

DIRECTOR'S COMMENT

PETER FROGLEY

Here we are at the beginning of the third millennium since the Lord Jesus Christ's advent. For two thousand years God's people have lived and proclaimed the only message of hope for man. As we enter this third millennium it is us who carry the torch that has been carried by thousands of great men and women who have gone before us. It is the greatest privilege man can have, and in His Providence God has chosen us to be His ambassadors — to establish His Kingdom on this earth.

We've been blessed to have Evelyn Garrard's son, John, come and join us full time. John brings with him many talents and a background in graphic design. We hope you appreciate his input into our 'new-look' *Light of Life*.

Projects

The first **LEM Phonics Reader Series** has hit the shelves. Those who have seen the pre-release readers have been most enthusiastic and have encouraged us to print them as soon as possible. There are also further sets of readers in the pipeline. Complete details are in Book News on page 21.

There is growing interest for Wendy Hill's Music Appreciation course **The Elements of Music** as people use and recognise the quality

of the materials. Wendy is on track with volume two which is scheduled for release in June 2001. It is encouraging that there is interest from overseas in the music programme and we trust we have some further news in the next issue of *Light of Life*.

Work has commenced on a long awaited grade three or four **History of Australia** and we trust we will have this available later this year.

This Issue

Exploring Christian Education looks at the *Vision for Christian education* and endeavours to explore how this vision can be implemented. We reprint an excellent article from Torrens Valley Christian School on the Harry Potter phenomenon. We report on the success of the *LEM Phonics Training Videos* and Wendy Hill's *Elements of Music* programme. From Rod and Staff we have a useful article explaining why they review their textbooks. I again commend Greg Wood's health article, his third on diet and we share some exciting new products in our range in *Book Reviews*.

Keep educating for the Lord!

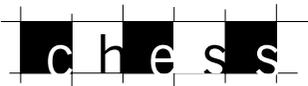


EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

Invitation

You are welcome to contact the LEM office to discuss organising seminars and book displays, particularly when you see we are travelling in your area. In past years we have run seminars whilst on route to capital cities and we are still keen to do this. We welcome your invitation to visit your town on our journeys to conduct a seminar and/or book display.



Christian Home Education
Seminar and Show

The basic seminar programme for 2001 is now complete and we encourage you to participate in the seminar nearest you. It is time for you to mark your calendars and diaries as we are confident you would enjoy and be blessed by the day.

These seminars are again a joint venture of Light Educational Ministries and Kingsley Educational, with Answers in Genesis joining us in most venues.

The exception from the CHESS seminars for us this year was the Perth Home Based Learning Network (HBLN) annual seminar held on the 20th January. We are presently in negotiation to see if this arrangement will be able to meet the needs of our friends in WA.

CHESS SEMINARS FOR 2001

Warragul	Fri 9th March
Melbourne	Mon 11th June
Hobart	Sat 16th June
Canberra	Thur 26th July
Sydney	Sat 28th July
Brisbane	Sat 11th August
Rockhampton	Mon 13th August
Adelaide	Sat 6th October
Swan Hill	Mon 8th October

Catholic Home Education Seminars

WANGARATTA

The annual Wangaratta Home Education Seminar will be held on the Monday holiday 12th March 2001 at the DaVinci Centre from 9:00 am to 5:00 pm. For further information contact Ann Balkin on 03 5765 2297.

MELBOURNE

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

LEM and Kingsley Educational will have displays and sales at both these Catholic seminars.

LEM Phonics Seminars

There will be an LEM Phonics Introductory Seminar in Canberra from the 9th to 13th July 2001. Flyers are enclosed with this issue of *Light of Life*.

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

Advanced LEM Phonics Training Programme

The next Advanced LEM Phonics course will be conducted in Canberra from 7th to 18th January 2002. This year the programme has been altered slightly. The Advanced Course will be conducted over nine days, concluding on Thurs 17th. The successful students who wish to become Registered Instructors in LEM Phonics will then be able to continue on Friday to complete the necessary extra work.

Training Videos

The Training Videos for the LEM Phonics Introductory Course have been well received with enthusiasm when people have begun viewing and seen the excellent quality of the videos.

