



# DIRECTOR'S COMMENT

PETER FROGLEY

2001 is now well underway and with it some good encouragement with much activity in our office. New projects are developing and we are beginning to see more of an Australian flavour to our offerings.

Responses from the field have been promising with many good and exciting reports. God is at work with schools and parents as they seek to educate for the glory of God.

## PROJECTS

- The first LEM Phonics reader series, The Reed Family, are now available and have been well received. Further sets of readers are being prepared.
- Wendy Hill's Music Appreciation course *The Elements of Music* continues to grow in popularity and the second volume should be available later in the year.

We are hopeful of sending a trial order to the USA in the near future.

- Work has commenced on a long awaited grade three or four *History of Australia* and we trust this will be available later in the year.
- We are also beginning work on the *God's Plan* series which is in need of major surgery.

## THIS ISSUE

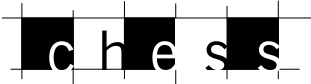
*Exploring Christian Education* presents an article from Mike McHugh of Christian Liberty Academy in Chicago which is equally pertinent to Australia. Wendy Hill has contributed an article showing how her music programme is much *More Than Music*. *Memory Shutdown* is somewhat a challenge to the idea that computers must be an essential part of education. Greg Wood completes his series on health emphasising the need for raw food in our diets. From *The Advertiser* in Adelaide comes a report on the continuing growth of private education and we share some exciting new products in our range in *Book Reviews*.

Keep educating for the Lord!



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



Christian Home Education  
Seminar and Show

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.

## CHESS SEMINARS FOR 2001

Melbourne	Mon 11th June
Hobart	Sat 16th June
Benalla	Wed 20th June
Canberra	Thur 26th July
Sydney	Sat 28th July
Brisbane	Sat 11th August
Rockhampton	Mon 13th August
Adelaide	Sat 6th October
Swan Hill	Mon 8th October
Bendigo	Tues 9th October

## Catholic Home Education Seminars

MELBOURNE

The seminar at Christ the Priest Seminary at Scoresby is set for Sat 13th October 2001. Contact Rita Garner, 03 9779 7058.

## LEM Phonics Seminars

There will be an LEM Phonics Introductory Seminar in Canberra from the 9th to 13th July 2001. 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.

## Advanced LEM Phonics Training Programme

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 Thurs 17th. The successful students who wish to become Registered Instructors in LEM Phonics will then be able to continue on Friday to complete the necessary extra work.

## LEM Phonics Training

### Videos

This 12-hour training programme comes on four tapes in an attractive folder, together with explanatory notes, for the introductory price of \$549 for individuals and \$1,095 for schools and institutions.

## Permanent Home

We are presently seeking confirmation on a piece of land in Charnwood, a suburb of Belconnen. It is 3671m<sup>2</sup> on an elevated and prominent site. There has been some progress since our last report and we would greatly appreciate your prayers for this very long-winded project.

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# A GOLDMINE OF INFO

## LEM's new website launched at [www.lem.com.au](http://www.lem.com.au)

It's been a little while coming, but John has been working madly to update our website so that it now includes a complete wealth of information and resources.

### ONLINE INFORMATION

Find out about **the organisation**: our aims, objectives, statement of faith, how to become an affiliate of LEM, all our contact details; there are even pictures and profiles of all the staff.

Find out about **our resources**: curriculum, library books, theological, reference and health books.

Find out about **home education**: a full description of the Home Education Assistance (HEA) programme, together with special resources for home schoolers and details of conferences and seminars.

Find out about **LEM Phonics**: an overview of the programme, complete product listing, registered instructor information and coming conferences and events.

Find out about **LEM Publications** in all subject areas, including: God's Plan, History, Astronomy, Geography, Government, Music, Art, and Home Education.

### 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 at

**[www.lem.com.au](http://www.lem.com.au)**

# EXPLORING CHRISTIAN EDUCATION

## 39 Accountability and Structure

FROM AN ARTICLE BY  
MIKE MCHUGH

By their very nature home educators will tend to be self starters — how else would one get going on such a challenging task? Many home educators will thus want to do everything possible in educating their children for themselves — this is commendable and something I would encourage.

On the other hand, there are another rather large group of home educators who have a conviction from God in relation to their children's education, but significant hesitation in knowing how to get started. Many of these people are overwhelmed by the thought and the responsibility they are contemplating. Resultantly they will often look to those in the field, asking for help from friends, home school groups and/or ministries, such as Light Educational Ministries and Kingsley Educational. This second group of people, generally speaking, become accountable and seek to work with

a structure to ensure a quality of education for their children.

The first group, who have begun by themselves, however, often find that their children are not progressing as they believe they should. We have found that parents who then seek assistance find that their children are then able to make good progress.

It is largely to this group of home educators who have not sought extra assistance, that this article is addressed. Like Christian Liberty we at LEM are finding an increasing number of home educators who, to varying degrees, are floundering. If this continues the children's education is compromised. We are keen that all home educators should be successful, for the sake of themselves, their families and for the Kingdom of God.

Our friends at Christian Liberty Academy School System (CLASS) in the USA have found the same situation in their country and recently have produced a brochure, entitled "Do Home Schoolers Need Accountability and Structure?" Mike McHugh, Director of Research and Development at CLASS has given us permission to use this article, as it applies very well to our situation here in Australia.

## Do Home Schoolers Need Accountability and Structure?

I HAVE WORKED in the field of Christian home education with the CLASS program for over twenty years. During my time with the CLASS ministry, I have been privileged to work as a teacher, curriculum director, and textbook author. As the father of six children, it has also been my honor to work with my wife for the past twelve years in educating our own children at home.

