



DIRECTOR'S COMMENT

PETER FROGLEY

As we draw to the conclusion of another year serving the Lord in Christian education I am challenged to ask *where are we up to?*

Not that we may have lost our way, but that the end of the year marks a watershed in life. 2008 stands before us, beckoning us to new unknown fields of opportunity. But before you rush in can I encourage you to reflect on 2007 to see what the Lord has to say that will assist you in setting direction for the new year. Life is not to be missed; it is a wonderful opportunity and now is a good time check and ask the Lord to prepare us of that which lies ahead for us.

PROJECTS

- The LEM Phonics *Teachers Resource Kit* designed particularly for schools is well underway. The kit will have articles, ideas, and many photocopiable masters for extra worksheets, etc. All photocopiable sheets will be on CD-ROM for easy reproduction. We plan to have it available for 2008.
- *The Elements of Music* Volume 3 is complete and we are currently doing final edits from author Wendy Hill.

We expect this new volume to be available by the time you read this.

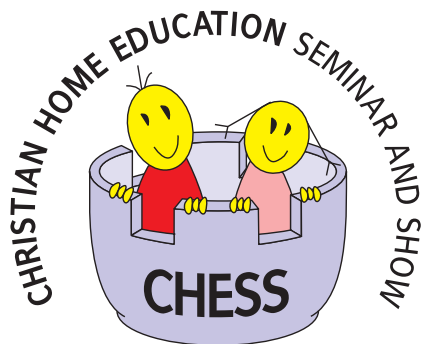
- LEM's two handwriting books, *First Cursive Copy* book and *Cursive Capitals* have been in need of drastic revision and this work has been continuing. The new edition should be available before the end of the year.
- We are also planning to edit our phonics readers and produce some early readers which we hope will be available later in 2008.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on in the new year.

THIS ISSUE

In this issue I explore educating for the glory of God, we present an article from Rod and Staff called *Three R's for Parents*, and in health we explore disease. We also present an extensive range of new resources for the new year.

Enjoy the remainder of the year and have a wonderful Christmas and New Year.

NEWS UPDATE



CHES

We are now planning for CHES for 2008. The future of CHES rests with you, our customers, as the attendance at some has become marginal and if it continues to decrease may become non-viable. We thoroughly enjoy the CHES experience of meeting so many old and new friends, but we do need to see a reasonable turnout to make the seminars worthwhile.

Tentative locations and dates for 2008 are:

Melbourne	Saturday 7 May
Adelaide	Saturday 21 June
Brisbane	Saturday 26 July
Sydney	Saturday 9 August
Perth	Saturday 13 September

Kingsley Education will join LEM for each of the seminars in 2008 and various local representatives may also attend.

If you live in a regional area we may be able to conduct a CHES in your area on our way to one of the other CHES seminars. If you are interested and believe a seminar could be successful please contact us.

Overseas

PAPUA NEW GUINEA

Mesia Novau's wife Iga has undergone surgery to remove a growth from the top of her spine which had virtually paralysed her. We visited Iga in mid October and she is doing wonderfully well. Doctors believe the operation was a good success and they want Iga to stay on in Australia for up to twelve months to monitor her recovery. This is very good news and we thank all who have prayed for Iga and Mesia during this trying time. We are trusting that the work in PNG can soon be back on track.

ROUND THE WORLD

My recent trip round the world saw some very good outcomes. It was a very busy time with a huge amount of travelling, but was very worthwhile.

INDIA

The pastors conferences in India were very good and encouraging. I spent time with Samuel Babu, who is developing the LEM Phonics program for India. They now plan to begin work with home educators in India and launch into schools in time for the new school year in August.



Presenting at the LEM conference in Lima

USA

My visit to Rod and Staff Publishers in Kentucky was largely an occasion to catch up with a number of old friends there and to see the many developments that had taken place since my last visit. Bob Jones University Press in Greenville, South Carolina, was the next stop and I was treated to genuine southern hospitality. I spent almost a full day with curriculum developers and was very impressed with the good work they are doing.

PERU

James Nickel and I set off from his home in Wenatchee, Washington, at 6am and arrived in Chiclayo, northern Peru, late the next morning. We were met by Bob and Frances Relyea and their local team, who had organised the first of the LEM Christian Education conferences. The two day conference was marred by a teachers strike and holidays but it was a blessing to have 100 Christian teachers present.



Enjoying the breathtaking scenery of Macchu Picchu

Victor and Sandra Alvites (LEM representatives in Lima) organised an excellent 3 day LEM Christian Education Conference in Lima attended by a very appreciative group of almost 400 teachers from several of the Christian schools in Lima and beyond.

