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PARENTING:

FOR
THE LOVE
OF CHILDREN

A Handbook

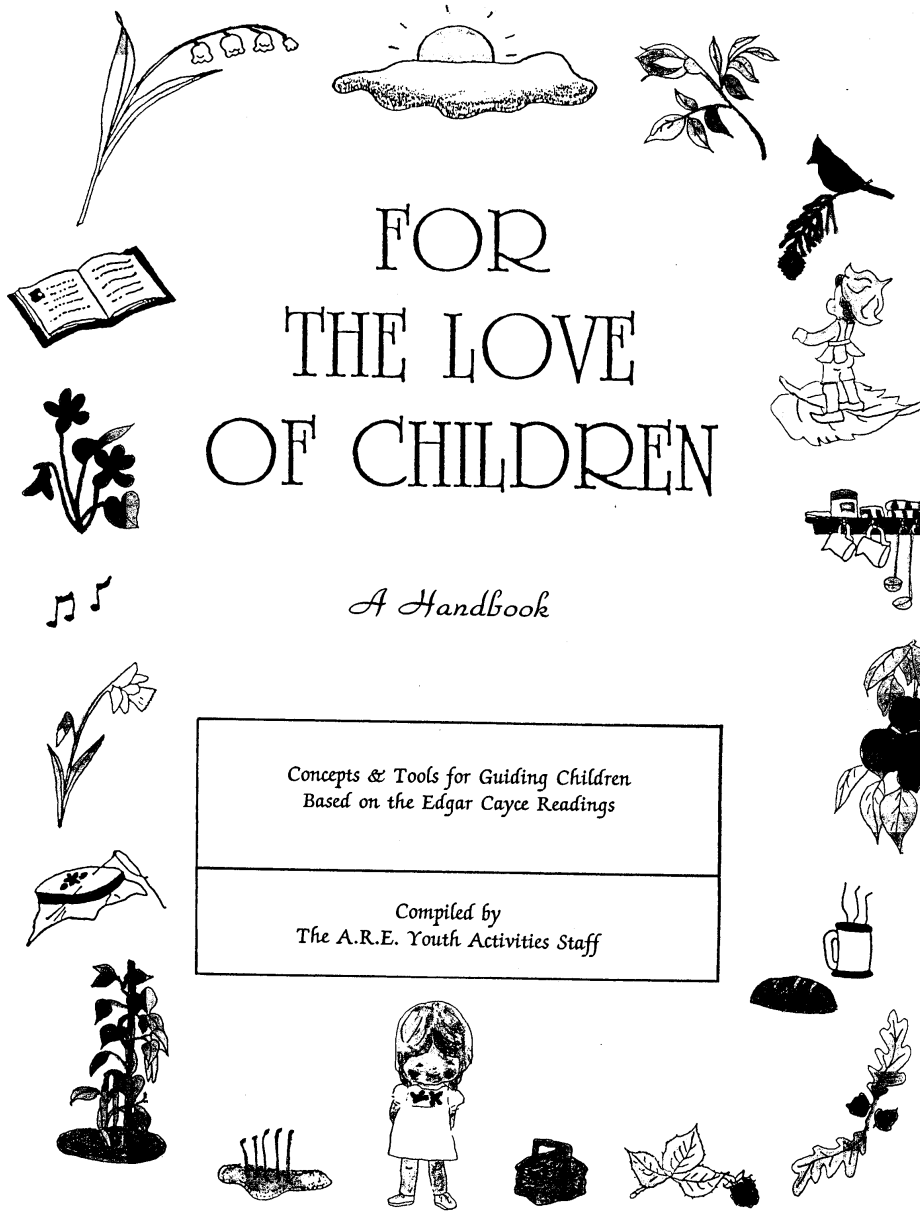
Concepts & Tools for Guiding Children
Based on the Edgar Cayce Readings

Compiled by
The A.R.E. Youth Activities Staff

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Edgar Cayce Foundation
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PARENTING: FOR THE LOVE OF CHILDREN CIRCULATING FILE

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Our hope is that through the Cayce readings you will find the wholeness and oneness which is God's plan for us.

Blessings,

A.R.E. Member Services Team

Products may be purchased from Baar Products, the official worldwide supplier of Edgar Cayce health care products: www.baar.com or call (800) 269-2502.

Parenting: For the Love of Children^{*}

A Handbook

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^{*} Circulating Files & Research Bulletins are available from A.R.E. membership services at (800) 333-4499 or: http://www.edgar cayce.org/circulating_files.asp

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Introduction

“ . . . when there is the study of the activities of the SPIRIT upon the minds of the young, in their formative years. . . it will make the proper setting for a UNIVERSAL as well as a real individual advancement in civilization.” [5747-2]

Edgar Cayce's psychic readings stated over and over again that all persons are spiritual beings seeking re-connection or re-union with God. The readings suggested that this innate soul impulse can be particularly nurtured in children, and they gave specific ideas and recommendations to encourage such guidance from parents and other adults.

According to the readings, children are "mature souls in immature bodies." The very possibility that a child, as a reincarnating soul, has perhaps already had a great deal of experience in the earth can enable us to view him/her in a different light and help us to think more about the potential within each individual regardless of age.

The readings also made it clear that the type and quality of the home environment and guidance a child experiences in the first 12-14 years of his/her life (and especially during the first seven-year cycle, from birth to age seven) are of primary importance to the development of the soul in that entire lifetime.

A study of the Cayce readings on child guidance quickly reveals a number of basic principles that serve as the undergirding of all the more specific techniques that follow, principles such as setting ideals and teaching by example. Digging a bit deeper, it is soon clear that we are being urged and inspired to be, say and do one primary thing: LOVE. Or, put another way, to strive for the best in every way in ourselves. Such an attitude communicates and teaches the children in our care far more than any words or techniques.

This handbook is intended as a first step to help you as parents and families make the Cayce concepts part of your daily life. Although it is divided into three separate sections, spiritual, mental and physical, it should be remembered that such distinctions are for clarity and simplicity only, as these aspects are totally interconnected. The body is the temple, and, if treated with care, it will aid and cleanse the mind and spirit; the mind is the builder, where bodily healing and change originates; and the spirit is the life, infusing mind and body with transforming grace and beauty. This essential oneness pervades the Cayce readings and is of utmost importance.

This book is devoted to you and your children. It incorporates many of the fundamental principles from the Cayce readings and gives you a varied set of tools for implementing them in your own family. The spiritual dimension is the foundation upon which all the suggestions rest. The Cayce readings urged that children be exposed to people, surroundings, and experiences that are inspirational and uplifting, demonstrating the fruits of the spirit in action. The readings also encouraged a sense of mystery and wonder, spoke of the value of nature and its inherent spiritual content, and made suggestions for the nourishment and development of a healthy body, imagination, and will. Application is the true test of any principle. We will welcome any of your own insights gained from using these concepts over a period of time in guiding your children.

Section A

Children As Spiritual Seekers

Chapter 1

Home

“For the home is the nearest pattern in earth ... to man's relationship to his Maker. For it is ever creative in purpose from personalities and individualities coordinated for a cause, an ideal.” [3577-1]

The Cayce readings stated unequivocally that the home can be one of the most powerful influences possible in the development of any soul in a lifetime. The people, the physical environment, and the family lifestyle all have exceptionally strong impact on the soul of the child during the first 12-14 years, carrying over into adulthood as major patterns. For parents and prospective parents, this means that the work of creating a home is of utmost importance. How you live your own life and what you bring into your home (physically, mentally and spiritually) will affect your children as much as anything else in their lives!

Parents as Models

“... as harmony and beauty and grace reign within the consciousness of an entity, it gives that to others - and others wonder what moved them to feel different, when no one spoke ... This is the manner in which the spirit of truth operates among the children men.” [3098-2]

You are your child's first hero in this life. Your own spiritual ideal, your attitudes, thoughts, actions and reactions all have enormous cumulative impact on what your child senses, desires -- and becomes. Not that anyone is perfect! (And your child already brings much with him or her in individuality from past lives.) But there is much to be gained by looking closely at yourself and at the images you project to your child. Then you can prepare yourself to be the person, the example you knowingly want to be.

The following are suggested activities to help you enhance your self-awareness and point a direction for the tone of your home.

- Set your own spiritual ideal, and keep some small reminder of it around where you can see it daily.
- Meditate regularly so that you are daily attuned to your spiritual source.
- Keep a journal of your thoughts, feelings, and dreams.
- Make a list of all your personal strengths, then list your weaknesses. Find a hidden strength in each of your weaknesses.

- Think of several qualities you would like to have as a parent. Using the idea that "mind is the builder," take each quality and visualize yourself doing something that would show that quality.
- Observe your marriage (or your closest relationship.) Remember some times of special unity and harmony, and feel again the feelings that you had then. Imagine yourself sending those feelings to the entire family.
- Find time to spend with friends who share your spiritual ideal. Share and gain from each other's awareness and experience. You might visit or join an A.R.E. study group if you aren't already part of one.
- Take time daily (and special occasions once in awhile) for personal self-work: exercise, rest, journaling or visualizing, spiritual exercises.
- Write down your dreams and work with them, in an effort to gain insights from them about yourself, your home, and your potential.

The Home Setting

"For the beauty of man's mind is oft directed by the beauty of his environs." [1771-2]

The readings indicated that each soul actively chooses the individuals through whom he/she incarnates and the environment in which he or she manifests in order to meet the conditions and purposes desired for a particular lifetime.

The setting and atmosphere of the home -- physical, psychological, and spiritual -- are created from all who participate in it.

Your home constantly provides images to all who draw from it: you, your spouse, your child, and any others who are frequently in the home. Unless you consciously create an ideal to focus your energies on, whatever forces are present daily (such as selfishness, anger, peer pressure) will be the guiding elements in the life of the home and family. However, if your family members are constantly surrounded by the experience, consciousness, and symbols of their spiritual Source, that will become the directing force in their lives.

The following are suggestions for observing your home environment and making it closer to your ideal for it.

- Take a walk through your home and sense the physical elements -- how do they "feel" and what do they suggest?

Visual: colors, pictures and objects, areas of light and space, angles (round, sharp, detailed), presence of nature indoors or through windows, etc.

Auditory: music, sounds of nature, your usual tone of voice and that of others in the family.

Olfactory (and taste): general aroma of each room, flowers or nature, food (fresh or cooking)

Touch: temperature, furniture and textures

- Envision the home of someone else you know (parents, friends, etc.) Look around you and get a sense of some of the things that make you feel good there.
- Talk over with your spouse what would be an appropriate home ideal (e.g., a place for peacefulness, a place where one feels loved). Pray about it together and meditate on what word or words would be best for your family. Look for small ways to include symbols of your ideal, or things that suggest it, at home (in arrangements, music, books, pictures, photos, food, yard or garden, etc.)
- Experiment with and enjoy informal family rituals and occasions that embody your home ideal. These might include a special greeting in the morning or at bedtime, little pictures or notes on a table, unexpected little items at meals, a reading or storytelling time, a prayer or music time, nature walks, special bedtime talking time, shared meditation, family nights with songs, games, projects or events; special seasonal celebrations as a family.
- Imagine yourself in your child's bed waking up. Sense vividly what you see, hear, feel. Walk through a day in your child's shoes. Consider what you sense most strongly physically and emotionally.
- Talk over with your child all the things you and your child like best to look at, be near, and do in your home. What feelings do you share?

A Balanced Lifestyle

“ . . . coordinate the spiritual, mental, and physical. He who does not give ... the proper tone to each phase - well, he just fools self and will some day ... be paying the price.... These are physical, mental and spiritual necessities.” [3352-1]

Balance in all things was one of the keynotes of the Cayce readings - enough of each part of life but not too much. Such balance included finding equivalent time for physical, mental and spiritual activities, time alone and time with others, regular routines but not forced rituals, time for work and time for play. The readings also emphasized the finding of natural rhythms. In the home all of these elements are constantly in motion, and it is often the awareness of the parents that brings about the balance, as well as the parents' creativity that restores balance when it has been upset.

Here is a checklist you might use occasionally to see if your home and lifestyle are in balance.