In this article, I will be seeking to challenge parents to home school in a disciplined and orderly manner. My message is born out of a desire to see more parents prosper in their commitment to home school by adapting and maintaining approaches to learning that are consistent with biblical standards.

In the book of First Corinthians, chapter 14, we read, “Let all things be done decently and in order.” In my view, more parents need to ask themselves, “Does our approach to home education reflect this biblical standard?”

It is imperative that Christian home educators reject educational methods that put a child’s interests in being entertained ahead of his need to learn with continuity and accountability. As the Bible states in Lamentations 3:27, “It is good for a man that he bear the yoke in his youth.” It needs to be stressed at the outset of



this article, that the way God has ordained for youngsters to obtain the crown of a truly excellent education is through the cross of disciplined study — our children must be lovingly trained to see that the way to the crown is the way of the cross. Children need to know that the learning process is often difficult and wearisome, but in spite of the difficulties, is still what God’s children are called to pursue.

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True education is **not** a  
random pursuit of learning  
without clearly defined goals

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True education, from a biblical perspective, is not a random pursuit of learning without clearly defined goals. Rather, it is a structured line-upon-line, precept upon precept, exercise that has clear academic and spiritual goals in view.

This is not to say, of course, that the learning process should leave no room for creativity or spontaneous exploration. Such unplanned pursuits have their place. However, it is only when educators have taken the time to clearly define their goals that they can afford to safely venture off their main trail of learning for brief periods.

In other words, you can't find your way back to your goals effectively unless you had a clear path set forth in the first place.

In a similar respect, true teaching, biblically speaking, is preoccupied with the process of making disciples. Discipleship, however, assumes that there is someone who is leading and someone who is following the leader. Any Christian teacher, therefore, who desires to instruct a child must first have that student under control.

The staff of Christian Liberty Academy Schools (*and we at LEM strongly concur*) firmly believes that discipleship is at the heart of the learning process in home teaching. We also believe that it is counterproductive to approach the vital task of training disciples in an unstructured manner. For this reason, CLASS rejects the

popular notion that learning must be child-directed and entertaining in its presentation.

So many magazine ads and promotional materials — written to influence the home school community in the twenty-first century — stress that homeschooling can and should be easy and fun. Quite frankly, this propaganda sounds too good to be true for the simple reason that it is! Families who enroll their children in the CLASS home school program quickly realize that our focus is not fun and games. We are serious about exposing young people to a

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this propaganda sounds too good to  
be true for the simple reason that it is!

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rigorous and thorough course of study that is carefully planned and structured to prepare children to enter the harsh and demanding world of college or career.

Although CLASS families are given a meaningful degree of flexibility over how they pursue their children's training, and are encouraged to pursue supplemental activities with their students — the basic core subjects are clearly laid out in a logical sequence. (*The CLASS course is similar to our Home Education Assistance programme, and whilst our methodology has some differences, the points made in this article are consistent with our programme*). The CLASS course of study seldom, if ever, asks the student to set his or her own agenda.

Rather, the assumption is that young minds need to be guided into the truth in an orderly manner. In the perspective of the CLASS faculty, any home school that permits or encourages students to set their own academic or spiritual goals, apart from the input of knowledgeable parents or mature educators, is making a serious mistake.

It is ironic to see how many parents within the home school community, who would never think of their children to determine their own wardrobe or mode of dress, turn around and permit the same children to choose what type of curriculum they wish to use. In spite of the fact that the Bible clearly teaches that foolishness is bound up in the heart of a child, some Christian parents still feel persuaded to let the so-called “natural love of learning” — that each child is assumed to possess — take charge over the learning agenda.

Now, it should be granted that, if young students were truly angels who by nature were self-motivated, sinless, inherently mature, and self-disciplined, then structured

home school programs with accountability would be quite unnecessary. But as a Christian dad with six homeschooled children and twenty-two years of professional experience in working with literally thousands of home schoolers across the world, I can assure you that even Christian students are not angels. As the Book of Proverbs states so plainly in chapter 29:15, “The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame.”

Far too many home schoolers crash and burn in their efforts to educate their children because they assume that they can do without a structured approach to their children’s education.

For over twenty years, the staff at Christian Liberty has observed thousands of parents, who have embarked upon the path of independence, fall victim to what we call the “Red October Syndrome.” (*In Australia it would be better known as the March Syndrome, a few weeks into the school year,*



when parents often realise they are out of their depth.) Every October, without fail, we are contacted by parents who began their school year on an independent basis and soon realized that they were not prospering. Many more, however, begin to flounder in October and give up a short time later, without ever contacting our school. In my perspective, the home school community has been receiving a rather one-sided and artificially rosy picture of independent homeschooling for many years.

As one who frequently attends home school conventions and book fairs across the country, I have never noted one person to be given the opportunity to explain why they failed in their experiment of independent home education. On the other hand, I have heard numerous convention speakers extol the virtues of home-schooling without outside support or accountability. Seldom, if ever, are parents given any warnings about the pitfalls of independent home education.

I firmly believe that any parents who are seriously considering an independent approach to home schooling should begin by asking themselves several practical questions:

FIRST: Do I, by nature, tend to take the easy way around teaching academic material that is extra challenging?

SECOND: Am I a self-starter who needs little outside accountability to stay on

schedule and meet deadlines? Do I, as a teacher, tolerate mediocre performance when my student expresses frustration?