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

The new LEM Phonics brochure is available with details of the basic range of products, including the Training Videos, and is again enclosed with this *Light of Life*.

Permanent Home

We are presently seeking confirmation on a piece of land in Charnwood, a suburb of Belconnen. It is 3671m² on an elevated and prominent site.

We are assured there has been significant progress since our last report, but we have nothing further to advise at this stage. We would greatly appreciate your prayers for this very long-winded project. In the meantime we thank God for the provision of our present facility although the rent increases significantly each year.

Kingdom Defence Trust

Peter Cain prepares to commence his third year of legal studies under the auspices of the KDT and we trust he will be able to make application of his training to the increasing work load of the Trust.

The instigator of the Trust, David Mitchell, has experienced a difficult time in the past several weeks. His wife Melba had a very bad fall in the yard and was in hospital for several weeks. She is now at home making slow but steady progress. This has been a most stressful time for them as David has not been able to keep up with his heavy schedule. They would appreciate our regular prayers at this time.

EXPLORING CHRISTIAN EDUCATION

38 Vision for Christian Education

PETER FROGLEY

The *life* for any project we human beings take on comes through a vision birthed in the heart. Without vision to drive a project it is without purpose and destined to failure.

Likewise, Christian education without vision is destined to follow the well-worn path of State education producing similar impoverished results. Christians without a vision for radical Christian education will seldom be able to do more than copy that which already exists.

Whether we are teaching in a Christian school or home educating there needs to be *life*, in the form of vision, for the task. Too often Christians are involved in education because 'it seemed to be a good idea at the time'. In such a case it is merely a job that needs doing, or perhaps seen as 'the right thing to do'.

The Call

Christians need something greater as motivation than a job that needs doing, or 'the right thing to do'. We need a sense of

call, or vision; there needs to be 'fire in the belly'. Only God can bring that vision that stirs us to godly action as vision is something exclusively for humans and particularly for Christians.

Often vision does not just happen as it regularly comes to birth through provoking our thinking and then 'pressing into God' for understanding of the vision. To stimulate the process, here are some questions you could well ask of God when you pray:

- What motivates you?
- What is your vision for education?
- What grips you, giving you a reason to exist?
- Is there passion in what you do?
- What is the purpose for your family?
- What are the purposes in God you would like your family to achieve?

MY CALL

Many years ago God called me to Christian education and it has been a driving passion ever since. It does not consume every aspect of my life — I still love and am passionate about my wife, my children, my church and

most of all the Lord Himself, but it is a specific and powerful call on my life. It is something God has birthed — it has become part of me!

DEFINING THE CALL

The call of God is akin to being discipled to a particular function, which provides a focus for our lives. I will divide the idea under two headings: teachers; and parents who are home educating.

Christian Teacher

For the Christian school teacher the call means a discipling to education; a strong commitment to God's heart for children.

Paul summarised it best when he wrote, *'...do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.'* Romans 12:2b. It means a complete change from the humanistic mindset presented by

our universities to the biblical mindset. This change in the mode of thinking enables the Christian teacher to present his lessons fully recognising that Jesus created and maintains all things. He must be the central focus of every lesson.

This change in thinking and practice comes at a major cost! It means that we will soon begin to recognise that much of what we have been taught has either been wrong or, at least, flowed from a faulty and ungodly philosophy. As teachers we need to

reinterpret all our learning to ensure it conforms to the biblical model.

Christian Home Educators

Christian home educators also need to have a vision; a calling from God, to undertake this major task. The task of discipling our children in the ways of God is a challenging privilege.

Despite some suggestions that it is a heavy burden, I prefer to think of it as a life-changing opportunity. It is a wonderful privilege to train our children in the ways of God from the earliest days, that they might serve effectively in the Kingdom of God.

We need a sense of **call**, or **vision**; there needs to be **'fire in the belly'**

Home education will require a strong commitment from each member of the family. Family life needs to be rethought, bearing in mind that every Christian family needs to rethink what it means to be a Christian family in our hedonistic society. There are often things that we have thought were priorities that need to be reorganised to ensure home education can be effective. Successful home education is more a reordering of priorities and thinking than it is a difficult challenge.

