



DIRECTOR'S COMMENT

PETER FROGLEY

As I write we are working out final details for the visit of Mike and Karla McHugh to speak at the Melbourne and Sydney CHESS.

This visit, although over by the time you read this, will be a great opportunity for home educators to hear a leader in the American scene.

This morning I visited our new building site on the way to the office. There was a good frost on the ground, but the sun was shining and the workmen were on the job preparing for the last major exterior works, which have been delayed for two weeks with rain. This is an exciting project for us — to have our own home after 25 years.

Projects

With the short time span between these two issues of *Light of Life* there is not much new to present except that we have made some progress and aim to have trial editions of our LEM Phonics materials ready for our Registered Instructors conference in early August.

- An LEM Phonics Workbook and Teachers Manual is being prepared for older students and for those who

missed out on learning to read well. These books should be available during this year.

- LEM Phonics Activities in the form of mini phonogram cards and word cards are being developed and will soon be available.
- The LEM Phonics 'Book of Rules' for teachers and parents is currently in editing stage and should be available later in the year.
- *The Elements of Music* Volumes 3 and 4 are in the writing stage and should be available sometime late in 2005.

This Issue

In the News section I bring a report on our building project and overseas developments. In *Exploring Christian Education* I continue the study on Humanism with an article entitled *The Road to Public Education*. Health begins to explore 'false healing'. We also inform you of the outstanding Biblical World View conference in Melbourne in January 2006.

Keep educating for the Lord!

NEWS UPDATE



CHESS 2005

Most of the CHESS seminars for 2005 are now history and we trust blessed history for those who were able to attend. There are only the Perth and Brisbane CHESS seminars to go for 2005 and we are looking forward to those two trips.

If you are interested in hosting a CHESS in your area in 2006 please contact the LEM office.

LEM Building Project

Since our last *Light of Life* the building itself has been completed, but then it rained for two weeks and the exterior works have ground to a halt. It has now stopped raining and work has resumed, finishing up drains and preparing for the sealing of the car park.

The building looks very good and we can't wait to get into it now it is so close to finished. We are still hopeful of beginning the move by the end of July.

We have been blessed with the generosity of our friends, some well known and others we have not known well, who have contributed to our building fund. Your

gifts over the past 3 or so years have amounted to \$88,000, and for that we give thanks to our Lord.

If you would still like to assist we would welcome further tax deductible gifts as we would be most pleased if we could move into the building without a mortgage.



Top: The electrics and light fittings are done and working

Above: The toilets are all installed, we're just still waiting for the sewer to be connected!



Papua New Guinea

Following my visit in April our friends in PNG have seen some positive progress. Mesia Novau in Port Moresby tells us that he has some 50 people ready to train as teachers. He is already conducting seminars using the LEM Diploma Course notes. Mesia is working largely in Papua (the south side of PNG) with considerable interest in villages along the coast.



Top: The mesh for the carpark concreting has been laid — by the time you read this we should be able to drive on our new concrete.

Above: Peter Frogley painted the stockroom floor with special concrete sealer, and actually did a pretty good job! Carpets and other floor coverings are due when the carpark is finished.

There will be a period of a week or two where we will not be able to fill orders, but unfortunately we cannot be sure of the timing. We anticipate it will be the first two weeks of August.

To keep tabs on our building and moving progress, click the ‘We’re Moving’ banner at the top of our welcome page at www.lem.com.au.

Mesia has been back to Lae again for a mid year teacher conference where 500–700 teachers are looking to further training.

Data from the trials of LEM Phonics in five government schools in Port Moresby has now come in and Mesia is planning to use that in his submissions to various authorities to endeavour to see the LEM Phonics formally established in PNG.

Whilst good things are happening in PNG it has only come about through the vision and faith of these men of God who believe God has a good purpose for their nation. There are many obstacles and they need and appreciate our prayers.

China

The Teachers College has completed its first year of operation with many good reports. Anthony and Pepi Wong have recently visited Malaysia where they introduced LEM Phonics to gatherings

and churches amongst the Chinese population. There seems to be good interest and they plan to conduct training sessions with these people.

Peru

Bob Relyea's wife, Frances, arrived back in Peru after an extended time with the family in Australia, much to Bob's relief. Bob reports that Victor and Sandra Alvites are making good progress and keeping up with the now over 160 teachers taking the LEM Diploma Course. LEM Peru is also translating 'Exploring Christian Education' into Spanish for distribution to LEM members.

www.lem.com.au

A little-known but extremely useful resource (which is downloadable on our website) is the LEM *Curriculum Book*.

The *Curriculum Book* has two sections. The first lists all school years (including kindergarten) and shows the curriculum we have available for each subject from all our suppliers.

The second section corresponds with our *Curriculum and Library Catalogue* and lists all our catalogue items with short descriptions of each.

So next time you need to know whether a teacher's manual includes a copy of the



Bob addresses students on the topic of 'Life—by design or chance?'

student text, or what a particular library book is about — look it up in the *Curriculum Book*.

You can buy this book as a hard copy for \$5.50 plus postage, but why not download the Adobe Acrobat PDF version for free? The PDF contains bookmarks for all the main headings, and it is also word-searchable. Find it on the 'downloads' page in the 'resources' section of our website.