Does your family regularly:

- Enjoy physical, mental, and spiritual activities?
- Have time for the individual and time for the group?

- Have a general rhythm for the day (meals, work, play, sleep, etc.) though not rigid routines?
- Have time for work and time for play?
- Have time for both seriousness and humor?
- Have time for spontaneity and for a shared ritual such as an evening story time or prayers before meals?

A Life of Service

“Then let each - in thy daily activities - think not on that which satisfies thyself alone ... but rather as to how ye may each become the greater, the better channel for the glory of ... God, of His gifts, of His promises of His harmonies...” [1523-6]

One of the primary focuses in the Cayce readings was on selfless doing for others, on living the Golden Rule. This very giving is a spiritual act, for by constantly doing small kindnesses a child comes more and more into it as a consciousness and becomes more attuned to the spiritual force of Love behind the rule.

The following are suggestions for making kindness a way of life and a spiritual attunement.

- Read or tell stories (or use guided visualizations) that nurture compassion for others' hopes and feelings, that show kind acts to others.
- Pray with your child for other people. Be open to spiritual guidance as you look for ways to help others.
- Repeat a verse or poem each day about kindness, and praise your child when he or she puts such a consciousness into action.
- Do a kind deed each day! This can be in words, thoughtful deeds, small tokens of caring, etc., to family, friends, relatives, or persons in need.
- Express your own love to your child often. This, too, can be done by words, notes, thoughtful remembrances, little awarenesses, etc.
- Allow your child to help you. Ask her or his advice about little things at home.
- Do kind things for others as part of a larger group (family, neighborhood, organization, etc.) that is in harmony with your spiritual ideal.

Chapter 2

Touching the Source

"Keep thine feet on the earth, but thine head, thine soul, thine mind, to the whisperings of God!" [440-14]

Since the spiritual dimension was of such primary importance in all the Cayce readings, it is not surprising that there were frequent suggestions made to individuals that they needed to be more in touch with, or in tune with, their spiritual Source. Such contact brings a growing sense of peace, greater awareness of the Creative Forces, and the gradual awakening of the soul.

The Wonder of Nature

"... he who understands nature walks close with God." [1904-2]

The readings indicated that close association with nature and attunement to the forces at work within it would allow the same beauty and unfoldment to enter the soul, and this avenue was particularly recommended for children. Using whatever natural settings and opportunities are around you already, you can take time with your child to silently "feel" the spiritual manifestations in nature. As you do this over time, you gradually develop a greater attunement to and appreciation for the God force that is within both nature and the self.

For many children, being attuned to nature can be a spiritually moving experience. Because these feelings can run deep, it may be difficult for the child to articulate them. As a parent, you can be sensitive to the mood of the moment. Encourage the child to express his or her feelings while being careful not to force that experience. Rather, look for small gradual behavioral changes or verbal indications that an inner awareness is taking place.

The following are a few suggestions for enjoying and sharing the wonder of nature.

- Take walks in various natural environments: in a pine forest, near moving water (a stream, river), by large bodies of water (especially the ocean).
- Experience some of the manifestations of nature: rain, fog, snow, wind, storm.
- Lie down and observe sky, clouds, stars, trees.
- Close your eyes and listen for nature's sounds in different places.

- Take a walk in the same places in different seasons.
- Watch a sunset or a sunrise.
- Observe a bird feeder (Make one!), baby birds in a nest (without disturbing them), or animals on their natural trails in the woods. (Sit quietly beside a trail.)
- Smell and touch various plants in a garden, forest, field with your eyes closed.
- Hold baby animals (kitten, chick, hamster, etc.)
- Make and give items from nature (potpourri, herb pillows, mixed bird seed.)

Prayer and Meditation

“ . . . O son of man, thy prayers, thy meditations, rise as a sweet incense before the throne of mercy and peace and grace!... knowing that the Father is in His holy temple within thee....” [1151-14]

The Cayce readings strongly encouraged prayer and meditation as fundamental tools for soul growth and development. Prayer can be thought of as talking to God, while meditation can be imaged as listening to God's speaking.

For children younger than 12 or 13 years, the readings suggested that parents help prepare each child to make prayer and meditation important parts of their lives. Many times the readings indicated that a parent's own prayers and meditations were the most important factors in this process. Praying for each child daily was suggested. Also, parents' awareness of meditation and prayer in their own lives serves as a model that their children can emulate.

Another emphasis in the readings, which was almost always included when questions on prayer and meditation were asked, was on the family's overall spiritual life. The readings encouraged parents to instill in their children a love of spiritual things. This could be through telling or reading well-loved stories, having informal conversations, giving affirmations during massage or other therapeutic procedures, and/or making pre-sleep suggestions at bedtime. Always emphasizing the spiritual dimension of life, the readings encouraged seeing God in all of one's life.

The following are general suggestions for using prayer and meditation with your children.

- Meditate daily yourself.
- Allow a quiet time for each child daily. This can include emptying out worries briefly, prayer, and/or meditation. Practice with your child the surrounding of the self with God's light.
- Have a family/group prayer or meditation time.
- Pray daily yourself (in thanksgiving, awe and love; taking your needs, requests, and problems to God; praying for your child).

- Have a special place for quietness and privacy in your home, with symbols of God's love and peace.
- Give small spontaneous prayers yourself (silently or out loud) at times when you feel a special outpouring of love or thanks or need for God.
- Help your child begin to "send thoughts" to God both at regular times and spontaneously.
- Do a kind deed anonymously with your child for someone else, as a silent prayer of "doingness."
- Practice "inside listening" by first using a short affirmation spoken aloud and then letting your child hear it within the self.
- Meditate with your child. (Choose an affirmation keyed to the child's or family's ideal; have a "cleansing" routine of hand washing, etc.; sit or lie in a comfortable position with clothing loose; do head and neck exercises if desired; breathe in through left nostril and out through mouth, then in through right nostril and out through mouth; play low music if desired; repeat the chosen affirmation aloud, and have the child repeat it and hear it with his/her "inside" voice and ears; close with prayer.)

Dreams

"As the entity talks of dreams,...encourage these. For, as will be seen, if the spiritualness of life is given expression, the entity may become a real force or power in this experience in the earth." [3089-1]

Many of Edgar Cayce's readings for children advised working with their dreams. The readings viewed dreams as a natural experience, a gift of God for understanding the self, finding answers, discovering one's purpose in life, and most important of all, awakening the spiritual consciousness. As a parent, you can help your child have a more meaningful dream life. By simply encouraging your child to share dreams, and be listening to them without judgment, you can help him or her to gain a special appreciation for these "messages of the soul." Over time this sharing will help your child to develop an understanding of dreams as a creative expression of the inner self. Gradually this can also lead to a deeper spiritual awareness of the God Force within.

Here are some suggestions for helping your child work with his/her dream

- Remember your own dreams, write them down, and use them for understanding and help.
- Encourage, listen to, and accept with interest your child's dreams.
- Suggest that dreams are messages from within. Let your child tell how a dream made her/him feel. [1]
- Write down your child's dreams. Review the log occasionally for insight. Your child may want to read the log years later when s/he older.

- Check for any precognitive dreams. Let your child know the possibility of learning about a future event through dreams. [2]
- Keep a family dream book.
- If nightmares are relayed, help the child to recreate the dream and come to a satisfactory conclusion; e.g., if a child dreams of an uncontrollable fire, let him watch the fire get small enough to toast a marshmallow over it. [3]
Making monster cookies is a great way to make dream monsters bite-sized!
- Have a special morning time for remembering and telling dreams (i.e., at breakfast).
- Teach your child to use the pre-sleep suggestion, "I will remember my dreams."
- Help your child act on his/her dreams in a manner that is in keeping with her/his ideal. Often following through on a dream in a physical way (e.g., helping a friend or planting a garden if s/he dreamed about doing that) will help give greater awareness of the meaning and bring the reality further into the experience of the self.
- Give thanks for dreams!

Intuition and Psychic Awareness [4]

"So live in body, in mind, that self may be a channel through which the Creative Forces MAY run.... - and the NATURAL consequence will be the manifestations."
[5752-2]

On a number of occasions parents asked Edgar Cayce for information concerning the psychic abilities of their children, how they could be developed, and what roles the parents should play with regard to such abilities. The following are suggestions from the readings along these lines:

- Pay special attention to your own spiritual life so that you may be a suitable channel for training, in accord with whatever is most helpful for your child's development spiritually.
- Allow the visions, experiences, intuitive feelings to be expressed, and show normal interest in them as in any other development in your child.
- Acknowledge the infinite Source of the experience; teach your child to commune with the Source and to use the information constructively.
- Keep a record of the experiences.
- Find and share stories of other children and adults who have psychic abilities.
- Give your child contact with other children who are open to the possibility of psychic abilities.
- Especially emphasize the spiritual aspects of life in your home and in

- the guidance of your child: ideals and their practical application, times for prayer and meditation, spiritual instructions in suggestion and the use of the imagination, reading of and guidance from the Bible and its sources, ways of understanding the sources of information.
- Be sure your child has plenty of opportunities to participate in right-brain oriented activities (nature, color, art, music, movement), those that are creative and imaginative -- along with all the other normal life experiences.
- Make sure that a natural balanced diet is part of your child's lifestyle.
- Keep true balance in everything, in all your child's activities, with remembrance of the spiritual Source.

Section B

Mind is the Builder

Chapter 3

Guiding the Will

“For the WILL of an individual is the MOTIVATIVE force; that is, that which makes for the choice which is made by the individual under this or that circumstance, this or that experience.” [5747-2]

The Cayce readings indicated that will is one of the primary God-given attributes of the soul. It is the inner power that allows self-determination, self-control, and personal decisions. Through the will, the soul may use or abuse the Creative Force within. The readings were emphatic that during the formative years (the first 12-14 years), parents must carefully and sensitively guide the child's will until he or she can use it appropriately to guide the self. The challenge for parents is to find creative ways to reach their child's inner self, enlist the self's choice to work with its highest purpose, and guide the child to choose, focus, and act based on that ideal.

Keying to Personality

“Then, as to whether there is the development or retarding of the soul-entity, is dependent upon the manner in which the abilities of the entity are exercised or used.” [3420-1]

Suggestions in the Cayce readings for guiding the will were for the most part given for specific children and therefore, as in all the readings for individuals, they were keyed to the particular needs of each person. However, Carolyn Gelone DiPaolo in her book TEACHING FOR WHOLENESS has categorized a number of types of children by temperament and personality, along with general directions from their individual readings that would suggest methods for training the will in that type of child. [5] To use the following list (drawn from TEACHING FOR WHOLENESS), first observe your own child and note recurring types of behavior or temperament, look at the list for some suggested compatible guiding principles, go within yourself to see whether those techniques seem appropriate for you to use with your child, and try those methods, considering also the other sections of this chapter.

