

DIRECTOR'S COMMENT

PETER FROGLEY

Welcome to this edition of *Light of Life* and to the many new readers that are regularly added to our mailing list. An exciting feature of the CHESS seminars this year has been the large percentage of new home educators in attendance, many of whom are becoming readers of *Light of Life*.

Projects

- The next set of readers to accompany the LEM Phonics programme is underway and it will accompany the Word List K book. We plan to have these books available later in the year.
- We now have the draft text of volume two of Wendy Hill's Music Appreciation course *The Elements of Music*. With production of this volume we will also be reorganising volume one in layout and structure to be in keeping with plans for volume two. Volume one is now on sale in the USA and we are trusting God for good acceptance.
- Work is now quite well advanced on the grade three or four *History of Australia* which we expect to have available later this year.

- Drafting is complete on level K of *Let's Teach Art* and a trial edition of this course should be available before the end of the year.
- The *God's Plan* series is also in the first stages of revision.

This Issue

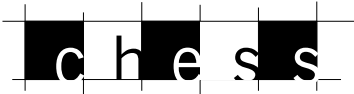
In *Exploring Christian Education* we explore the important, but often neglected issue of Bible memorisation. There is an article contrasting the psychological Behaviour Modification technique with the biblical approach to child training. We present part of the obituary to R J Rushdoony, a man many consider to be the father of the modern Christian school and home education movements in the USA. Merrin Larsen updates the legal situation for home educators and yours truly takes up the health articles since the completion of Greg Wood's excellent series.

Keep educating for the Lord!



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



Christian Home Education Seminar and Show

2001 SEMINARS

We invite you to join us for the seminar nearest you! At each seminar we provide a challenging, informative and biblical range of elective sessions. Whilst this year's programme is close to full, you are welcome to contact the LEM office to discuss organising seminars and book displays in your location.

Check our website at www.lem.com.au for details and downloadable application forms for all CHESS seminars.

CHESS SEMINARS FOR 2001

| | |
|-------------|------------------|
| Brisbane | Sat 11th August |
| Rockhampton | Mon 13th August |
| Wagga Wagga | Sat 18th August |
| Adelaide | Sat 6th October |
| Swan Hill | Mon 8th October |
| Bendigo | Tues 9th October |

MOREE CHRISTIAN COMMUNITY SCHOOL

LEM will be at the Moree Christian Community School from 9.00 am to 4.00 pm on

Wed 15th August for a curriculum and book display. Home educators are particularly welcome to visit during the day to chat, inspect and purchase.

2002 SEMINARS

We are now beginning to plan our seminar programme for 2002. We will be expecting to conduct the usual round of CHESS seminars.

We are planning a CHESS in Perth in September or October as a result of the recent survey through both Kingsley Educational and ourselves. We thank everyone in WA for their responses and we will endeavour to fulfill the wishes of the majority.

There are already one or two requests for seminars in regional areas and we would love to hear from you if you would like a CHESS in your area.

Catholic Home Education Seminars

MELBOURNE

The seminar at Christ the Priest Seminary at Scoresby is set for Sat 13th October 2001. Contact Rita Garner on (03) 9779 7058 for further details.

SYDNEY

LEM will have a display of books for sale at the Catholic Homeschooling Conference in Sydney on 3rd November. The conference is being conducted at the Brothers of St Francis Friary, 119 Rausch St, Toongabbie from 9:00 am to 5:00 pm. Contact Ellen Small on (02) 9636 4762 for further details.

LEM Phonics Seminars

The *LEM Phonics Introductory Seminar* in Canberra scheduled for the 9th – 13th July 2001 has been moved to the **17th – 20th September**. This will be a four day seminar, but will include extra time to cover the full five day course. This seminar will be conducted by (Mrs) Chris Joy, one of our Registered Instructors, at the LEM facility in Spence. Flyers are enclosed with this issue of *Light of Life*.

Other LEM Phonics seminars to be conducted by our Registered Instructors are announced through flyers included with the *Light of Life* and in our mailouts. Keep a look out for a seminar near you or enquire about having one in your location.

And don't forget to visit www.lem.com.au for details of all conferences and seminars.

Advanced LEM Phonics

The next **Advanced LEM Phonics course** will be conducted in Canberra from **7th to 18th January 2002**. The Advanced Course will be conducted over nine days, concluding on Thursday 17th. The successful students who wish to become

Registered Instructors in LEM Phonics will then be able to continue on for the Friday to complete the necessary extra work.

Now at www.lem.com.au

Since last issue the website has had a minor facelift with updated menu interface, improved loading time and 'bytes loaded' feedback. A fix for the Flash plug-in for Internet Explorer is now available directly from our site. We are now hosting our own order form processing script, and have thus eliminated the advertising banners from our previous service provider.

ONLINE INFORMATION

Find out about the organisation, our resources, home education, LEM Phonics and LEM Publications.

DOWNLOADABLE RESOURCES

- searchable, printable, current versions of our three catalogues
- curriculum information booklet
- registration forms for all conferences and seminars
- ready-to-assemble booklets on LEM Phonics and Home Education

ONLINE ORDERING

Save time and fuss by ordering directly over the internet. Simply enter information from the catalogues and click the mouse.