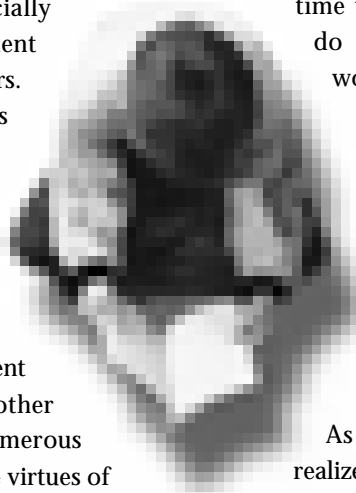
THIRD: Can I objectively evaluate my own children's progress or do I tend to be too easy or too hard on my children?

FOURTH: Am I skilled at not only buying curriculum materials but also planning course objectives? Can I afford the time to do both jobs well? How do I know that my plan will work at all?

LASTLY: In addition to doing all of the equipping, teaching, and evaluating for my children, can I also keep the type of permanent records that will be recognized by colleges?

As I hope each reader will realize, these serious and down-to-earth questions must be dealt with by parents before they set sail on the sea of independent home education. If more parents carefully and prayerfully examined their readiness to home school without outside support, we would see less families running back to public or private schools. Children should not be the objects of experimentation when parents have time-tested, Christ-honoring schools that they can partner with in the awesome task of training their children for Christ.

As a home school dad, I know first hand how easy it is for home school parents who





are caught up in the busyness of life to unintentionally let things slide. I can't help but believe that some of you who are reading this message can relate to this fact as well. Although it is humbling, and even slightly embarrassing, more parents who are already committed to homeschooling with accountability need to admit that they need the help of other educators within the body of Christ. It is my sincere belief that God will bless those who have the humility to admit that they can't do a difficult task without the help of others. Pride indeed does come before a fall, and the primary purpose of this message is to keep families from falling victim to the assumption that they can do it all, even before they carefully examine their own qualifications.

When parents enter the deep waters of home education, they should remember the rule that every scuba diver learns — never dive alone. This concept is known as the “buddy system.” More home educators should ask themselves: “Who is my buddy?”

There are, obviously, many facets to the building of a successful home school; just as an architect sits down to plan out the details of a home he is designing, home school parents must be sure to build wisely and with structural integrity. Let's consider for several moments the analogy of building a home and relate that to the building of a successful home school.

The first step in designing any structure is to put together a master plan; such plans are often known as blueprints. In the case of home schoolers, it is their curriculum goals — which are informed by their philosophy or world view — that are their blueprints.

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## A good teacher helps to unlock the door to wisdom

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All home educators should commit themselves to working within an educational framework that has comprehensive goals established for each student's academic, physical and spiritual life. Buying a pile of books, that merely seeks to address the ever changing interests of students, is not the same as designing a curriculum to fit into a master plan.

The actual building process begins with the foundation. For home schoolers to erect a stable and enduring educational structure, it is vital that they build upon a solid foundation. The only true foundation for education and life is the truth of God's Word. The bricks that help to make your structure are your books or educational materials. When selecting resources or curriculum materials, home educators must insist upon a Christ-centered orientation to the materials. Such parents must be discerning enough to look beyond fancy packaging and electronic gadgetry to analyze whether curriculum materials are

consistent with the standards of Holy Scripture.

Every home also needs some kind of roof to protect it from the harsh elements of sin that can damage the learning process and harm the parent-child relationship. For the Christian home schooler, prayer is the instrument that must be used to protect the home from the elements of sin and its destructive influences. Parent teachers must pray with and for their students daily.

The building of any home would not be complete without windows and a door. Windows are put in a home so that the occupants can have the pleasure of looking outside on the world around them. When parents look through the windows of their home, they should remind themselves that they have a duty to prepare their children to overcome the world. Only a disciplined commitment to excellence will ensure that a child is ready to face the outside world. For better or for worse, parents are only given one opportunity to prepare their students well. No home would be complete without a door. The door reminds us of the role of the teacher. A good teacher helps to unlock the door to wisdom and lead his students into a straight path by way of detailed guidance

and godly example. No amount of video tapes or computers can ever replace the vital human interaction that must take place between teacher and students. The ultimate example of a true DOOR is the Master Teacher Jesus Christ. The Lord Jesus is the best model to follow, for He knew how to lead people to wisdom and how to make disciples.

In closing, I would like to encourage families to do all things decently and in order — including the task of home education. Your children deserve to be trained within an educational system that provides parental nurturing and academic excellence that is based upon proven results.

As you look to the future, we trust that God will continue to give you wisdom and discernment in regard to the ideal manner in which to teach your children.

*The above article is used by permission of Mike McHugh, of Christian Liberty Academy School System.*



# More than Music

WENDY HILL

When I was a young music student studying for exams I had an old dictionary which defined music as ‘a succession of sounds so arranged that they are pleasing to the ear.’ God has shown me a far bigger picture which has inspired *The Elements of Music*.

‘Education is the unfolding of God — His character and His creation.’ (Peter Frogley) Nowadays I see music as like a beautiful rose. It grows and blossoms and as each petal is removed, we see deeper into the seed and where a new plant and life begin. I am amazed at this exquisite design and how it reflects so much of its Creator. It is exactly the same with music. You can go much deeper than the surface level exams, performance, theory, practising, enjoyment and the satisfaction of singing or playing an instrument.