To begin this reordering process, however, we need to revisit our vision as the foundation on which to build. In outworking this process we may be helped by asking some basic questions that will develop the vision and its practical outworking. Questions such as:

- Why are we doing this?
- What are we aiming to achieve?
- What do I want my children to be like?
- How do I understand God's command regarding education?
- What preparations need to be made?
- What life-style habits need to be changed or formed?

Our answers to these questions will begin to flesh out vision for us. As it begins to take on a practical expression we will find the roles of family members being defined.

Foundation for Vision

In the early 70s of last century (that is the 1970s!) my wife and I were praying with two friends about Christian education. God had been challenging me about education and on one occasion I recall commenting that in all my time at Teachers College and in teaching I had not only never heard anyone define education, but I had never thought about it myself. Yet here we were as Christians, and three of the four of us, as school teachers coming to God about a subject we had never defined. I said, 'We need to ask God how He would define

education' We bowed our heads to pray and quite quickly God spoke a sentence into my mind which I spoke out. 'Education is the unfolding of God — His character and His creation.'

We opened our eyes and looked at one another in wonderment. My friend wrote the sentence down. I said something like, 'if that is true (and my heart told me it was) then we need to rethink the whole issue of education from its biblical foundations'.

Nothing in our training had equipped us to understand this kind of education. That God was the centre of education was a new concept. As we pondered the implications of that sentence, a vision for what we perceived God might desire for education began to expand in our minds. Excitedly we shared thoughts, and turned to scriptures that God had been drawing to our attention that now made more sense than ever before.

God had spoken one sentence and our lives were changed forever. A new vision began to grow in our minds; a vision that was larger than we could fully comprehend. Yet a vision that we could immediately begin on, but which had the power to captivate us for the rest of our lives.

Life Dynamic

A vision from God is a life dynamic. God has created us that we might each have a vision from Him burning in our hearts — you may just need to ask Him! Vision is what stirs the ability God has given us to achieve His will and purpose for our lives.

It is also that burning vision that sustains us when the going gets tough. My experience is that God will always see to it that the vision He gives is fully tested, for He wants us to triumph in Christ in our lives!

I find it so encouraging as I travel to meet teachers and home educators who have a vision for the calling of God on their lives. They are inspiring people to be with! Yet there are many who are striving to teach or be home educators in their own strength with their own ideas. Friends, none of us is able to achieve success in God's eyes by this method — we need His vision and His enabling!

Sadly, many in Christian schools have lost the vision and some have never understood there is a vision for them and their school. In God, however, it is never too late. Each of us knows in our hearts whether we are inspired by vision or just doing a job and it requires regular 'heart scans' to keep the fire of vision burning in our lives.

In the early days of home education (back in the 80s) there was an abundance of vision, simply because it was new and so few were home educating. The vast majority of home educators had a strong sense of commitment from the Lord and with that a strong vision. Now as home education has become more accepted, it seems that an increasing number are home educating because they have seen someone

else doing it. As far as it goes that is good, but often there is no specific vision from the Lord. Hence an attitude of 'we'll give it a go and see how it turns out' has often largely replaced that sense of commitment.

Where this has happened we have tended to see a drop in the standard of education and

God had spoken one sentence and our lives were changed forever

also of godliness. People begin to think that if they are keeping up with the state they are doing OK. I'm sure as you read this you will be saying to yourself that you need to refresh your vision, or if you have not thought about having a vision you will be beginning to seek the Lord for vision. Our children deserve the best and it is our heart's desire to give them the best — its just that sometimes in the busyness of life we lose sight of the issues that will produce the best for our children.

Friends, the opportunity and the challenge are set before us — we can either find vision in God and achieve great things or we can be satisfied with the mediocrity.