Remember for our in-house produced material (such as LEM Phonics, *History of Australia*, *The Elements of Music* and home education publications) you can see pictures, descriptions and (in some cases) download sample pages of the curriculum from our website. You can also order them with a few clicks of the mouse.

Keep visiting our website for all our current promotions, up-to-date catalogues, resources and online ordering. If you have any questions, suggestions or comment about our website please email john@lem.com.au.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

57 The Road to Public Education

Whilst we could trace the roots of modern education from Ancient Greece we will begin with the Renaissance, which was a rebirth of Greek humanistic thinking and learning, and the Reformation.

RENAISSANCE–REFORMATION

The educational thrust of the Renaissance was based in the work of the Catholic scholar, Thomas Aquinas, who postulated an incomplete Fall, believing that the body and not the mind had fallen.

At the same time the Protestant Reformation arose, challenging the Roman Catholic church on the issues of papal and biblical authority. The reformers believed that the people needed to know the Bible as the basis for their education.

Luther was committed to the idea of education for all so that all children would grow up with a working knowledge of the scriptures. In 1524 he published his famous letter to the German Princes, urging the establishment of public schools and compulsory attendance by all children. He believed in the need for

education in bringing about biblical literacy. Whilst Luther understood the dangers of state control of education, the circumstances in Germany at the time seemed to make that control a necessity.

In handing over education to the state Luther did not contemplate, as will be readily understood, a complete secularisation of the schools, but desired them to have a distinctly Christian character.

F V N Painter, Luther on Education, Concordia Publishing House, 1889, p. 136.

The German rulers agreed with Luther's secondary position and subsequently established State-supported schools. The first compulsory attendance system was established in Wurttemberg in 1559. Attendance records were kept and fines levied for truancy. These schools became the models for later compulsory public schools throughout the west.

Luther's motivation was biblical education with the scriptures central:

I am much afraid that schools will prove to be the great gates of hell unless they diligently labour in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no-one to place his child where the Scriptures do not remain paramount. Every institution in which men are

not unceasingly occupied with the Word of God must become corrupt.

it was believed that by changing society evil could be eliminated

PUBLISHING

God preordained that the invention of moveable type in around 1450 saw the expansion of book publishing, particularly of the Scriptures, to precede the Protestant Reformation, providing the opportunity for the public to acquire a much greater degree of biblical literacy. With this new knowledge, there came the development of universities, commerce, as well as the emergence of the middle class who had an growing desire and need for literacy. This increased literacy made the powerful influence of the Reformation possible.

THE SWISS SYSTEM IN GENEVA

In 1536 in Geneva, Switzerland, the town's general assembly created public schools on the German model. This system was more fully developed by John Calvin.

In 1541, Calvin created a school system under the authority of the Church, rather than the state. In Calvin's judgement, the school was an integral factor in the religious training of the community.

DEVELOPMENTS IN THE USA

The Puritans of the Massachusetts Bay Colony of 1630 modelled their system of education on Calvin's model in Geneva.

In 1692 the State of Massachusetts enacted compulsory education, but this

was never truly effective, so that by 1720 Boston had more private schools than public. Almost all early education in the USA was *laissez-faire* in that it was left to parents and the church.

Deism or Unitarianism (the idea of one God who created all and returned to heaven, leaving man to his own devices) became a prevailing belief system in educated circles during the eighteenth century in the USA.

Calvinism with its emphasis on the depravity of man in sin had produced a high standard society, with the suppression of sinful behaviour. The Unitarians assumed this society existed because man was basically good, rather than the fruit of the discipling effect of the Gospel. These Deists embraced Rousseau's concept that society caused corruption, rather than man's sin. Thus it was believed that by changing society evil could be eliminated.

In 1815 Edward Everett, the great classical scholar, and George Ticknor, father of modern language study, travelled to Germany to observe the products of the Prussian education system, which had been founded on Luther's initiative, with a view of introducing that system in the USA.

From early in the nineteenth century the idea began to grow that better people could be created through education — and

that education needed to be controlled by the State. In all western nations this move toward compulsory, secular and free education continued apace. The philosophical foundations of the west were changing and the structures and institutions of society followed suit. Many today assume state education has been with us ‘forever’, but this is not the case. Like almost all significant changes this change to public education was brought about by a dedicated minority. One such member was Horace Mann, who upon appointment as secretary of the Massachusetts Board of Education, said:

Henceforth, so long as I hold this office, I shall devote myself to the supremest welfare of mankind upon earth... Faith is the only sustainer. I have faith in the improbability of the race — in their accelerating improbability.

Mann, along with his compatriots, took his role very seriously, seeing public schools as ‘non-sectarian temples of learning’. Mann and his compatriots were relentless in the pursuit of their goal!

The battle raged during the middle years of the nineteenth century, but by the 1860s the case for public education had gathered much momentum and the initial hostility of the Christian church began to abate. Unfortunately many Christians did not grasp the significance of the debate because as the church was losing its biblical focus, it was also losing its ability to define its role. It became increasingly pietistic and began to withdraw from areas of life where it previously had major influence, such as government and

education. This was the time of the increase in the ideals of democracy — as men were turning away from God they were forced to turn to themselves. The famous American President, Abraham Lincoln expressed the spirit of the time with his famous statement: *Government of the people, by the people, for the people*. It has become a democratic catch cry!