The website requires version 5 of the flash player, which is downloadable directly from our site. Visit soon!

EXPLORING CHRISTIAN EDUCATION

40 Teaching Bible Memory

PETER FROGLEY

Memorisation and repetition have received very bad press in recent years on the pretext that they repress creativity and expression. As a result we now have a generation of very 'creative' people who often do not *know* very much! In large measure this is why there has been a significant decline, not only in knowledge, but also in understanding.

In prioritising creativity and expression educators seem to have forgotten that students need to know something to be able to be creative! Much modern creativity or expression is characterised by a lack of any discernable purpose and there is a well established school of thought that seems to believe that meaninglessness is a virtue.

God's Standard

For Christians such thinking is, or should be, considered to be muddle-headed and in

conflict with the clear teaching of the Bible. The scriptures teach that there is but one Creator, the triune God, and that everything He created has meaning and is ordered. Thus, for us to be creative is to be engaged in His purposes according to His Word.

Repetition

In addition, God has so created us that in childhood; from about five to ten years of age, we have a love for repetition. Who has not been frustrated by the child that insists on hearing the same story again that he has known "off by heart" for some time? Indeed, ensuring that you don't miss out a page, or even a word, seems to be the most important aspect of the exercise for the child. God made children like that so that their minds could accumulate the important knowledge for development and use in life. This is the time God has purposed for children to memorise scripture, as well as times tables, spelling and a wealth of other information. It is this well-stocked memory bank that enriches our ability to be creative and expressive reflecting that we are made in the image of God.

The Value of Bible

Memorisation

The Bible commands our memorising of scripture, for example, in Joshua 1:8:

This Book of the Law shall not depart from your mouth, but you shall meditate on it day and night, that you may observe to do all that is written in it. For then you will make your way prosperous, and then you will have good success.

We cannot meditate on the word day and night without remembering some of it and we cannot observe what the word teaches unless we know what it says.

If scripture memorisation is important it follows that we must train our children in scripture memorisation. It is a great blessing for the young Christian to have vital scripture passages at recall as times of temptation usually come when we do not have ready access to a copy of the Bible. If the word of God is hidden in our hearts it will be available for the Holy Spirit to bring to our remembrance in times of testing. The child with a heritage of Bible memorisation will readily and easily be able to add to that memory bank as he has disciplined his mind in memorisation. Often adults claim it is difficult to memorise, usually because they have never been taught to memorise. This shortcoming in one generation can be overcome in the next through our diligent efforts on behalf of our children.

Developing Eagerness

As memorisation requires effort and whilst many are not enthusiastic about it, it is up to the teacher to inspire his students. The most effective first step to do this is to have the student set goals for himself. An adult will more readily see the need for memorising and from his own enthusiasm will want to enthuse the child, explaining the great benefits of knowing the Word of God and then setting goals for him to achieve.

Emphasise that Bible memory is fixing the very words of God in our hearts and minds. These words are the most important words they will ever read, hear or learn.

Often **adults** claim it is difficult to memorise, usually because they **have never been taught** to memorise

Explain and discuss each passage learned so that the child develops an understanding of the Scripture. Incidentally, the common modern thinking that rote learning does not encourage understanding is a myth. I believe, rote learning stimulates the child's desire to understand.

Teaching Memorisation

What are some of the better methods for teaching Bible memorisation effectively?

SHORT AND FREQUENT

Setting aside short periods of time every day is a key to memory development. The student can spend a few minutes each morning or evening memorising a short passage. With these frequent deadlines to meet, he has to be alert and the continual review will help develop his memory.

VALUE OF REPETITION

Repetition is one of the primary keys to effective memorising. Repetition involves going over the material several times until it is fixed in the mind.

To be effective, this repetition must include thinking about the meaning and sequence of thoughts and words in the passage.

FOLLOW A SYSTEM

Develop a system of guidelines to follow in memorising. It is not enough to say, "Memorise John 3:16 for tomorrow." Children must be taught how to memorise and this is achieved best one on one at home or in the class. Have the children follow the steps with you, building a pattern for memorising.

1. Read silently over the passage.
2. Take a small section of the first verse that is short enough to be retained easily.

3. Read that section aloud from five to ten times.
4. Now, endeavour to repeat it from five to ten times without looking.
5. If successful, move to the next section.
6. After the second section is learned, associate it with the first and say both together several times.
7. Learn one verse at a time and as each verse is learned, say it together with the preceding verses in the passage.

Each section should end at some mark of punctuation, and each should be a well-defined segment of thought.

When teaching small children who are not able to read well enough to memorise on their own, repeat the verse aloud to them rather than have them read it with you.

REVIEW SCHEDULE

Forgetting sets in almost immediately after learning, so review needs to be done sooner rather than later. What has been learned should be reviewed once or more each day for several days after the original learning.

Plan your memory schedule early in the day when the student's mind is fresh and most productive. New material can be reviewed along with previously learned passages.

Younger students need to do most of their memorising by reading and repeating with a parent or in class, whilst as students get older they will be able to learn more by themselves.

