

Director's Comment

PETER FROGLEY



Farewell, paper

This issue of *Light of Life* comes with some nostalgia. It is the last hard copy edition to be sent to you via Australia Post.

We are perhaps one of the last magazines of our type to adopt an electronic distribution, but times have changed and most of our recipients are now on the internet. It is much more convenient, for us at least, to send electronically. Of course, another factor has been increasing costs as direct production costs amount to almost ten dollars each year for each recipient, not including the major cost of writing and layout.

For most of its life, *Light of Life* has been a non-subscription magazine as we have been keen to get our message out to you and have seen it as our major promotional piece.

We are planning that we will be able to provide a very attractive and full colour electronic edition with various links to associated sites and information. In addition, we would like to be able to send *Light of Life* to all our contact database, which is much larger than our present mailing list for *Light of Life*.

We are also planning specialised mailouts for various categories, such as schools, home educators, LEM Phonics, theological issues and perhaps health issues on an occasional basis. To do this we need your email address and also an indication of your areas of interest. **So please log on to www.subscribe.lem.com.au and send us your email details now, while you are thinking about it, if you have not already done so.**



OUR HISTORY

Our first edition of *Light of Life*, (Volume 1, Number 1) dates back to December 1979—the time my family and I returned to Australia after almost twelve months in Hawaii with Youth With A Mission. Prior to this we had produced a newsletter in conjunction with Margaret McIntyre for Australian Christian Schools, but this ministry became Light Educational Ministries in September 1979.

This issue (Volume 31, Number 4) marks the end of over 30 years of *Light of Life* as a hard copy magazine and the beginning of a new era of service to Christian education through electronic media—something that seemed quite impossible those 31 years ago.



These thirty years have been marked by huge changes in publishing and production. It was the end of the era of Roneo machines using a wax stencil. Oldies will remember all this with nostalgia perhaps tainted with significant frustration (remember the correction fluid?). *Light of Life* has always been produced on an offset press. But when it came to typesetting and layout, the changes have been far more dramatic.

First it was a manual typewriter, then electric, and then the amazing golf ball typewriter. All a far cry from the modern computer. Photocopiers were quite a new innovation and we stretched our budget to purchase a state of the art, eight page per minute, single sided photocopier. Layout was done by literal cutting and pasting. And some may remember Letraset, which enhanced our headings—each letter being painstakingly rubbed from the sheet to make the heading. Oh, for the good old days!

BUT NOW

Things have changed—we can all use amazing technologies, which we take for granted. In the midst of all this progress the message of Christian education has remained the same, but it has often been clouded by technology and the affluence of our society. Consequently, the message of Christian education has often been lost, vision has dulled and the fruits in the lives of students from Christian schools and home education have been somewhat disappointing to many.

So the challenge remains before us and this new generation of teachers and home schoolers. There is a kingdom to be built in the Lord, there are children to be trained in the ways of the Lord, and there is a world to be redeemed through the power of His love and grace.

HEA Programme Closing

In addition to *Light of Life* going electronic, the end of 2010 sees a significantly more important change for us here at LEM—we have taken the difficult decision to close our Home Education Assistance programme.

In the early 1980s home schooling began to grow in Australia and we began to receive a number of enquiries from home schoolers. Seeing the need, LEM asked the late Lesley Young to begin to assemble and plan assistance information and in 1985 the HEA programme was born, operating from our base in Booleroo Centre, South Australia. HEA moved with LEM to Canberra in 1991 and has continued until today.

After Lesley finished her time with HEA, Merrin Larsen took over the task and ably managed affairs for some years. Her speciality was dealing with authorities and many were helped through difficult times through Merrin's expertise. Merrin passed the baton to her assistant, Glenda Joanknecht, in 2007 who again has ably filled the position. Our appreciation goes to Glenda for the pleasant and competent manner in which she has discharged her role.

Glenda and her husband Simon are moving interstate in 2011 and unfortunately we do not have anyone available to take on the role. Hence we felt it was wise in God to discontinue the HEA programme.

Many former HEA students have now graduated from both secondary and tertiary courses, often with distinction. Some now have families of their own. Over the years literally hundreds of families have been helped with their educational programs and we have been blessed with many letters of appreciation.

CURRENT MEMBERS

Those who are involved with the HEA programme should already have been advised of the situation and Glenda is working with each of them to finish up their year's work.

Of course, help for home educators is still available on a less formal basis. Call our office during business hours to discuss your question or situation.

ASSESSMENT SERVICE CONTINUES

One of the valuable components of the HEA programme which we plan to continue is the assessment service. When parents begin to home school children that have already been at school they seldom know where their children will fit in the core subjects of language and maths. The assessment test enables us to evaluate their progress and recommend curriculum at an appropriate level.

Assessment tests may be ordered at www.lem.com.au or by phoning **02 6259 3944**.

Projects

- We are continuing to build the LEM Phonics online *Teachers Resource Kit* and adding new materials regularly.
- We are in process of editing the *Book of Rules*, which will be followed by the *LEM Phonics Manual* and *Word List* books.
- Another project now expected to be undertaken early in 2011 is a DVD of the phonograms, showing mouth positions for ESL users.

This Issue

In this commemorative issue I have given much attention to our history and the basic message we believe God has given us. I introduce the CHES program 2011. *Exploring Christian Education* looks at the State's humanist agenda in our education system. In health I discuss my conviction about healthy living and our book reviews highlight recent additions to our catalogue suitable for holiday reading.