The final conference was held in the Andean town of Huancayo, where we arrived after seven exciting hours in a bus. The route took us through some of the most dramatic scenery I have ever seen along a road that provided very breathtaking (and at many times heart-stopping!) experiences as we overtook slow moving trucks, etc. Huancayo was

one of the centres of terrorism in Peru as recently as ten years ago and was in many ways in a ‘building stage’. Given that, we were pleased to have over 70 teachers come to our conference. Jim Nickel and I then travelled on to Cusco, the centre of Inca culture and wonderful Inca stronghold of Macchu Picchu.

Christmas holiday closure

The LEM office will have its last business day on Thursday 20 December 2007 and reopen on Monday 14 January 2008.

www.lem.com.au

Our website was carefully designed in 2001–2002 with the majority of our customers using dial-up internet. As such we had several things in place that were designed to ‘give you something to do’ while the data loaded. For example, we had previously engineered our order form to allow you to enter your address and payment details while the catalogue data was loading. However with the increase in broadband users, waiting for the data has become less of an issue, and in fact we’ve had an increase of confused users who are used to entering their payment and delivery details *after* they have prepared their order.

As a result we have made some alterations to the order form to make it a clear three step process:

1. **Search/Browse:** find, select and add items

2. **My Order:** review ordering details, change quantities, delete items
3. **Checkout:** enter address and payment details.

The major difference is the order of information, but we’ve also included a new ‘shipping address’ feature where you can send your order to a different location than your current address. The other enhancement is that the order and freight totals show up on the checkout page as well as the order page, so you can always see how much you will be charged.

Ordering using the ‘shopping trolley’ remains the same—it simply skips the ‘browse’ step.

Hopefully these upgrades will improve your online ordering experience—if you encounter any difficulties please contact us so we can improve.

*Send your website feedback to
john@lem.com.au.*

OVERSEAS ENGLISH TEACHERS

One of the great needs in China, India, PNG and other non-English speaking nations is for native English speakers who can instruct in the LEM Phonics programme. We would be pleased to hear from anyone who feels a call to teach and be trained in LEM Phonics to be able to serve the Lord in one of these nations.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

66 Education for the Glory of God

CHRIST IS ALL

The creation, its functions and authority, is defined in that glorious passage of the Apostle Paul in Colossians 1:15–18.

This passage presents all areas of knowledge and human learning clearly declaring that Jesus Christ is not only the Author but also the Lord over everything that exists including knowledge and learning. Paul lists the dimensions of Christ's authority and below I attempt to align each one to one or more of the disciplines that dimension represents.

¹⁶ For by Him all things were created: things in **heaven** and on **earth, visible** and **invisible**, whether **thrones** or **powers** or **rulers** or **authorities**; all things were created by Him and for Him.

¹⁷ He is before all things, and in Him **all things hold together**.

heaven angelic powers (spiritual)
astronomy (physical)

earth science, geography,
history, etc.

visible physical (concrete) world
invisible spiritual (abstract) world—
the physical and spiritual are
the two components of the
Christian reality

thrones theology/philosophy

powers history and geography (social
sciences)

rulers and authorities
both seen and unseen

held together by Him
physical and chemical
sciences

Here, then, is the full range of academic disciplines identified in the creations of and under the headship of Jesus Christ. It is from this foundation that we educators begin to understand the biblical nature and structure for education.

Importantly, this model powerfully presents us with the concept of the unity of all knowledge in Christ.

GOD'S FAITHFUL CREATION

The creative principles and power of God that brought this cosmos into existence are perfect, and do not change. These principles function faithfully demonstrate that He is a faithful God.

Note that whilst we enjoy, marvel and even take dominion of God's wonderful creation, we need to take care not to

absolutise and ultimately worship the creation, as was the error of many of the Rationalists of the 17th and 18th centuries and is still the error of many today.

REVELATION OF GOD'S CREATION

The foundational principles which God used in creation, and by which His universe functions and is maintained, are revealed in scripture and the creation. These principles also demonstrate the character of God and reveal His greatness to man, thus rendering man without excuse for not submitting to Him (Romans 1:20). More than that—as we understand and take hold of these truths of God, we are able under Christ's Lordship to possess the creation in order to take dominion of it in the process of building the kingdom of God on earth. This was the exciting instruction God gave us in Genesis 1:26, repeated the sentiment in the Lord's prayer of Matthew 6, and delivered it again in the Great Commission of Matthew 28.

Some examples of these principles are illustrated below.

God created by **speaking** the word in Genesis 1:3—

...and God said...

This principle of the power and authority of speech, and the word, recurs many times through Scripture. Jesus healed and raised the dead by speaking (e.g. Matthew 8:3,32, 9:2, John 11:42).

The human component of salvation is speaking by faith (Romans 10:8–10).

God gives us the opportunity to recreate with Him by speaking words of faith. This is not 'name it, claim it' faith, but the faith God puts in our hearts. This faith requires a declaration from us. In our training of children, then, there is the component enabling them to outwork their faith through the things they are learning of God's character and creation.

The **physical principles** or laws of the universe (such as gravity, motion and buoyancy) operate faithfully and are certain in the consistency of their operation. This certainty provides students foundation to proceed with confidence in the task of dominion and expanding the kingdom for the Lord.