Lincoln, like many of his day, had wilfully neglected the Christian heritage upon which his nation had been founded. Lincoln was partially, and I suspect deliberately, quoting from a great English Christian leader of an earlier time, John Wycliffe. Wycliffe had written in the preface to his translation of the Bible a statement of quite different intent.

This Law Word of God is for the government of the people, by the people, for the people.

Wycliffe understood that the Bible was the standard for all of life, which truth had been largely lost by the time of Abraham Lincoln and the education debate of the mid-nineteenth century. Christians had by-en-large withdrawn from the contest of life, leaving behind a vacuum in values and standards. Into the vacuum the humanists moved and the rest, they say, is history.

Liberal thinkers of the time were convinced there were great benefits to be had through universal public education. One such supporter, Professor Richard La-Pierre of Stanford University, observed:

The free public schools would, in a generation or two, be the cure for every recognised social ill; and that the schools

would moreover, in the course of time, cost the taxpayer nothing, since the educated boys would grow up to be reasonable and honest men and the need for public support of jails, prisons, poor farms, and homes for the aged indigent would thus be eliminated.

This faith in man and his ability to bring about a utopia on earth was strong at this time and many were happy to voice such humanistic opinions. Amongst the many strong biblical Christians who spoke against the proposals for free public education was Professor A. A. Hodge of Princeton University:

I am as certain as I am of Christ's reign that a comprehensive and centralised system of national education, separate from religion, as is now commonly proposed, will prove the most appalling engineery for the propagation of anti-Christian atheistic unbelief, and of antisocial nihilistic ethics, individual, social and political, which this sin rent world has ever seen.

The contrast in opinion is great and is instructive in perhaps reminding us that our views should commonly run counter to those held by the world.

PHILOSOPHICALLY

An introduction of statist public education required the surrender of parental rights and freedoms in favour of the supposed greater rights of community or State. In the end legislation was passed which ended the matter and the governance of education moved from the family and the church to the state. Christians had been outmanoeuvred and, tragically, many have still not realised their birthright has been sold.

The new public education predictably adopted the philosophical flavour of the time. That flavour was Hegelianism, the philosophy developed by Georg Friedrich Hegel (1770–1831). Hegel denied that God is a personality or entity apart from the universe He created. To Hegel the Christian view was mythology. His view was that God is everything that exists, all inclusive, and that everything in the universe is a part of God. Upon this thoroughly non-Christian foundation public education was built. It is therefore not surprising that there is no place for biblical Christianity in the thinking of the vast majority of those involved in public education.

THE RESULT

In 1965 the American educational researcher and historian, Rosalie Slater, made a most incisive retrospective comment on the significance of the changes made a century earlier.

Yielding to the arguments of secularism, in the 1830s and 50s, we permitted our churches to relinquish their leadership in Christian education. In making this change into government sponsored schools, we closed our Bible as the educated and the political text, and we shifted our level of education from the building of individual Christian character to the building of group character, conformable to society. As we shifted from a God-fearing republic to a man-centred democracy we began to flounder... Faithless teaching makes for unfaithful citizens.

Rosalie Slater, 'Teaching and Learning America's Christian History'

Slater makes some very interesting and vitally important points in this quote. Firstly, she recognises that Christians have relinquished their God-given trust for education. For centuries the church had understood that families and the church had the God-given responsibility for the education of their children. Having lost that responsibility over 150 years ago it is very difficult to win it back.

Secondly, the church has also largely lost the idea that the Bible is an educational and political textbook. Many Christians I have spoken to almost find such a concept offensive as they have been trained to see the Bible only as a devotional book.

Thirdly, we seek to develop the individual's Christian character in such a way that he understands that he has the authority of God. On the other hand, the development of group character, so popular in modern education, is designed to train us to be dependent on man for our values and standards and is thus humanistic and democratic.

Lastly, the idea of a God-fearing republic is that which the early colonies declared in their constitutions — that they were governed according to the laws of the Bible. The change that came at the time of independence in America was that the authority of God and the Bible were rejected in favour of the opinions of men. This is the root of democracy, which is a humanistic

we have still not realised our birthright has been sold

expression of civil government — its standard is the collective will of man.

THE AIM OF PUBLIC EDUCATION

Those who had worked hard to see the implementation of compulsory education well understood that the model they were promoting was incompatible with Christianity. In fact that was the very goal of their activities, although that goal was skilfully concealed through a guise of making education freely available to every child. Unfortunately, perhaps, a majority of Christians did not and still do not understand what these men were seeking to achieve as they continue to this day to place their children in state education. We can now look back on the passing of laws throughout the Western world (between 1850 and the turn of the century) through which every child was guaranteed free, secular and compulsory education.

One hundred and fifty years on we are living with the consequences of such godless legislation. It is time for us to work to see such legislation revoked and responsibility given back to parents whom God has appointed as chief educators of their children.

GETTING YOUR HEAD AROUND IT



GOD'S WORLD



GOD'S WORD



GOD'S LAW

The Kingdom Defence Trust is delighted to announce that this coming 23-27 January 2006 it will be conducting its inaugural Biblical World View conference in Melbourne.

Our state-run educational institutions have for decades been indoctrinating our young people in the alien religion of Humanism! Resultantly, thousands of Christian young people are robbed of their faith.

There is a strong and growing need for all thinking Christians to be able to define their world view biblically. For too long Christians have embraced the godless thinking of the world. Surveys would seem to indicate that up to 80% of Christian young people loose their faith at university. More significant is the fact that virtually all students' thinking is oriented toward humanism in the university environment.