My prayer is that each of us seek the Lord for vision or a refreshing of the vision and then to regularly stoke the fire that vision ignites in our hearts. This is God's way and it bears God's fruit! ■

LEM PHONICS IN YOUR LOUNGE ROOM

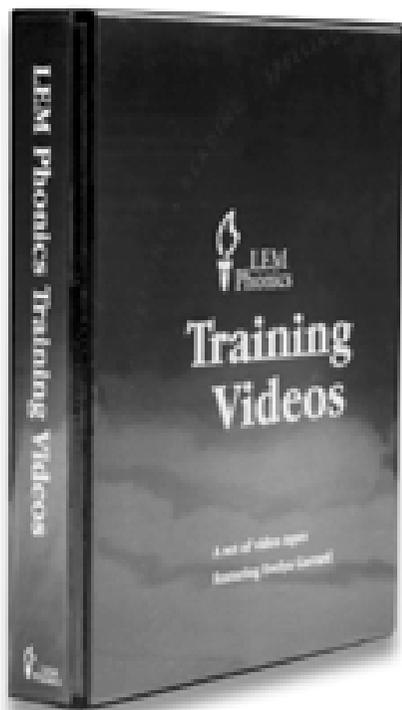
The LEM Phonics video series has already received enthusiastic acclaim.

Here are some excerpts from a letter from one customer:

'We (my husband and I) are delighted with the LEM Phonics programme, especially since we lashed out and purchased a set of videos, and as a result have a far better grasp of the overall picture.

'My husband is quite animated and very motivated because for the first time in his life he can 'sniff' success. (He) is dyslexic, a fact which has been a huge hurdle for him to overcome. He is very bright, inventive and analytical, and in conversation you would never suspect his problems with reading and writing. (W)e now have four children... we decided to home school when we noticed that our son, despite our best efforts in reading to him and trying to assist his development, was very slow in language development.

'...he enjoys phonics and is making some headway now. Lately the penny seems to



have dropped, and though he won't do it easy we can see that LEM Phonics will work.

'My husband is delighted that his son won't have to go through what he went through, even though he attended a Christian school. He said it is so devastating to feel yourself slipping further and further behind, not understanding why you simply can't grasp it. ...since we bought the LEM Phonics videos I actually have to send my husband to bed, such is his delight in the revelation that so much of English can and does make sense.

'So thanks for working so hard and long to produce LEM Phonics and blessing so many people in the process.'

The Elements of Music

A REVIEW BY THE AUTHOR

WENDY HILL

Thank you for the wonderful response to the launch of *The Elements of Music* programme.

The Elements of Music is a basic music theory and appreciation programme not requiring the discipline of playing an instrument or the expense of private lessons. It can also be used in a classroom or as a theory course accompanying instrumental lessons.

The Gift of Music brochure also mentions the *Piano Course*. Numerous enquiries regarding this have led me to write this article to clarify some points. The two courses can be used independently or together. However, the *Piano Course* can only be taught by a teacher who has done training with me. It is a unique method and I need to ensure that it is taught correctly. Presently there are only two teaching the *Piano Course*, both in Melbourne. As more teachers are trained the *Piano Course* will be more readily available.

The Elements of Music covers the basics, but does not provide a high level of piano or keyboard skills. Emphasis is not on playing and performance skills, but on the biblical perspective, the understanding of the music elements, theory and history.

It is very easy when studying an instrument to fall into the trap of simply learning a multitude of pieces. An overemphasis on learning pieces may detract from studying the underlying principles of music. So often, when students study for music exams, far more time is spent on perfecting the playing of pieces than on general musical knowledge. Only the information that is required to pass the exam is studied and much other valuable knowledge is lost. Whilst there is much to be learned from playing an instrument, there is also the danger that performance becomes an end in itself.

Students who are already taking lessons in an instrument can still use *The Elements of Music* with or without the help of a trained

teacher. However it needs to be explained to the student that the programme emphasises learning about what music teaches about its *Creator* rather than learning many pieces. Music education is not a matter of merely musical knowledge and instrumental skills. Music is essentially spiritual and this aspect provides the purpose and motivation for learning. We need to keep in mind the definition of education by Peter Frogley that 'Education is the unfolding of God — His Character and His Creation'.

I have received some enquiries about learning piano alongside *The Elements of Music* course. My suggestion to those with no previous musical experience is that *The Elements of Music, Volume I* should be completed before starting a piano tutor. This will ensure a sound biblical foundation. A year's delay will not make much difference for a beginner.

Music Tutors

It is difficult to choose a good music tutor.