The principles of **relationship** have their source in the perfect relationship that exists in the Trinity. Man, made in the image of God, relates to God and to fellow man on the basis of the behavioural principles presented in the scriptures such as love, submission and faith. Again, a fundamental in education is training in godly relationships which enables students to take their role in God's economy.

PLAN, PURPOSE AND ORDER

There is a wonderful predictability with God which has enabled us to work with Him in His creation. Being created in His image includes being able to understand and work with God through His plan, purpose and order—revealed to us through the Word and Creation. The philosophical principles of plan, purpose and order are fundamental in God

establishing His universe. We will briefly explore these three aspects of God's work.

Plan

The **plan** of God in creation was to give expression to His nature and character as the scriptures so often testify.

The heavens declare the glory of God;
and the firmament shows His handiwork.

Psalm 19:1

The heavens declare His righteousness,
and all the peoples see His glory.

Psalm 97:6

The Lord by wisdom founded the earth;
by understanding He established the
heavens.

Proverbs 3:19

...His glory covered the heavens, and the
earth was full of His praise.

Habakkuk 3:3

What God has done is the outworking of His plan. As God planned all that

He created, it seems clear that we are to plan what we will do. Fortunately, as God has gone before us and made all the plans, we do not need to create our own plans—we just need to fit in with His plans. For us that is creative and exciting, for effectively we are doing what God does. As the scripture suggests His plans are found in His glory, righteousness, wisdom and understanding.

In the process God created additional fellowship for Himself (although God in Trinity already has full fellowship in the Godhead) and to extend His family

(Ephesians 1:3–4, 2 Timothy 1:9, Titus 1:2–3). The function of His family is to do the work and will of God on the earth, which is His plan for us.

Purpose

The **purpose** of God is to 'mirror' Himself in the creation in the sense of demonstrating to man who He is, what He is like and what He does.

For since the creation of the world His invisible attributes are clearly seen, being understood by the things that are made, even His eternal power and Godhead, so that they are without excuse.

Romans 1:20

He reveals His purpose through His image in man and in describing man's function on the earth:

we just need to fit in with His plans

Then God said, Let Us make man in Our image according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth and over every creeping thing that creeps on the earth.

Genesis 1:26

The purpose of God reveals His heart, His reason for creating and then for creating man in His image.

Order

The **order** of God evidences the manner in which He outworks His will through and amongst men. Through the order of His

creation He demonstrates His faithfulness which allows us to proceed with confidence as we have been able to perceive truly, if not completely, God's order for us. As we teach children the order of God they are able to be filled with wonder and awe at the privilege of being able to share life in and with God. Through the power of God they are able to participate in the eternal plan of the Almighty.

The principle of order as found in the Scripture:

For God is not the author of confusion
(disorder) but of peace.

1 Corinthians 14:33

The demonstration of God's order is observable in all creation:

Then God said, 'Let there be light', and there was light.

Genesis 1:3

What God says is what happens—we can trust Him because He is orderly:

Although my house is not so with God, yet He has made with me an everlasting covenant, ordered in all things and secure, for this is all my salvation and my desire; will He not make it increase?

2 Samuel 23:5

THE FRUIT

God operates logically and consistently within the framework He has set up—which is His creation. This provides a sure foundation, an absolute starting point, from which God can lead us to construct an educational programme to glorify His name and honour man in his redeemed humanity and in his relationship with God.

As we understand and apply these principles to the education of God's children we will find that He will lead us to work within the framework of His principles. Things will be in the order of His plan and will of necessity fulfil His purpose. The physical and spiritual principles of God will fuse together as parts of the glorious whole.

Indeed when we work with God's principles, understanding the ways and character of God, integration of the disciplines of study will become more obvious to us. In the past it may have been something to struggle with but God is able to reveal His principles to us by His Spirit. Then our aim (purpose) will be in harmony with God and our desire will be to fulfil God's purposes, with God's ability, for God's glory.

In short, education is about learning to see and understand the creation as God does. It is learning to think God's thoughts after him and participating in His plan to establish His Kingdom on earth, through our taking dominion on His behalf.

RELATIONSHIP

The relationship between God and man is the indispensable foundation upon which Christian education must be built. If teachers are to appreciate their role in education it is imperative that they understand as the central component of their world view that God is Lord over all. Creation is God's and He is the Almighty, sovereign God. Therefore created man can

only understand any aspect of God or His creation through submission to God, in Christ, by revelation.

Nevertheless, this man, made in the image of God, is the zenith of God's creation and as such is a unique creature with boundless potential when in relationship with God in Christ (Genesis 1:26, 28, Psalm 8:6).

As man is the zenith of God's creation, God has purposed to communicate with us in such a way that we are able to fulfil His plans.