As much of the church has emphasised the experiential aspects of the faith many have lost their focus on the truth that Christianity is 'the religion of the Book' — an intellectual faith.

The Trustees of the Kingdom Defence Trust believe it is time to address this most pressing matter.

Getting Your Head Around It is aimed at all Christians wanting to better understand the applicability of their faith to all of life.

Our specific goal is to provide training and instruction in Biblical World View thinking for high school graduates, tertiary students and teachers. The main thrust of the conference will be in developing biblical thinking and in addition the conference will have a focus on law and government through the excellent speakers who have made their time available.

There is an alternative to the disastrous thinking of the world today. The Kingdom Defence Trust has assembled a team of speakers who are well able to present that alternative — Biblical Christian thinking. These are Australian speakers who are well versed with the unique circumstances we face in this nation, particularly in the areas of law and government. Each has proven expertise in biblical world view.

We have assembled a programme that covers a wide range of topics that we believe will provide a life changing experience for many.

Already many have expressed interest in this conference from various walks of life and the organisers are looking forward to a feast of enlightenment in the ways of God.

Even if you do not have personal interest at this time could you please pass on the enclosed brochure to friends and to your church leaders.

To assist those on meagre income there is an early bird rate of \$300, which includes conference board and meals. To avail of this special rate we must have your application with full payment by the 31 August 2005.

Should you require more copies of the brochure please do not hesitate to contact the Kingdom Defence Trust at PO Box 70, Belconnen, ACT 2617 or phone (02) 6259 3944.

PRESBYTERIANS FOLLOW BAPTISTS' LEAD

In a recent issue of *Light of Life* we presented the Southern Baptist petition to their convention.

Now we discover the Presbyterians are planning a similar move. Whilst the Baptist submission was not approved and there seems to be some significant doubt that this Presbyterian submission will be either it is encouraging that people are taking the trouble to make their views known. Such initiatives do indicate that the sleeping giant of the church is beginning to stir. It will be a long road back to a Christian society, but we encourage and applaud every initiative taken in that direction. The following is taken from an article on worldnetdaily.com.

Presbyterians: Pull kids from Public School

Ron Strom, World Net Daily

Following the lead of Baptist activists, a Tennessee pastor from the Presbyterian Church in America today is scheduled to introduce a resolution to the denomination's General Assembly to urge members across the nation to pull their children out of public school.

As WorldNetDaily reported, a group of Baptists last year presented a resolution to the Southern Baptist Convention that eventually was killed.

Noting that 'the millions of children in government schools spend seven hours a day, 180 days a year being taught that God is irrelevant to every area of life,' the

resolution said, 'Many Christian children in government schools are converted to an anti-Christian worldview rather than evangelizing their schoolmates.'

Similar in tone, the Presbyterian resolution is considerably shorter than the Baptists'. It states:

Whereas, The Bible commands fathers to bring up their children in the training and admonition of the Lord (Ephesians 6:4), and all parents who have had a child baptized in the Presbyterian Church in America have taken a vow to strive by all the means of God's appointment to bring up their children in the nurture and admonition of the Lord (BCO 56-5), and

A truly Christian education begins with the fear of the Lord (Proverbs 9:10), and teaches children to think biblically about all of life (2 Corinthians 10:5; Romans 12:2; Deuteronomy 6:6-9), and

Whereas, The public school system does not offer a Christian education, but officially claims to be 'neutral' with regard to Christ, a position that Christ Himself said was impossible (Luke 11:23), and

Whereas, The public schools are by law humanistic and secular in their instruction, and as a result the attending children receive an education without positive reference to the Triune God, and

Whereas, Some courageous teachers in our congregations disregard this law. Obeying God rather than men, they try to give their students a truly Christian

education (Acts 4:18–20). This resolution should not be construed to discourage these adult believers who faithfully labor as missionaries to unbelieving colleagues and students. However, these rare exceptions should not lead anyone to believe the public schools are regularly giving children a truly Christian education.

Whereas, sending thousands of PCA children as ‘missionaries’ to their unbelieving teachers and classmates has failed to contribute to increasing holiness in the public schools. On the contrary, the Nehemiah Institute documents growing evidence that the public schools are successfully converting covenant children to secular humanism, and Whereas, We are squandering a great opportunity to instruct these children in the truth of God’s word and its application to all of life;

Therefore, be it resolved that the 33rd General Assembly of the Presbyterian Church in America encourages all her officers and members to remove their children from the public schools and see to it that they receive a thoroughly Christian education, for the glory of God and the good of Christ’s church.

The leader of the resolution effort is the Rev Steve Warhurst, pastor of Westminster Presbyterian Church in Kingsport, Tenn.

He explained that the Presbyterian Church in America, or PCA, General Assembly has three options when a resolution is introduced. It can vote on it

immediately — an unlikely choice; it can refer it to a committee that will debate the issue and refer it to the Assembly floor with a recommendation; or the committee can appoint a ‘study committee,’ which

sending children as ‘missionaries’ has failed to contribute to increasing holiness in public schools

would research the issue and bring it forward the following year.

Warhurst says he expects something to be decided by the end of the Assembly Friday.

The General Assembly normally consists of about 1,000 voting members. This year’s gathering is being held at the Chattanooga Convention Center in Chattanooga, Tenn. The denomination consists of 1,248 churches and about 350,000 total members.