I counted the number of beginner piano methods and was amazed to find over thirty, with only one Christian method available in Australia.

Over the years I have taught several music methods and collected many music books. Recently I spent an afternoon in a music shop reviewing dozens of Christian books at a beginner level with the following conclusions.

Is the book **biblical** or merely 'Christianese'?

- 'Edutainment' is common. Large pictures, bright colours and cute drawings of humanised animals abound. The music Bach taught his students did not have entertaining gimmicks!
- Value for money. In some publications teaching points are unnecessarily spread over many texts.
- Tutors are often expected to be used with other teaching tools such as flashcards, theory, musicianship and technique books. Both *The Elements of Music* and *The Teacher Resource Kit* contain all essential teaching points and tools required by beginner musicians.
- The scriptural content. Is the book biblical or merely 'Christianese'?
- The style of arrangements. Rock and blues styles are not God-honouring or appropriate.
- The Christian tutors tend to be more 'Christianese' than biblical using God to teach musical knowledge rather than using music to teach about God.
- Little if any writing, history or aural training is taught. No tape or CD accompanies the books reviewed. The *Elements of Music, Teachers Resource Kit* contains two CDs.

- Books of simple hymn arrangements imply that the basics of reading and playing have already been learned. These are supplementary books and other technical and theoretical books would need to be used simultaneously.
- Music books focus on the details of music knowledge and the physical playing of an instrument.
- The spiritual side of music education is ignored or receives only vague reference.
- Worldly philosophies do not acknowledge that God is the giver of musical gifts and abilities. They do not recognise the relationship between man, music and God.
- The basic elements or building blocks of music are not clearly taught or defined.
- Books written for Christmas are mostly humanistic and of limited value.

This is a brief review of some Christian beginner piano books and methods. There are many more not mentioned including those accessed through the Internet.

This review has been another confirmation for me of Romans 1:20. Music teaches about God's invisible qualities, His eternal power and divine nature and we really have no excuses. Unfortunately, worldly perspective, humanism, an emphasis on performance, money-making and accumulating knowledge (gods in themselves) have blinded many to the simplest biblical truths.

'They exchanged the truth of God for a lie and worshipped and served created things rather than the Creator — who is forever to be praised.' Rom 1:25.

We are warned about complacency:

'Away with the noise of your songs! I will not listen to the music of your harps.' Amos 5:23.

For a summary of the books reviewed and an article on music exams please send a stamped, self-addressed envelope together with a \$3 postal order to:

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EVERYBODY IS WILD ABOUT HARRY!

taking a closer look at the Harry Potter phenomenon

BY SHARON HARRIS

Everybody is wild about Harry Potter. Or so it seems. Hundreds of children, teenagers and even adults are buying up the novels written by British author J.K.

Rowling.

With a mass marketing scheme and a willing media to promote the novel, children in Australia are now taken in with the hype that has already engulfed Britain and America. Unfortunately, right amongst the hype are Christian parents who don't have time to read these novels and are unwittingly succumbing to the pressure from their children to keep up with the latest craze. While browsing in a bookshop recently, I overheard some parents talking near a display of Harry Potter books. One mother said, 'I cannot believe that children are reading books this thick,' holding up a 636 page novel. That certainly seems to be the selling factor among many parents. 'Well anything that gets children reading again must be a good thing...'

Joanne Rowling, a single mother from Britain was riding in a train one day when the idea for the Harry Potter books just

suddenly 'dropped into her head.' Before the trip was over she had planned the basic outline of the first novel — 'The Sorcerer's Stone.' The book introduces Harry as a baby who is orphaned when the 'evil' Voldemort kills his mother and father (a witch and wizard). For some reason Voldemort loses his power when he tries to kill Harry and he survives — left only with a lightning bolt scar on his forehead (which is an occultic symbol representing your ability to have power or control over someone else — many children are emblazoning this symbol on their forehead in support of Harry).