Through the Holy Spirit God has chosen to **reveal** Himself to His people, not just

through common grace, but particularly through special revelation:

But as it is written; 'Eye has not seen, nor ear heard, nor have entered into the heart of man the things which God has prepared for those who love Him.' But God has revealed them to us through His Spirit. For the Spirit searches all things, yes, the deep things of God.

1 Corinthians 2:9-10

God has chosen to **communicate** with us in accordance with His character, which is planned, purposeful and ordered. Our task is easy—to wait on the Lord and trust in Him—for He is able to bring His plans to pass through us.



HEA MOVES FORWARD

LEM's Home Education Assistance programme (HEA) has been available to home educators since 1986.

In those twenty or so years we have been privileged to assist many families from all over Australia and even a number of missionary families in many other nations. The results have been very satisfying both for the families and for us.

The HEA programme is designed to assist parents with the challenging task of teaching their children at home. We believe that as the Bible teaches that education is a

parental responsibility the role of the HEA programme is simply to assist you, the parent, in your God-given role.

As many parents find the task somewhat intimidating, HEA offers to assist you to do an excellent job educating your children. Our experienced staff can assist with recommendations for curriculum resources, timetable planning for each subject, testing and the vast array of questions that will occur as part of your endeavours with home education.

CHANGES

Merrin Larsen has faithfully served the Lord at LEM for over ten years. During

that time she has helped hundreds of parents with their home education programmes. Changing circumstances in recent times have forced her to review her position and it has been with great sadness that we have seen Merrin go on to other full-time employment here in Canberra. We wish her well and trust she is able to find fulfilment in her new place of service as she did with LEM. We have many fond memories of the wonderful success stories of student's achievements many of you have brought to us through Merrin.

Most of you would be aware that Merrin has been ably assisted by Glenda Joanknecht, who has worked with LEM in various capacities for almost twenty years. Glenda is a most capable lady who in the past has been responsible for marking and recording your results and issuing report cards and certificates. She will now lead the programme to assist parents with their home education.

Merrin's speciality was in preparing students during their last two years of secondary education for placement in tertiary education—unfortunately we can no longer offer that specific service.

HEA IN 2008

We will continue to offer home education assistance for 2008 with some minor price adjustments.

We provide an assessment service to enable us to place your child at a suitable level in each subject. This service is a separate expense at \$60 for a full battery of tests for one child.

The HEA programme will offer curriculum recommendations for your child plus setup sheets to help plan your year's work in each subject. We also assess the child's progress during the year and monitor, check and record results. We assist with marking and issue report cards and Year 10 and 12 Certificates.

In the past we have offered a Flexi option which we have felt has not fulfilled expectations. As a result we will not be continuing with this option in 2008.

Consequently, we will not need to differentiate and the programme will simply be known as HEA.

Fees for the HEA programme for 2008 range from \$180 for grades K–2 to \$380 for Grades 10–12. There is also an annual family fee of \$50.

HEA members also receive a 5% discount on all material purchases from LEM.

For full information visit our website or ask for our Home Education booklet.

We look forward to assisting you and your family for the future.

Music IN THE MALAY

REPORT BY WENDY HILL

I have just returned from nearly a month in Singapore and Malaysia.

It was a most blessed and rewarding trip, catching up with old friends from my first visit five years ago, and meeting new ones.

I gave five talks at various churches in Singapore and Kuala Lumpur and also at the four day Institute for Biblical Life Principles Homeschool Conference conducted by IBLP in Melacca where one hundred and two families attended. The audiences consisted of a wide range of people—homeschoolers, music students, pastors, church elders, church musicians, people from different denominations and from many countries.

The main message was about balance and order in God-honouring music. An appeal was made to parents, students, teachers and church leaders to enter a 'Music Mission Field' to counteract the abuse of music elements in many current music styles. The response was overwhelming and very encouraging. As I had suspected, a vast number of people are very concerned about the negative influences of

music on youth today, including music in the Church. But they feel unable to pinpoint the problems.

My talks explained in lay terms the spiritual foundations of three music elements, melody, harmony and rhythm. I discussed their use and abuse, clarifying the issue in the minds of many. People began to see the importance of understanding more about the music elements and why I have written *The Elements of Music* series.

I also gave a five-day Level Two piano teacher training course in Kuala Lumpur. Many piano teachers expressed interest in doing Level One next year.

Much soil was tilled and many seeds sown. Malaysia seems to be a great meeting place and a crossroads for many countries. *The Elements of Music* books are now in nine countries, like little acorns waiting nurturing and growth into giant oaks.

Several invitations were given for me to return next year and I look forward to that very much.



*Musical instruments
and accessories
available at discount prices!*

About the Schreuders

We have been a home schooling family for over 17 years. Over the past 20 years, we have gained a wide knowledge of music and musical instruments. Each of our ten children is a skilful player in a variety of musical instruments, at high levels.

With a great love for music, we began a small music retail outlet in Warrnambool, Southwest Victoria.

