**Does your child have 'educational cancer'??**

Before your children went to school, were you amazed how 'smart' they were; how they seemed to pick up new words and ideas so quickly? Were they very curious, always asking why this, and why that... But why Mummy/Daddy? Yet now, they just don't want to know any more.

Educational disengagement is spreading rapidly amongst young people.

Although a child may be 'smart' in some ways, yet he or she may be falling into habits of disengagement from formal education. Bruce and Karen Mcneice, who have operated a service assisting disengaged students, have observed that disengagement becomes observable in many children between ages 10 – 14. Some signs can begin as early as 3 years old. Signs of this tendency include …

* not caring about their school work, avoiding intellectual pursuits or problem-solving,
* their thoughts and conversation have become superficial, uncaring, disrespectful,
* throws a tantrum if the I-pad is taken away; addicted to TV, computer games, entertainment, fashion or image
* has become self-absorbed or retreats to their room
* has little emotional self-control
* no enthusiasm or motivation to better themselves,
* sometimes sinks into hopeless depression or bouts of anxiety.
* no enthusiasm to play outside and explore nature
* unwilling or unable to sit quietly.

This is ***not*** normal behaviour for children or young people, yet many parents just accept it as the norm for teenagers today.

It is like an 'educational cancer' has taken over. Karen relates the story of a dear friend who developed cancer of the brain-stem, and who was able, to significantly stop the spread of, and reduce, the tumour through a radical change of lifestyle. She abstained from all sugar, coffee, processed foods and red meat. Instead she ate only natural fresh vegetables, grains and nuts, had only a little white meat (not red), plus massive doses of Vitamin C.

Just like a physical cancer, educational disengagement is not the child's natural healthy state of being. People are designed to be curious, creative, enthusiastically interested in all that is good and true and beautiful. To the doubtful, Karen explains the latest brain research by Dr. Schwartz (2012) and Dr Leaf (2013) showing that the human brain is actually pre-wired to function best when thinking positive thoughts of love and joy, and all that is good and true. With powerful electron microscopes scientists can now see how the brain nerve clusters grow and respond to different types of thinking. When a person thinks thoughts that are positive, pure, good, loving, etc, the nerve clusters in the brain grow like trees that flourish healthily. However, when one thinks thoughts of fear, frustration, hate, anger, bitterness, depression, the brain's nerve clusters become a stunted, darkened, mass. (Leaf, 2013)

Unless there is actual brain damage from physical trauma, etc, all children are designed with huge potential for intellectual growth and development of skills, knowledge and understanding, if given the appropriate mental diet. Recent breakthroughs in the science of Neuroplasticity now show that even the physically damaged brain can be repaired significantly with the proper brain exercises and intellectual diet (along with proper nutrition and exercise). (Arrowsmith-Young, 2012; Leaf, 2013)

If your child has lost their love of learning, has joined the *'whatever'* generation, and become disengaged from education, there is great hope for the future; but it will require the difficult 'tough love' of a total change in lifestyle. Just like a physical cancer can sometimes be treated with a radical change in lifestyle, so too 'educational cancer' needs radical change to turn it around. Karen advises parents that to make a big difference to the future prospects of their children, they will need to abolish all the things that are destructive to growth in intellect and character; and then also fill their life with the healthy life-giving mental food appropriate for them. When one considers the long term affects of the growing delinquency in a child, it becomes more obvious how 'educational disengagement' is as seriously destructive and life-threatening as a physical brain cancer – and indeed, research has shown actual links between the two (Leaf, 2013).

So when parents enquire about how to help their failing child, Karen asks them: “What are you willing to do (and not do) in order to ensure the cancer of your child's disengagement is stopped in its tracks? And what are you willing to do to help your child reach their fullest potential in life, to become all they can be? Are you willing to instigate a total change in lifestyle?

She tells them they will have to get rid of the mental junk-food that is hindering their child's academic and social development, and have a life-or-death determination to provide a healthy mental diet, a healthy cultural atmosphere, and a healthy emotional atmosphere in the home. In the following chart, items of physical and mental diet have been placed into two categories – 'need less of' and 'need more of''. The ideal would be to totally eradicate items in the 'need less of' column, and for the atmosphere of the home to be totally infused with the items in the 'need more of' column. This may look like an over-the-top obsessive routine of changes, but desperate parents of disengaged children are reporting their children being totally transformed and 'coming to life again' through this tough-love change of atmosphere.

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| **NEED LESS OF...(Educational Cancer-producing factors)** | **NEED MORE OF…(Life-giving factors for intellect and character)** |
| Sugar (see 'That Sugar Film')Processed & hi-carb fast-foodsHighly processed recooked fats and oils (like margarine) | Fresh fruit and vegetables, grains and nuts; raw or home-cooked foods with natural fats and cold-pressed oils; coconut oil is good and butter in moderation. |
| Coca-cola, coffee, cordials, and quick stimulant drinks ('Mother', 'Red Bull', 'Full Throttle', 'Monster', 'Rock Star Energy Drink', 'V – Energy Drink', 'Energy Shots'.) | WaterDiluted natural juiceAlmond milkHerbal teas |
| Passive Entertainment:TV movies, TV dinners, computer games, I-pad & I-phone games, social media, and violent competitive sports. | Active Recreation:Nature walks together; outdoor recreation; board games; have meals sitting down at table and chat & discuss things; learn a musical instrument;take up painting, pottery or craft-work / hobbiesdance, ballet, gymnastics, archery, cycling, runningvisit art galleries, museums, the Science-Centre |
| Cartoons, comics & superficial pulp fiction books | Read to them or with them – classic children's literature and have them retell the story back to you. Discuss the main informing ideas. |
| Pop Music: especially heavy metal, grunge, etc. (studies have shown this music to be detrimental to brain growth and function) | Classical music, interspersed with 'world music' (jazz, ethnic, folk music genres) |
| Cleaning up after them; or allowing them to keep their bedroom as a messy pig-stye | Have them work with you to do the household chores together |
| Negative thoughtsCritical and arrogant attitudes | Practice positive thoughts, conversation & attitudes.Massive doses of what I call the 2 vitamin Cs:- Vitamin Christ (Read about Him, get to know Him, follow His example)- Vitamin Culture (pursue all that is excellent and worthy of praise; works of art and ideas that lift up rather than tear down others; look at and think about all that is good, true and beautiful.)  |

Children 'catch' their interests, affinities, and passions from their 'tribe' (from the significant others in their life). Karen challenges parents… “Will you determine who are your children's significant others (such as yourselves and respected friends and mentors) from whom they will catch their interests; or do they spend more time with, and get more affirmation from their peers, TV, and social media? You can make a difference, but some of you may need a radical change in lifestyle.”

There is an old saying in business - “You can't just do the same old things, and expect a different result”. She asks them to think about it – “If your child had cancer, then without hesitation you would sell everything you own and travel the world to find the right treatment – but what are you willing to change in order to heal your child of 'educational cancer'?”

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That Sugar Film: http://thatsugarfilm.com/