Temperament Types

- Argumentative: Always give reasons, positively but firmly stated. [1208-1]
- Artistic: Compliment artistic tendencies to foster greater interest in that field. [2459-1]
- Determined: Train equally in the spiritual, mental and physical for clear decision making. [2824-1]
- Emotionally Harsh: Guide in demonstrations of softer nature; reach with music. [1227-1]
- Even-Tempered: Keep activities balanced; no excessiveness in any direction. [628-1]
- Fearful: Be patient; never scold; love gently. [3162-1]
- Fearless: Use reason, persuasion, and firmness to guide actions. [2542-1]
- Gifted in Arts: Lead to express for the higher good, not selfish reasons. [5398-1]
- Grudge-Bearing: Replace "getting even" attitude with determination to excel. [305-3]
- Inferiority Complex: Use love and immediate explanations; use blue and white colors to temper the problem. [2683-1]
- Intuitive: Guide with love and teach to use inner knowledge practically. [1911-1]
- Moody: Give balance in activities and model the "truth" concepts for her. [1939-1]
- Psychic: Allow the child to express the psychic ability; enlist a professional at age 6. [3069-1]
- Reasonable: Kindness will guide, scolding will not. [1635-3] Sadistic: Help child to get more perspective on use of will power. [4211-1]
- Sensitive: Train with love and gentleness; will respond to art and music. [559-7]
- Strong-Minded: Teach self-control; guide by reason and occasionally use force. [2148-7]
- Strong-Willed: Train to act for constructive purposes. [1417-1]
- Stubborn: Train the child by love and reason, not by driving him. [1417-1]

Personality Types

- Adventurer: Connect purpose with the innate need to travel, stability with adventure. [2661-1]
- Backward: Protect from being imposed on bring out by activities in nature and the arts. [2607-1]
- Critical: Direct his critical manner in constructive ways. [1700-1]
- Doubter: Build belief with experiences; use patience and persistence. [1647-1]
- Drifter: Stress constructive reasons for actions; direct his formulated plans by comparison. [1426-1]
- Easily Discouraged: Help child to set goals with a meaningful purpose. [2572-1]

- Easily Led: Guide to express self in emotions and abilities. [1206-3]
- Extremist: Give stability, purposefulness, and spiritual perspective; give training to direct emotions. [2005-1]
- Free Thinker: Train to make beliefs practical in application. [857-1]
- Independent: Give a balanced routine and do not leave totally to own activities. [773-1]
- Leader: Guide the thinking to include purposeful actions, not just self-glory. [1332-1]
- Meddler: Guide his enthusiasm of seeking relationships into channels of usefulness. [2890-2]
- Neglectful: Approach work in a sequential way for attention to details. [3204-1]
- Outdoor Child: Allow nature and outdoor activities to dominate his younger years. [1788-3]
- Quick Learner: Train to watch for details; use reasoning. [2308-1] Balance the mental activities with the physical activities. [4084-1]
- Rigid: Balance exactness with a sense of humor. [2648-1]
- Self-Conscious: Give reasons for rules; teach to listen and speak in consideration of others. [2922-1]
- Serious: Aid in seeing and giving pleasant surprises to others; be imaginative. [1647-1]
- Slow Learner: Compliment; encourage unusual memory; train in purposefulness; use sequential steps. [305-3]
- Allow the subconscious impressions; give time to coordinate ideas. [758-27]
- Teasing Disposition: Take away privileges to curb teasing. [758-27]

Choice and Purposeful Activity

“Make then for those influences that . . . there may be the OPPORTUNITIES for the ENTITY'S OWN development. Yet choices of that as is to be the entity's ideal will depend upon the manner in which corrections are made, the manner in which moral fortitude is manifested, the manner in which the general impressions are made upon the developing mind of this entity.” [1208-1]

In any child the will manifests to a greater or lesser degree. One whose will is weak or broken needs to be encouraged to develop a stronger desire or determination gradually, through purposeful activity directed toward a goal the child is interested in. For a child whose will is especially strong, the Cayce readings encouraged giving the child choices within limits, to allow her or him to grow by positive, helpful use of the strong desires, hopes, and emotions that are already part of the self.

The following are suggestions for guiding choices and purposeful activity.

For children who need stronger wills:

- Read or tell stories of children or heroes who had strong desires and used them for good.
- Encourage your child in areas where there is already an interest, to build on that desire.
- Help your child have an interesting purpose for doing things of little interest (e.g., get himself dressed so you can take the beach walk.)
- Lovingly explain exactly why certain things are needed when one is in this material world.
- Help your child see some of the choices or alternatives. He or she may need training in seeing that there is a choice or a purposeful goal.
- Break activities into small steps so that your child understands each step. Set attainable goals.
- Offer a few (usually two) choices at first, gradually giving a greater number of choices and more responsibility in reaching a goal (e.g., in making bread, let your child choose to pour or stir ingredients, wash or put away utensils, etc.; after using this procedure many times, have him or her choose several actions at one step of the recipe, doing more and more of each step, until s/he can do it all him/herself).
- Encourage often; praise even small achievements.
- Be patient, kind, gentle, and joyous!

For strong-willed children:

- Read or tell stories about benevolent, powerful heroes who used their desires for peaceful, harmonious, helpful purposes.
- Help your child plan constructive projects that s/he finds exciting, following through step by step.
- Tell your child about family plans ahead of time, and if possible, give her or him choices between two options within the plans. This develops his/her reliance on his or her own choice and gives a sense of why one does things a certain way.
- Be positive! Demonstrate positive expressions of will yourself!
- Help your child role-play or imagine how s/he would act in certain situations.
- Be thankful for your child's well-developed determination, desire, emotional capacity, and give him/her plenty of avenues to express them in helping others.
- Compliment your child each time you notice that s/he uses the will constructively him/herself.

Creative Discipline

“Do not let the spirit of the entity be broken, but do direct same into the purposefulness in everything it does, whether in obedience to a direction or in its relationships with others in a social manner, with its playmates, or in its dealing with others. Let these be purposeful. For, these will then lay the greater foundation for the real life's work of the entity....” [3089-1]

The Cayce readings indicated that strong-willed children in particular needed to learn to discipline their wills under the tutelage of loving, firm, creative parents. The soul at birth already has a pattern of using its will. Parents do well not to take away from what has been built within the soul already but to add to it positively by observing the individual, analyzing the child's strengths and manners of expression, raising the child's awareness of his/her actions, and finding ways to guide the child into making more and more positive choices in the self, for purposeful, useful expressions and deeds.

The following are suggestions for creative discipline, geared to helping your child set boundaries and channel his/her energy positively.

- Teach your child to use calming activities: a regular daily quiet time, meditation and prayer; spontaneous times like counting to 10, going off by him/herself, playing soft music until calm.
- Keep often before yourself, humbly, and before your child, that you are both working toward making your wills one with the Father's will. Let your ideal rule your own focus of will in every daily activity. Use calming methods yourself so that you deal positively with your child and can analyze objectively what are his/her underlying intents or emotions in a given situation.
- Establish general daily routines at home for a sense of external order (though not so rigid that they can't be changed for a minute!)
- Genuinely listen to your child, and make sure you understand what s/he is both saying and meaning.
- Kindness goes further than stress. Kindly but firmly curtail your child's activities rather than resorting to anger or physical punishment.
- Take time to explain carefully why some things must be. Reason and counsel are the best directors.
- Always give reasons for any correction, explaining the moral influences.
- Enlist your child's help and cooperation whenever possible. See yourselves as loving allies.
- Help your child understand the consequences of actions and choices. Discuss, imagine, role play consequences.
- Encourage your child to search for the appropriate actions in a given situation him/herself.
- Temper, determination, and strong will should not be blocked but directed to make a choice within limits or channeled into some creative, positive outlet (e.g., "It's time to go; do you want to bring those with you or leave them here?")

- Share with your child beforehand what is expected in various situations. This will set positive boundaries for behavior.
- Have a special time to talk over the day's events in a nonjudgmental atmosphere: discuss choices, consequences, emotions, creative activities, possible substitute actions for poor choices; give encouragement.
- Give positive suggestions to your child, and encourage her/him to repeat them.
- Direct your child to self-awareness of his/her actions in a nonjudgmental way, and praise quality actions (times your child knowingly demonstrates a disciplined will.)

Pre-sleep Suggestion

“In that state when the body loses consciousness in sleep, the soul mind (not the unconscious, but the subconscious proper, or superconscious) may be impressed by suggestion that will be retroactive in the waking, or in the physical normal body. “ [5747-1]

Pre-sleep suggestion was mentioned in the Cayce readings as an extremely helpful tool for parents to use in aiding their children to develop constructive patterns, change disruptive behaviors, learn more easily, and express their creativity more fully. The repetition of positive statements to the child as he or she goes to sleep instills in the subconscious mind a suggestion which will then become the experience of the child when awake. By using pre-sleep suggestions, parents can call upon the Divine within the child -- that which is whole and perfect -- to become manifest in body and mind and bring about positive, lasting change. In this way, parents can work with the child on creating solutions through the subconscious instead of locking horns in a battle of wills on the conscious level.

Through these pre-sleep suggestions parents can work in cooperation with the child's subconscious mind to help address an area of concern to or for the child. This concern might be a behavior which needs to be changed, such as thumb sucking, bedwetting, or poor posture. It might also encompass emotions that get in the way of learning or hinder potentially positive experiences, such as high anxiety during math lessons, nervousness about new surroundings, or fear of visiting the dentist. In addition, pre-sleep suggestions can be used to help bring about a preparation for teeth straightening or another medical procedure. In fact, the readings indicated that the proper pre-sleep suggestions might actually help the teeth to straighten! Similarly, pre-sleep suggestions might address developing the child's concept of morality, developing greater spiritual and mental awareness, building a better moral and spiritual life, or developing a healthy physical body.

The readings suggested that parents should prepare themselves for using the technique by:

- (1) reading and pondering Exodus 19:5, Exodus 20, and Deuteronomy 30;
- (2) discussing their ideals, purposes, and hopes as parents;
- (3) deciding exactly what changes they want for the child;
- (4) writing out the suggestions in advance.

The suggestions should be prayerfully given, and the focus should be on one theme at a time. Parents might also consider praying for guidance in developing the suggestions, which should be in keeping with their highest spiritual ideal.

Phrase the suggestions in such a way as to direct the child toward greater balance in his or her situation or behavior. For example, when working with a child who wets the bed at night, one suggestion might be, "_____, (child's name), you can control your body even as you sleep. You enjoy the feeling of waking up in the morning in a warm, dry bed." To help relieve feelings of anxiety at school, parents might try something like, "_____, you can feel peaceful and at ease in school. You enjoy learning and can relax as you take in new information."

It is important to use only positive statements for pre-sleep suggestions. Avoid using negative words such as no, don't, or never. Focus on the positive resolution of the situation rather than on the condition. Express the solution and feeling as though they were already true.

For the child to experience the greatest possible benefit from pre-sleep suggestions, parents should read the suggestions together whenever possible. The Cayce readings suggested that the love and attention directed toward the child at this time is part of the healing process.

These suggestions should be given during the 15 to 20 minutes as the child moves from wakefulness to sleep, when the body is fully relaxed but has not moved into deep sleep. Use the child's name when giving these suggestions, and touch the child while they are being given. Keep your voices soft, relaxed, and natural, and repeat each suggestion three to five times. This allows the child's subconscious to assimilate the information.

According to the readings, pre-sleep suggestions should be given in a cycle: each night for three or four nights in a row, then left off for three or four nights, then on again for that same amount of time. Continue with the cycle until some change has been experienced by the child.

Remember that pre-sleep suggestions should always be given prayerfully, in a spirit of love and cooperation, and with the intent of creating the greatest possible good for the child.

Cooperation

“ . . . as ONE shall the labors be before Him, in physical, in mental, in spiritual attitudes, and in every way and manner, and as the strength may ebb in one, may the other lend that aid and assistance to equalize that Oneness before Him....” [900-216]

The Cayce readings emphasized that working with others (both adults and children) toward spiritually based goals is an important avenue for developing balanced, useful, and growth-filled lives. In everyday family life, cooperation can be a natural way of saying, "I love you." Sharing and working together in a caring atmosphere helps each of us grow on all levels.

The following are suggestions for helping you and your child build a strong, lasting sense of cooperation.

- Teach your child to attune to God through prayer and meditation; then help him or her experience the joy of giving that peace and love to others.
- Set your own ideal in the light of the Christ, and help your child to do the same. When you are working together, suggest that you are doing this work both for and with the Christ.
- Play cooperative games. Guide your child to understand the concept of cooperation through your own cooperation with him or her in work and play.
- Give your child practice in putting him/herself in another person's shoes. Help him or her imagine what others might be thinking or feeling inside when they cooperate (or when they don't!) Give personal anecdotes on being patient with others.
- Arrange for your child to have small responsibilities at home that are viewed as helpful to and in cooperation with the entire family.
- Enjoy toys and hobbies that can be shared. Make or build things together. As a family group, choose stories to read or act out.
- Watch cooperative actions in nature (e.g., an ant colony, birds who are nesting).
- Sing together while you work or play; encourage each other.
- Notice and point out times and qualities of unity and common purpose, between you and your child, and between your child and others working with her or him.
- Choose a common cooperative goal or task, and work together to achieve it.
- Observe your child, noting strengths and also what is needed for more harmony, more awareness and more unity with others.
- Do something kind together regularly for others in need -- an unexpected visit, a cooperative card, food prepared together.