We opened an eBay store retailing string instruments and accessories at discounted prices. Due to its great success, and requests for other instruments, we recently opened a second eBay store. Home schoolers throughout Australia purchase from our eBay stores. We only retail high quality products, and the feedback we have received is excellent.

If you live in Southwest Victoria, we also provide music tuition services in piano, violin, viola, cello, and flute. We also specialize in pianos—tuning, repairs, restoration, and sales.

Our eBay stores

SCHREUDERS MUSIC STRING INSTRUMENTS

Visit us at <http://stores.ebay.com.au/schreuders-music-string-instruments>

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Phone (03) 5560 5218 Email schreudersmusic@hotmail.net.au

We'll be more than happy to assist and advise you on our great range of products.



THE 3 R'S FOR PARENTS

NOAH D RUDOLPH, IN 'CHRISTIAN SCHOOL BUILDER'

The three R's that all parents should require of their children are *responsibility, respect and response*. These three R's are indispensable for preserving the way of truth and reproducing faith in the rising generation. They display the matchless grace of God.

Consider the responsibility, respect and response that our Lord demonstrated during His earthly mission.

Jesus accepted responsibility by submitting to His Father's will:

For I came down from heaven, not to do my own will, but the will of Him that sent me.

John 6:38

I have glorified Thee on the earth: I have finished the work which thou gavest me to do.

John 17:4

Jesus illustrated respect to the authorities on earth by paying tribute (Matthew 17:24–27). Our Lord, being the Son of God, also showed respect to His Father by saying, 'My Father is greater than I' (John 14:28).

Consider the wise and timely response of our Saviour as He addressed the needs of

both friends and enemies. Peter, walking on the water and beginning to sink, 'cried, saying, 'Lord save me'. And immediately Jesus stretched forth His hand, and caught him' (Matthew 14:29–31). Jesus responded to the dying thief, 'Today shalt thou be with me in paradise' (Luke 23:43). To the believing leper, who said, 'Lord, if thou wilt, thou canst make me clean,' Jesus replied, 'I will; be thou clean.' (Matthew 8:2–3).

Parents themselves are graded in the three R's of responsibility, respect and response by the measure of support they bring to the school. Responsible, respectful and responsive children in school depend much on their parents' prevailing attitude toward the school. Parents must display to their children what they want their children to be. Children who daily observe their children living the three R's are conditioned to grow in them as well. These are the children who will 'arise up, and call [their parents and teachers] blessed' (Proverbs 31:28).

Following are some practical benefits these three R's bring to the school setting:

1. Children arrive at school on time, and parents are there for them when school is dismissed.
2. Children are quiet and attentive in

worship, participate in class, and know how to listen and when to speak.

3. Students know the personal habits of cleanliness and neatness, avoiding biting fingernails and braids and suchlike. Brushing their teeth and using a handkerchief reflect training in good health habits.
4. The children enjoy pleasant interchange with classmates, showing respect for others, truthfulness and accountability. Their parents have established the Golden Rule as the only acceptable way to respond to others.
5. Children know how their parents will respond if they come home from school with negative reports about teachers or classmates. Stories of misconduct and punishment, complaints about school rules or assignments and so forth, receive a fair hearing from parents who know the blame shifting nature of children and who are careful to preserve the respect and dignity that belongs to the school.
6. Youth who are trained to be responsible, to be respectful and to respond promptly will be protected from the shame and servitude of much evil and prepared to serve the cause of truth in this generation.

Parents who have served the role of school board member, principal or teacher, or who understand the responsibility of filling those positions, will appreciate each other and cooperate as together they seek to instill these virtues in their children. The home, school and church must reflect loyalty to each other.

This is the only way our spiritual life and godly testimony will survive amid our darkening society of irresponsibility and disrespect.

By precept and example, parents and teachers must cultivate respect, give due commendation when children respond willingly and encourage them to do their best in performing their assigned duties. The joint effort of the home and school in training our children to be dependable, accountable, respectful and trustworthy will be richly rewarded as they become vessels 'sanctified and meet for the Master's use' (2 Timothy 2:21).



DISEASE: CAUGHT OR EARNED?

PETER FROGLEY

Diseases or illnesses are not ‘caught’ or acquired by fate. They are earned. Some out of ignorance and some laziness, but nonetheless earned.

Many questions can arise when the concept of ‘earning’ diseases is discussed. Such questions as:

- If we don’t catch diseases, how is it that when flu is going around everyone seems to get it?
- How is it that not every one catches a cold when colds are going around?
- How can two people eating basically the same diet, living the same lifestyle develop different diseases?
- If disease is caused by violating the laws of nature, how come a man in his 90s who has violated these laws all his life is in relatively good health, and his two-year-old grandson is dying of cancer—a chronic degenerative disease?

