when he had seized him, he put him in prison, delivering him to four squads of soldiers to guard him, intending after the Passover to bring him out before the people.
- v 5 = So Peter was kept in the prison, but prayer for him was being made fervently by the church of God.

7- Pastors are to defend the souls of the local body against the faculty of the Cosmic Academy. Acts 20:

- v 28 = Be on guard for yourselves and for all the flock among which the Holy Spirit has made you overseers, to shepherd the church of God which He purchased with His own blood.
- v 29 = I know that after my departure savage wolves will come in among you, not sparing the flock;
- v 30 = and from among your own selves men will arise, speaking perverse things, to draw away the disciples after them.

take just one very simple example, how are the letters *ho* pronounced? Not in a trick situation, as in the middle of a word like *shop*, but when *ho* are the first two letters of a word? Here are eleven common words in each of which the initial *ho* has a different pronunciation — *hot, hope, hook, hoot, house, hoist, horse, horizon, honey, hour, honest*. Can anyone really believe that a child could learn to identify these words by sounding out the letters?

Obviously, Smith doesn't know how "intensive phonics" is taught. Children are taught the letter sounds in their spelling families. Thus, the child knows how to pronounce *hot* because it rhymes with *cot, dot, pot*. He knows how to pronounce *hope* because it rhymes with *cope, mope, rope*. He knows how to pronounce *hook* because it is in the same spelling family as *book, cook, look*. He knows how to pronounce all of these words not because they begin with *ho* but because he knows their spelling families. As for *shop*, after the child has been taught the sound the consonant digraph *sh* stands for, he can decode any number of words beginning with *sh*: *ship, sham, shell, shut*, etc. If Smith had ever taught intensive phonics, he'd know that there are millions of children who have no problem learning how to read these words on the basis of their letters.

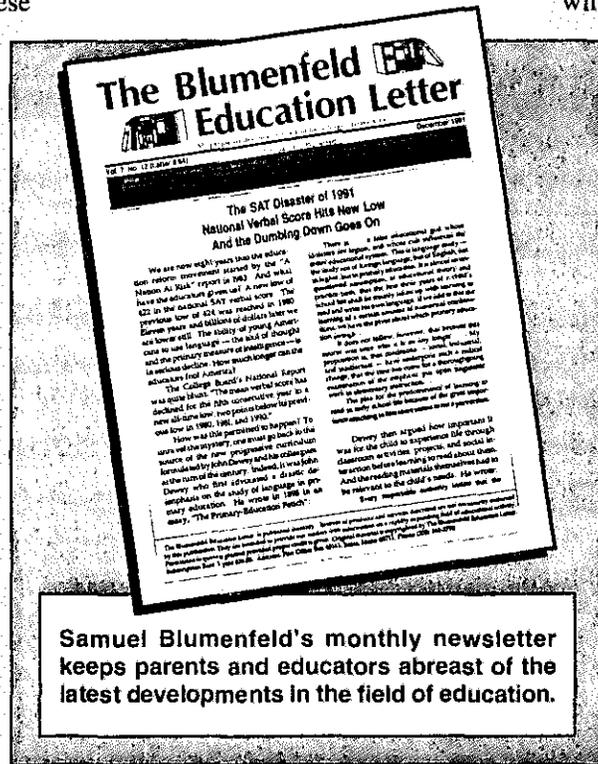
What Smith doesn't say in his book is that an alphabetic writing system is a phonetic system that requires the reader to develop an automatic association between letters and sounds. That automatic association can only be acquired by rote memorization so that the child doesn't have to think about the sounds the letters stand for. Our alphabetic system is 85 percent regular with 95 percent of the irregularities consisting of slight variations in vowel pronunciation.

The reason children have little difficulty in mastering the irregular words is because their pronunciations are obvious. For example, even though the word *was* is in the *as/has* spelling family, a child knows it is pronounced *wuz* simply because *waz* is not a word and

doesn't make sense. The spoken word provides the correct pronunciation. It is the same with the word *have*, which is pronounced *hav*, even though it is in the same spelling family as *cave, rave, save*. But in a word like *behave*, the pronunciation of the *have* is perfectly regular.