- Practice making new friends. Give your child opportunities and encouragement for both role play and real life experiences in having friends and cooperating with them.
- Hold up your cooperative efforts daily to God, praying with your child that you may both be channels of His love to and with others.

Emphasizing the Spiritual

“ . . . keep the mind, the heart, the body, in those channels that bring to the body the correct concept of the truths of God's Spirit manifesting through entities to whom the soul is given....” [1939-1]

Over and over, Edgar Cayce's readings emphasized that a soul's first responsibility is to know itself in relation to God. If the will is directed consistently to the spiritual dimension, through an ideal that embodies the soul's highest purpose, then great soul growth can take place. The Cayce readings constantly held up before parents the necessity of making sure the will was directed to the highest purpose.

The following are suggested for helping your child keep his or her will focused on the ideal and the spiritual dimension of the self.

- Pray, meditate, and use dreams for guidance, and teach your child to do this both with you and by him/herself.
- Have a regular time when you tell stories, use guided visualization, relate true incidents, or give interesting suggestions that have to do with spiritual concepts.
- Use, and teach your child to use, a spiritual decision-making process. (Ask yourself a question of importance in a way that it can be answered Yes or No; make a rational decision in your conscious mind, Yes or No; check to see if this decision is in keeping with your spiritual ideal; go in to meditation, attune to the Source, and ask this question in the silence, Yes or No; listen for the answer; measure the answer again beside your ideal; act on that decision.)
- Listen to and observe your children; use their highest concepts, understandings, and expressions as the spiritual "seeds" for generating purposeful stories, reveries, projects, and deeds.
- Create a family journal of favorite spiritual concepts, stories, poems, sayings, suggestions.
- Guide your child to choose her/his ideal and make suggestions for activities that exemplify that.

Chapter 4

Encouraging the Inquiring Mind

“There will be seen very definite characteristics in even the unfolding years of the entity. Thus the direction of the education and the activities of the entity, in those lines in which there may be the fuller awakening, would bring in the experience
the greater spiritual unfoldment,
the greater mental satisfaction,
the greater material gaining for the entity.” [2862-1]

In making suggestions for developing the mind, the Cayce readings often emphasized the importance of developing what is already there and guiding it in conjunction with the child's will for spiritual purposes. A child's creative imagination, encouraged, trained, and guided toward spiritual ends can combine with his or her natural desires to create and accomplish any goal.

Imagination

“Then, as the development of the mind of the child, develop its imaginative forces rather than the material or objective forces.” [5747-1]

The Cayce readings' emphasis on the development of strong, directed imaginative forces in children were part of a general encouragement to develop all that is constructive and creative in the child's mind. By guiding children to use their imaginations, we also can help them toward a closer relationship to the Creative Forces within and allow greater soul development.

The following are some suggestions for helping your child learn to use his or her creative imagination.

- Develop your child's imagination through the arts or through crafts that s/he enjoys: watercolor painting, clay and wax sculpture, drawing and coloring, wood carving, knitting and crocheting, sewing and embroidering, weaving, designing and making clothes or costumes, creating and binding books, drama, expressive movement, dance, songs, finger plays, music, journaling, etc.
- Encourage imagination through creative family activities (such as gardening, storytelling, dramatizing), making sure a closer relation to the Source is the result of those activities.

- Use visualization (See next section in this chapter.) to assist in attunement, learning, solving problems, or aiding healing.
- Have a special time for relaxing and visualizing. (This is often an eagerly anticipated ritual.)
- Stop your child and yourself in a particularly difficult situation and imagine a better one or a solution to this one.
- A younger or very sensitive child may feel s/he is totally one with what s/he reads or listens to. Share very positive, helpful stories, and also teach your child to surround him/herself with the Christ Light or to visualize a chosen safe place to keep the self separate and protected.

Guided Visualization

“The visualizing of any desire as may be held by an individual WILL come to pass, with the individual ACTING in the manner as the desire is held.” [311-6]

The Cayce readings encouraged the use of imagination in the form of visualizations as a way of building the mind and establishing new patterns. For example, the readings suggested seeing the food one eats as nourishing and giving energy to the body, as an aid to assimilation. Visualizations can be used within the family unit, with children and with adults, too! Once the parent has acquired some basic skills regarding visualizations, using them can become very comfortable and valuable. Here are some suggested procedural guidelines for using guided visualizations:

- (1) Conduct the visualization at a time when the surroundings are quiet and there are no distractions.
- (2) Ask your child to close his or her eyes. However, some may want their eyes open or have difficulty closing them. Accept this behavior by saying, "Close your eyes when you are ready" or "Tell me when your are ready for me to begin."
- (3) Speak in a soft, kind, reassuring voice.
- (4) Pause after each complete thought.
- (5) Continue the visualization even though the child may be giggling or moving about
- (6) Adapt to individual needs and responses. Children differ in how much they want to participate verbally in the visualization. Some don't want to answer questions, some do. If questions are asked, they should require a short response.
- (7) Visualizations can be used before school to set the tone for the day or for support and reassurance before a child begins homework.
- (8) Your child's independent use of visualizations is the ultimate purpose. Although a child may initially resist them, he or she will eventually begin to use them in school by him/herself.

- (9) The sequence of the actual visualization includes:
- a. Setting the scene, having the child see him/herself in a favorite, safe and comfortable place.
 - b. Introducing the situation in which the child seeks attunement, needs healing, etc.
 - c. Developing the situation and attitudes constructively in a step-by-step process, oftentimes only including one or two steps in a single visualization. The number of steps included in a visualization depends upon the child's readiness and the intensity or complexity of the situation desired.
 - d. Closing the scene, reminding the child he will return later to his comfortable, safe place and asking him to bring that calm feeling back to the place he is now.

Examples of Visualization (Use your own imagination to make up others!):

IN THE GARDEN
(A visualization for attunement)

[You can do this outside in the sun, if you like.]

[Relax; use any of the suggestions for preparation from sections 1-9 above that are appropriate for your child.]

Imagine yourself out in the garden, sitting on the soft ground, with the sun warm on your face.

You look down at a small mound of dirt, down into it, deeper, and you find a tiny seed.

Look at the seed closely. What does it look like? How does it feel?

Now feel yourself become smaller and smaller, until you can slip into that seed.

Feel what it's like to be covered with cool earth, sprinkled with water, and waiting, silently, to begin to grow.

Feel the tiny movings, as you begin to sprout... pushing, slowly, breaking open the soft seed coat.

One thin shoot threads its way up through the soil, while at the same time, your tiny fuzzy-coated roots begin spreading, reaching down and out into the ground, soaking in the moisture and minerals that are your food.

Stretch... upwards! How do you feel? Happy? Nervous? Excited?

Feel the soil as it becomes warmer towards the top until, finally, you break through and feel the sun!... warming you, giving you light, encouraging you to become what you were meant to be!

Feel the wind and sway with it as you grow taller and taller.
What are you? How tall? Are you bushy? What do your leaves look like?

Do you have flowers? fruit? What else do you notice about yourself? Now, you slip out of the young plant and are you, growing, growing... coming back to sit quietly on the soft ground in the garden, back to now, back to here.

You are you!

THE SECRET ROOM (A visit inside your unique self)

[Put on peaceful music. Relax. Use any other suggestions from the sections above.]

You are in the woods walking along a path. The sun is shining through the trees. What colors do you see? What season is it?

You come to a garden behind a cottage, and you go inside the cottage to explore.

One of the rooms is a library with books all along one wall. You pull out a book, but it is not a book. It is a cover for a secret lever. You pull the lever and a secret door opens in the far wall.

You go through the door and up a bright spiral staircase to a secret room. You know it is our secret safe place and you can do or be whatever you'd really like.

Explore this place: What is the room like? What do you see? How do you feel?

[Let them explore for a while.]

Finally it's time to go back. You pick up something to take with you as a reminder of this special place. What is it? Hold it in your hand. How does it feel? What color is it?

You walk down the stairs, into the cottage library. The secret door closes behind you. You walk out of the cottage into the garden, back to the path and along the path. You listen to the music. Slowly you come back to where you are relaxing, back to here, back to now.

[If it seems appropriate, talk about the experience afterwards. Remembering details often seems to help integrate inner and outer worlds. This reverie encourages a sense of individuality and gives a positive connection with the "me nobody knows."]

Following Natural Interests

"Choose that which is easily assimilated by the seeker.... This as we find will not only insure more harmonious experiences with such, but give the greater help, and be the greater influence in the experiences of the many." [510-2]

The Cayce readings viewed learning, understanding, and education as "unfoldment." They suggested that the goal must be to reach and engage the whole child -- body, mind and spirit -- and indicated ways to engage the inner child as well as the mind in any learning activity. Parents were encouraged to follow their child's natural interests to arouse his/her desire and will -- to pique the curiosity, encourage questions, offer varied activities, give useful applications, and guide the child into seeing the oneness of everything in the Creative Forces.

Following are some suggestions for using your child's natural interests to help him or her "unfold" in creative mental capacity and as a spiritual being.

- Observe your child's behavior, tendencies, manner of approaching situations, reactions, evidence of talent, ways of doing things, and physical development, and use these as avenues for approaching and applying information.
- Notice your child's usual choices of stories, toys, play situations, activities, etc.; use these or similar ones as patterns for organizing enjoyable activities.
- Ponder what kinds of experiences would best help your child to develop and use his or her gifts as a person.
- Be sure to offer a variety of activities, and observe your child's development to make sure there is no overemphasis in any one area. Offer balancing activities if you see too strong an attraction in any one direction.
- Remember that there is no such thing as "too much learning" if it is joyously assimilated and applied usefully.
- Use your child's requests, ideas, dreams; notice toys or items that "bring ideas" to him/her.
- Choose toys and home items carefully for symbolic importance to your child.
- Explain the usefulness of information. Help your child understand fully, and take the time necessary for that; use practical applications.
- Do not push or give too many restrictions, but also do not let your child "drift." Direct a path, using the child's modes of expression and interesting activities.
- As each child grows older, use biographies and stories that depict main characters with admirable qualities (especially Jesus).
- Choose an area of special interest to your child, look for activities that will help him or her delve into that interest, and slowly, little by little, add to the understanding.
- Pay attention to how you set up your home environment. Put objects in your child's path to investigate, opportunities to see different aspects of the world around him or her, especially from the natural world, to sharpen his/her observation and unify the thinking: plants, animals, minerals; tools; interesting pictures or stories of people or events (but not war heroes!); objects or tools for painting, sketching, drawing; home objects for making, cooking, preparing; useful applications of math, writing; interesting language uses (poetry, funny or interesting words); information on crafts,

or examples of crafts from your family's present or past; examples of and opportunities for singing, dancing, elocution, movement, drama; and any other areas of interest to your child and you!

- Do not force where there is no interest (since the preference is already built in), but do give opportunities and keep an overall balance.
- Develop an approach that involves the imagination and feelings. Any area of knowledge may be experienced and assimilated through desire, imagination, and will.
- Give your child appropriate opportunities and tools for following his/her interests, and guide him or her into gradually taking more and more responsibility for setting goals, choosing tasks, and accomplishing them him/herself.
- Look to reach and enlist your child's inner self, and train him or her to see the Creative Forces at work in every avenue and subject of learning. Use physical and mental activities that touch her/his spirit; give or suggest reading material that will have meaningful spiritual symbols for your child.
- Make adjustments in directions or activities according to some of your child's suggestions.
- Answer questions carefully and correctly, being sure you understand the question!
- Use interesting stories, parables, and anecdotes to illustrate concepts.
- Make a game of learning; it should be fun!
- Offer many different methods for learning -- sight, sound, touch, movement, etc. -- to find more than one way of involving your child's desire and creative mind.
- Use pre-sleep suggestion (See Chapter 3) for better results in the body, in information retention, ideas, and ideals, for every area of activity and learning.
- Search your local geographic area for many new sources of interesting information: natural environments, museums and galleries, knowledgeable and fascinating people, etc.
- Be generous with encouragement and praise!