PCA left the larger Presbyterian Church USA in the early ’70s due to disagreements on doctrine. Warhurst’s denomination is more conservative.

The pastor says those who started PCA ‘weren’t pleased with the liberalism in the bigger denomination.’

Warhurst says he knows the men behind the Baptist resolution and was inspired to make a similar move at his denomination’s annual conference.

Though many are pessimistic about the resolution's chances, Warhurst is hopeful.

'Almost everybody I talk to says it doesn't have a chance,' he told WND, 'but I'm more optimistic.'

'There are a lot of folks who support Christian education in the PCA.'

Warhurst says the denomination stresses that there is a difference

between the education offered at its college, Covenant College, and secular institutions, and the same argument should hold for K-12 schooling.

'They want people to come to their college, so they say it has something preferable to a state university,' he explained, 'particularly a Christian world view.'

Continued Warhurst: 'It's really pretty basic that Christian people would want to give their children a Christian education. ... I don't know what has happened to us over the past century or so, but for some reason people don't think they have to give their children a Christian education anymore, but I think it's biblically required.'

Warhurst homeschools his own six children.

One of the PCA pastors that has signed on to the resolution is the Rev D James Kennedy, pastor of the nearly 10,000-

member Coral Ridge Presbyterian Church in Fort Lauderdale, Fla., and host of the 'Coral Ridge Hour' national television program.

on the contrary, public schools are successfully converting covenant children to secular humanism

Also supporting the resolution is Joel Belz, founder of World magazine and a PCA elder.

Meanwhile, a new Baptist resolution that urges churches to investigate the level of homosexual advocacy in their local school districts is in the denomination's Resolutions Committee and could be considered by the Southern Baptist Convention as a whole at its gathering next week.

Yesterday, proponents of the resolution issued a letter addressed to Dr Gene Mims, chairman of the Resolutions Committee, signed by almost 50 statewide pro-family groups from around the nation urging him to move the proposal out of committee.

WorldNetDaily, 15 June 2005

BUT IT DOESN'T HURT ANYMORE

The Myth of False Healing

PETER FROGLEY



False healing methods are those that bring relief to the symptoms of the disease without addressing the cause of the disease.

Modern medicine has led us to believe that diseases and illnesses are unearned; that somehow we catch them. It is geared toward finding a cure rather than finding the cause and removing it, thus restoring health. Most of the cures of modern medicine are really only a control of the symptoms and we often need to take them for the rest of our lives. Such cures, unfortunately, always compromise the health and lifestyle of the patient.

This approach to healing provides relief without responsibility. This causes many to say, 'Give me a cure, I don't care what the cause.' We live in a God-created world in which a body of laws both of the created world and the written law (The Bible) interact in life. Healing is heavily dependent of the law of cause and effect. Disease is seldom an accident, neither is health. Fundamentally we earn health or disease.

SELF-HEALING BODY

God has entrusted us with the care of a phenomenal and wonderful body which has the most advanced self-healing mechanisms. It is all the more amazing when we realise that we all have one — we don't need to buy a new model, or have modifications done. Our bodies are programmed by the Lord to always work for our health. If you cut your finger the body immediately goes to work to heal the cut. Such miracles of healing are occurring in our bodies continually and we seldom stop to appreciate this wonderful gift God has given us.

The fact is that only the human body can heal the human body — all we can ever do is help it do its work. In principle when we are sick it is because we have violated the laws God has set in place. Thus to be healed is to stop breaking the law and enable our bodies to heal themselves. Thus health cannot be forced on the body — it does not come out of a bottle.

WHAT IS FALSE HEALING?

A false healing method does not bring healing, nor is it often expected to! It

brings change to the symptoms. So what happens when we apply a false healing method? When a pill, powder, potion or preparation is administered it produces symptomatic changes as a result of the body having to change priorities. It causes the body to shift its energies to the area of the body that is being stressed by the pill, powder, potion or preparation. It is like getting a splinter in your finger and then stepping on a nail. The pain caused by stepping on the nail causes you to forget about the splinter in your finger.

False healing will produce symptomatic relief without the patient stopping or even being aware of what caused the symptoms. The only way the body can restore itself to health is if the wrong that caused the disease is stopped. The relief of the symptoms is not obtained by what the pill, powder, potion, or preparation does to the body, but the body's reaction to it. This reaction of the body to the pill, powder, potion or preparation is an effort by the body to prevent the pill from harming the body.

DETERMINING FACTORS

A false healing therapy may give total relief, partial relief, relief for a time or symptomatic change. If the pill, powder, potion or preparation is of greater consequence to the body than the symptom, the symptom will be alleviated. The treatment is actually more detrimental to the body than the symptom. The 'Golden Seal'

it is like getting a **splinter** in your finger then stepping on a **nail**

herb often used for liver cleansing is so toxic the liver reacts to eliminate the herb from the body. The liver seeks assistance thus cleansing the herb and other toxins providing a result that appears successful. The herb does not provide the nutrition or energy to enable the liver to cleanse and thus is more detrimental than the problem.

If there is no relief it will usually be due to the pill being of lesser consequence to the body than the symptom. The body will still need to expend energy to rid itself of the toxic pill.

If the pill is of the same consequence as the symptom there will be partial relief.