Harry is left on the doorstep of his aunt and uncle who are 'muggles' — that is non-witch/wizards. His aunt and uncle are portrayed as uncouth, heartless and selfish people who spoil their own slobbish son but leave 'poor' Harry to sleep in a cupboard. They deliberately withhold the information to Harry that he is actually a wizard — because they do not like 'talking' about such things. The impression is that if you do not agree with or accept witches and wizards (or are not one yourself) you are ignorant, mean and boring. The novels continually highlight the differences between 'magic and non-magic people.' Certainly the secret world of the witches and wizards is made

out to be fun, exciting and certainly more preferable than living a mundane ‘muggle’ lifestyle. The ability of the author to capture the reader in vivid detail and emotion makes you despise these ‘non-witch/wizard’ people to such an extent that when Harry is ‘rescued’ on his 11th birthday to be taken to ‘Hogwarts — School of Witchcraft and Wizardry’ to study to become a wizard, you are relieved.

Harry is portrayed as some kind of saviour in the Wizarding world. This theme is continually built upon throughout the four books as Harry — represented as the underdog — overcomes his ‘troubled past’ to conquer ‘evil’. The reader cannot help but idolise him as he defies the odds to solve dark mysteries in each novel. Harry quickly makes friends at the school who he is able to relate to more than those awful ‘muggles’. In my opinion, this is a very dangerous message to send to the depressed teenager whose parents do not understand him or the rebellious child who does not have any friends. What better way to attract children to the world of Witchcraft by making them seem it is where they will really be understood, and find happiness and true friendship?

The author does not seem to shy away from any topic. In book 3 Harry comes close to murdering a man named Sirius Black. ‘He was going to kill Black. He had to kill Black. This was his chance...’ (p 251). A girl is possessed by the evil Lord Voldemort in book 3 when she begins to write all her feelings in an old, empty diary. The ‘evil’ Lord Voldemort was able to take control of this girl as he explains on page 228:

‘she poured out her soul, and her soul happened to be exactly what I wanted. I grew stronger and stronger on a diet of her deepest fears, her darkest secrets. I grew powerful... powerful enough ... to start pouring a little of my soul back into her.’

Lord Voldemort was then able to control her into to doing things like killing all of the school’s roosters, attacking a cat and hanging it on a wall next to a morbid message in the school hallway.

In book 3 the Dementors make an appearance:

‘Dementors are among the foulest creatures that walk this earth. They infest the darkest, filthiest places, they glory in decay and despair, they drain peace, hope and happiness out of the air around them... get too near a Dementor and every good feeling, every happy memory, will be sucked out of you. If it can, the Dementor will feed on you long enough to reduce you to something like itself — soulless and evil. You will be left with nothing but the worst experiences of your life...’ (p 140). Later a kiss from a Dementor is described: ‘they clamp their jaws upon the mouth of the victim and suck out his soul.’ (p 183)

Again and again the books cleverly present counterfeits of the workings of God. In book 1 Harry comes across a mirror that ‘shows us nothing more or less than the deepest, most desperate desire of our hearts’ (p 157) surely a counterfeit of Psalm 37: ‘Delight yourself in the Lord and he will give you the desires of your heart.’ Later in book 3, a cheering charm learnt in charms class leaves Harry and his friends ‘with a feeling of great contentment’ (p 217) another counterfeit of God’s intentions that we learn to rely on him for our happiness

and contentment (Philippians 4:12). More and more examples are found on each page.

The Harry Potter books certainly provide the reader with ample knowledge of witchcraft practices. At school, Harry attends classes that teach him everything about witchcraft — nothing is held back with detailed descriptions of making potions, spells, curses, transformations, crystal ball reading, charms — all of the practices God says to have nothing to do with! In Deuteronomy God says, 'Let no one be found among you who sacrifices his son or daughter in the fire, who practices *divination* or *sorcery*, interprets *omens*, engages in *witchcraft*, or casts *spells*, or who is a *medium* or a *spiritist* or who *consults the dead*.' (Deut. 18:10). God cannot be much clearer than that can he? Yet nearly all of these things listed here is represented in the Harry Potter books — for example, one of Harry's school subjects is '*Divination class*' (the practise of predicting the future).