A closer study of the basic building blocks — the elements of music — reveals much

about the Great Composer. God designed each music element. In every element, we see evidence of His character and signature. The very first music element is the humble sound wave. A sound wave is made of God’s basic building blocks, molecules bumping into each other in a wave pattern and carrying music to our ears. Sound waves teach us that God is a Giver and Provider. Colossians 1:16 tells He created all things visible and invisible — molecules including sound waves.

Music is God’s gift to teach us about Himself. As we discover more, we discover God. Romans 1:20 tells us that, ‘Since the creation of the world, God’s invisible qualities — His eternal power and divine nature — have been clearly seen, being understood from what has been made so that men are without excuse.’ (NIV) Each of the fourteen elements of music has a message through revelation about its Creator.

In the three year *Elements of Music* program the fourteen elements of music are unfolded including simple definitions, explanations, God messages and supporting

scriptures. The program is written for eight to twelve year old children, although it is usable by other ages.

Music is much more than food for the soul. *The Elements of Music* aims to feed the whole man — body, soul and spirit.

**For the body:** reading, writing, listening and basic keyboard skills.

**For the soul, the intellectual and understanding part:** musical analysis, memorising definitions with actions, puzzles, games, flashcards, charts, colouring, review exercises and musical examples to enjoy.

**For the spirit, the part designed in God's image:** creativity in composing simple music, scripture memorisation and training to discern what is acceptable to God.

God designed us to appreciate art and music. We have the physical ability to sing and play an instrument. We have the emotional and intellectual ability to feel, express, analyse and understand music. We also have the spiritual perspective and gift of creativity to combine the music elements in a variety of ways.

Twenty-five years of music teaching including eight years of homeschooling have taught me —

1. There is an imbalance in the way music is taught with an over-emphasis on knowledge, performance, humanistic philosophies and commercialism. These focus on body/soul and neglect the spirit. Without a solid spiritual foundation, music becomes just another tool in the inventory of humanism.

2. There is a lack of music programs with a solid Biblical perspective.
3. Parents believe music is important enough to be taught as part of the core curriculum along with mathematics, language and science etc.
4. Parents are often discouraged from private music lessons by the expense, discipline required for practice and the emphasis on performance.
5. It is assumed that one must play an instrument. Playing an instrument well is impressive but not essential for a basic music education and learning about God.
6. Many parents sense that there must be more to music than what the world offers.

This article is entitled 'More than Music' because *The Elements of Music* teaches much more than playing an instrument. The three year course provides a broad overview of music from a Biblical perspective linking the whole of God's creation with other subjects. The course links music to:

**Languages:** through music reading, writing, verbalising, poetry and meter.

**Science:** through sound waves of different instruments.

**History:** of music history from Creation to Twenty-first Century, timelines with hymnwriters alongside the classical composers, secular and Church history.

**Musical Styles:** Different types of music and when they were written.

**Geography:** Maps showing the spread of western music.

**Maths:** Rhythm maths, relationships between notes in scales.

**Physical Coordination:** Basic keyboard skills.

**Aural Training:** CDs with hundreds of aural questions identifying music elements and developing listening skills, how to build your own music collection.

**Creativity:** Composing melodies and rhythms, putting scripture to music.

**Method of Teaching:** A multi-sensory approach based on Moses' method of teaching the Ten Commandments in Deuteronomy 6:1-9. This involves seeing (reading, music), hearing (listening), touch (writing and playing) and taste/talking (verbalising).

**Music Fundamentals:** definitions, God-messages and supporting scriptures for the fourteen elements.

**Activities:** These incorporate the four senses using colouring, music dictation, flashcards, puzzles, wordfinds, true/false questions, multiple choice, charts, board game.

**Enjoyment:** Satisfaction and pleasure come from learning and feeding the spirit, soul and body with eternal truths rather than gimmicky pictures and 'edutainment'.

Education is the unfolding of God — His character and His creation. *The Elements of Music* course is unique in that it takes

students deeper than the outer petals of the 'music-rose.' God's signature is written in the design of all of the elements of music. The manual in this music course is the Bible and the Music-Maker is God.

For only \$3.50 per week, where else would you find such a comprehensive music program?

## COMMENDATIONS

'The whole focus on God and learning of music is what we have been longing for. It ties in with our homeschooling philosophy of a Christ-centred education.'

*Sally Tay*

'It's an overall excellent program interacting God's Word with music.'

*Sophie Athan*

'Great! A very sound and biblical approach — easy for non-musicians as well. It is wonderful to have all the musical examples on the CDs. To buy all the examples would cost considerably more than the course and it ensures that students are hearing good quality music examples.'

*Fiona Phillips*

'*The Elements of Music* course brings music back to its basic elements so that people of all ages can learn about music and God. Teaching music through the elements helps avoid a lot of confusion for people. I know many college graduates who would benefit from this course.'

*Matthew Field (teacher)*

# MEMORY SHUTDOWN

Considering the potential dangers of Computers

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We are constantly being bombarded with the idea that unless our children are fully computerised we are not providing an appropriate education for the twenty-first century.

Obviously a person who knows nothing of computing will struggle to find much available in the way of employment. Computers are a way of life now and to think otherwise is not very wise. The degree to which they control our lives, however, is another matter.

To help us in our thinking a recent article by Mugot Denny from *The Sunday Times* of the 4/2/01 is somewhat stimulating.

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GROWING NUMBERS of people in their twenties and thirties are suffering from severe memory loss because of increasing reliance on computer technology according to new research. Sufferers complain that they are unable to recall names, written words or appointments, and in some cases have had to give up their jobs.