Differences in Memorising Ability

There will be differing abilities when it comes to memorising, but children of average intelligence should not have trouble memorising basic passages. The faster students can learn other passages or they will become disinterested. Slower memorisers should be encouraged to learn as much as possible, setting an aim of learning all basic passages.

It is important to emphasise our own enthusiasm for memorisation which will do much to inspire our students become enthusiastic to know the scriptures for themselves. One teacher was able to get a student so involved in memorisation that he began talking about learning the entire New Testament.

Passages for Memorisation

Establishing a schedule of memory passages for each year, has several advantages. A primary advantage is that material learned in previous years can be easily reviewed.

Memorisation of entire books of the Bible is also valuable, in that it helps to give some extra incentive over simply learning isolated passages.

One of the blessings of Scripture memorisation is that meditation on the passages learned helps children resist sin and live

more godly lives. Therefore, we need to choose passages of Scripture that will increase the student's knowledge and comprehension of spiritual principles, emphasising such areas as trust, obedience, faith, the nature of God, and so forth. The Gospels, Epistles, Psalms and Proverbs should generally have a high priority.

Forgetting sets in almost immediately after learning

Rewards

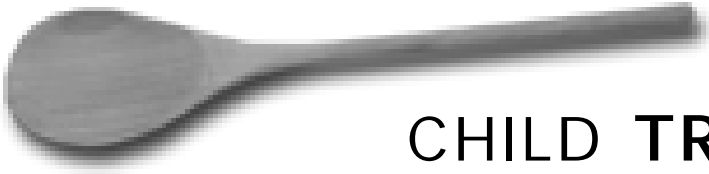
Since most school subjects contain some memorisation, we should see improvement in other subjects as a byproduct of Scripture memorisation.

Our world is in desperate need of a generation who are established in the Word of God. Bible memorisation brings the Word close to them, fixing it in their lives as the governing instrument of behaviour and attitude. We need a generation of young people who can declare, 'Your word have I hidden in my heart, that I might not sin against You' (Psalm 119:11).

Much of the direction and inspiration for this article came from an article in 'The Christian School Builder', entitled 'Teaching Bible Memory'.

BEHAVIOUR MODIFICATION

versus



CHILD TRAINING

BY DALE HORST

‘Train up a child in the way he should go: and when he is old, he will not depart from it’ (Proverbs 22:6). This verse tells us that we are to initiate or start our children in a specific direction. We are not to allow them to follow the path of their sinful nature, but are to set them on a new path.

To train a child is something different from merely attempting to modify his behaviour. Training begins with a different assumption, proceeds with a different focus, and employs different methods. The chart on the next page contrasts these differences.

The word *train* as it is used in Proverbs 22:6 means ‘to make narrow’ and ‘to strangle.’ In other words, we must restrict the lives of our children. But restraint is not all there is to training. In Deuteronomy 6:6 and 7, parents are commanded to teach their children. They are to teach God’s standards by intensive drill. That teaching is to

be constant, and parents thus employed are never off duty.

The word *teach* in Deuteronomy 11:19 adds another thought. A derivative of this word is a word for a goad or a stick sharp enough to penetrate animal hide. This shows us that in addition to teaching, parents need to prod their child with sharp rebuke occasionally to get the child’s attention and to cause him to go in the direction he must go.

These verses teach us that child training is the process of putting against the life of the child a pressure that is counter to his erring tendency. This involves restraining the child, teaching him the right way of life by teaching him God’s law, and goading him in that way. Child training does not just concern itself with observable behaviour but also with attitudes and spiritual understandings.

In training the child, we recognise that the child is more than just a body and a bundle of behavioural habits. He is body, soul, and spirit. In training him, we give attention to all three.

Behaviour Modification

BASIC ASSUMPTION

The child has inappropriate behaviour.

FOCUS OF ATTENTION

The child's observable behaviour

DESCRIPTION OF ACTION

Strengthen the good by positive reinforcement.

Weaken the bad by negative reinforcement.

Child Training

BASIC ASSUMPTION

The child has a sinful nature.

FOCUS OF ATTENTION

The child's body, soul, and spirit.

DESCRIPTION OF ACTION

Restrain his body.

Instruct his soul.

Nurture his spirit to know the Lord.

Restraining the Body

First we seek to control and direct his behaviour by restraining his body with physical force. A child who squirms to look back over his mother's shoulder in church is held down so that he cannot do what he wants to do. This kind of training must begin even before the child has a language. We train him by physically holding him down.

We also restrain the child's body by inflicting pain for disobedience. We do this to control and correct his behaviour. The child who crawls over to Grandma's flowerpot and begins to toy with the flowers may be pulled away and given the firm "No" command. This is the use of physical force. Should he go back, he may eventually need a slap on his hand to help him realise the eternal principle that disobedience will result in personal suffering.

Also, we control and direct the child's behaviour by praising him for good

behaviour. Mothers train their children when they smile and praise them for eating all their dinner. In this level of controlling and directing the child's behaviour, we see some similarities between behaviour modification and child training. Behaviour modification focuses on observable behaviour of the child and works in the direction of encouraging and strengthening what is good by giving the child reinforcement. Behaviour modification weakens what is not good by negative reinforcement.