In each case real healing has not occurred, the body has been stressed by the pill and the person will probably continue to do that which caused the disease in the first place.

MECHANISMS

There are two types of false healing: the refocuser and the intensifier.

Refocuser

This approach stresses a part or system of the body other than the part or system producing the complaint or symptom. In response the body shifts energy from the symptom to the part being stressed by the pill, powder, potion or preparation. The result is that the symptom is put on hold

by the body and we think the disease has gone. But it has not!

Intensifier

The intensifier is a therapy that stresses the part of the body that is demonstrating the symptom. In this case the body is forced to mobilise additional energy to the symptom area in an attempt to prevent that area being destroyed.

DRUG THERAPY

Drugs are almost without exception toxic to our bodies. Some drugs make people tired because the body is using so much energy removing the toxic drug from the body.

If we have a headache, we or the doctor prescribe aspirin, the headache disappears and we are happy. We neglect, however, to ask ‘What caused the headache?’ We may conclude that the headache was caused by an aspirin deficiency!

Aspirin is composed of salicylic acid which is a poison. Drugs are composed of chemical toxins that are poisonous to the body. How then can drugs alleviate symptoms, cure ills, wipe out disease and generally make us feel better if they are poisonous?

Let us look at how aspirin takes away pain. Aspirin helps relieve any pain except stomach pain. Every aspirin causes a teaspoon worth of bleeding in the stomach.

The headache is usually caused by toxic blood, commonly caused by something harmful we have eaten. In most cases the bleeding in the stomach is more life

threatening to the body. Thus the body shifts its attention to the stomach and the headache disappears. The aspirin did not cure the cause — toxic blood — it just created a more life-threatening situation. If the aspirin does not work it means that the cause of the headache is still more life threatening than the stress caused by the aspirin. Generally, we take more aspirin to fix the problem until the stomach stress becomes greater than the cause of the headache.

Other pain relievers act in similar ways. Tylenol, for example, causes significant stress to the liver. Such drugs relieve the symptom without removing the cause.

We could say then that a drug *cures* your complaint by creating a *disease* of its own. The cause of the disease was not addressed nor eliminated and true healing did not take place. Since there is no such thing as drug deficiency the body puts the disease process on hold in order to eliminate the drug and in some cases to literally keep the drugs from causing death.

One of the great laws God has placed in His creation is the law of cause and effect. Diseases are not *caught*, they are *earned* by not taking care of our bodies. If drugs mask the disease we need to find a better way to stay in the health God intended for us.

The author has used resources composed by Dr Joel Robbins as the basis for this article. The materials produced by Dr Robbins and available from Light Educational Ministries are recommended to those wanting to gather further information on health from God's perspective.

Light Educational Ministries

'THE HEAVENS DECLARE' AT AN ASTRONOMICAL PRICE

James Nickel's astronomy text is a completely biblical, well researched look at the stars. High school students will enjoy this course, but it also is an excellent personal resource for anyone interested in astronomy. You'll be amazed at the stories behind the constellations and their biblical significance.

Student Text was \$27.50 now **\$19.95**

Teacher's Manual was \$22.00 now **\$15.95**



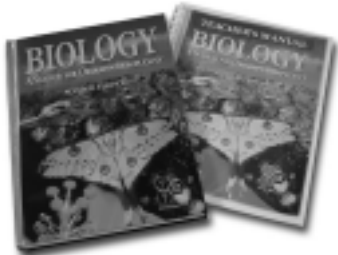
Christian Liberty Press

GRADE 10 BIOLOGY

A new revised edition of the earlier creation science text by Moore and Slusher. This 420-page quality hardcover text with full colour illustrations is written from a thoroughly creationist perspective and is a valuable addition to any science curriculum.

Student Text **\$40.80** Teacher Manual **\$12.50**

A Laboratory Manual will be available soon.



MANUAL OF CHRISTIAN DOCTRINE

Louis Berkof wrote: 'After the publication of my *Systematic Theology*, the publisher requested me to prepare for publication a more compendious work on Christian doctrine, which might be fit for high school and college classes. This manual is based on the larger work throughout and can best be understood in the light of its more detailed discussion of Christian doctrine.'

This is an excellent resource for your high school age students written by a well esteemed theologian. 168 pages **\$18.80**



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We now have stock of answer keys to text questions for A Beka health curriculum from Grades 3–8. These keys allow the benefit of the Teachers Manual without the cost of an extra text. **\$16.10**



Rod and Staff

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A collection of 54 poems which teaches many valuable lessons for younger children. 76 pages. **\$5.60**



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Encyclopedia of Bible Truths

Previously available only in a large hardbound volume, this classic by Christian School pioneer Ruth Haycock has been split into a set of four softbound books covering different subject areas:

Language, Arts and English

Science and Mathematics

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Set of 4 books **\$58.40**



Theological and Reference

Order online at
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FRANCIS SCHAEFFER TRILOGY

Francis Schaeffer had a significant influence on Christian thought in the second half of the twentieth century. That influence has begun to wane and we felt it was time to make this trilogy available again so that younger readers could avail themselves of the wisdom of God through Schaeffer's writings. The three books in this hardcover edition are

The God Who is There

Escape From Reason

He is There and He is Not Silent

367 pages **\$39.30**



Health: Dr Joel Robbins

Dr Joel Robbins' notes are the inspiration behind most of the health articles in *Light of Life*. His materials are easy to understand and make a godly case for good health.