Doctors are blaming computer technology, electronic organisers and automatic car navigation systems. They claim that these gadgets lead to diminished use of the brain to work out problems and inflict "information overload".

A preliminary study of 150 Japanese people aged 20 to 35 has shown more than one in 10 are suffering from severe memory problems; leading researchers from Japan's Hokkaido University have called for further investigation.

"They're losing the ability to remember new things, to pull out old data or to distinguish between important and unimportant information. It's a type of brain dysfunction," said Toshiyuki Sawaguchi, a professor of neurobiology. "Young people today are becoming stupid."

One high-flying 28-year-old salesman treated by Dr. Sawaguchi was forced to give up his job when he found himself forgetting where he was going, who he was seeing or, when he finally got there, what he was selling.

Australian author and child psychologist John Irvine said yesterday that computers could make people lazy. "When we work with computers we expect it to do the memory work for us, by pressing save. People don't need to remember as much information as before because the computer

does it for us. As a society we are becoming more anxious as a result of spending more time with faceless and sometimes frustrating computers. Once anxiety increases then learning decreases,” Dr. Irvine said.

However, Zyron Kupenia, a clinical psychologist from Perth said, “While computers could encourage mental laziness with people, they also require logical thought pattern such as lineal filing systems, which can be stimulating. The same fears were discussed when pocket calculators were

introduced. Everyone said we would forget how to do maths, and that’s not true.”

ANTONIA FEITZ’S COMMENT:

That’s NOT true? How many children today can do long division, multiply without a calculator, or even add up and subtract? There’s nothing wrong with calculators, but children should still know how to perform basic mathematical functions. Memory is like every other faculty: use it or lose it.

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# THE RAW FACTS

## Eat, Live and Be Healthy

When my wife, Jo, and I first decided to honour the Lord’s word to us, to change our diet and lifestyle, the research quickly convinced us to become ~ 80% ‘raw food people’.

Our diet moved to primarily consist of fresh, whole fruit, vegetables, grains, seeds and nuts, with as little processed food as possible.

This naturally rises in Summer, with more fruit available, and lessens in Winter, with a need for more warm food, eg. vegetable soups. Also, our three young children needed

GREG WOOD



a longer transitional phase of six months and still tend to need more home-baked goods.

Such a diet is easily attained with raw fruit for breakfast and snacks, raw salads for lunch and raw vegetables with bread, steamed rice, corn or pasta at night. Nuts or dried fruits provide other wholesome snacks. Add fresh (never bottled or canned) juices to this and you are there! If nothing else, simply eat more fresh, raw food.

## Getting Going

Rex Russell, MD, provides three simple rules for a healthy diet:

1. Eat only substances God created for food.
2. As much as possible eat foods as they were created.
3. Avoid food addictions.<sup>2</sup>

We started in what we thought was relatively good health. So, I fasted for three days on water only. Although not recommended in general, there is nothing like a direct approach to help one to overcome bad dietary attitudes and habits. After all, I was brought up on “feed the man meat” and needed drastic change to my eating behaviour.

The fasting quickly dealt with my pride (we know what we are doing); lust (fatty, creamy, rich foods look fabulous); laziness (its easier with fast food); stubbornness (we’ve always done it this way); foolishness (I do not need this); ignorance (it is not in the Bible) and avarice (I want this food)!

As our bodies detoxified, we went through what is called a “healing crisis” where for several weeks, amongst the family, we experienced diarrhoea, nausea, acute flatulence, fever, wind, headaches, mucous release, pimples and or rashes. These are withdrawal symptoms that *may occur for some*, particularly during the first month. It only served to warn us that our past diet had done us more harm than we realised.

In essence, we whole-heartedly applied ourselves and gained handsomely. Blessings

included more energy; clearer minds; coping better with stress; sounder sleep (and needing less); little or no headaches and mucous; less body odour; fitter, smoother, more supple skin that heals quickly; fresher breaths; very regular constitutions; and reduced period pain/PMS symptoms. I lost 17kgs (37lbs) of excess weight for my height and age. For me, life truly did begin at Forty!

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‘We are what we eat.’<sup>3</sup>

LUDWIG FEUERBACH

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## Telling Trends

The book *Trends 2000* devotes several chapters to the massive world-wide trends back to healthy, ‘organic living’. People are seeking physical, spiritual, mental and emotional solutions to the imbalances, stress, sickness and abuses in the West. Diet and nutrition form a major part of these trends.<sup>1</sup>

This author’s *Eat, Live And Be Healthy* series of articles has addressed answers in God’s Word to the raw food diet and many other issues. Christians grasping this can lead the way and offer the Gospel in a whole new light but they themselves must first get it right. Concerning food and diet, the Buddhists, Hare Krishnas and New Agers have jumped the menu on us. We really have made a meal of it. Why not help reclaim this area for Christ?

In eating what we want, there is no protection in the thanksgiving blessing of



1Tim 4:4 either. Much of the food we eat today is engineered by man in the name of profit and is not what “*God created*”. Nor generally is it “*good*” as this verse prescribes. This verse does not give us the licence to eat as we please. Responsibility must accompany true dietary freedom.

Nothing is set in stone nor are asceticism or legalism being suggested here. These must be avoided at all costs. Indeed, in relation to diet, Paul firmly exhorts those of strong faith to refrain from making a brother stumble. Whatever we do should be “*to the Lord*” (Rom 14) and “*to the glory of God*” (1 Cor 10:23–33).