Section C

The Body is the Temple

Chapter 5

Nutrition and the Cayce Diet [6]

“The diet also should be considered – in that there is not an excess of acids or sweets, or even an excess of alkalinity.... Hence there should be kept a normal, well-balanced diet that has proven to be right for the individual body....” [902-1]

The dietary information given through Edgar Cayce fifty years ago was very much in keeping with today's nutritional guidelines for disease prevention. Although each of the Cayce readings was specifically tailored to the needs of the individual for whom it was given, certain suggestions recurred often enough to become noticeable patterns. These included a basic diet emphasis on foods that have an alkalinizing effect on the body, some general suggestions for daily menus, and the advice to avoid certain food combinations.

The Basic Cayce Diet

“... the diet should consist of the more alkaline-reacting foods ... the less activities there are in physical exercise or manual activity, the greater should be the alkaline-reacting foods taken.” [798-1]

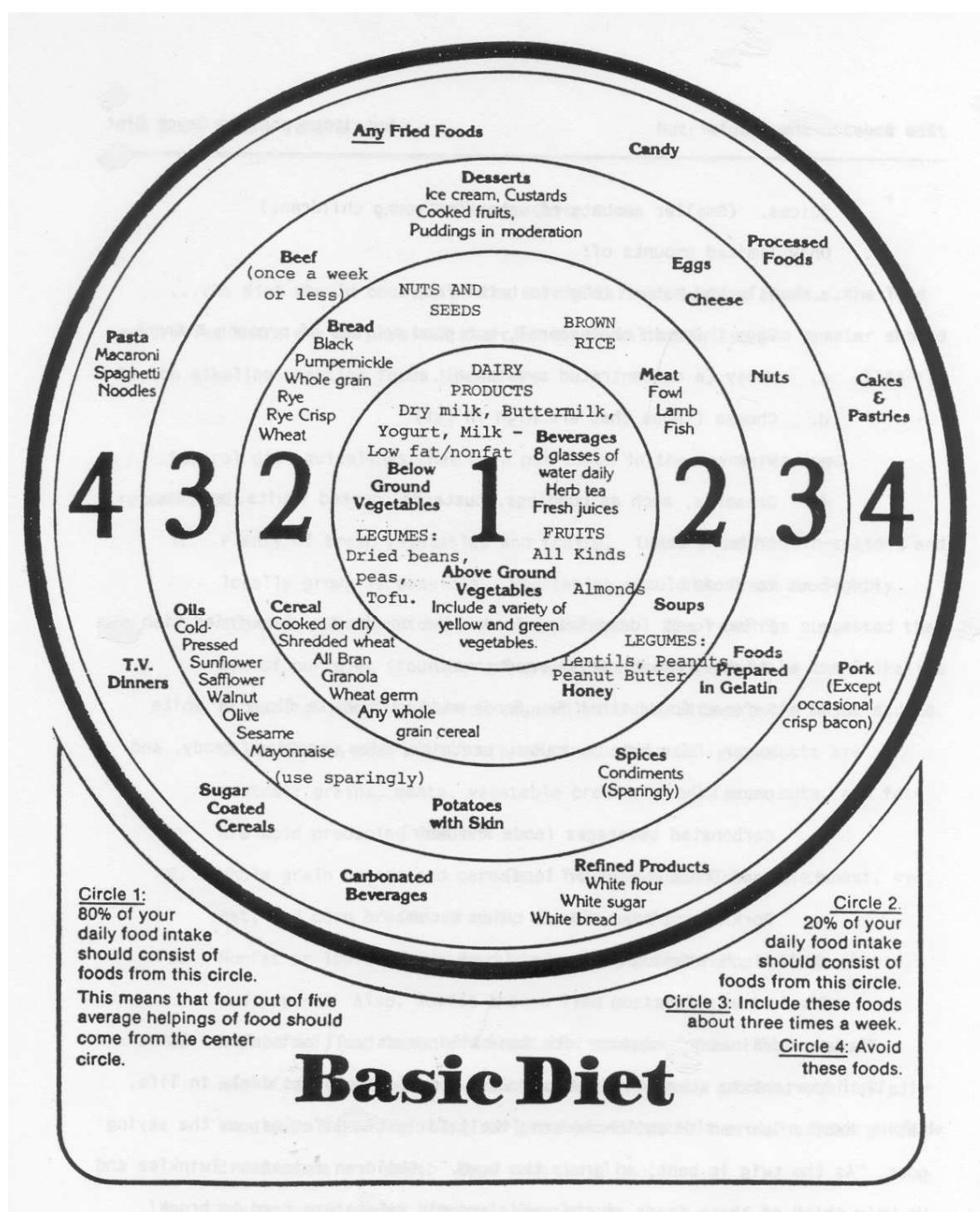
General diet guidelines that were put forth in the Cayce readings recommended:

1. Plenty of fresh vegetables and fruits. These should be in-season, and locally grown if possible. Vegetables should be fresh or lightly steamed. Fresh juices were recommended. The readings suggested that 80% of our diet (four out of every five foods) should be the "alkaline producing" foods, of which vegetables and fruits are the major source. (Almonds are also alkaline producing, while dairy products are neutral; grains, meats, vegetable protein foods, most nuts, and fats are acid producing foods.)
2. Whole grain breads and cereals. These include 100% whole wheat, rye, oat, and corn breads, grains, cereals, and pasta.
3. Nonfat or lowfat dairy products. Milk, buttermilk, cottage cheese, and yogurt. Also, lowfat cheese like mozzarella and ricotta.
4. Fish, fowl, and lamb, and vegetable protein foods. Fish and shellfish, fowl (such as chicken, turkey, duck, goose), and lamb should be baked, broiled,

or poached. Vegetable protein foods include dried beans and peas. Eggs occasionally.

5. Raw nuts and seeds. Especially almonds.
6. Six to eight glasses of plain water daily. Also herb teas and fresh juices. (Smaller amounts of water for young children.)
7. Only limited amounts of:
 - a. Oils and butter (high in total fat)
 - b. Eggs (high in cholesterol, but good sources of protein & iron)
 - c. Honey (a concentrated sweetener)
 - d. Cheese (those that are high in fat)
 - e. Wine
 - f. Desserts, such as puddings, custards, cooked fruits, and ice cream
8. Foods to avoid:
 - a. Fried foods (deep fried foods like doughnuts, deep fried fish or chicken, french fries, and so on)
 - b. Refined foods (that is, foods made with white flour or white sugar, like breads, cakes, pastries, pies, cookies, candy, and pasta)
 - c. Carbonated beverages (soda and beer)
 - d. Beef (once a week or less)
 - e. Pork (except occasional crisp bacon)
 - f. Alcohol (except occasional red wine)

These guidelines are appropriate for children as well as adults. It is vitally important to start children out with good food choices early in life. Eating habits learned in childhood are likely to last a lifetime; as the saying goes, "As the twig is bent, so grows the tree." Children raised on Twinkies and Ho-Ho's think of these foods as the norm, and old habits are hard to break!



Food Combinations

"Then, in the combinations, do not eat great quantities of starch with the proteins or meats . . . do not combine also the [alkaline] reacting acid fruits with starches, other than whole wheat bread! that is, citrus fruits,... apples. . . or even tomato juices. And do not have cereals ... at the same meal with the citrus fruits." [416-9]

Modern nutritional science has yet to deal with the subject of food combinations. The Cayce readings indicated that it was the alkaline or acid reaction of certain food combinations that was "disturbing" to most people's digestion. In some cases, the readings gave an explanation of what was "disturbing" about a given food combination, though in other cases they did not. The list that follows includes food combinations the readings said should be avoided by most people, plus some possible explanations.

1. Citrus and Milk, or Citrus with Cereals. Citrus fruits (orange, grapefruit, lemon, and lime) are high-acid fruits, which cause milk to curdle and become "disturbing" to the body when eaten with cereals. Whole wheat bread does not give this reaction, according to one reading, perhaps because the yeasting process alters the structure of the grain in some significant way. So much for cereal with milk and a glass of orange juice for breakfast! A better plan would be to eat a whole-grained cereal with milk at breakfast and have orange slices as a mid-morning snack (allowing one to two hours after eating) or to have whole wheat toast with orange juice alone.

2. Raw Apples with Other Foods. It seems that the readings see raw apples as a high-fiber internal cleanser. A three-day all-raw-apple diet was mentioned frequently as a cleansing regimen. As such, perhaps the reason for not eating apples with other foods is that they may bind nutrients from other foods during the digestive process. They do make a wonderful snack (eaten alone), provide dietary fiber, and do a reasonable job of cleaning the teeth as well. Cooked apples, in the form of baked apples or applesauce, can apparently be eaten at a meal with other foods, probably because the cell walls of the apples break down during the cooking process and are no longer able to bind nutrients effectively.

3. Sugars and Starches. These include fruit pies, cakes, cookies, and many desserts. These foods are said to produce an "unbalancing in the alkalinity of the system" [340-32], because they are so acid-reacting in the body (and therefore make one more prone to colds). They are also high in fat, sugar, and calories with little redeeming nutritional value. Instead, fresh fruit, fruit salads (minus the apples), baked apples, custards, sorbets, ice cream (try to find a reduced-fat ice cream), yogurt, and other creative desserts that avoid the combination of sweet fruits or sugar with starches are recommended in the readings.

4. Meats and Starches. The readings explain that different digestive processes are required for proteins and starches and that the combination of these two generally "makes for disturbance with most physical bodies." [416-9] Too bad for the all-American hamburger! A better combination is meat with vegetables or starches with vegetables. A meal should likewise not be made up of several starches (such as corn, potatoes, rice or pasta) because nutritious, non-starchy vegetables tend to be displaced in such a meal.

5. Other Combinations. Another combination to avoid is the taking of coffee or tea with milk or cream. The readings state that the milk becomes transformed into a leathery curd that blocks the digestive process. (On this note, there is no need ever to give children caffeinated beverages, including coffee, black tea, and many soft drinks. Read the labels! Chocolate also contains caffeine.)

What about helpful food combinations? The readings suggest that citrus fruits or juices combined with other citrus fruits or juices is a beneficial combination (i.e., four parts orange or grapefruit juice mixed with one part lemon or lime juice, or all-citrus fruit salads). A good way to increase your daily intake of vitamin, mineral, and fiber-rich alkaline-reacting vegetables is to have one meal each day that contains a lot of fresh, raw vegetables together, such as a large chef salad. Have three vegetables that grow above the ground to every one that grows below. This places the emphasis on the nutrient-dense leafy green vegetables over the more starchy root vegetables. Mixing gelatin with raw vegetables is said to enhance the assimilation of the nutrients in the vegetables.

These are not hard and fast rules but rather Cayce's guidelines for improved digestion and absorption of nutrients from food. Teach yourself and your children to pay attention to the signals from your own bodies, and find out which food combinations work best for you.

Possible Family Menus

"These would be given in an outline - not [as] the only foods, but [as] an outline."
[1523-17]

BREAKFAST

- Citrus fruit or cereal (not at the same meal)
- Boiled or scrambled egg occasionally
- Whole wheat toast
- Glass of milk (not with citrus fruit)

LUNCH

Raw vegetable salad (green leafy vegetables, combined in a salad with oil dressing or mayonnaise) and/or Vegetable soup
One slice bread and butter
Beverage

SNACKS

Fresh vegetables (cauliflower, pepper strips, broccoli, radishes, carrots, mushrooms, cherry tomatoes, cucumbers, zucchini sticks, or celery) to munch on or dip. Cover cleaned, cut vegetables with cold water so they are ready and waiting in the refrigerator. Steamed vegetables are best for children under age three.

Dips for vegetables (Let children mix instant soup with plain yogurt; smooth out cottage cheese in a blender with plain yogurt)

Peanut butter or other nut butter for children to spread on celery or cucumber sticks

Carrot and raisin salad, or hot homemade vegetable soup

Fruit, cut in different shapes (melon wedges, pineapple chunks, watermelon balls or slices, peaches, plums, apricots, grapes, applesauce, fresh berries, pears, and cherries)

Yogurt dip for fresh fruit; or use whole-wheat pretzel sticks as skewers for fruit kabobs

Frozen fruit for hot days (bananas, grapes, cherries)

Baked apples for cold days (Fill cored apples with raisins or chopped dried fruit, drizzle with honey, add a dash of cinnamon, and top with chopped nuts. Bake at 350° for 45 minutes, or until soft.)