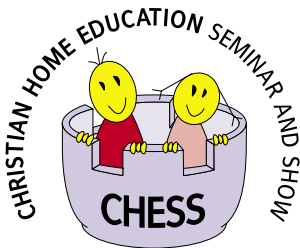
Enjoy this last hard copy and we look forward to meeting you electronically in the new year.



Christmas Closure 2010–2011

Our last day of business for 2010 will be **Tuesday 21 December** and we will re-open for 2011 on **Wednesday 12 January**.

We are thankful for your support and custom over the past twelve months and we wish you God's abundant blessings for the holiday period and beyond.



CHES 2011

Whilst costs are rising and conducting CHES seminars requires significant expenditure, we have been encouraged by many to continue with the seminars. We thoroughly enjoy travelling through Australia, meeting so many home educators and (we trust) providing some encouragement, direction and resources for this most important task. For many the CHES seminar has been an introduction to home education, for others an encouragement in the place of challenge. CHES has provided some with the inspiration to go on despite overwhelming odds, and has given others their only opportunity to inspect and assess materials for the year ahead.

One thing we are planning through building an electronic mailing list is the ability to let all our customer base know details of their nearest CHES seminar, as many have told us they had not known the details.

We are planning a number of CHES seminars for 2011. Last year we did not hold a Brisbane CHES but we have been assured there is significant interest for 2011. As such Brisbane is tentatively back on the calendar!

We particularly need someone in the Brisbane area who can be the contact person, book a venue and perform various other administration for the day. If you would be willing to help, please contact us soon to ensure a Brisbane CHES,

Tentative dates for CHES 2011

Brisbane	Saturday 16 April
Adelaide	Saturday 21 May
Sydney	Saturday 18 June
Melbourne	Saturday 16 July
Perth	Saturday 13 August

Firm details and venues will be announced in the new year.

Please let any who are new to home education know about CHES as we trust it will be a great benefit and inspiration for them.

Overseas

PERU

I am sitting beginning writing for this issue of *Light of Life* in Ari's Cafe on the central square (the *Plaza de Armas*) in Iquitos, Peru, where I am visiting for the first time to speak at an LEM Christian education conference.

Bob and Frances Relyea, ably assisted by Mariela Sandoval, are doing a great job here in Peru promoting and helping to develop a growing Christian education movement.

This is my sixth fruitful visit to Peru and during those visits we have conducted conferences in most of the main centres of the country. On this visit we began with a Christian education seminar in Lima, with my friend Pastor Claudio Zolla. We



then flew to Iquitos, and Tarapoto, the major centre in San Martin Department (Province) before busing to Chachapoyas for a three-day tourist break. Another bus trip brought us to Chiclayo and the Relyeas apartment. Rested, we ventured on a one hour taxi ride to Chepen for a very successful one day seminar. Finally a three hour bus ride took us to the northern town of Piura for a two day seminar.

It is unlikely that I will return to Peru in 2011 as it is Presidential elections at that time and things can often be somewhat chaotic in terms of travel and trying to organise events. Indeed during this visit it was nation-wide mayoral elections held on Sunday and all meetings are cancelled for that day including church services.

Bob and Frances have now been in Peru for twelve years and are planning to spend a further two years there before moving back to Australia to be with their children and 18 grandchildren.



Presenting certificates in Piura



Peter and Frances at the conference in Piura

EAST AFRICA

At the end of November I will be in Kampala, Uganda to conduct a two-day seminar in LEM Phonics. It will be my second time to visit these schools in Kampala who have been grappling with LEM Phonics for a couple of years now. This time I am expecting to be joined by Briony Kaczmarek, who was teaching at Covenant College, Canberra. Briony is hoping to bring eight of the teachers from her school to introduce them to the LEM Phonics program.

Last issue we shared a letter from Kay Symons who is teaching LEM Phonics in Mbale, near Kisumu, Kenya. Hopefully I can visit with her during this visit to East Africa. Please pray for our brethren in East Africa as their schools are so basic, materials so hard to access and standards so low in terms of quality English.

INDIA

After a very successful visit earlier this year Evelyn Garrard is planning to return to India with Rev Richard Wilson in early 2011. Richard is presently in India and he is planning a schedule for a return visit. If that visit goes ahead, I may also visit India to explore the possibility of establishing a base for LEM Phonics in India. There is good interest in several locations—but there needs to be more than just interest for the ongoing success of the programme. I will be endeavouring to put business structures in place to help establish LEM Phonics there.

Our Sydney based LEM Phonics Instructor, Lindy Bonham, has recently been in Sri Lanka conducting training sessions for groups of teachers there.

PAPUA NEW GUINEA

Despite some communication difficulties, Mesia Novau tells us that the school he and his wife Iga established in Hula village is doing well, considering that the school started with virtually no financial support and they have had to plan curriculum and set up all their own systems.

We understand that the Kwato schools in and around Alotau, Milne Bay Province, are also making progress with LEM Phonics under Rhonda's capable leadership. I am anticipating returning to conduct further training in the second half of April next year.

There are also some good signs in terms of the establishment of new schools where there can be good Christian influence. The Baptist schools in the Mt Hagen area are still reporting very good

progress, planning further training even in the outpost of Telefomin in the far west highlands not far from the Irian Jaya border.

