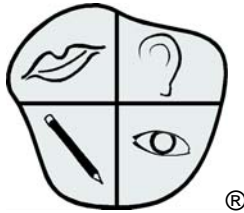


Why We Must Teach English's
Historically Validated Phonogram System
(Regional and International Pronunciation Codes
Destroy Every Language's Phonogram System)

Excerpted from the Workshop: *Learning Is Neurological*
A. Sharon Madsen (2005)



I unwaveringly expect my students (and myself) to learn **Official English Sounds**—sounds that are *historically authentic* regardless of how English-speaking people, anywhere, talk. Without an official phonogram system there can be no universal sound-symbol basis for teaching English speech and spelling.

Since we have been a phonogram-untaught citizenry for over 100 years, how we speak when conversing will show itself to be different from how we must speak for spelling. The next paragraph tells “why.” I find students love this technical aspect of language; and they love to be right. I build on this appreciation, and when I teach, I hold nothing back from them..

For example, inventors of sounds **Official English Phonograms* i, y, ey, and ie** should “say” do not study the History of English, and many follow gurus who devised a “conversational,” some a “regional,” and some a supposedly “international” phonogram system. A “regional” phonogram system would qualify me to teach English phonograms in only limited segments of some northwestern and Midwestern states but I could not teach in the New England States, the Southern States, Australia, England, South Africa, etc.!

Inventers say “we don’t want to make things too hard for the kids,” “this is how we talk in our region,” or, if you’re a publisher you say, “we have to teach *Phonics pronunciations of English words* or our curriculum won’t be adopted.” Concocters also have a narrow understanding (narrowed by evolutionists’ *Phonics Theory of Language Arts Instruction*) of *how* and *how much* the human mind can and wants to attain specific and detailed information about his language, a lack of respect for “**Explicit Phonetics****,” and a love for prestige and money, so they contrive phonogram information. I do not subscribe to such unfounded, unspiritual, unkind policies, but hold forth to my students (and to you) a wiser administration of historical, therefore knowledge-based, logical speaking/spelling instruction.

It is adults who have an emotional attachment to ideas, who are less willing to accept the factual nature of official English Phonograms. I say to them what I said to myself, and what health professionals say to people who, because they don’t like water, won’t drink the healthful daily amount: “Get over it!” By the help of the Spirit, quit clinging to the false so you can free your students from *your* shackles. Be set free to learn to speak and spell English, therefore free to write and read it and teach it. Teach your students to speak and spell English, therefore write and read it. Over time, if they develop shackles, let them be shackles of their choosing, not those imposed on them by you.”

How has language arts instruction sank to such a low proficiency level? Is it because parents and teachers want learning to be “easier?” Have parents and teachers come to believe English is a miserable and inconsistent garble of information, impossible to understand and master? Do parents and teachers want to sacrifice their children to publishers of educational materials and ideologically

driven politicians, to love of money, popularity, or power, which is what we do when we “use” a falsely constructed curriculum?

I observe that **because politicians, teachers and parents—in force—leave the tried and true, they have gone wandering off into unfounded speculations, theories, and personal experiences.** If we meditate, “Let’s find an easier way,” or succumb, “This idea will put me into the inner circle,” or “it’s what everyone is teaching,” how shall we retain the tried and true? The Spirit has much to say about the results of *speculating* and *arguing about words* and *following myths* as well as the results of *holding fast to sound doctrine*. (I and II Timothy)

To implement their speculations, clever (and I believe, treacherous) theorists and politicians propagandize parents and teachers into submission through misinformation and legislation. But the record shows their propaganda, legislation, and experiments generate significant failures. Therefore, I do not submit! I worked in their midst for 22 years, but I never submitted.

Why “easier?” Why subscribe to this killing of the spirit and ability? Why authenticate falseness by participating in it? It’s not just an “opinion exchange.” It’s a reality check. Who will set the record straight about English, its reliable features, its ease of learning, and the awesome learning potential of all students plus their future role to teach their children? Who insists they can learn and can teach ... all of them?

I encourage us! Let us be real, ever ready to give answers to those who “oppose themselves” while we loyally administer “fullness of instruction” to those on our watch!

This is my position, one to which I apply myself because the Spirit strengthens me. I trust you to apply yourself by the same Strengthening, not that you must agree with me, but that you and I will agree with Truth. Truth gives us substance and makes us stand. If either you or I are on the wrong wavelength or are shortsighted, Truth will set us straight; gently we will set each other straight by Truth-based precepts. We will look at evidence honestly.

This is why in all confidence I say, “**English for Life®—The Madsen Method®** is more than just words on paper—more than just another educational opinion. It is a reflection of what happens when we walk in revealed Truth. Come, walk with us. We’re having success. **We are learning. All our students are learning!**”

*An **Official English Phonogram** is a symbol (or symbol unit) that spells one or more sounds.

****Explicit Phonetics** is based on how words are spelled, not on how words are pronounced.

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