A, B, C Importance

The important characteristic of an alphabetic writing system is that it is a



Samuel Blumenfeld's monthly newsletter keeps parents and educators abreast of the latest developments in the field of education.

phonetic representation of the spoken language. Meaning is derived when the written letters are articulated in speech or internally vocalized or subvocalized by the reader. Alphabetically written words are not ideographs or hieroglyphics. They are graphic representations of speech. Whole-language theorists reject this simple fact. Smith agrees in *Understanding Reading*:

Written language does not require decoding to sound in order to be comprehended; the manner in which we bring meaning to print is just as direct as the manner in which we understand speech. Language comprehension is the same for all surface structures.

In other words, we should all read as if we were deaf and printed words were little pictures conveying meaning di-

rectly. But this is really impossible to do, for if we do not relate the printed word to its spoken equivalent, then we cannot think, for the thought process — as opposed to daydreaming — is carried out through language, not through a series of still pictures. In other words, whole-language educators see no difference between the word man and the little picture of a man that might appear on a rest room door in an airport. To whole-language educators, both are little pictures. The authors of *Whole Language: What's the Difference?* write:

Oral language, written language, sign language — each of these is a system of linguistic conventions for creating meanings. That means none is "the basis" for the other; none is a secondary representation of the other.

Unfortunately, saying it doesn't make it so. Alphabetic writing is a representation of the spoken equivalent. That is what made alphabetic writing superior to ideographic writing. For educators not to know this is tantamount to an architect not knowing how to read blueprints, or a concert pianist not knowing how to read music. In fact, alphabetic writing is the same as musical notation in that both

forms of writing stand for sounds. The written notes stand for musical sounds. The alphabetically written words stand for their articulated equivalents in speech.

In short, whole-language educators are perpetrating a fraud. They are telling parents that this is a new and better way of teaching children to read when, in reality, it is nothing of the sort. For all intents and purposes, whole language is a way of preventing children from becoming fluent, accurate phonetic readers. It is a new way of creating reading disability, a new way of creating academic confusion and learning frustration, a new way of crippling a child's linguistic development. Whole-language teachers may think they are doing a wonderful job in their first-grade classes. After all, they don't have to pick up the pieces in the grades that come after. ■

v 31 a = Therefore be on the alert.

8- The church is to function free of divisions through oneness of mind. 1 Corinthians 1:

v 10 = Now I exhort you, brethren, by the name of our Lord Jesus Christ, that you all agree and there be no divisions among you, but you be made complete in the same mind and in the same judgment.

v 11 = For I have been informed concerning you, my brethren, by Chloe's people, that there are quarrels among you.

9- Believers are to resolve their own disputes among themselves thus ignoring the court system which is administered by unbelievers. 1 Corinthians 6:

v 1 = Does any one of you, when he has a case against his neighbor, dare to go to law before the unrighteous, and not before the saints?

v 5 = I say this to your shame. Is it so that there is not among you one wise man who will be able to decide between his brethren

v 6 = but brother goes to law with brother and that before unbelievers?

v 7 = Actually, then, it is already a defeat for you that you have lawsuits with one another. Why not rather be wronged? Why not rather be defrauded?

v 8 = On the contrary, you yourselves wrong and defraud and that your brethren.

10- The Eucharist must not be observed by those who are divided. 1 Corinthians 11:

v 18 = In the first place when you come together as a church I hear that divisions exist among you; and in part I believe it.

v 19 = For there must be factions among you in order that those who are approved may have become evident among you.

11- The body of Christ is able to function as an efficient unit due to the divine distribution of spiritual gifts. 1 Corinthians 12:

v 27 = Now you are Christ's body and individually members of it.

v 28 = And God has appointed in the church, first apostles, second prophets, third teachers, then miracles, then gifts of healings, helps, administrations, various kinds of tongues. (3/8)

12- However, the most efficient method of maintaining the efficient function of the local body of Christ is through the function of unconditional love. 1 Corinthians 12:

31 b = I show you a still more excellent way.

13:1 = If I speak with the tongues of men and of angels, but do not have unconditional love, I have become a noisy gong or a clanging cymbal.

v 4 = Unconditional love is patient, unconditional love is kind and is not jealous; unconditional love does not brag and is not arrogant,

v 5 = does not act unbecomingly; it does not seek its own, is not provoked, does not take into account a wrong suffered,

v 6 = does not rejoice in unrighteousness but rejoices with the truth;

v 7 = bears all things, believes all things, hopes all things, endures all things.

v 8 = Unconditional love never fails as a problem-solving device.

13- The church is bound to comfort and pray for those who suffer. 2 Corinthians 1:

v 8 = For we do not want you to be unaware, brethren, of our affliction which came to us in Asia, that we were burdened excessively, beyond our strength, so that we despaired even of life;