The bottom line is that the choice is ours. It’s a matter of grasping the ‘meat’ instead of the ‘milk’ of the Word. But, in Deut 30:19, God does say, “*I have set before you life and death, blessings and curses; therefore choose life.*”

## Fruitful Faith

After considering all of this, a bewildered friend asked “Where does faith come into all of this?” It was as if to say, do I really have to make these changes; can’t God do something? The answer to this is yes and yes.

Based on Heb 11:1, as we hope for good health and longevity, God’s promises conditionally ensure it. But remember, faith comes “*from hearing the message....through the word of Christ.*” (Rom 10:17). This article has made one of God’s natural principles for diet and nutrition clear, i.e. you have now heard it.

According to Jam 2:26, all that is needed then is to actually be ‘doers of the word’. God has done all that He can or needs to do for our health until we act. The effort and cost to repent and restore is just retribution but still better than the potential consequences of doing nothing.

So, we exhort you to prayerfully consider your diet and to use this and other articles in the series as ‘food for thought’. Please do something; take a small step, and do it for the long term. This sort of commitment is not seasonal; it is not a fad. We need good nutrition for as long as we live. After all, is God’s word not everlasting? Just think, you might save yourself or your loved ones some pain, heartache and expense, or maybe even a **LIFE!**

*Greg is a freelance writer, speaker and counsellor on biblical health issues. If you have queries, please contact him care of LEM.*

*This is the last of the articles on health from Greg Wood. We thank him for his efforts and I know that many have benefitted from reading and putting into practice the advice he has given over the past year or two.*

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  2. Russell, R., MD, “What The Bible says About Healthy Living”, Regal Books, Ventura, CA, 1996.
  3. J Schneider, “Godly Materialism”, IVP, Downers Grove, IL, , p83.
- \* All biblical quotes taken from: International Bible Society, “The NIV Study Bible”, Zondervan, Grand Rapids, MN, 1985.

# MORE PUPILS GO PRIVATE

SAMANTHA MAIDEN AND THEA WILLIAMS

This edited report from *The Advertiser* in Adelaide shows the continuing growth in the non-government sector. Australia wide the percentage of students in private schools is closer to 34%.

FOR THE FIRST TIME, the proportion of private school students in South Australia has topped 30 per cent.

Figures released yesterday by the Australian Bureau of Statistics reveal the continuing drift out of the government school sector.

The number of private school students rose from 73,920 in 1999 to 75,208 last year. Since 1990 private school enrolments have increased 29.9 per cent but the number of students at SA government schools has dropped 5.7 per cent.

The number of students in government schools fell from 176,303 in 1999 to 174,177 last year.

But Independent Schools Board executive director Garry Le Duff said yesterday the educational shift was not toward high-fee schools in the inner-city; these schools constituted only about 30 per cent of private school enrolments.

Most growth was in new low-fee schools in the northern and southern suburbs and rural areas.

“They are more accessible because they are more affordable; there is much greater socioeconomic diversity. This is driven by the parents, not by the schools,” Mr Le Duff said.

Mr Le Duff said parents were looking for quality education and schools engendering a “focus on values”.

Australian Education Union state president John Gregory said the figures were “an indictment of the State and Federal Governments and their relentless attack on public education”.

A spokeswoman for Federal Education Minister David Kemp rejected claims the shift to private education reflected any federal funding shortfall. Funding for public schools had increased by over 30 per cent since 1996, she said.

South Australia mirrors the national scene with one million students now attending private schools, a third of all students.

*The Advertiser, 13th February 2001*

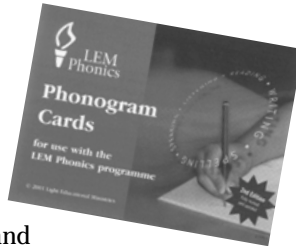
## COMMENT

It is interesting to note the bleat from the state school representatives which always presents a case for more money. It seems they cannot conceive that people are not satisfied with the quality nor standard of education offered in state schools.

## LEM Phonics

### PHONOGRAM CARDS

The LEM phonogram cards needed to be reprinted so we took the opportunity to revise the cards and ensure that the wording matched the Manual. We redesigned the box and had it laminated to avoid scuffing of the ink, which was a problem with the previous edition. **\$24.95**



## Rod and Staff Publishers

### SCIENCE SERIES: GOD'S INSPIRING WORLD — GRADE 4

In the last issue we said that this book replaced God's Marvellous Works, but we have since discovered that is a new grade 4 text. God's Marvellous Works is now the grade 5 text — it was formally listed as grade 4 and 5.

God's Inspiring World covers topics including weather, animals stars, healing, light, electricity and plants. The student text is a 240 page, hard cover at **\$31.30**, the Teachers Manual is a hard cover for **\$30.00** and test sheets are **\$5.10**.

## A Beka Book

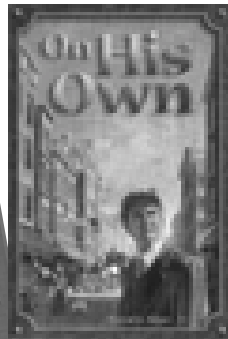
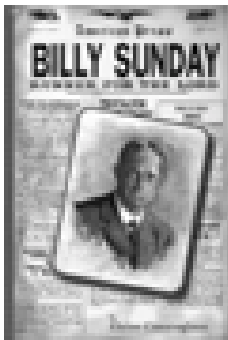
There are four new readers for grade six.

Billy Sunday — the biography of the famous American evangelist

Message of the Mountain

On His Own

Martha of California



## Preston Speed Publishers

### HENTY HISTORY READERS

The popular Henty story books written for upper primary and beyond are now produced in three formats, hardback, quality paperback and mass paperback editions. Not all titles are yet available in all bindings; check our catalogue.