Equip Family Camp

KINGDOM WORLD VIEW

View the world through the eyes of the King.

Strengthen the weakest links.

Be 'workers together with Him'
to build His kingdom. (2 Cor 6:1)

**STRONG Faith = STRONG Family =
STRONG Nation**

25–28 January 2011

Encounters Conference Centre

Victor Harbor, SA

Speakers

Peter Frogley, Light Educational Ministries
Val Stares, Above Rubies Ministries
Peter Sparrow and Russell Wallace, Creation
Ministries International

Prices

Full registration (meals & accom)

Adults \$250; 2–5 yrs \$200
under 2 yrs free

Day registration (meals only)

All days: Adults \$150

Single day: Adults \$40; 2–5 yrs \$25

Please note there are no group discounts

Enquiries

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pureheartm5@gmail.com

Exploring

Christian Education

78 Not Much Changes

PETER FROGLEY

After 30 plus years Light Educational Ministries still brings essentially the same message in Christian education.

God is the focus—His kingdom is the goal.

Our desire and vision is, and always has been, that all Christian educators and schools would not only make that concept their priority but also would outwork it in their day-to-day teaching. The effectual outworking requires a long, sometimes painful process of changing our thinking to conform with God's. Paul puts it brilliantly in Romans:

And do not be conformed to this world, but be transformed by the renewing of your mind, in order to prove by you what is that good and pleasing and perfect will of God.

Romans 12:2

Renewing our thinking about every detail of every discipline is to reinterpret every discipline in the light of biblical truth. Many have little idea how to go about such a huge challenge and as a result give up and teach as they have been taught. In 2011, as in 1979, this process of renewing or reinterpretation remains fundamental to any Christian education.

STATE INTERVENTION

Once the State had convinced Christians that education should be compulsory, they were able to control education. State control in education is now so ingrained in our thinking that we find it difficult to think about education in biblical terms. For example, most teachers could not conceive of a course being worthwhile unless it was approved by the State. Its credibility rests with State approval rather than God's approval.

Education is considered in the context of the State expectations, not in the teaching of the Bible. In this environment it has become increasingly difficult to develop a faithfully Christian educational programme. The State has not helped Christians in pursuing a truly Christian approach as it has increasingly exerted, and even forced, a humanist philosophy on Christian schools.

The State has long since embraced Hegel's thinking that the State is 'God walking on the earth' and thus even Christians have come to accept that Government is the ultimate authority. Thus, believing that they are the authority in education, the State feels free to impose their humanistic standards on all.

This inversion has replaced the biblical teaching of parental authority with State authority. This has become the accepted norm in most Christian

circles, with the common expression being that if the State does not have control most children would not be educated. This is to presume that the population is irresponsible.

It does not seem to occur to State educational authorities that the reason Christians originally established Christian schools, and many are home educating, is that they do not accept State standards and expectations, but wish to set biblical standards for their children's education!

Statists believe the State is secular and sovereign. Some would be familiar with the term 'sovereignty of parliament', meaning there is no higher authority than parliament—that is, human government. There is no acknowledgement of the sovereignty of God over all things in the thinking of these people.

The State, therefore, can accept no competition in regard to sovereignty. This, incidentally, was the issue in the first century church. The Romans considered Caesar to be the true god and they were concerned that the Christians believed their God was the only true God. If Christians had acknowledged Caesar and accepted that God was but one among the many He could have taken His place with all the other gods in the Roman Pantheon and Christians would not have been persecuted. As it was, Christians were considered to be atheists. The parallels between ancient Rome and twenty-first century Christianity should not be overlooked.

Have Christians today accepted that the State is god with Jesus becoming just another option amongst the gods?

CHRISTIAN RESPONSE

Christians are working to train their children to be servants of God in the kingdom of God; whilst the State is aiming to train citizens of, and for, the State.

Thus the present godless humanist educational climate creates a conflict of faith for many Christians and to coexist they are encouraged to compromise their goals and ideals in order to conform to the expectations or demands of the State. Many Christians today seem to find this compromise quite acceptable—so powerful and

prevailing is the humanist or Hegelian view. It is ironic that our humanistic authorities plead for tolerance and acceptance of all religious persuasions, with the exception biblical Christianity. It confirms a theory that there are effectively only two world views—Christian and anti-Christian—and those two views are irreconcilable.

Christians have come to accept that government is the ultimate authority

EDUCATIONAL HISTORY

Whatever our view of educational control, we have enjoyed (or endured) state control of education in Australia since the 1870s, when too few Christians objected. It was claimed that compulsory education would ensure a quality free education for all. It would thus protect children who may have been exploited by wayward parents. In fact there were few children who were

not educated and it may well be that there are more who are not 'educated' today, whether attending school or not!

The real problem has been that in recent years state educational philosophy has moved dramatically away from its Christian base and has been reformed by the likes of renowned atheist educator John Dewey so that it is now profoundly anti-Christian.

Clever people in government realised that legislative control of itself would not be particularly strong if Christians had been willing to make a stand for biblical values. So it must have been a very pleasant surprise when, foolishly, Christians persuaded governments that Christian-based, non-government schools should be funded from the public purse. I suspect these clever people thought all their prayers had been answered. It should have been obvious to Christians then that if funding was being provided from the public purse there needed to be public accountability. This is right and proper. The problem is that the State exercises that accountability on the basis of its godless, humanist values. Christians have thus become subject to an alien religion, even entertaining false gods in their midst. It is therefore very difficult for Christian schools to be faithful to their name and calling to represent Christ to their students.