The author states that she believes that her books are moral — but that is only so if witchcraft itself is moral. Wicca (the religion of Witchcraft) has a sovereign law that states that '*If it harm none, then do as you will*.' This focus is portrayed subtly again and again in the books as Harry defies authority by repeatedly breaking the rules to battle the 'evil one' (and yet he is continually rewarded for it by his teachers and made to be a hero). Harry is supposedly a 'nice guy' (as stated by many avid readers) yet he demonstrates behaviours such as seeking revenge, thinking hateful and murderous thoughts,

lying, cheating, blackmailing and stealing — these behaviours are continually justified in the book as okay because Harry is seen as working for 'good' — the message that comes across is it is okay to do immoral things if you are working for a 'good' cause.

The reason these books are so popular is because, our society, including our children are hungry for spiritual answers. God created us all with an inbuilt desire to worship — it is just the object of our desire that we make a choice. In our own way we are all searching, hungry for the truth. 2 Corinthians 11:14 tells us that Satan 'masquerades as an angel of light'. He is very clever. He likes to package his deception in 'trendy, seductive and appealing packages'. He knows just what to do to attract people to him and away from God. Especially our children. If children are so eagerly soaking up books like Harry Potter and watching TV shows, films and video games about the occult — what does this reveal to us about their spiritual hunger? Reading one Harry Potter book is not necessarily going to lead a child or teenager into the occult — but a constant feeding on all of these things can surely harden your heart and leave no room for God to speak into your life.

Satan is seeking any opportunity to create a doorway into his world. It does not have to be through a Seance or Satanic ritual — these are obvious doorways to many people. Satan often uses the 'back door approach'. He will use any way he can to stimulate young people with an *interest* and *knowledge* in the occult and these things are

all becoming mainstream in our society. We need to be more on our guard now than ever before. Not just with Harry Potter — but with all things that take our eyes off of God. It means taking a stand against what is becoming the norm in our society and unless our young people have a firm grounding in the word of God, occultic practices will begin to appear the norm to them too. We need to be encouraging our children to seek a healthy balance in their life — teaching them discernment and helping them to make Godly decisions for themselves.

Children do not have the emotional and spiritual maturity to distinguish clearly between real life and fantasy — and this is where danger lies. In an interview with Newsweek, the author admitted that she gets letters from children wanting to be the first on the list to attend Hogwarts School of Witchcraft and Wizardry (the fictitious school in the novels) as one child wrote: ‘I was eager to get to Hogwarts first because I like what they learned there and I want to be a witch’ Gioia Bishop, age 10 (San Francisco Chronicle). If children are hoping places like this exist — where do they go from here? Across the world Witchcraft is on the rise. The Pagan federation has reported a flood of inquiries from young people, since the release of the Harry Potter books and TV shows such as ‘Charmed’ and ‘Sabrina the Teenage Witch.’ This is something we

cannot afford to ignore!

With a sense of ‘warm fuzzies’ these novels cleverly indoctrinate the reader into a relaxed perception of the practices of Witchcraft. The books blatantly make you ‘appreciate’ Witchcraft as something that is just ‘misunderstood’ by most people. It is portrayed as people having harmless fun, with ‘good magic’. The novels, along with TV shows like ‘Charmed’, convince you that witches are the ‘good guys’ fighting against ‘evil’. Such deception! There is no ‘good’ magic or ‘good witches’. Either you are for God or against him. There is no middle road. Let us not turn a blind eye to Satan’s schemes for we are to have ‘nothing to do with the unfruitful works of darkness, but rather expose them’ Ephesians 5:11. I encourage you to prayerfully consider this

one child wrote: ‘...I like what they learned there and I want to be a witch’

information in making your decision about the Harry Potter books.

Sharon Harris is a teacher at Torrens Valley Christian School in South Australia. Sharon may be contacted by email at christiansaware@hotmail.com. For further information or to get on the mailing list for the Christians Aware newsletter, contact Sharon or view the website at <http://www.chariot.net.au/~cw61harris/> ■

WHY REVISE TEXTBOOKS?

BY VERNON HOOVER
LITITZ, PENNSYLVANIA

I was showing a teacher a copy of a new, unpublished Math revision.

He replied, 'But I am comfortable with the existing book. We have worked through the trouble spots so often that I can anticipate them and help my students with them. Should I change?'