HEALTH THROUGH NUTRITION

This is Robbins' basic program in understanding health and how to go about living a healthier lifestyle.

58-page book **\$22.00**

2 cassette tapes **\$22.95**



PREGNANCY, CHILDBIRTH AND CHILDREN'S DIETS

Concentrates on how to have a healthy pregnancy and how to instil good health and diet habits in young children. This is highly recommended for young families, and is a most useful investment in your children's future.

88-page book **\$18.85**

2 Cassette tapes **\$22.95**



LEM PHONICS CORNER



A new Christian's philosophy of life at first will inevitably be mixed with many humanistic values from the old life.

That is why Paul says in Romans 12:2 'Do not conform any longer to the patterns of this world, but be transformed by the renewing of your minds'. The freer a person can be from the thinking of the world the purer his life will become as he takes on kingdom values, and he will be able 'to discern the good and perfect will of God'.

I think a similar thing happens when a teacher who has been teaching 'whole word' methodology or a mixture of whole word and phonics is suddenly asked to change to intensive phonics. It requires a paradigm shift and we must understand the philosophy of both methods to be able to make that shift purely, without mixture.

Recently I have been confronted with such situations and I believe it is confusing the children. For example, the convention which states books must be taken home to read from the first day of school is so firmly entrenched into the current school system that teachers feel they would be letting down the parents if their child

didn't bring one home at night. Most of these books are heavily laden with pictorial representation and very repetitive print which encourages the child to guess most of the words.

One child I know, who is learning another method of phonics, brought home books of this nature, at a stage when he had finished learning the single letters of the alphabet (first sound only).

He was very frustrated when he came to words like *laugh* and *smile*, although the picture cues gave him a good clue for what the word may be. But because he was using phonics at school he tried to attack the words phonetically. When he realised that you guess from the pictures he would guess the word, but often came up with a similar word which meant *almost* the same. Whole word says this is acceptable, but in truth it is not really reading.

We need to look at the problems which can occur when whole Word and phonics are mixed in the teaching methodology.

Samuel Orton, a neurologist who researched the relationship between dyslexia and the brain, concluded that it is neurologically confusing to impose a 'sight' method of learning upon a written language which has been purposely

constructed so that readers can easily learn to read. They do this by deciphering an alphabetic code consisting of only 26 letters and 49 common letter combinations, which represent all the sounds used in the 100,000 or so words given in an English dictionary.

In Samuel Blumenfeld's book *The Whole Language/OBE Fraud* we read how a man named Edward Miller experimented with his theory of 'educational dyslexia' being artificially induced. Through his research, he found that if a child has been exposed to whole word as a first learning method, and can reach a speed of reading *out of context* sight words at 30 words per minute, that child would develop artificially induced dyslexia. This means the child's brain would automatically attack words by sight, and reject a phonetic approach, because his brain had been programmed to prefer the 'whole word reflex'. A person may be able to learn to read through sight method, but Blumenfeld believes that a person can never achieve higher literacy skills learning through this method. Grammar will always be hard for that person.

Now let's go back to the question of sending home the little books. These books in the very early stages require 'sight' instruction and guessing if the child is to read them before he knows enough phonics to decipher words. This can cause the very problem which has been described earlier.

The LEM Phonics programme does not expect a child to formally read before he has learnt 58 of the 75 letter symbols which represent the sounds of the English language. These symbols may be one letter or a combination of letters. If this task is the teacher's main focus an average child of five or six can learn them in less than a year. We actually ask the teacher not to introduce any contextual reading material other than the particular workbooks which are designed for this stage. It means that the child is not reading books at this stage. Reading of books should not be encouraged until the child has completed at least two sections of *Word List Book K*.

There may be some teachers who balk at this, claiming that parents expect children to be learning to read as soon as they start school, and also they may be pressured by the need to satisfy the reading level requirements of the educational department.

We must realise first of all that phonics cannot satisfy the requirements of a system that expects a child to be able to read a *given* set of 100 or so sight words by the end of kindergarten level, or whatever the requirement might be. This is because intensive phonics has a totally different plan and strategy to the whole word plan. Phonics first gives the *tools* to be able to decipher words. The words they can decipher at first may not be the particular high frequency words learnt through whole word. But in fact the children will

have learnt to decipher many more words in the same time.

Usually ‘across the board’ testing by the education department does not begin before the third grade. By this time the average reading ability of LEM Phonics children is likely to be far superior to those learning by sight. They will have been versed in thinking analytically and will be able to decipher difficult words and patterns automatically, because the brain has firmly established the ‘automatic phonics reflex’.

Teachers should educate the parents how the LEM Phonics programme works. Explain what the children are learning in the early stages and have them come on side with you in helping their children develop phonemic awareness, practising the sounds and sounding words. Before the child can read books, tell the parents to continue reading *to* their children. Choose books with interesting, flowing narrative or informative text, which will help them pick up the subtle nuances of our language and give them a love for rhythm and syntax as well as a love for literature. Choose material which contains substance which can be discussed. Use it as a tool to develop comprehension and reflective thinking as well.

It will be argued that the child will feel deceived if he doesn’t ‘feel’ that he can read early in the piece. However, to make a child think he *can* read when he *can’t* is more of a deception.