Orange slices, grapefruit wedges, melons, orange juice, and raw apples make great snacks. However, citrus fruits, apples, or melons should be eaten alone, and not with other food.

SUPPER

Meat: fish, fowl or lamb

Cooked vegetables (a variety of above and below ground, yellow and green vegetables)

Beverage

Dessert (gelatin desserts are great for children.)

A Few Suggestions

The following are further suggestions for optimizing your child's nutrition, awareness and intake.

- Involve your children in growing food. (Alfalfa can be sprouted quickly and easily, and there is an easy correlation between growing and eating this wonderful food!)

- Let the children help you in shopping and choosing, allowing them to pick out in the produce department whatever they want. Look for locally grown and/or organic foods.
- Share cooking and cleaning up with your children, making it a fun time together.
- Teach your children to listen to the signals their own bodies give them. For instance, a lack of energy or grumpiness might indicate a drop in blood sugar, which can easily be "cured" by a piece of fresh fruit.
- Try some kitchen science projects for understanding how some foods react in combination: add baking soda (sodium bicarbonate) to vinegar (acetic acid) to produce carbon dioxide with wonderful bubbles; add some lemon or orange juice to milk, and watch the milk curdle. Seeing these reactions happen helps explain why citrus fruits should not be combined in a meal with milk, or gives another realistic sense of what can happen internally.
- For meals, take into consideration the activity level of the day and the child. The less active the child, the greater the intake of alkaline foods; exercise burns off the acidic foods faster.
- Keep food portions at meals small enough to be eaten easily; it's better to have requests for seconds.
- Eat wisely yourself!
- Be sure that your children are really hungry when you offer them new foods.
- If there's a problem for your kids with candy or junk foods, try tips from mother and dietitian Karla Peterson: "Perhaps one loaf of white french bread a month, or a bag of potato chips to be eaten immediately. The trick is to make a practice of keeping only wholesome foods (like raw vegetables and lowfat dip waiting in the refrigerator, or orange slices or melon wedges) at home so the children learn to fill up on nourishing foods in the afternoons. My trick for getting past the candy aisle [in the grocery store] is to promise that 'We'll get some of those when Halloween comes.' That seems to appease the children, and when Halloween arrives, we do buy one or two bags of candy, but also sugarless candy, nuts, raisins, pencils, and stickers for Halloween bags. I think the fun is in actually having permission to eat candy, and they never seem to eat it all anyway. Some even mysteriously disappears at night and they've never missed it yet. Once the candy bags are empty, they patiently wait again for next year."
- Make meals a peaceful, sharing time. Encourage young children to relax just before eating; quiet play or rest helps a child's appetite. Mealtime is not the time to criticize behavior or discuss the day's problems. Instead, keep mealtime conversation cheerful and happy. Try giving each person two minutes to talk, uninterrupted. Children will feel very special, and they probably won't talk the full two whole minutes.
- Serve each meal with Vitamin L: LOVE. Everyone will leave the table feeling nourished, physically and emotionally.

Chapter 6

Exercise, Rest and Wholeness

“Much may be said as respecting that of PREVENTATIVE conditions for a body such as this, rather than neglecting seemingly minor conditions until CURATIVE forces are NECESSARY. An ounce of prevention is worth MANY POUNDS of cure. Then, so adjust the conditions in the physical forces that, that of the mental AND spiritual may have that channel to MANIFEST through.” [1732-1]

The Cayce readings emphasized that the physical body is the house of the soul, a temple of God. As such it must be treated with great care and respect. Caring for the body includes making sure that it receives both sufficient exercise and sufficient rest. Equally as important are attitudes that affect the physical body, such as self-awareness, positive self-image, a desire for balance, and a focus on one's spiritual ideal.

The following are suggestions to help your child be aware of and care for his/her body for its best purposes.

- Encourage exercises and activities in the open air, to develop muscles and body structure: walking, swimming, stretching (mimicking cat stretching movements), dancing, rhythmic movement, breathing exercises.
- Plan a regular routine of exercise, keeping in mind the child's level of physical development, the environment in which you live, and your child's responses, so that you plan activities that are appropriate, invigorating (not exhausting), and pleasant.
- Be sure your child has sufficient rest daily. Teach her or him how to relax the body before sleep or at regular intervals, guiding him/her to visualize the body and relax one body part at a time.
- Realize that natural physical sleep is the body's way to keep itself coordinated with the mental and spiritual energies of the soul entity. You might discuss energy patterns with your child, including physical energy and rest, mental energy (visualizing or hearing with "inner" senses), and spiritual energy (using a candle as an example of the light within each individual.)
- Go through the following list periodically to be sure your child's basic needs are being met: exercise, rest, fresh air, warmth, adequate clothing, healthy diet, balanced body functioning; love, belongingness, family, friends, self-esteem, new ideas and experiences, balance, routine, reasonable responsibility, choices, opportunities to express self, God-awareness.
- Enable a "health consciousness" for your family through awareness, visualization, suggestion, and application.
- Help your child keep a balanced routine of sleep, work, play, exercise, and relaxation.
- Celebrate personal growth and changes throughout the year by enjoying informal family rituals and celebrations.

Chapter 7

Using the Cayce Remedies

“ . . . forget not these three phases of the entity's being; body, mind, soul. Know that the soul is eternal; the mind is both physical AND spiritual; the body is only temporal - yet the body in the material plane is indeed the temple of the living God, the influence or force through which eternal activity must be manifested while in material existence.” [5747-1]

Two principles of health and healing dominated the physical readings given by Edgar Cayce. One was that the health of the body, mind and soul are so closely interrelated that it is rarely of value to treat any one of these aspects without also giving some attention to the state of the other two. The second premise was that, for every human ill, remedies can be found in nature in the abundance of herbs, fruit, seeds and creatures with which the earth has been endowed. [7] Together, these two assumptions form the basis for the remedies suggested in the readings.

A third factor inherent in the Cayce readings was that, with few exceptions, they were given for individuals with different needs. This explains why there is often slight variation in formula, dosage, manner of application, etc., even between readings on the same subject. Certain products, herbs, oils and formulas, however, were recommended so repeatedly and emphatically that they have become almost specifics for certain types of disorders.

The Edgar Cayce readings, however, should not be viewed as a do-it-yourself doctoring manual. Any of these suggestions in treatment of disease should be used under the supervision of a [medical] professional.

A Few Basic Procedures

Two procedures that were frequently recommended in the Cayce readings are castor oil packs and massage. If used in conjunction with other suggested attitudes and methods, they can aid children spiritually as well as physically.

Castor Oil Pack

The use of castor oil packs was advised in over 500 of the Cayce readings. They were recommended for poor eliminations, incoordination between nervous systems, epilepsy, various intestinal disorders, incoordination between assimilations and eliminations, certain gall bladder and liver conditions, headaches, neuritis, arthritis, and toxemia. Individuals using the packs with children have reported that the packs aided intestinal absorption of foods, helped balance energies, positively affected behavior, and improved general physical health. (Castor oil packs apparently stimulate circulation in the lymphatic system for better elimination of drosses.)

Following are suggestions for preparing and using a castor oil pack:

Materials:

Cotton or Wool Flannel Cloth	Electric Heating Pad
6 Ounces Castor Oil	Plastic Sheet
Bath Towel	Baking Soda

Instructions for Use:

1. Prepare a soft flannel cloth which when folded to 2 to 4 thicknesses measures about 10 inches in width and 12 to 14 inches in length. This is the size needed for abdominal applications. Other areas may need a different size pack. Wool flannel is preferred, but cotton flannel is all right if wool is not available.
2. Carefully pour some castor oil onto the cloth. This can be done without soiling if the plastic sheet is underneath the cloth. Make sure the cloth is wet but not drippy with the oil.
3. Apply the cloth to the area which needs the treatment.
4. Next, apply a plastic covering over the flannel cloth.
5. Place a heating pad on next, and turn it to low heat to begin with. Increase the heat to a comfortable level.
6. The pack should remain in place for an hour.
7. Cleanse the skin afterwards by using water prepared as follows: to 1 pint of water, add 1 tablespoon of baking soda. Use this to cleanse the abdomen.
8. Keep the flannel pack in a plastic container for future use.

Frequency:

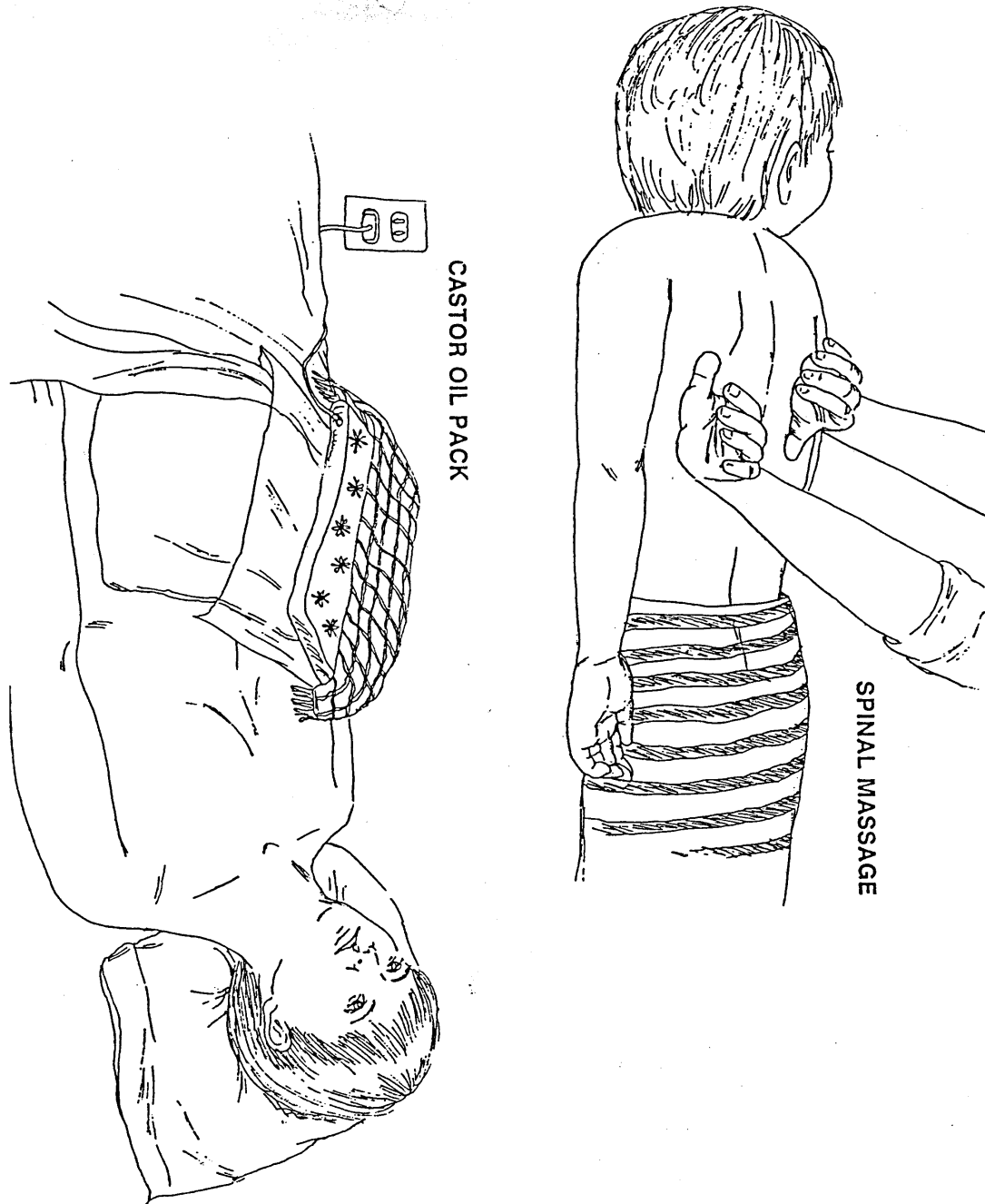
Once a day for 3-5 days running, then skip the rest of the week, and repeat the packs for the same number of days as before. This pattern may be continued for several weeks, or for several years!