REINTERPRETING DISCIPLINES

Changes like the National Curriculum, which may seem a good idea to some, present Christians with further challenges in maintaining their

distinctive biblical perspective. One could perhaps assume that this was an intended obstacle for Christian schools. Hopefully wise schools will be able to work around this restriction with little change to their teaching.

If the Christian school's instruction is to be Christian then each discipline must be reinterpreted in light of a biblical world view. As the biblical world view is diametrically opposed to a humanist world view, this process of reinterpretation is extensive and intensive.

For example, how could a Christian school teach science from an evolutionary base when the scriptures declare that God created in seven days? How could a Christian school teach Geography from a uniformitarian perspective when the Bible presents us with a catastrophe in the Noahic Flood? How could

they teach history as if there were no God when God Himself came to earth and changed history?

The Christian school of necessity will be different; but for State educationalists such difference is out of the question. Students will not be being trained to be citizens of the State and will thus become a divisive element in society. This is the great question for all Christian educators to answer—and their answer will expose whether they believe in Christian education or are satisfied with a compromise. My concern is that we could well lose Christian education unless we are willing to stand for the Gospel—even if it means rethinking everything the world has taught us.

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**only two world
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Practising

WENDY HILL

For the complete version of this article visit
The Gift of Music website at www.thegiftofmusic.com.au.

The Macquarie Dictionary defines the word *practise*: 'to carry out, perform, do habitually, observe, do repeatedly in order to acquire skill or proficiency; train, drill.'

Strong's Concordance goes further to say that *practice* originally came from the Hebrew *asah*, meaning 'to do, make, accomplish, advance, become, bring forth, be busy, commit, exercise, be industrious, labour, maintain, observe, perform, prepare, work and yield'.

ATTITUDES TO PRACTISING

Practising has a deeper meaning than just playing pieces over and over. Some see practising as hard work with negative connotations. After the novelty of the first few lessons wears off, practice sometimes becomes synonymous with dull repetition.

Playing piano is not a natural act. It takes effort to keep the forearms horizontal and train finger independence.

Students love to play but not to practise. It is very easy to become discouraged in learning an instrument when we realise the effort, work and discipline required. Students who become very negative about practising are said to have *misdoctakleiditis*, a condition describing those who dislike practising a keyboard instrument (Greek *mis* hatred, *dokime* rehearsal, *ta kleidia* keyboard).

It is better to have *philodoctakleiditis* (*philo*=love)!

If teachers and students are not careful in their approach to practice, then the joy of learning something new dissipates. Newness and freshness turn stale as routine drills in technique and mechanical repetition of old pieces take over. Drills and pieces need to be balanced with new pieces and creativity.

Attitude toward work is the main issue. An obedient attitude towards God brings a healthy attitude towards work and practice, and the satisfaction of completing the task is rewarding. If no practising were needed, rewards would be immediate but with no sense of achievement. Without work, useful skills are not developed for God or others.

God created music and gave us dominion over it, entrusting it to our care (Psalm 8:6, 1 Timothy 6:20). He made us stewards of His soundwaves. Therefore musicians are accountable to God for their music making. In practising, students are learning to be accountable for their actions. They will come to enjoy practising as work was originally intended. God gave Adam the work of naming the animals and he willingly carried out his work and did not complain. Music students need to use their God-given intelligence when learning music, to care for the sounds they make and practise with a willing heart.

Practice should not be boring, dull repetition but an opportunity to learn about God and His creation. If anyone claims something is dull, boring,

old, unsatisfying and not worth doing, then they should read God's words to Jeremiah:

Call to me and I will answer you and tell you great and unsearchable things you do not know.

Jeremiah 3:33

People nowadays want new things and new ideas all the time. God is the answer to this materialistic self gratification. He gives wisdom and new knowledge. God is interested in everything we do. He wants to be involved in all of our lives, including practices.

A little understanding of how we are created can help our understanding of practice. Although we are made in God's image and reflect God's creativity, it is impossible to play a piece perfectly the first time because of human weakness. Only God can create perfectly first time as demonstrated in Creation.

To succeed and prosper, man has to work hard. The achievements of a great musician do not come easily but through years of effort and devotion. When professional musicians play brilliantly, sweat can often be seen on their brows.

Practice means repetition of good habits. In a good productive practice, more things have been repeated correctly than incorrectly. It has been said that the difference between a professional and an amateur musician is that an amateur practises until they get it right. A professional practises until they cannot get it wrong.

Even though students may never play the instrument perfectly, they learn from the experience of practice. Paul says:

We also rejoice in our suffering because we know that suffering produces perseverance, perseverance, character, and character, hope.

Romans 5:3

James wrote:

Consider it pure joy whenever you face trials of many kinds because you know that testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete.

James 1:2

These two scriptures describe a life's journey as shown below. Practising starts as a:

1. **testing of faith** (a challenge of musical difficulties) which leads to
2. **suffering** (overcoming difficult parts) which leads to
3. **perseverance** (involving time, work, maturing, persistence) then
4. **character** (improvement in playing) and finally a
5. **hope for the future** (beautiful playing and more motivation to learn more pieces and use skills for God's purposes).