In the LEM programme the child can read the word *dad* phonetically after he has learnt the first two single phonograms. As the child grows in ability to sound and decipher words he *does* have a sense of accomplishment. And it is *real*, because he will be able to apply what he knows to many more words he has not been introduced to before.

Moving onto the multiple phonograms will open up a wide range of new words. At this stage the child can begin to read sentences. LEM Phonics now offers sentence cards designed specifically for the multiple phonogram stage which challenge the child to use both deciphering and comprehension skills, but do not place a burden upon him to read words which are beyond his ability to work out. When the child later begins the first Word List book the next workbook extends the work begun with the sentence cards.

After phonetically analysing about 150 Word list words as well as some rules for reading and spelling he will embark on the Workbook *Reading On*, which will equip him to launch into the world of interesting and worthwhile reading material. There is nothing lost, but so much to be gained.

I urge teachers not to be afraid of making the paradigm shift. If you use LEM Phonics faithfully without mixture you will be pleasantly surprised.



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

Note the number of the seminar you are interested in and tick the corresponding box on the registration form inside the back cover



Christian Home Education
Seminar and Show

2005 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 2:00 **Session Two**
- 3:00 **Session Three**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

Children are welcome at all CHESS seminars, but they must be quiet and accountable to their parents at all times.

CHESS Seminars

01 PERTH, WA

- Date* Saturday 3 September
Venue Presbyterian Church
32 Bull Creek Dr, Bull Creek
Cost Single/Family: \$25/\$40
Earlybird (by 13 Aug): \$15/\$25
Send to Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170
Phone (08) 9524 2505

02 BRISBANE, QUEENSLAND

- Date* Saturday 15 October
Venue Ashgrove Baptist Church
7 Firhill St
Ashgrove
Cost Single/Family: \$25/\$40
Earlybird (by 24 Sep): \$15/\$25
Send to Claire Jones
PO Box 186
Ferny Hills DC Qld 4055
Tel/Fax (07) 3351 7243
Email trivium@bigpond.net.au



The **LEM Phonics Introductory Seminar** is designed to equip teachers and parents to effectively teach the LEM Phonics programme to their children. Successful participants will be awarded with a Level 1 (Introductory) Certificate in LEM Phonics.

03 GEELONG, VIC

Instructor Marilyn Bradbury

Dates Sat 20 Aug, Sat 27 Aug,
Sat 3 Sep, Sat 10 Sep 2005

Venue Lara Baptist Church
76 Flinders Ave, Geelong

Cost \$370 per person including the *LEM Phonics Manual*, *Word List K*, and phonogram cards. Deposit of \$50 per person required with registration. Participants who already have these items can subtract their value from the registration fee (see amounts on 'seminar registration' page).

Send to Marilyn Bradbury
3 Ramsay Court
Sunbury Vic 3429

Phone (03) 9740 6562

04 CANBERRA, ACT

Instructor Evelyn Garrard

Dates Mon 5 – Thur 8 Sept 2005

Venue LEM Offices
200 Florey Drive
Charnwood ACT

Cost \$350 per person including the *LEM Phonics Manual*, *Word List K*, and phonogram cards
Deposit of \$50 per person required with registration

Send to LEM
PO Box 3284
Belconnen MDC ACT 2617

Phone (02) 6259 3944

05 CAMPBELLTOWN, NSW

Instructor Lindy Bonham

Dates Fri 14, Sat 15, Fri 21,
Sat 22 Oct 2005

Venue Lutheran Church Hall
16 Eschol Park Drive
Eschol Park

Cost \$330 per person including the *LEM Phonics Manual* and *Word List K*. Deposit of \$60 per person required with registration

Send to Lindy Bonham
PO Box 5602
South Windsor NSW 2756

Phone 0421 907 343



SEMINAR REGISTRATION

Name

Address

Phone

Email

I AM REGISTERING FOR:

CHESSE Seminars

Tick the box of the seminar you wish to attend and return to the address listed in the event calendar

Cheques payable to *CHESSE* for all seminars

- 01 Perth**
- 02 Brisbane**

LEM Phonics Seminars

Please note the information required, tick the box and return to the address listed in the event calendar

- 03 Geelong**
Cheques payable to *Marilyn Bradbury*

I already have:

- LEM Phonics Manual (-\$39.95)
- Word List K (-\$15.95)
- Phonogram Cards (-\$24.95)

- 04 Canberra**
Cheques payable to *Light Educational Ministries*

Do you already have the *LEM Phonics Manual* and *Word List K*? yes no

- 05 Campbelltown**
Cheques payable to *Lindy Bonham*

Do you already have current editions of *LEM Phonics Manual* and *Word List K*?

- yes no

Ever tried to rewind a teacher?

With the LEM Phonics Training Videos on DVD, learning the Introductory Course is as easy as pushing buttons on the remote.

The set of 4 DVDs gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

Home schooling parents will benefit as they can review sections for greater clarity and move through the course at their own pace.

LEM Phonics Complete Kit

Includes the LEM Phonics Manual, Phonogram Cards, all 9 Workbooks plus The Reference, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, a Handwriting Practice Book, Clickety Clack CD and the complete set of LEM Phonics Training Videos on DVD.

Total Value \$545.55 for only **\$475***

* Individual customers only. Not available for schools.



Training Videos on DVD (Schools) **\$499**

Training Videos on DVD (Personal) **\$249**

LEM Phonics Complete Kit
(includes DVDs) **\$475***