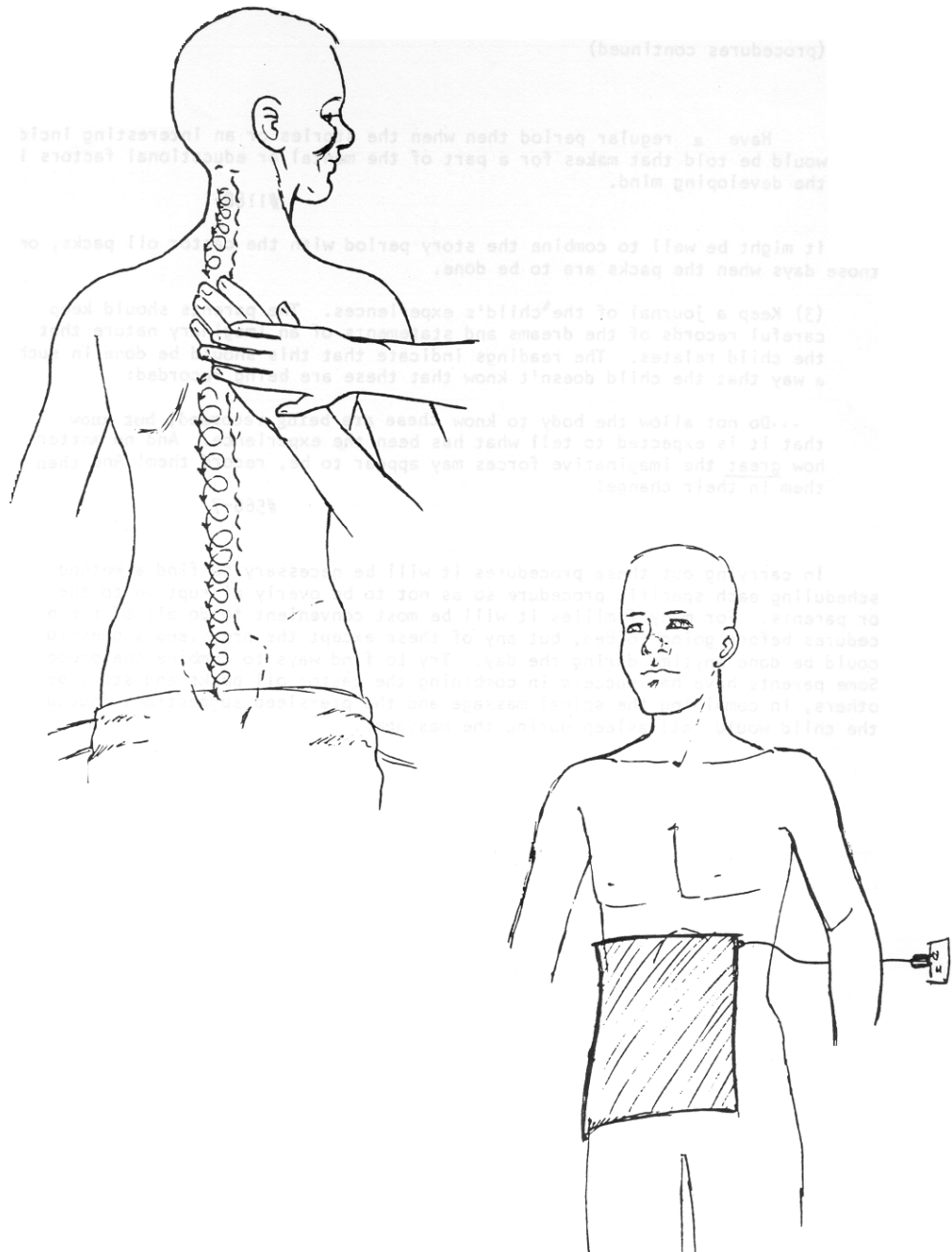
Prayer:

The Cayce readings recommend that parents pray during the time the child is being ministered to. The readings suggest that parents use their own words with the essence being:

“The Father of light and mercy and truth, create in this body that as will bring the perfect coordination of the members of the body itself, that the soul may manifest in a perfect body.” [1314-2]

Some parents combine the castor oil packs and story period before bed. In many readings, it is recommended that stories be used as an effective method of teaching concepts to children. Pre-sleep suggestions (Chapter 3) can also be given if the child tends to fall asleep during the castor oil pack.





Spinal Massage

The Cayce readings highly recommended massage, particularly along the spine, for optimum physical development in babies and young children, as well as for certain types of emotional difficulties, perceptual problems, brain damage, and anemia. Given by someone attuned through appropriate desire and love to the spiritual aspects of the healing or development, massage was suggested to strengthen the entire body, aid the coordination of nerve impulses, stimulate the blood circulation and muscular system, and enable elimination of disturbing elements. Persons who have used this method with children have reported that it has brought greater energy, aided general health, improved behavior, and enhanced child-parent closeness and love. (See Chapter 1 for suggested self-preparation by parents.)

The massage should be done each day with an oil that is made up of equal parts olive oil and peanut oil. (Organic and/or cold pressed oils are best.) With this procedure we wish to have the body absorb the oil through the skin, so the child should either have a shower, a tub bath, or a sponge bath along the spine with warm water just before the massage in order to open the pores of the skin. The massage should not be hurried. Spend from 20 to 30 minutes daily or longer if it seems particularly helpful to the child.

The suggested way to do the massage is in three parts.

1. Apply the oil to the back and begin to rub it into the entire surface of the back. Begin with just a small amount, then more can be added if you need it. One suggested stroke for this part is a push-pull motion. To do this, you work on one side of the body and finish that before working on the other. The hands are placed on the back, perpendicular to the spine, with the heel of both hands on the child's spine. Start the movement by pushing one hand forward across the back; then, as you pull that hand back towards you, start the other hand pushing forward. Keep this up with both hands always moving, and doing so in opposite directions. Do this up and down one side of the spine, then move to the other side.
2. Then, work just along the sides of the spine. This is not done on the spine itself, but along the sides of it. The recommended stroke for this part is a circular motion, using either the thumb or tips of the fingers. On the right side of the spine use a clockwise motion, on the left side a counter-clockwise motion. You can either work on one side exclusively before moving to the other side, or use both hands and do the two sides simultaneously. Work from the top of the spine down to the base. (See the illustration for this.)
3. The finishing stroke is done from a position at the head of the body. Place both-hands, with fingers spread, at the top of the back onto the shoulder area. Slide the hands down along the back to the top of the hips. This should be done with some pressure, almost as if you were trying to move or squeeze things out of the back and down toward the hips. As much of the back areas as possible should be covered with each stroke, with the thumbs running along the sides of the spine.

The Cayce readings recommended that parents pray during the time the child is being attended to such as when the child is getting a massage. The readings suggest that the parents use their own words, with the essence being:

"We thank Thee for the opportunity, O Lord, that we may in some measure meet those things Thou hast given for Thy children in the material world. Let the power of the Christ Spirit, through those promises given, be made manifest in my life as I minister now, and in the life of this body, (name of child), be done that, O God, as Thou seest is best at this time." [552-1]

(See also the prayer suggested in the preceding section on castor oil packs.)

Glyco-Thymoline Treatments

Glyco-Thymoline has been manufactured and sold as a mouthwash by the Kress and Owen Company since the first half of this century. In the Edgar Cayce readings, however, its use was suggested in so many different remedies and treatments that it deserves a separate listing for the many varied forms and methods of its application.

The readings referred to Glyco-Thymoline more than 800 times, approximately 1/3 of these in applications for children. Specifically it was recommended to help rid the body of excess mucous, break up lesions, speed lymph circulation, enhance the reactions of the organs that rid the body of wastes, and help keep the entire body alkaline. It was suggested for tonsillitis, whooping cough, bronchitis, colitis, epilepsy, encephalitis, lesions, food poisoning, allergies, diaper rash, poison ivy, hives, insect bites, sunburn, and the common cold. Applications included packs, massage, gargles, throat swabs, external wipes and washes, and drops taken internally in water. However, DO NOT GIVE ANY INTERNAL TREATMENT USING GLYCO-THYMOLINE without first consulting a physician, since Glyco-Thymoline can be EXTREMELY POISONOUS to many individuals.

Glyco-Thymoline Pack

A number of the Cayce readings for children recommended that a Glyco-Thymoline pack be placed over one or more areas of the body, including over the nose and sinuses, on the abdomen, around the throat, on the back of the neck, on the front and back of the chest, around the head, between the shoulders, over the upper spine, on the base of brain, over the lower spine, and down the entire spine. Generally the pack was recommended "to rid the body of the mucous, the phlegm, the inflammation" [3398-1] associated with congestion, lesions, and/or incoordinations between body systems. Parents who have used Glyco-Thymoline packs with their children have reported that the packs are especially helpful for clearing nasal congestion in all family members and for eliminating digestive distress in young children.

Nasal Pack Procedure:

The usual procedure for a nasal pack at the first sign of congestion is to fold a piece of clean soft cotton cloth or gauze into 3-4 thicknesses and place it in a plastic bag, then saturate it with Glyco-Thymoline. After warming the pack with a heating pad (until warm but not hot), take the cloth out and place it over the nasal/sinus area and the forehead area directly over the eyes. The heating pad can then be placed over the pack, if desired, for continuous warmth. -Leave the pack on for 15-20 minutes. Repeat the packs as often as needed, until the nasal passages are completely clear; often this takes 2-3 treatments.

Abdominal Pack:

The same procedure (as for nasal pack, above) can be used for a pack over the abdomen, to relieve digestive distress.

Other Uses of Glyco-Thymoline:

Massage:

Massage using Glyco-Thymoline was occasionally recommended in the Cayce readings, especially for infants up to about the age of one year. More than once it was recommended along with osteopathic adjustments for young children who had suddenly become uncoordinated and developed infections or lesions after injury to the spine. Massage with Glyco-Thymoline was suggested in conjunction with other treatments for the common cold, bacterial infection, digestive distress, and lesions resulting from incoordination between nervous systems. The readings generally recommended that the massage be given when the child was warm and dry, often just after a bath, with Glyco-Thymoline being massaged gently into the skin over the affected areas. The amount recommended was generally "all that the body will absorb." [3295-1]

Throat Swab and/or Gargle:

A number of the Cayce readings for children suggested that Glyco-Thymoline be used as a throat swab or "wash" on the affected areas of the throat, using a cotton-tipped "mop"; this method was recommended especially for croup, tonsillitis, and whooping cough -- usually along with other treatments. Most of the children were under two years old. For the few over age two, the readings suggested a gargle three times a day. The general procedure was to dissolve 13 drops of Glyco-Thymoline in a little warm water (up to a glassful), then dip a "cloth or small mop" in it and wipe the throat area two or three times a day. However, DO NOT USE THIS PROCEDURE EXCEPT UNDER A DOCTOR'S SUPERVISION, since Glyco-Thymoline taken internally can be EXTREMELY POISONOUS to many individuals.

External Disinfectant:

A few of the Cayce readings for children recommended using dilute Glyco-Thymoline as a mild antiseptic applied directly onto body sores or skin rashes. Sometimes this was done to prepare the skin area for other applications; at

other times it was applied as a general disinfectant and as an aid to circulation in the affected area. The dilution given for an 18-month-old infant with a skin rash was "at least one teaspoon of Glyco-Thymoline in the warm water that is used" [2876-1].