Some more scriptures helpful for practising include:

Work produced by faith, labour prompted by love, endurance inspired by hope in our Lord Jesus Christ.

1 Thessalonians 1:3

Whatever you do [including practising], work at it with all your heart as though working for the Lord and not for men.

Colossians 3:23

Sing psalms, hymns and spiritual songs with gratitude in your hearts to God.

Colossians 3:6

Musicians are stewards of God's creation (sound-waves) and should show gratitude for it. Don't be afraid to step outside the boundaries of exams, eisteddfods and traditional teaching methods.

PRACTICAL PRACTICE TIPS FOR PARENTS

1. Play the recording daily. Music cannot come out of the fingers unless it is already in the brain. MIMO means 'music in, music out'. The more the recording is heard, the quicker the student progresses. Listening to the recording teaches note sequences, pattern recognition, pitch, memory and expression of feelings in the same way that listening to language teaches word patterns, sentences, grammar, tone sensitivity and memory.
2. Practise when the child is fresh and not tired. Short, efficient, happy practices are more productive.
3. Follow instructions carefully.
4. Have the piano tuned once a year.
5. Practice five to six days per week. Sunday can be a day off.
6. Practices are not negotiable. They are a daily habit like brushing teeth.
7. Remove distractions. Take the phone off the hook or put the answering machine on. Occupy siblings with activities.
8. Be well mannered in practices. Avoid interrupting. Wait till the end of a section before speaking. Avoid nagging.
9. Be happy. Smile and laugh often. Make practising a pleasant, enjoyable experience the child will want to repeat.
10. Practise communication skills—positive eye contact, physical contact and a gentle tone of voice.
11. Use a loving discipline. Proverbs 3:12 says 'The Lord disciplines those He loves'.
12. Show genuine praise, interest and encouragement. Children can see through insincerity, falseness and manipulation.
13. If the child is sick or tired, play some old favourites and shorten the practice.
14. Draw up fun practice charts listing work to be covered. Tick each task as it is done.
15. Don't assume that younger siblings will learn faster, or that they already know things from their older siblings. Each child follows the same learning steps and makes their own mistakes.
16. Do not rely on older siblings to take the younger one's practice. Attending practice is still the parent's job.
17. Accept your children as God created them. God gives talents and abilities in different amounts to different people according to His grace.
18. Look for the tiniest improvements and show surprise and joy.
19. Raise your eyebrows and open your mouth slightly when you smile. This makes a huge difference and is contagious.
20. Avoid huffs and puffs and looking at the clock. These are also contagious.
21. Be happy and relaxed—not worried, tired or pressured by time. One of children's greatest fears is their parent's anger.
21. Jesus said several times, 'Do not worry'. Worry means creating mental images of things you don't want to happen.
22. Do not fear. FEAR means False Expectations Appearing Real.

Biblical Piano Course

The Gift of Music piano course, *Music for our Maker*, is now available from Wendy Hill.



This course is a foundational Biblical course using the same principles found in the fourteen music elements of *The Elements of Music* course. These two courses complement each other.

The piano course boasts a full complement of resources:

Teacher Manual	\$50.00
Teacher's Aids Kit	\$30.00
Genesis Technique	\$40.00
Music for our Maker Vol 1 (with CD)	\$48.00
Music for our Maker Vol 1 Duet Book	\$20.00
Music for our Maker Vol 2 (with CD)	\$48.00
Preparatory Book (for 5–7 year olds)	\$30.00
Piano Reader	\$30.00
'Books of the Bible' sheet music & CD	\$20.00
Full Set (10% discount)	\$285.00

For more details and ordering visit
www.thegiftofmusic.com.au

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Why healthy living?



For fifteen years we have been alerting parents to the importance of healthy eating, exercise and lifestyle.

I had been pondering the various areas of learning or disciplines and medicine came to mind. Being troubled even at the sight of blood I was not terribly concerned whether or not God wanted to say anything. Nevertheless, I had a sense of the beauty of the human body and particularly the fine detail down to molecular level. Then I imagined the surgeon cutting through the flesh and the thought came that this was a fairly barbaric way to deal with this beautiful body.

With this thought came the impression that He would speak to me about health and medicine one day. I never quite forgot that incident, but I was never interested enough to do anything about it—that is until 1996, when I was visiting a lady at a Christian university in the USA to talk about her interest in Australian history and to tour the university.

When I arrived I noticed she had a pile of health books and tapes on the bench and I thought 'oh, oh, a health nut'. With that came the remembrance of that incident from many years earlier

and the feeling that this was the time God would speak with me. I am sure we all know the feeling of being set up or trapped—that is what I felt at that moment.

Of course, the well-meaning lady was keen to give me this assortment of books and cassette tapes and I was keen not to receive them. However, as we toured the university there was a furious debate going on in my mind. The Lord seemed to be saying, 'This is what I said I wanted to talk with you about' as I was countering, 'I'm already involved in enough fruit loop activities and I have no intention of engaging in yet another!'

THE CONVICTION

The conviction was so strong that by the time we had finished our guided tour I decided I could perhaps fit some of the resources in my suitcase. Somehow I knew God was on my case and there were some changes to come to my life. I have never really liked change so there was some trepidation.