While that may seem to enter into the subject of training the child, it is not the total picture. Behaviour modification falls short of the goal. We do not merely work to make the child's behaviour acceptable, but we train him up in the way he should go. There are eternal standards of right and wrong that the child must be trained to live by. This requires more than just focusing on the child's observable behaviour. We are concerned with his sinful nature and work to train his life.

Instructing the Soul

We not only restrain his body, but we also instruct his soul. We teach him. Naturally, as we move to this action of child training, we are looking at a more mature child. This level of training requires that the child has a more intellectual understanding.

The Bible gives four steps for instructing the soul of the child. First we instruct the soul by setting standards and telling the child what is expected of him. Also we make sure that the child understands the consequences for his misbehaviour.

The second step in instructing the child's soul is to rebuke him for disobedience. We can only expect that the child will at times break the standard. His nature is inclined that way. When our standard is broken, that child has disobeyed and needs rebuke. We rebuke the child by pointing out his transgression and warning him that further occurrences will be punishable.

The third step in instructing the soul is to demand confession. When a child confesses, he acknowledges that he has done wrong. This confession is not an emotional acknowledgement of wrong through crying, begging for forgiveness, or doing some other act of penitence. In confession, the child must acknowledge his guilt mentally and verbally but not necessarily emotionally.

It is important that he does confess his guilt because this assists him in cleansing his soul of unconfessed guilt that will gnaw in his mind. It also causes the child to realise his personal responsibility for what he does.

The child must acknowledge his guilt lest he have resentment against his parents.

The fourth step in training the soul is to punish the child. Every child must learn that breaking a standard will bring retribution. That is a divine principle that God has established. God has delegated responsibility to us parents to drill this into the thinking of the child. The punishment that parents administer to the child must be fair and equal. The punishment should equal the offense. When a child breaks something, he should usually be required to clean up the mess. This may vary some, depending upon his age and the thing broken, for example, glass. He should clean up his damage, even if it was an accident or if he is too young to be accountable for the full penalty. Participation in reparation teaches responsibility and caution.

When we restrain the child's body, we take responsibility for his action. When we instruct his soul, we are helping him to take responsibility for himself. In instructing the child's soul, we prepare the child not only to fit in socially to society but also to live by the holy standards of God's Word.

Nurturing the Spirit

Besides restraining the body and instructing the soul, we have another need—to nurture the children's spirit to know the Lord. Ephesians 6:4 says that we are to “bring them up in the nurture and admonition of the Lord.” We understand that God quickens the spirit. Conversion is the work of God. But it is our duty to turn their hearts and feet toward God.

Our duty is to nurture their spirits so that they can carry on faithfully after we are gone. Our children are born without a concept of God. We must place seed thoughts into their minds about God. We must read Bible stories to them and sing and talk with them about God. We must take our children to church and let them worship with us and observe us as we keep the ordinances.

School must also be a spiritual help to children. Wholesome reading material will help the child become more God-conscious. We must teach our children to read the Bible and to pray every day. It is good that our children have this practice before they become Christians.

In Conclusion

Behaviour modification does not fulfil our great duty of training the body, instructing the soul and nurturing the spirit of the child.

Christopher Dock, the Christian schoolmaster of colonial Pennsylvania did not modify behaviour; he trained his students, instructed their souls, and nurtured their spirits.

When a child used bad language, he first examined the child to see if he understood what he was saying. Then he explained to the child that he must guard against this conduct. He set the standard and warned

the child against disobedience. Then he let the child go free. If the child persisted in his evil way, he was put into a punishment seat where he was rebuked for his wrongdoing and where he could be easily supervised. If he persisted in spite of his punishment, he was showing rebellion and was punished with a rod.

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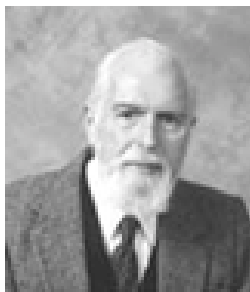
Child training includes restraining the child from following his natural inclination to sin. It includes teaching him the right way of life again and again, goading him to do it, and teaching him God's Word, the knowledge of which can direct him through the adult life.

Behaviour modification may help to make a child socially accepted, but it fails to meet the deeper need of training him up in the way he should go so that "when he is old, he will not depart from it" (Proverbs 22:6).

Reprinted with permission from 'The Christian School Builder', Vol. 33, Number 9, April 2001.

EDITOR'S NOTE

There is, of course, a diversity of thought in Christian circles regarding theological perspective relating to the spiritual condition of children. This article presents one of those views.



ROUSAS JOHN RUSHDOONY

April 25, 1916 – February 8, 2001

EXCERPTS FROM THE FUNERAL EULOGY BY HIS SON,
REV. MARK RUSHDOONY

The writings of R J Rushdoony have been a great blessing and inspiration to me for many years. Along with Francis Schaeffer and Dr Glenn Martin, Rushdoony helped develop my understanding of God's purpose in education. His great book 'The Messianic Purpose of American Education' was one that was particularly helpful.

Rushdoony is gone now, but his writings will live on and I commend his work to you and trust these excerpts from the eulogy given by his son will be a blessing and an encouragement to your faith.