Internal Antiseptic and Alkalinizer:

Perhaps the most currently controversial recommendation for Glyco-Thymoline from the Cayce readings is its use as an internal cleanser. Because some people are violently allergic to Glyco-Thymoline when it is swallowed, UNDER NO CIRCUMSTANCES SHOULD GLYCO-THYMOLINE BE TAKEN INTERNALLY EXCEPT UNDER A PHYSICIAN'S SUPERVISION. IT CAN BE EXTREMELY TOXIC FOR MANY INDIVIDUALS. However, the sleeping Cayce often recommended to non-allergic individuals that 2-3 drops of Glyco-Thymoline in a glass of water two or three times a day could serve as an antiseptic in the digestive system, help cleanse the colon, and tend the body toward a more alkaline state. This treatment was especially recommended in conjunction with Glyco-Thymoline packs and massage, as well as with various other procedures.

Other Cayce Remedies

The following Cayce remedies are offered for use with particular areas of the body. Be sure you also pray and meditate on what mental and spiritual attitudes or changes will best work with the physical applications to help the body best heal or develop within itself. You may also find certain of the related Cayce readings or A.R.E. Circulating Files helpful in applying the remedies.

EYES

Head and Neck Exercises:

Head and neck exercises, especially if done while walking in the open, were recommended for strengthening the eyes so as to eliminate the need for glasses.

" . . . put the head forward just as far as it will come on the chest, then raise again at the top, bend the head to the right as far as it will go down. When rising again, bend the head to the left. Then, standing erect, hands on hips, circle the head, roll around to the right two or three times, then straighten self. Again, hands off the hip, down again, then circle to the opposite side. We will find we will change all of these disturbances through the mouth, head eyes, and the activities of the whole body will be improved. Open your mouth as you go up and down also.

[470-37]

Potato Poultice:

The use of grated raw potatoes as an eye pack was recommended by the readings for strained eyes, eye pressure, "scratchy" eyelids, and bloodshot eyes. Using raw white Irish potatoes (fresh, not sprouted), grate the entire potato, peel and all. Spoon up a mound of the gratings and place them over the closed eye(s), then cover each poultice with a piece of gauze and leave it for an hour or two.

MOUTH, THROAT, AND DIGESTIVE SYSTEM

Salt and Soda Tooth Massage:

For care of the teeth, the readings recommended using a mixture of equal parts salt and baking soda to massage both the gums and the teeth with a finger.

Ipsab Tooth and Gum Massage:

Ipsab was recommended by the readings as a massage and tooth cleanser twice a day, to take tartar off the teeth and prevent pyorrhea or bleeding gums. (The cleanser is currently available from Baar Products as "Ioxan.")

"Apply a small quantity; or dip the finger into the solution, after it is shaken together, and massage the gums; or apply a small quantity to a tuft of cotton and massage inside and outside the gums; upper and lower. Where specific conditions in the teeth disturb, apply a small quantity on the end of a toothpick (with a tuft of cotton around same, to be sure) and rub along the edge of the gums. This will be found to be most effective." [274-5]

Throat Swab and Gargle:

For mucous accumulation in the throat as well as for certain throat infections, the readings recommended swabbing the affected areas or gargling with a dilute Glyco-Thymoline solution. See p. 70 for the procedure, but also note the strong warning regarding possible toxic allergic reactions to this treatment.

RESPIRATORY SYSTEM AND EARS

Mutton Tallow and Camphor Rubs:

Nearly 300 readings suggested variations of the same liniment, to break up congestion and aid circulation and kidney function. For congestion and poor circulation, the readings recommended that equal parts of mutton tallow (also called mutton suet), spirits of camphor, and spirits of turpentine (and sometimes an equal amount of tincture of benzoin) be warmed. The child's feet should be warmed by "toasting" them before a fire or soaking them in hot water. The mixture is then rubbed on the soles of the feet (and sometimes on the lower limbs), and the feet are then wrapped in a warm towel. Sometimes the readings suggested that the liniment be rubbed on the chest and/or throat area, the area being kept warm after application. (The mixture is currently available from Baar Products as "CamphorCare.")

Common Cold Prevention and Relief:

An entire reading (902-1) was taken on the common cold, and a number of reasons for susceptibility and possibilities for prevention and relief were given. Some elements that affect susceptibility are excess acidity or alkalinity in the body system, too hot or too cold an environment, psychological factors such as a "cold consciousness" of others around with colds, physical factors such as tiredness or exhaustion, damp feet or clothes (especially in a draft), and lack of stored vitamins. If your child does contract a cold, the procedure is to ensure rest, find the weakness that allowed susceptibility, and take measures to relieve and help those weak part(s) of the body to be put back in balance. (For more complete instructions, see WINNING THE COLD WAR.)

Nasal Pack

For nasal and sinus congestion during colds and infections, the readings often recommended Glyco-Thymoline packs. See page 47 for making and using a Glyco-Thymoline nasal pack.

Eucalyptus Oil Inhalant:

For constricted blood flow through the nasal passages and/or bronchi (many asthmatic conditions and coughs), the readings often recommended a variant of a bronchial inhalant. Add to 4 ounces of pure grain alcohol (190 proof) 20 minims of Eucalyptol or Eucalyptus Oil, 10 minims of Benzosol, 5 minims of Oil of Turpentine (or Rectified Oil of Turpentine), 40 minims of Tolu in solution, and 5 minims of Tincture of Benzoin. The readings suggested that the mixture be kept in an 8-ounce bottle with a plastic tube. To use the inhalant, the bottle should be shaken and the vapors breathed deeply, through the tube, into the bronchi twice or three times daily. (The formula is currently available from Baar Products as "Herbal Breathing.")

Ear and Eustachian Tube Remedies:

The readings indicated that many cases of poor hearing and ear infections had come from lack of drainage. Sometimes this was due to lack of attention to diet; some readings indicated a lack of attention to preventing colds and congestion. (See above regarding colds.) Other these were complicated by misaligned spinal areas and/or other blockages. Head and neck exercises (See under "EYES"), osteopathic manipulations, castor oil packs (See previous section in this chapter), use of an inhalant (above), strict attention to diet (many more raw vegetables and no red meats or fats until the body was re-balanced), cleansing of the ear, and/or greater attunement with the Divine were recommended.

SKIN

Skin Conditioner:

The readings suggested mixing 1 cup of olive oil with 1 ounce of rosewater, a few drops of glycerine and 1 ounce of a 10% solution of alcohol. This mixture should be shaken well and used in massage as a tonic, to invigorate the skin.

Rash/Sore Application:

For certain rashes and/or skin sores, the readings recommended that an antiseptic application of diluted Glyco-Thymoline be washed or wiped over the affected area. See page 47 (External Disinfectant) for more information.

Scar Massage:

The Cayce readings suggested that often physical scars are symbolic of spiritual scars, and that first the scars must be removed from the spiritual and mental self by attuning to the Source and emphasizing kindness and love in one's living. The readings also suggested gradual removal of one young child's scar by massaging it with 2 ounces of camphorated oil (i.e., olive oil to which raw camphor has been added), into which 1/2 tsp. of lanolin (dissolved) and 1 ounce of peanut oil have been mixed. (The formula is also available from Baar Products as "Scar-Ban.") This mixture should be massaged daily in small portions over the scar area, using only the amount that is totally absorbed by the skin. It may be continued until the scar is gone.

Wart Massage:

A paste made from castor oil and baking soda was suggested by the Cayce readings for removing warts and moles. This remedy will make the area sore, but the wart or mole will disappear!

"... we would gently massage ... with a mixture of equal quantities of castor oil and baking soda. Mix these thoroughly together, almost as a paste.... Massage this into the area each evening." [1013-2]

JOINTS AND MUSCLES

Epsom Salt Packs and Soaks:

Epsom Salt packs can be made from a saturated solution of Epsom Salt (about a pound of Salts dissolved in a pan of water). Soak a bath towel in the solution and apply it over the affected area. Repeat the packs as needed for warmth for 2-3 hours. Epsom Salt packs were recommended for neuritis, flu, injuries, colitis, infections, digestive problems, eliminations, foot problems, and sinusitis, to name a few.

Epsom Salt baths or soaks were also recommended, especially for arthritis but also for better circulation, certain glandular disturbances, incoordination, injuries, impaired locomotion, neuritis, paralysis, and various other ailments. Dr. Harold Reilly found that these baths were particularly good for relaxing stiff joints, increasing metabolism, and relieving pain in muscles. The baths are usually given daily, followed by a massage. The minimum formula is a pound of Epsom Salts to 10-20 gallons of water. (An ordinary bathtub holds about 20 gallons when it is full.) Run 6-8 inches of tepid water into the tub, add the salts and stir them in completely, then add warmer water to a depth in which

your child can soak comfortably, and add a little hot water every now and then for the entire 10 or 20 minute soak to keep the bath warm. Start with 10 minutes and gradually build up the soak time. Don't make the water too hot to burn your child!

Vinegar and Salt Packs and Rubs:

For stiff joints, sprains, and tendonitis, the readings often recommended packs or rubs of vinegar and salt.

“ . . . use about twice each week this combination: moisten table salt (preferably iodized salt) with pure apple vinegar, not having [it] too liquid, but that is may be gently massaged into the [area].... While this will hurt a few times at first, if this is kept up each day for quite awhile we will get better results here.” [3336-1]

Muscle and Bruise Liniment:

A massage formula from one reading (326-5) has come into wide use in treatment of backaches, sprains, strained muscles and ligaments, and bruises and related problems. To one ounce of olive oil, add 2 ounces of Russian White oil, 1/2 ounce of Witch Hazel, 1/2 ounce of Tincture of Benzoin, 20 minims of Oil of Sassafras, and 6 ounces of Coal Oil (kerosene). (This is also available from Baar Products as "Myo-Relief.") Shake the formula together and massage a small amount over the spine or into the affected area once or twice daily.

LEGS AND FEET

Coffee Grounds Foot Bath:

The following foot bath was recommended for aching feet:

“ . . . each evening, or at least three to four evenings a week, soak the feet and limbs to the knees in a fluid made from boiling old coffee grounds. It is the tannic acid in [the grounds] that is helpful, which can be better obtained from boiling the old grounds (but not soured). Too much of the new coffee grounds is not well, but [use] sufficient that the water is colored well from the hardboiled coffee grounds. Following such a foot bath, massage Peanut Oil thoroughly into the knee and under the knee, through the area from the knee to the foot, and especially the bursa of the feet... if this is done consistently, we will relieve these tensions.” [243-33]

Myrrh and Olive Oil Massage:

When circulation to the feet has been slowed by sitting too long or lack of activity, the readings recommended massage with equal parts tincture of myrrh and olive oil, adding the myrrh to heated olive oil. (Both myrrh and olive oil are available from Baar Products.) The massage is given along the lower back area to re-stimulate circulation to the lower extremities.

Callous/Corn/Bunion Application:

The readings indicated that callouses, corns, and bunions were often caused by the body's building up of "calculus places" to protect itself from pinching shoes or other irritation. For this the readings suggested:

"Bathe the limb from knee down with warm olive oil. Then apply the saturated solution of spirits of camphor, with bicarbonate of soda. Even spread it on, as a very thin layer, see? bandaging this with a thin cloth (not so that the air is excluded entirely -- thin cloth) about the limb and foot ... Let this remain over the evening, or night ... Then bathe off in tepid water, and rubbing with this olive oil again the next morning, see? Then in the evening, bathe in tepid water, massage the olive oil in and apply again the solution of camphor and ... bicarbonate of soda ... do not confine the feet... in any shoes ... that hurt or pinch the feet...."

[3776-13]

Notes

1. Carolyn DiPaolo, TEACHING FOR WHOLENESS (A.R.E. Press, 1985), p. 126.
2. Ibid.
3. Ibid.
4. This entire section is adapted from "Working With Children Who May Have Psychic Ability" (Child Development Series pamphlet #15) by Charles Thomas Cayce (A.R.E. Youth Activities, 1971).
5. DiPaolo, op. cit., pp. 71-88.
6. This chapter is adapted from various articles by Karla Peterson that appeared in ALL GOD'S CHILDREN (A.R.E. Youth Activities, 12/87, 4/88, 8/88).
7. Gladys Davis Turner, introduction to AN EDGAR CAYCE HOME MEDICINE GUIDE (A.R.E. Press, 1982), p. vii.

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