I vividly recall listening to one of the tapes by George Malkmus, of Hallelujah Acres fame, whilst driving to Melbourne. He was enthusiastically explaining why we should remove all animal products, white sugar, salt, refined grains

and all drugs (including caffeine) from our diets. This was too much for someone who had as an article of faith that chocolate was healthy because it came from a plant. And I vividly remember exclaiming 'well, what on earth are we supposed to eat?!'

It seemed my whole list of acceptable foods had been eliminated. George, of course, went on to provide an answer to my desperate question and I felt strongly convicted to begin doing what he was speaking about.

It would be true to say I was a reluctant convert; however it was not George but rather the Holy Spirit, who seemed to be on his side rather than mine.

With almost a sense of resignation I spoke with my wife Kaye who I felt sure would strongly resist and I would at least have an excuse for not proceeding. She was not that helpful, so feeling a little like guinea pigs we began to remove offending items from our diet. It was a fairly slow process over about six months.

I recall one day deciding something funny was going on as my belt seemed to be doing up a notch or two past where it had been. Eventually I weighed myself and to my amazement I had lost weight. I stopped getting regular headaches, my internals were functioning much better and I felt better. I must confess we have never achieved purity in our diet, but we have greatly enjoyed much better health.

At the same time we were noticing that many children were suffering from degenerative diseases and what Michael Sichel calls 'alphabet diseases' (ADD, ADHD and other autism spectrum disorders). That prompted me to begin these health articles.

From personal experience and from the testimonies of many of you I am satisfied that this was a wise move.

PREVENTATIVE MEDICINE

We have been promoting what is effectively preventative medicine. That is the 'Clayton's medicine' —the one you do not have to take! Keeping disease away is better than treating it when it comes.

Just as we have in the education field, we have sought God's ways in endeavouring to understand health. Our problem in all things is, of course, sin, which objects to correction.

In the case of health it is difficult to maintain a healthy diet as we are often addicted to unhealthy foods such as sugar, salt and coffee.

So if you are serious about your family's health be prepared for internal conflict, and even a tantrum or two, as you seek to make changes to your family eating habits. You will probably experience the power of addiction and some of its manifestations!

Most medical professionals and all natural health exponents are now recommending healthy diets and quoting figures to show significant reductions in disease attributable to dietary change. Indeed some claim up to 90% reduction in likelihood of heart disease, cancer and other degenerative diseases.

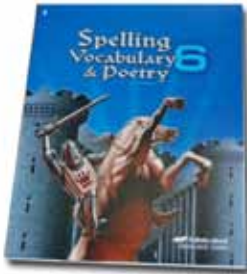
Nothing, of course, can guarantee the absence of disease and it is true that it is inevitable that we will all die one day of something, even if only old age. If, however, dietary change enables me to live a healthier, more productive life in serving the Lord, I think it is a good thing.

A Beka

GRADE 5: ARITHMETIC (FOURTH EDITION)

A minor revision of the third edition.

32817	Student Text	\$23.20
32818	Teachers Edition	\$71.65
32819	Quizzes, Tests and Speed Drills	\$9.70
32820	Teacher Key to Quizzes, Tests and Speed Drills	\$15.25



GRADE 6: SPELLING VOCABULARY AND POETRY (SIXTH EDITION)

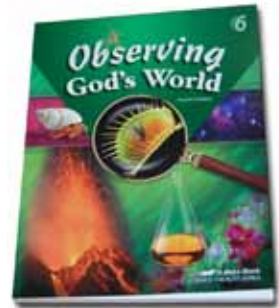
A somewhat simplified revision of the fifth edition.

32426	Student Text	\$12.10
32495	Teacher Edition	\$42.65
32498	Student Test	\$8.55
32499	Teacher Key to Test	\$15.25

GRADE 6 SCIENCE: OBSERVING GOD'S WORLD (FOURTH EDITION)

Another minor upgrade to previous edition.

32035	Student Text	\$28.45
32034	Teacher Edition	\$62.15
23306	Teacher Key to Text (LEM)	\$10.95
32037	Student Test	\$8.55
32036	Teacher Key to Test	\$15.25
32038	Student Quiz and Worksheets	\$8.55
32039	Teacher Key to Quiz and Worksheets	\$15.25



Rod and Staff Publishers

The second book in the Building Scholastic Foundations, Series G–H–I, is now available. *Hearing and Helping* uses a rain forest theme to provide practice with rhyming words, sentences and following instructions.

31218	Hearing and Helping	\$3.55
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Gift books for holiday reading

R M BALLANTYNE SERIES

The G A Henty historical stories have been very popular among 10–15 year olds for many years, but we are unfortunately no longer able to supply them. In their place we present a new series of story books by 19th century Scottish writer R M Ballantyne. Ballantyne's books are written in classical yet very readable language, suitable for the same 10–15 year age group. They are more specifically Christian than the Henty titles but still retain the 'adventure and battle' appeal which made Henty so popular.

Visit www.prestonspeed.lem.com.au for great clearance deals on G A Henty titles and other books from Preston Speed publishers.

There are twenty titles in this recommended series, all in quality hardcover and only **\$29.95 each**.