New titles include:

Bonnie Prince Charlie  
 In the Reign of Terror  
 The Lion of St Mark

### HENTY STUDY GUIDES

There are now study guides being produced, the first of which is *By Right of Conquest* \$15.95

### HENTY AUDIO BOOKS

The first audio book of the Henty series is the *Cat of Bubastes* read by famed story teller, Jim Weiss. On cassette \$49.90 or CDs \$57.90

### NEW HISTORY BOOKS

A new range of history books is being released from Preston Speed Publishers. The first two titles in the range are shown below.

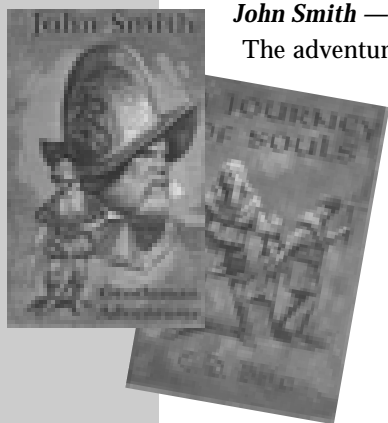
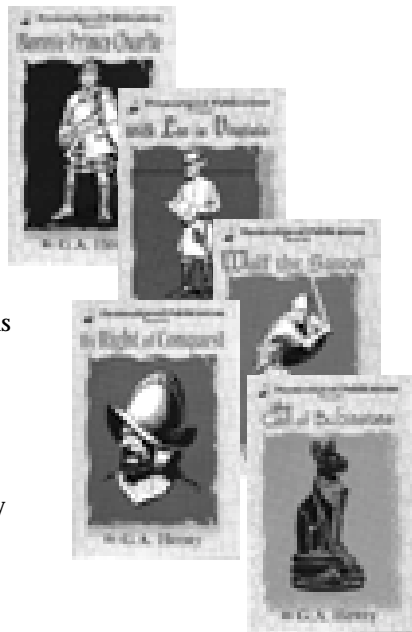
#### **John Smith — Gentleman Adventurer**

The adventures and exploits of Captain John Smith prior to his involvement with the Jamestown settlement in the USA.

#### **A Journey of Souls**

In 1212, the most tragic of all crusades was ventured... a crusade of children in which more than 50,000 young souls set out to march to Jerusalem. This heart-wrenching, nearly forgotten misadventure is brought to life in C D Baker's compelling narrative.

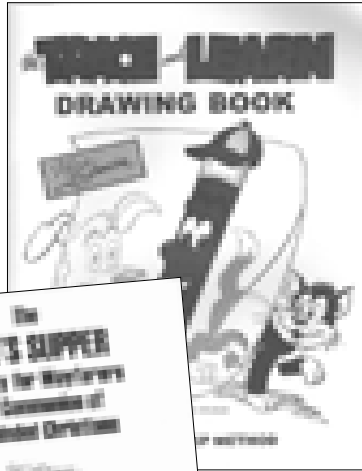
Watch for further titles from Preston Speed.



## Vic Lockman

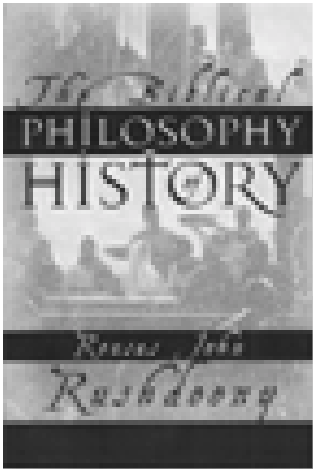
### THE TRACE AND LEARN DRAWING BOOK

Vic shows how we can use tracing to learn to draw cartoon figures. A useful book for upper primary to secondary ages. Large format, 24 pages. **\$12.70**



### THE LORD'S SUPPER

A largely cartoon assisted exposition of the communion service. Vic supports a closed communion. 25 pages. **\$6.35**



## Ross House Books

### THE BIBLICAL PHILOSOPHY OF HISTORY — R J RUSHDOONY

Published just before his death, this is a reprint of the popular title. An important contrast of the two fundamental views of history — evolutionary and creationist. **\$33.85**

## Canon Press

Another three excellent books by Douglas Wilson on the family.

### HER HAND IN MARRIAGE — BIBLICAL COURTSHIP IN THE MODERN WORLD

This is one of several recently published books of this topic, but is perhaps the best as it confronts the bankruptcy of modern dating.

**\$13.20**

### FIDELITY — WHAT IT MEANS TO BE A ONE-WOMAN MAN

Deals with the specific failings of men and presents the biblical challenge that can turn our families and nation around for God. **\$18.15**

### FEDERAL HUSBAND

Presents the case for husbands to be the federal heads of their homes, taking responsibility as covenant heads. **\$15.30**



# LEM PHONICS CORNER



From time to time I receive a call asking for help because someone's child is having difficulty with the Phonics programme.

Usually the problem can be overcome by giving a little advice on how better to use the programme.

In this corner I will address one problem which is sometimes aired.

**"My child is having trouble remembering the phonograms. When he learns a new one he forgets the previous ones."**

There may be several reasons for this.

Firstly the parent must ascertain that the child is ready to go ahead with a formal learning programme. To check this out read the previous four phonics Corners which will indicate ways to be sure your child is prepared.

Most children are able to learn the phonograms when they are five, but occasionally a child may do better starting a year later.