THANK YOU for coming today and showing your love and respect for my father, Rousas John Rushdoony, and for celebrating his entrance into eternal reward.

He was a man with a great command of words. My father was a remarkable man, a man of firm faith, and a man who was certain to act on his convictions about what the faith required of him.

My father loved to laugh and enjoy life. He believed the Christian life was one of joy and fulfilment. He did not believe in

'sourpuss' piety. The ability to see the Christian faith as one of joy and victory despite temporal difficulties became part of who he was.

At the time my father founded Chalcedon and began intensive study and writing, some Christian ministers were making names for themselves and bringing in a lot of money promoting conservative politics, denouncing communism, or fighting one straw man after another. But my father knew this was not what his ministry was about. My father saw the big picture.

My father saw time itself as a creation of God.

Human history lies within this boundary of God's plan. Human history has a beginning in Creation and an end in the final judgment. The focal point of this span of human existence is the incarnation of Jesus Christ and His death on the cross which paid our deserved death penalty for rebellion against God. At the end of time, my father would say, all men will know Jesus Christ. Some will know Him as their Saviour and Lord Who restored them to fellowship with God. And some will know

Him as their Judge. The minister's role is to point men toward Jesus Christ as Saviour and Lord, and pray that God's Spirit turn them to repentance and faith in His saving work on the cross.

My father always considered himself a minister first, because that was to him his highest calling. Sadly, many saw him as a threat to the gospel itself. He upset a great many people.

My father once wrote that he believed in a

maximal, not a minimal Christianity. He did not believe the ultimate goal of the church was to see sinners saved. He believed that was where the church's work began. He believed that the church, the family, the school, and all individuals and institutions should be taught how to serve God in word, thought, and deed. My father believed God to be infinite, and so he urged Christians to see their faith in terms of the implications of the immense grandeur of what they confessed.

My father denounced the tendency to restrict the Faith to one part of our life. To my father, the Faith was more than a personal spiritual matter, though it is that. He saw the Faith as being as big as time and eternity. He saw no limits in God and no limits to His claims. He called men to not only believe in God and His Son Jesus Christ, but to obey in all areas of life. When he spoke of the power and majesty of God, he spoke more than theological lessons; he spoke with a certain faith and practising confidence. My father believed that the

future is as bright as the promises of God, and he urged others to so believe. But he never saw this as great faith; he saw it as the minimal essence of faith.

My father believed the Christian life was one of joy because our victory was certain in time and eternity, our victory having been achieved two thousand years ago by Jesus Christ. Our task is to believe and to

For me to **live** is Christ, and to **die** is gain

stay faithful in dutiful obedience as long as God gives us breath. But even a guaranteed victory necessitates our entrance into the battle. And he constantly encouraged Christians to do battle against evil in service to Jesus Christ.

My father stayed faithful. His final words to his family were to fight the battle unto our certain victory. He said, "We are ordained to victory."

Last year I suggested to Dad that he was pushing himself too hard trying to preach, even on an occasional basis. His response was, "If I can't preach, there is no reason to go on." Though very ill, my father preached just a month before his death. The Sunday before he died, he apologised that he couldn't preach.

Paul said, "For me to live is Christ, and to die is gain." My father lived for Christ and His kingdom. For the family, his friends, and the church of our day his passing is a great loss. For Dad this is gain. He has gained his certain victory in Christ.

DOING IT LEGALLY

The current Legal situation for Home Schooling



MERRIN LARSEN

Since the Legal Home Education booklets were written, the situation has changed. The following general update covers all states.

In the 1990s, parents were taken to court for failing to ask for Education Department approval to home school. Often, magistrates took the standard of education into account when considering whether to convict the parents, with the result that very few parents received convictions. The magistrates concentrated on the standard of education, rather than compliance with the law. Now, magistrates act differently; their focus is on parents' compliance with the law.

Now, home educators fall into three categories. The first is parents who are happy to apply for approval. The second is those who have some reservations about applying. The third is parents who refuse to apply for approval.

Those who are happy to apply for approval, but who do not have current approval, should 'get around to it' promptly. State governments are becoming less tolerant of those who fail to comply, and have begun to use court action as a threat, in order to prompt people to apply.

A common reservation is insecurity based on hearsay about the current requirements. Make sure you get accurate information. It is easier to find out the truth than spend time worrying about 'getting caught'.

Another important concern is what would happen if permission were denied. Very few people are refused permission. When permission is denied, it is accompanied by a reason. Legitimate reasons include: parents are refusing to teach the child to read; or parents are employing an underage child (rather than educating him). If approval is refused without just cause, parents are entitled to pursue the matter. Keep in mind that inspectors have limited authority. (For example: they cannot tell you what curriculum or teaching methods to use, or exactly which health topics to cover.)

A serious concern for all parents, is that something they do now might undermine a future position they might take. The only security you have in the future is that you have followed God's will for your family now. Your current decision on this matter cannot ensure a trouble-free future.

you need to **do** the right thing,
appear to be doing it,
and **be able to prove** that
you have done it

Neither seeking approval nor refusing to apply for approval can be guaranteed as trouble-free. All parents should act now, so that if they had to go to court, they would have the ability to defend themselves and their children.