Blue Lights

Miles Milton joins the British army for the war in the Sudan to experience the good life of adventure. However, the providential hand of God is upon Miles, and experiences of life in the Sudan and among the tribal clans help him realise his folly. His heart is changed to seek God and he returns home to England to be reconciled with his family. 13480

The Cannibal Islands

Join Captain James Cook to such exotic places as Tierra del Fuego, Tahiti and New Zealand where he is confronted by cannibals addicted to eating human flesh. Included in this book is *Fighting the Whales*. Bob Ledbury sets sail on his first whaling cruise at just fifteen but never strays from the foundation of Christian faith. 13481

The Coral Island

A breathtaking account of narrow escapes and harrowing trials in the South Pacific. Ralph Rover, Jack Martin and Peterkin Gay are marooned on a coral island in the Pacific. They learn to survive with cutthroat pirates and savage cannibals through their faith in God. 13482



Deep Down

A heart-warming tale of love, life, laughter, and tragedy living near the tin and copper mines of St Just, Cornwall, in the mid-nineteenth century. There, amidst the dangers of the deep mines, a story of courage, contentment and adversity takes place, encouraging us to be grateful for Christian home and faith. 13843

The Dog Crusoe

Come with Dick, his remarkable dog Crusoe and his travelling companions as they set out across the prairies on a mission of peace and exploration. Crusoe proves a great blessing to his noble master. 13484

Fighting the Flames

Frank Wilders is a young star in the London Fire Brigade. Through daring rescues, valiant hard work, plots of arson and attempted murder the best and worst of mid-nineteenth century London is exposed. 13485

Gascoyne

On a small Pacific island settlers meet the Sandal Wood trader. Some say he's a pirate. Join Henry, Bumpus, Reverend Mason and others as they unravel the mystery of the trader. 13493

The Giant of the North

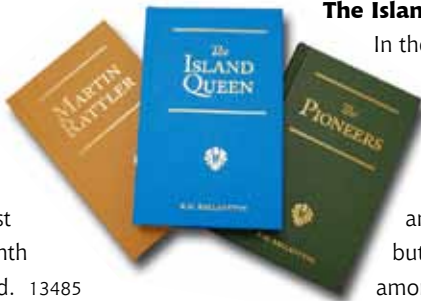
A giant Eskimo, Screekinbroot, journeys with Captain Vane, his son Benjamin and two nephews Leo and Alf on adventure when their ship, the *White Bear*, gets stuck in the ice. They find an old man, an ancestor of Captain Henry Hudson, who helps them to the North Pole. 13486

The Gorilla Hunters

Sequel to *The Coral Island*, the three young men join the great hunters in Africa. They fight with savages, hunt elephants and gorillas and visit native tribes. Find out how their excursion concludes, and if they all survive the African journey! 13487

Hunted and Harried

In 1666, English soldiers hunted Scottish Covenanters. Will Wallace joins Andrew Black as a follower of Christ. An inspiring story of those who perished for the cause of Christ and Christian liberty. 13488



The Island Queen

In the South Pacific, Paulina, Dominick and Otto make it to an uninhabited coral reef island after their ship sinks. Soon another ship is wrecked and they rescue many survivors, but soon they are fighting amongst themselves. The godly woman Paulina is asked to be their 'queen'. She consents and helps govern them with the assistance of her brothers. 13489

The Lonely Island

The story of the mutiny on the *Bounty* and the casting adrift of Captain Bligh instigated by Fletcher Christian. They settled on Pitcairn's Island, far off the beaten sailing routes of ships at sea. But God brought change and He caused light to spring up on the Lonely Island. 13490

Martin Rattler

Martin Rattler mistakenly winds up on the ship *Firefly* with his friend Barney O'Flannagan, headed to the South Seas. Escaping pirates and surviving a shipwreck, the two explore South America. They canoe down the Amazon, narrowly escape an alligator, eat anaconda and turtle's eggs and are captured by Indians. 13491

The Norsemen in the West

An Icelandic saga of exploration and adventure, blessed marriage and miscommunication. Takes us back to Leif Erikson and the introduction of the Gospel. 13492

The Pioneers

An interesting, accurate narrative of Mackenzie's two great expeditions across the far north of the

American continent across the Rockies to the Pacific Ocean or on to the Polar Sea. Included in this book is *Fast In the Ice*. Ship-crushing ice floes, hungry polar bears, months-long darkness, and -40 degrees temperatures confront Captain Harvey aboard the *Hope* as he journeys to the North Pole. 13494

The Pirate City

The story of Algerian pirates, the scourge of the Mediterranean in mid-1800s. A merchant and his sons Mariano and Lucien are captured. Forced to endure slavery as 'Christian dogs before their Muslim captors', the heroes rely on Providence to bring deliverance. 13496

Post Haste

The beginning of the General Post Office and the founding of the mail system in the 1800s. Our friends in this story must take on the role of detective to trace the mysterious disappearance of a letter addressed to Messr. Blurt and Co. 13495

Red Rooney

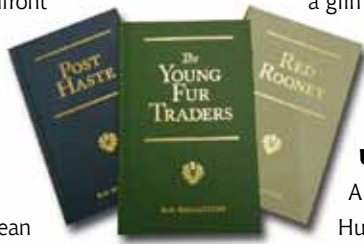
Red Rooney embarks on a voyage from Greenland but his boat is crushed by ice and sinks. An Eskimo named Okiok finds him. Gives a glimpse into the pagan lifestyle and the spiritual battle between the Angekok (false priest) and Christian missionaries. 13497

Ungava

A group of trappers working in the Hudson Bay Company travel to the northern extremities of Hudson Bay to open a new trading post. The Stanley family accompany them, as they encounter dangerous bears, life-threatening snowstorms, hostile Indian tribes, and many other challenges. 13498