Having ascertained that the child is ready to learn formally, I then ask the question, "Are you reviewing the phonograms both orally and in writing". Failure to do this proves to

be one of the major reasons for children not going ahead well. Part of the philosophy of LEM Phonics is to use as many of the senses as possible. Having to write the phonogram will greatly help to consolidate it in the mind, and having to write it with others in a test situation is a challenge to think as well. Writing uses the kinesthetic sense which involves both touch and movement. Children who are taught the structured written formation of the letters as shown in the LEM Phonics Manual, and use it in daily practice and tests, generally learn quicker and better than those who concentrate more on oral learning.

For some children the kinesthetic sense seems essential for getting a concept into the long term memory.

**Some parents tell me, "My child doesn't like writing".**

Like it or not, it is a necessary skill which, if not attained, will reap much future frustration. Such an attitude must be dealt with as reasonably as any parent would insist that the child clean his teeth each day. Otherwise two evils will raise their ugly heads to plague both child and parent — deficiency in a skill which is considered essential and the destructive power of manipulation. It just requires firmness —

maybe a battle of the wills at first, but once you have established who is the authority, the path ahead will be much easier.

Keep calm and praise the child for every step of progress, displaying his work on the fridge for visitors to see, always encouraging him to put in his best effort.

Often a child may have difficulty through lack of motivation. I suggest you have the phonogram chart displayed at all times during the phonogram learning phase, even when testing them. It gives the not-so-confident child a little crutch but he is still having to make mental effort to choose which one is correct.

The young child needs some short term goals, as well as the long term one of achieving literacy.

There are some ideas in the LEM Phonics Manual in the 'Incentives and Games' section. Seeing some tangible little reward (not bribery) helps a child to want to do well and he will put in more effort. Effort is perhaps a greater ingredient for success than natural ability. The Chinese believe this and they have a good record!

Praise and encouragement are the greatest motivators. Always make a fuss over the phonograms which are written the best and encourage the little writer to try and make them all as nice.

Occasionally the problem turns out to be a mixture of methods. It is far better to choose one method and use it well than to become befuddled by doing a little of this and a little of that. Such a course could be quite

detrimental to the child, because they will often come up against conflicting elements.

We particularly warn against using a mixture of Whole Word (sight method) and phonics.

To form the philosophy on which LEM Phonics is built we have tried to search out how children learn.

So it is a structured approach using the concept of order and building step by step on what is already known.

The Workbooks are structured to allow children to build with the phonograms he knows — limited at first but developing rapidly as the base of phonograms grows. The tools are first provided, then the skills to work with them, all the time challenging the child to think and to put in his best effort. To use it with other programmes limits the amount of benefit the programme is designed to give.

There are rare occasions when a child does have a definite physical or mental deficiency which is at the root of his learning difficulty. In such cases the child may need treatment or therapy which is beyond the scope of the Phonics programme.

I hope I have been able to help some readers through this article. If you have any more questions please feel free to contact me at LEM.



[phonics@lem.com.au](mailto:phonics@lem.com.au)



# Take the next step.

## Advanced Training Course

The **LEM Phonics Advanced Training Course** is a nine-day course designed to give you a thorough understanding of the philosophy and method of teaching LEM Phonics. Conducted by Evelyn Garrard, author and developer of LEM Phonics, the course is ideal for those who wish to act as tutors/consultants to parents or schoolteachers, and anyone who desires a greater depth of knowledge in using the LEM Phonics programme.

**Dates:** Monday 7th to Thursday 17th January 2002

**Location:** LEM Offices, Canberra      **Cost:** \$1100 inc GST

## Registered Instructors Course

Successful graduates of the Advanced Training Course can apply to undertake a one-day **Registered Instructors Course**, which qualifies the participant to become a Registered Instructor of the Introductory Course.

**Date:** Friday 18th January 2002

**Location:** LEM Offices, Canberra      **Cost:** \$110 inc GST

For further details, prerequisites, benefits of accreditation and application forms please contact:

Light Educational Ministries

PO Box 3284, Belconnen MDC ACT 2617

Tel: (02) 6259 3944 Fax: (02) 6259 3945

Email: [phonics@lem.com.au](mailto:phonics@lem.com.au) [www.lem.com.au](http://www.lem.com.au)





# DIPLOMA COURSE

Parents — if you are concerned about your children going off to a godless university, why don't you consider having them 'humanist-proofed'?

Our Diploma or Certificate in Christian Education is primarily designed to present a biblical world view that will enable your young adults to live in a godless world without compromising their faith. This course is a most worthwhile preparation for any tertiary programme, laying foundations that will stand students in good stead to be able to apply their faith in the Lordship of Jesus to any discipline they may feel called to study.

## Course costs

TUITION: DIPLOMA COURSE

\$3,300 (includes comprehensive notes and some texts)

CERTIFICATE COURSE

\$2,200 (includes comprehensive notes)

DISTANCE PROGRAMME

Cost for each of the ten subjects is \$110 (\$1,100 for full course), plus textbooks

## STUDY AT HOME

Many parents or students do not want, or are unable, to leave their homes to pursue studies. With that understanding LEM has made the Diploma Course available for study at home as the Distance Programme.

## The Course

- Principles of study
- Principles of Christian education contrasted with humanistic education
- Building a biblical world view
- The Word of God and the character of God as they relate to education
- Developing the Christian teacher, including curriculum development
- The history of Christian education. Creation and evolution
- Practical teaching and administration.
- Teaching method and classroom management

Call or write for further details and application form.