There are four main factors which determine the diseases or illnesses one will develop when they violate God’s laws. These are:

- Attitude
- Genetic potential
- Types and severity of stress
- Vitality of the body

Attitude

Negative attitudes and thoughts compromise the electric field, disrupting the communication between our innate intelligence and our body, inhibiting the health pattern being constantly projected to the body. As a result the normal daily wear and tear on the body, to various degrees, is not repaired, because either innate intelligence does not get the full message of the need to initiate repairs, or the message of repair sent out by the innate intelligence does not get to the area in need of repair.

Different attitudes and negative thoughts

will compromise the electric field in specific areas, thus disrupting communication between the brain and the specifically effected area. For example, an attitude of anger can cause problems in the throat region. Thus when one is harbouring a specific wrong attitude, they are setting themselves up for a specific problem. This happens in two ways:

- The normal 'wear and tear factor' will not be attended to on a daily basis for the specific area of the body affected by the wrong attitude, and thus it slowly degenerates over time.
- This specific area of the body so compromised will now become weakened tissue. Thus any stresses that are introduced will negatively effect that area more than other tissue that has retained communication with the brain.

For example, a person with a low self-image will compromise the portion of the electric field affecting the skin. When this person eats toxic foods, the skin (now being a weakened area) will be the site for the deposit of these toxins and skin symptoms develop, such as acne.

Another person who does not feel loved and supported by his family compromises the electric field around his neck area. This person may find that regular physical activity becomes a major stress on the neck and thus vertebrae may slip out of place, causing neck problems.

The more balanced the electric field, the better the communication between innate

intelligence and the body. This allows the body to handle stresses that may otherwise cause disease.

Genetic Potential

Diseases are not inherited, rather the tendency or potential of a disease is passed on from parents to offspring.

A genetic tendency is only a potential disease. A genetic weakness does not have to manifest as a disease unless the laws of God are violated. Only then will the weakness manifest. For example, if a father has a heart problem he will pass on genetically weak heart tissue. This does not mean the child will have a heart problem, nor that they will develop a problem. Should the child violate the principles of life, however, those violations will take their toll on the weakest tissues in the body, in this case the heart.

These violations of the principles of life begin at conception and continue through life. For example:

- If the egg and/or sperm is toxic as a result of the general health of the parents at conception, the union of both will be toxic. Any genetic weakness at conception begins to become toxic and thus diseased.
- If the mother is not healthy whilst carrying the child, the baby will need to compete with the mother for nutrients, but ultimately mother will have priority for available nutrition and energy.

Examples of this competition for nutrients may be seen in the mother developing tooth decay, leg cramps, extreme fatigue and other physical ailments.

- The mother's diet whilst carrying the child determines the nutrition the child is able to receive. If the mother eats a toxic diet the child receives the residual toxins, which bring a genetic weakening, especially during the first three months of pregnancy. This is why many doctors refuse to give drugs or administer x-rays during the first trimester.
- The nursing mother passes her diet onto the child. If the mother is not eating nutritiously, genetic weakness will continue to be fed.
- The eating and living habits of the child, including attitudes, can have a detrimental effect. Even if parents had done the right thing nutritionally, a poorly eating child with poor attitudes will feed genetic weaknesses.
- Living and eating habits continue to be important even after childhood. Young adults can feed genetic weaknesses if they begin to eat poorly.

As each generation passes, the manifestation (clinical evidence) of the weakness shows up earlier. So it is possible, even likely, that a grandson may

A genetic tendency is only a potential disease

develop a degenerative disease before the grandfather. This pattern was borne out in the Pollinger cat experiments of the 1940s. It showed that each generation of cats fed a poor (cooked) diet degenerated rapidly from the previous generation. At the fourth generation the line stopped as their parents were either sterile or the kittens were stillborn.

The good news is that genetic weaknesses or tendencies grow weaker with each generation that chooses a healthy lifestyle.

Types and Severity of Stress

Different stresses will affect the body in different ways, thus different stresses will be manifest in different parts of the body. This factor is only minimally influenced by genetic tendency, but may establish a new genetic weakness for offspring. For example, a cigarette smoker will obviously store much of the noxious toxins of this habit in his lung tissues, whether he has genetically weak lung tissue or not. However, if he does happen to have genetic weaknesses of the lungs, the symptoms resulting from smoking will manifest much earlier than one who does not have genetically inferior lung tissue.

The body, in some cases at least, attempts to eliminate or store specific toxins through certain avenues. For example:

- salt is emitted via the skin (this is why perspiration tastes salty)
- uric acid is stored in the big toe or feet (gout).

Also, the more severe or toxic the stress, the greater toll it will take on the health of the body.

Vitality

By definition, the vitality of the body refers to the overall energy level of the body, how much irritability the cells possess, the closeness of its pH to 7.0, how free the tissues are of toxins, the energy producing capability of the cells, etc.

The greater the vitality, the more energy the cells will have, increasing the vicarious elimination efforts by the tissues.