The Young Fur traders

Charlie Kennedy, a trapper, lives in the Canadian arctic at Red River Settlement with Indians, Scotsmen, and French-Canadian settlers. He traps in the vast forests, travelling down perilous rivers and surviving all sorts of scrapes and adventures. 13499



More good holiday reading

BELL MOUNTAIN BY LEE DUIGAN

How to reach the bell on the mountain top to bring the world to an end. Young people Jack and Ellayne embark on this high adventure. Perfect for 'twens'. 288pgs. 14340 Bell Mountain \$17.70

HIDDEN IN PLAIN SIGHT BY M G SELBREDE

Jenna Wilkes discovers that conventional science has misunderstood the very fabric of the universe. This brings the Establishment out to protect their interests. 334pgs. 14341 Hidden in Plain Sight \$18.95



LEM Phonics Corner

How can we make learning fun?

EVELYN GARRARD

Although I am not in the classroom any longer, I am privileged to be able to teach an hour of phonics a day to my two young grandchildren who are homeschooling. (It helps me to ‘keep in touch with the game’).

The other day we played ‘Careless Clarry’. Careless Clarry always spells some words incorrectly. The older of the two writes a sentence with mistakes in it, and the younger tries to find the mistakes and has to tell why the spelling is wrong. If he cannot do that, the older one has to explain the rule to the younger.

It was such a valuable exercise, because rules were reviewed and the challenge to find out why words are written as they are was ever before them. Besides that, it happened to be a lot of fun!

A question I have encountered when working in schools is ‘How can we make learning fun?’ There is a current philosophy prevalent that learning *must* be fun. I would prefer to use the word ‘enjoyable’. Enjoyment is usually a product of interest. Therefore the real quest must be to find pathways to make lessons as interesting as possible, and enjoyment and fun may end up being by-products.



John Gregory Milton, who wrote the original *Seven Laws of Teaching* in 1884, points out the essential elements in every complete and full act of teaching. In them we find clues to the pathways to interest:

MILTON'S SEVEN LAWS OF TEACHING

1. A **teacher** must be one who **knows** the lesson or truth or art to be taught.
2. A **learner** is one who **attends** with interest to the lesson.
3. The **language** used as a **medium** between teacher and learner must be **common** to both.
4. The **lesson** to be mastered must be explicable in the terms of truth already known by the learner—the **unknown** must be explained by means of the **known**.
5. Teaching is **arousing and using the pupil's mind** to grasp the desired thought or to master the desired art.
6. Learning is **thinking into one's own understanding** a new idea or truth or **working into habit** a new art or skill.
7. The **test and proof** of teaching done—the finishing and fastening process—must be a **reviewing, rethinking, reknowing, reproducing, and applying** of the material that has been taught, the knowledge and ideals and arts that have been communicated.

Taking points 3 and 4 together, that the language used must be understandable by both teacher and learner and that the lesson must be explained in terms which the learner already knows, lines up very well with the philosophy point in LEM Phonics Programme which states 'Learning best takes place when new concepts are built on what is already known'. We understand this through our own experiences in life. As soon as someone says something which relates to our own experience, our ears prick up!

So let us apply this principle to our teaching. For example, if I am teaching in overseas countries, children in Grade 3 and up will know the alphabet letter names, but not the sounds. Therefore I begin by reviewing the alphabet and then go on to link the sounds to what they know. I would do exactly the same with children in Australia who are struggling to read, if they have not learned phonetically.

Challenge is another great motivator. The Careless Clarry game is one way to challenge students. Having to correct Clarry's mistakes challenges the student to know the phonics rules.

A challenge in life often promises some reward at the end. I offered my 7-year-old grandchild a reward he really wanted, if he could match my handwriting by the end of the year. He decided to take it on, saying 'Wow, that is a major challenge!' That indeed was the case because his handwriting was, in his own words, 'shocking'.

Interest alone was not enough to achieve that challenge. He needed to be disciplined and able to focus on a task. To help him I set out a plan for gradual improvement—which also took his fancy. He had to conquer one thing at a time—writing on the line, consistency in size, keeping his sentences next to the margin, and other good writing principles.

Knowing how much he loves sayings and platitudes, my grandson would respond well to phrases like 'Concentration is the secret' or 'Think before you act'.

His writing improved quite dramatically very soon, which made him think he could receive his reward at once, but I explained that his good writing had to become habit, and that only time would prove to me that he could keep it up.

This has sometimes meant that learning is not fun. For children to learn resilience, they must learn to do what they don't feel like doing at times. Rewards have to be won, not just handed out on a silver platter. The character lessons of obedience, focusing on a task and completing a task are equally as important as the academic skills.

But children over all must enjoy their learning if they are to learn well. That is why I include humour in my teaching, trying to use it as a tool to enhance learning, rather than humour for humour's sake. What has most impressed me in the handwriting exercise is the genuine gratitude that my grandson has shown me for helping him become a better writer. The greatest reward for him and myself will be what he has achieved, not the prize. But we have had to go through some rough spots to get to that place.

Each child is an individual. Homeschoolers surely have an advantage in catering to the interests of the child. But, whatever the situation, I believe that we can find the keys to capturing the child's interest as we seek answers from the Lord who knows and loves our children even better than we do.

A handwritten signature in black ink, appearing to read 'Evelyn', written in a cursive style with a horizontal line underneath.