Future court action will include cases against parents who have had permission revoked because they would not comply with a Department instruction. If permission has been withdrawn for an unjust reason, the parents may be able to convince the magistrate of that fact and have the Department's decision overruled.

Other court action will include action against parents who have refused to seek approval. It is highly likely that these parents will lose their case in the magistrate's court. If they have a strong religious conviction on the matter AND have a strong case, and want a decision in their favour, they will need to have the courage, stamina and money to pursue the matter in a higher court.

It is possible to reduce the likelihood of unnecessary difficulties by following these recommendations:

- be organised;
- home school for about 200 days per year;
- use good quality curriculum in the usual range of subjects;
- make sure the children progress well;
- make sure that you can prove that they are at least up to school standard for their ability;
- make sure the children are adequately socialised;
- make sure you can prove that they have good social skills;
- keep the children's work; and
- keep appropriate records of all the above.

In order to be prepared for the future, you need to do the right thing, appear to be doing it, and be able to prove that you have done it.



OUR WONDERFUL BODIES

PETER FROGLEY

We are indebted to Greg Wood who offered his series of articles on health as a blessing to fellow home educators. We thank Greg for his efforts in helping us understand more about God's plan for our physical health.

In recent years I have been challenged by the Lord in this area of health.

How it Happened

Many years ago — I think it would have been in the mid-70s — I recall meditating one day on the plight of man when he turns his back on God. A thought came to me as I pondered the disaster humanism had inflicted on western civilisation and how education had been so strongly diverted from its biblical roots. It was as though the Lord said, "It is not only in education where foundations and practices have been

undermined; modern medicine has become barbaric and long ago left behind a reliance on the Word of God." As one who cannot stand the sight of blood and is likely to faint if someone even *talks* about gory details, I thought, "Why tell me? This is definitely not my area of interest." The response came, "There will come a day when I will show you a godly understanding of health and medicine."

I was happy to let that one sit on the back burner. After all, chocolate is a health food (it comes from nature), sugar is a natural food (it comes from sugar cane), and I knew various other favourites may need to be curtailed if this understanding was to come about.

The happy state of ignorance continued until late in 1996. I was visiting a friend in Virginia Beach, USA, and on the bench in the kitchen was a small pile of health books and records, which were offered to me as a gift. I spent the next two hours, as we visited the Regent University, discussing with God why I was not interested in what

some ‘health nut’ had to offer. Then I was reminded of that time of meditation many years previously, and with it came a powerful sense of conviction that God was up to something and there was change looming for me.

On returning to my friends’ home I was convicted enough to say I would try to make room for these materials, and as they say, ‘the rest is history’.

The Challenge

I knew this was God’s initiative in my life and — as is often the case — I knew it was right, but I was not very enthusiastic about it. I must confess it seemed I was being led into a snare from which there was no escape. On listening to the tapes I complained vigorously to the Lord, “If what this fellow says is true — then tell me, what am I supposed to eat?”

The fellow on the tape and in the books was Rev George Malkmus who had a remarkable recovery from colon cancer through changing his diet. He had this wonderful revelation that there were many very tasty things we should never eat and another range of not so tasty things we should always eat, particularly if they were not cooked. If God had not convicted me I would have dismissed the whole thing, but when God is at work it is really not an option.

I convinced my wife that we should begin a gradual diet change and a gradual exercise programme, with the emphasis on gradual

(it worked well for the Fabians). After about six months I began to notice that my trousers were not fitting well and I needed to pull in the belt a couple of notches. It still did not occur what was happening until one day I decided to weight myself on the bathroom scales (you know that thing in the bathroom that was the ideal gift back in the 70s) and I was over ten kilograms lighter — the same weight as when in my twenties (that was just a few years ago)! Then I noted that I had not had a headache for weeks (I routinely had at least one a week) and when the season rolled around I hardly had any hay fever. Something had happened — perhaps it was the carrot juice and green barley.

Unlike Dr Malkmus, my wife and I were not particularly sick, or at least were unaware of lurking problems that were developing as I have since discovered, so there was no particular health reason for changing our eating habits. That is why I did not have any expectations. The changes did come and I would not want to go back to eating the way we used to. It is good to enjoy a general sense of wellbeing — good health.

The Result

The conviction from God on this issue of health caused me to pursue the subject in reading and finding out what different ‘experts’ were saying. From that research we produced our health catalogue, which lists quite a range of books, tapes and equipment that we believe you will find

very helpful. I am finding, as I travel, that a great number of people are becoming very interested in their health. I am also surprised that so many people are not well. It has been good to see so many home educators understanding the importance of healthy families and growing in understanding of how important it is for children to learn healthy eating habits from the beginning. It is difficult to change eating habits when you are older!

Dr Joel Robbins

In future articles I plan to address a number of topics relating to health. The strongest influence in the articles I will present comes from Dr Joel Robbins of Health Dynamics in the USA. LEM is the Australasian distributor for his excellent materials. I am privileged to be taking his naturopathic course and find him to be well balanced, and very clear in his presentations. Dr Robbins is a committed Christian, a medical doctor, and a doctor of chiropractic and naturopathy. Not only can you take his course, but he is available for telephone appointments — we would be pleased to provide details for either of these options.