This vicarious elimination will head toward the surface of the body—to get the toxins out of the body. Thus the mucous membranes and skin will generally be avenues of exit where symptoms will arise when the body’s vitality is high. For example; sinusitis, ear infections, measles, chicken pox, etc.

As the vitality lowers—due to continued toxic input, stress and suppressing cleansing reactions—the body is no longer able to afford the energy and must simply store the toxins in its tissues, in the deeper layers of the body. This can result in arthritis, cancer, senility and diabetes, etc.

The better we understand the structure and function of the human body the better we can care for it and therefore significantly reduce health problems.

I am indebted to Dr Joel Robbins for the content of this article.



LEM MATERIAL PRICE ADJUSTMENTS

We have been able to hold prices of LEM and LEM Phonics materials steady for many years, but after a recent review of our production costs we have needed to increase the retail prices of most of our resources. Indeed, some books were severely underpriced and have required quite significant price increases. However, all is not lost! As a last chance offer to our faithful customers, we have included with this issue a ‘beat the price rise’ flyer of LEM products.

Send the flyer in with your payment details before Monday 17 December and your order will be processed at the original prices. This is a great opportunity to stock up for the new year.

The Elements of Music Vol 3

Order online at
www.lem.com.au

After much hard work from Wendy Hill and the LEM staff, EM3 is here! Volume 3 of this comprehensive, completely bible-based music appreciation course builds on the foundations laid in volumes 1 and 2. It encompasses music theory, composition, history and keyboard skills, as well as general world history and philosophy.



Music theory develops as students learn to compose by putting scriptures to music. Four new **music elements** are learned (body, touch, dynamics, tempo). **Keyboard skills** continue to be improved with scales and chords.

Volume 3 continues the timeline of **music history**, covering the Classical and Romantic Periods (1750–1850). It explores the basic concepts of **philosophy** and the continuing conflict between man's ways (humanism) and God's ways (Christianity). Students will meet not only God's **missionaries, preachers, hymnwriters and composers**; but also the humanist **philosophers** and man-focused **composers** of the 18th and 19th centuries.

The **Keyboard Arrangements Book** provides a practical application of teaching points from lessons and worksheets. Students learn to play and analyse many hymns, and **two CDs** contain hundreds of examples for **ear training** and listening to music from different periods.

The **Test Booklet** contains four comprehensive end-of-term tests to ensure students have clinched the concepts they have learned.

The books are enriched with many music examples, tables, maps, timelines, detailed diagrams and illustrations.

Teacher's Manual <i>including 2 CDs and flashcards</i>	233 pages	\$69.95
Student Workbook	178 pages	\$49.95
Student Test Booklet	38 pages	\$20.95
Keyboard Arrangements Book	44 pages	\$21.95

New Hope for Diabetes

Evelyn Garrard has assembled this excellent material to help anyone with diabetes among their family and friends to understand the disease and what can be done about it. 22 page booklet. **\$2.00**



Third Millennium Press

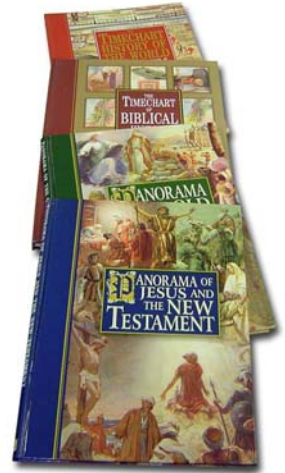
We are now stocking Third Millennium's lavishly illustrated, full colour charts which fold out to double sided panoramas of history. These beautiful resources for schools and home schoolers are sure to become favourites now and heirlooms for the future.

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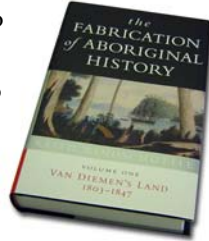
Keith Windschuttle

Having heard Keith Windschuttle speak recently we would like to recommend two of his better known books.

THE FABRICATION OF ABORIGINAL HISTORY, VOL 1.

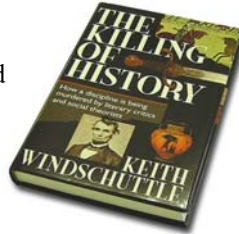
For too long our understanding of Aboriginal history has been dictated to by the ‘Aboriginal Industry’ to the disadvantage of the Aboriginal people.

Windschuttle dismantles their case by appealing to the original documents quoted by the ‘Industry’, and demonstrates the blatant inaccuracies in their writings. The first volume focuses on the Tasmanian Aboriginals, who were a different race to mainland Aboriginals. 470 pages, hard cover. **\$49.95**



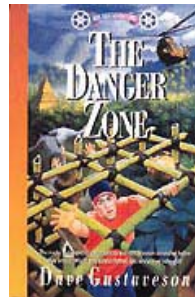
THE KILLING OF HISTORY

Writing as an historian Windschuttle exposes the distortion of history by modern literary critics and social theorists. Peter Munz, history professor emeritus at Wellington’s Victoria University, calls it ‘a splendid attack on cultural and ethnic relativism which will go a long way to restoring confidence in historical knowledge and our understanding of the past.’ 290 pages, hard cover. **\$29.95**



Reel Kids Adventures

We now have two new titles for this series of contemporary Christian adventure stories, based on true events, by YWAM writer Dave Gustavson. *The Danger Zone* and *The Himalayan Adventure* are **\$10.25 each**.