Innate Intelligence

In searching around for a term that could explain how life is and how it is maintained according to the plan of the great Creator, Robbins uses the term *innate intelligence*. He could have been more spiritual and said we are made in the image of God, but most

of us would have spiritualised that. What he is trying to encapsulate is, 'What is in a cell that enables it to do what it does?' The answer is that the cell has *innate intelligence*. Something created by and put there by God! The ungodly call it Mother Nature.

Innate intelligence forms us in mother's womb, makes us grow, develops our living skills, keeps us alive and a myriad of other functions that, in total, boggle the mind with their complexity and wonder.

Robbins defines innate intelligence as striving to keep the body alive regardless of the cost. We often see the cost as some outside influence that is trying to destroy us. In reality the cost is the effort of our innate intelligence to keep us alive. It is our body trying to cope with the wrong things we do to our bodies. The cost is what we call disease. Fundamentally, disease is our innate intelligence trying to keep our bodies healthy. In many cases disease is the body trying to excrete toxins from the body in order to keep us alive.

If we can accept this idea we begin to understand that disease is a warning to us that we are not taking good care of this wonderful temple of the Holy Spirit. My hope in these articles is to help us understand our bodies, how they work and what we can do to honour God in caring for this temple of the Holy Spirit. Remember — we are only given one body and it is our responsibility to look after it so that it might serve us well.

Christian Concert Pianist

Sam Rotman, of Eastern European descent, was brought up in a traditional Jewish home. In May 1971 he became a born again follower of the Lord Jesus Christ and has since served the Lord both as a concert pianist and pastor. He studied at the Julliard School in New York and received a Bachelor and Master's degree of music. Sam has given over 900 recitals across the US, Canada, Europe, Russia and South America. He has been among the winners of many international piano competitions.

Soon after his conversion, Sam began performing in the Christian community. His concerts include sharing his testimony of God's salvation to him in Christ Jesus as well as classical music and explanations of the pieces and composers. Sam has a missionary concert ministry which enables him to use his abilities for the service of the Lord and share the relationship between Christianity and the fine arts to encourage God's people to appreciate and enjoy all of God's goodness and gifts.

This is an afternoon not to be missed — great testimony, great music, great family outing, great prices and a great opportunity for music students to see an inspiring model of how to combine performance with ministry. All ages welcome.

Saturday September 8th, 1:30pm

Blackburn Church of Christ
184 Surrey Rd, Blackburn
Melways 48 A8

Family ticket \$35

Single ticket \$15

CDs will also be for sale at the venue.

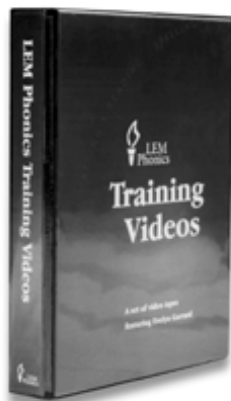
Proceeds will go to the missionary work of Jews for Jesus and CNEC.

**For bookings and further information
phone Wendy Hill on (03) 8802 7650**

LEM Phonics

INTRODUCTORY COURSE VIDEO

The LEM Introductory Course Videos have been available for several months now and many would like to purchase the set, but the one-off cost is too much for them. To help overcome that difficulty we are willing to offer the tapes for sale one at a time. As you complete the work on one tape you can order the next. Tape one is available for **\$150.00** and comes complete with the folder and instruction sheets. The subsequent three tapes are **\$140.00** each.



Bob Jones

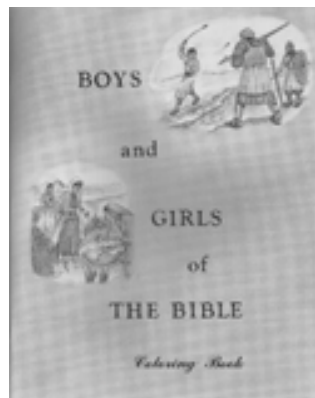
Bob Jones University Press is regularly releasing upgrades to their materials. Recent arrivals include *Algebra 1* and *Geometry*.



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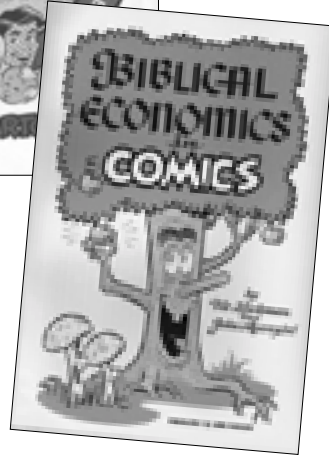


Vic Lockman

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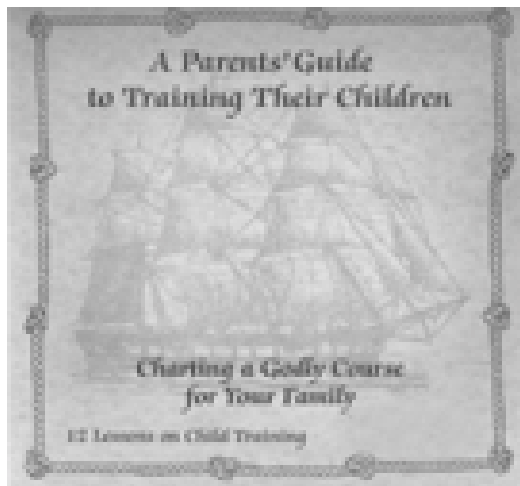
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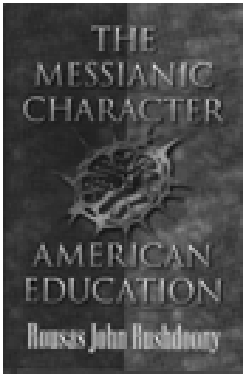
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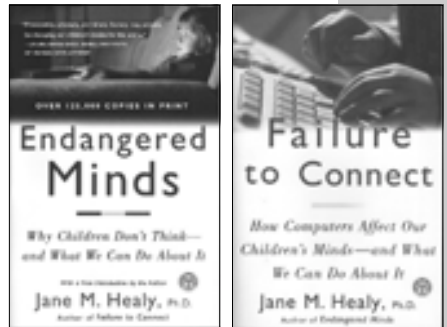
Jane M Healy

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LEM PHONICS CORNER

We encounter quite a few problems with learning to read. Mostly it seems that this is due to either a mixture of methods, or trying to teach children to read before they have the tools with which they can do it.

We should not *expect* children to read before they have the tools. The tools are the following:

1. Phonemic Awareness;
2. Knowing all of the most common phonograms (the first 58); and
3. Knowing the most basic rules which govern spelling and reading (Rules of Position).

Phonemic Awareness is extremely important. It is the ability to hear which word a set of blended sounds makes. It can be started right from the early years as you sing rhymes, play, and read with your child.

Rhymes will help the child to 'get a feel' for rhyming words, as well as rhythm and meter. Hearing stories will develop the ability to listen well. Besides these activities you can sometimes sound out the word as you are holding an object. For example, say 'c-u-p says cup' or, 'Where is the l-igh-t? l-igh-t says light.'

If a child has not developed this awareness by the time he is five or so and you want to

begin the phonograms, you may still go ahead, but do these same exercises as you are teaching the phonograms. A child in such a situation may reach page 7 of the *Single Phonogram Workbook* where it asks the child to sound, say and write **dad**. If it is too hard for him at this stage, have the child say the first sound of each phonogram. Then you do it after him, linking the sounds more closely and see if he can hear what word it makes. If he still can't hear it tell him the word. If this is consistently practised throughout the phonogram stage, the child should have picked up the ability to hear by the time the phonograms are all learnt. Although most children will be able to sound the words themselves very early, it is not essential to have the ability until embarking on the *Word List*.

For the child who can say the sounds of the phonograms, but is still unable to hear the word when blending phonograms, the following game may be helpful. It is a great game for any child embarking on reading.

Cut out pictures from catalogues or magazines which can represent a word which is within the known phonogram range. For example, by the time the child knows the phonogram **i**, the following words could be sounded and illustrated: cat, rat, sit, fat, soft, cot, hit, fist, rag, dig, dog.

Paste a picture on the left side of a rectangular card and on the right side write the word the picture represents.



We don't want the child to look at the word and learn the word by seeing the picture next to it, because this is learning to read by sight. So make a sleeve from paper to cover the picture side. The child must then sound the word and say it. He can then check to see if he was correct by looking at the picture. Such a game can motivate a child towards hearing the correct word.

A child should not be *expected* to read *text* during the phonogram stage. We have some exercises in the Phonogram Workbooks which contain very short phrases or sentences. These are for the child who needs extra challenge, but the text does not go beyond what has been taught at that stage.

Some parents who have taught their child to read before learning the phonograms or have tried to teach them to read books during the phonogram stage, are experiencing difficulty either with learning the phonograms or with reading the books. This is because they are expecting more than what the given tools and learnt skills can do for them at this stage, and confusion sets in.

Often children can read reasonably well until they come to a word which can only be read by being deciphered. Spelling, too, usually suffers in such a situation.

The child who takes no time at all to become phonemically aware will want to do more. You will find him trying to read words on signs, in magazines and in books. Allow him to do this. If you notice that the words of the sentence in which he reads a word are within his framework of skill, you can even suggest he read the whole sentence. This is not *expecting*. It is encouraging him in what he is able to do. If a child can learn, feeling a sense of accomplishment in what he can do, the learning experience will yield so many more dividends than the frustrating experience of being expected to do something which still stands outside the range of his capabilities.

We recommend that no real reading of books should be attempted before the end of Section B in the Word List. By then he should have attained the necessary tools to read simple text at his interest level. The few words which pose difficulty can generally be analysed then as you would analyse any word in the list.

It is an important exercise to read through the known words in the Word List often, first sounding them and then saying them. This is especially important for the child who is having difficulty reading, because he needs the extra practice of sounding, as well as learning (after analysis) to read each word as a whole word, so that fluency can increase.

Blessings to you all.



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