YWAM Publishing

CHRISTIAN LIVING CLASSICS

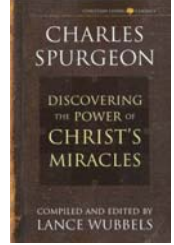
These are two series of books carefully researched and edited from the prolific sermons of the renowned nineteenth century English Pastor, Charles Spurgeon. Paperbacks of 150–200 pages. **\$14.65 each**

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compiled and edited by Lance Wubbels

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- Discovering the Power of the Cross of Christ
- Discovering the Power of Christ the Warrior
- Discovering the Power of Christ's 2nd Coming

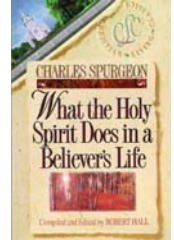


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compiled and edited by Robert Hall

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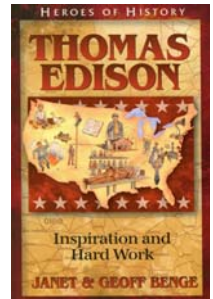
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- A Passion for Holiness
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HEROES OF HISTORY

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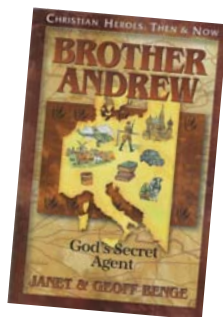
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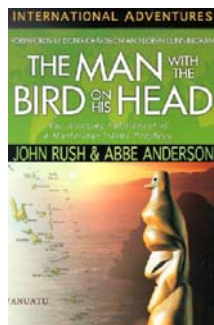
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LEM PHONICS CORNER



Quite frequently I have homeschoolers and school teachers reporting to me how LEM Phonics has blessed them in teaching their children.

However, there are some who reject the program on various grounds before giving it a 'fair go'. I found this report from an ex-teacher particularly interesting because the prior attitude of the mother reflects a relatively common problem which teachers have with embracing LEM Phonics—until after they have tried it.

LEM Phonics: Password to a More Confident Child

At our home education network meetings we often discuss the various ways we educate our children and the programmes and curriculum we use to do that. Whenever I asked other home education mums what the LEM Phonics programme was about, the quick answer was something along the lines of 'Well... it's a way of teaching reading and spelling using sets of rules...'

Having trained as a teacher in the 1980s, the words 'sets of rules' had a bad effect on me. I am sorry to say, I made judgements about LEM Phonics that were uninformed and inaccurate. My teacher training steered clear of such learning types and in fact were highly critical of them.

Fast forward in time and I am now a home educating mum of seven children. One of those children in particular, although a competent reader, was exhibiting difficulties with spelling and writing. These struggles were becoming more apparent, to the point that, as my daughter approached 11 yrs of age, I became alarmed.

In discussions with my husband we realized that our daughter needed 'footpegs' that she could use to have the knowledge and confidence to approach spelling successfully. What we had been using had not provided her with those all important footpegs.

We decided to look into LEM Phonics. My initial reading of the manual and discussions with one of the instructors here in South Australia, changed my attitudes. I became excited about what the programme could offer. The materials were clear, bright and attractive. The initial stage took some learning and persistence on my part, but the programme quickly became straight forward and easy to use. I was even able to use the CD to help keep my toddler entertained as he danced his way through the phonogram nursery rhyme songs.

When we began using the programme with the children I could see that we had the answers we were looking for. My children were gaining the knowledge they needed to become confident spellers and writers. They now had some footpegs to stand on and firmly attempt to spell and write our English language.

One moment stands out in my memory as being particularly significant because it was a turning point for my daughter. She was typing at the computer and called out

to me, 'Mum, how do you spell password?' My usual response to this was a disappointed feeling that she couldn't find a way to work it out and a sense of helplessness as to how to direct her. So I would usually end up spelling the word for her after a couple of unsuccessful attempts on her part. This time was different. Before I could say anything in answer to her question, she said with a light dawning in her voice, 'Oh... wait... that's the 'a' of *ask* ... and the 'er' of *worm*!' We were both thrilled. It was a wonderful moment. The confidence has continued and has spilled over into other areas as well.

the words 'set of rules' had a bad effect on me

We are very thankful to Light Educational Ministries and to Evelyn Garrard for this wonderful programme. I have now only to be sorry that my prejudices prevented me finding and using LEM Phonics earlier.

I hope this report will encourage others to try the LEM Phonics before passing it off as too 'rule oriented'.

God bless you all,



Evelyn