Textbook revision is a slow, difficult process, which requires much investment in time, money, communication, and similar sacrifices. The teacher must also become familiar with a new text. Why bother? Why does Rod and Staff review every textbook for revision when it has been in print ten years?

Ideally, the teacher is proficient at everything the textbooks contain. The textbooks provide a resource to which the teacher will point the student for study. The text also assists the teacher in ordering and outlining the study so that the student receives a balanced diet in the course being studied.

When this is true, textbooks only need revision when the information they contain needs to be updated due to scientific discovery, political change, the movement of history, or similar reasons.

But — this is not always true.

There are times when a text or even the format of the text baffles the user. Perhaps the concept is not explained simply enough. Perhaps the teacher needs assistance to understand the

concept or process being taught. Perhaps the amount of study material or the review pattern is inconsistent from lesson to lesson.

When the teacher has grasped the concepts contained in the text, the best teaching occurs when the new material is taught from the teacher's own understanding. At the same time, he may make a wall chart or simplify a process on the chalkboard to help explain the lesson. He may modify, shorten, or extend lessons to compensate for the weakness of the text.

The second year the material is taught, the text has in a sense been 'revised' in the teacher's mind. He understands the goal of the text, digs out last year's charts and homemade helps, and teaches the concepts. He has mastered the text. He helps his students learn despite the weaknesses of the text.

If teachers do not master the material in the text, school boards may hear the plaintive cry from 'somewhere' that the text is difficult, irrelevant, hard to understand, and hard to teach. This is often heard when a teacher is frustrated by the text the first year he is teaching it. If the concepts are not grasped and the book is perceived to be difficult, the echoes may continue to be heard beyond the first year of the teacher's experience.

Then we tend to place blame on the text, the editor, or the writer. Perhaps we consider sub-Christian texts that are reported to be more teacher-friendly.

Why not revise our own? Why not take the jottings that teachers have penciled into the edges of their text, the highlighting, the methods, the charts that have been made by teachers, and incorporate them into a revision? It looks like a simple decision!

The need to revise a text, while it may appear obvious, is not an easy judgment. Those responsible must carefully weigh what it is that needs to be changed, why it needs to be changed, and how to retain the benefits of the original text in the revision. There are several important questions to be answered before any text is considered for revision.

1. *From whom is the call for revision coming?* If Rod and Staff were to follow all the suggestions received, our texts would no longer be Bible-based. In order for curriculum to be Bible-based, it must be based on the Bible, not simply devoid of the world's philosophies! This focus must be maintained in order for our texts to remain a blessing to the church.

2. *Do experienced and amateur teachers agree?* Although we expect experienced teachers to be able to 'make soup out of a leather hat,' they are usually honest in evaluating the weaknesses of a text, especially if they are asked what could be done for an inexperienced teacher's benefit.

3. *Do the proposed changes glorify God?* Or do they represent an attempt to keep up with other publishers by providing materials that impress rather than teach? Too many publishers, conservative and otherwise, have succumbed to using 'tinsel' when designing

their publications. Biblical atmosphere, order, clarity, and usefulness need to be given a priority, regardless of the capabilities of a publisher to 'dress up' their materials.

4. *Are we being good stewards of available resources?* Is this project actually as important as others that are in progress or should be in progress? Will God's kingdom be benefited most by giving this project the priority over others? Is there an interim step that could ease the pressure to revise this, such as a simplified set of instructions for a particular lesson or chapter that could be provided to teachers?

When the decision is finally made to write, rewrite, or revise a text, a multitude of other items must be decided. Communication and workflow must be established

Textbook revision is a **slow,** difficult process

among those who will outline what changes are to be made — the writers, editors, reviewers, project managers, artists, and a host of supporting personnel.

When those responsible for textbook preparation submit themselves to the Lord and to each other in the fear of the Lord, He can bless the work. Pray for writers, editors, and others who are involved in this work. As in any other phase of the Lord's work, there are temptations to discouragement and to pride. May we all find our place in submission to His will, and rejoice in the privilege and blessing He has provided in Bible-based textbooks. ■

EAT, LIVE AND BE HEALTHY

Diet Part 3



GREG WOOD

God created mankind with a remarkable body that self heals when given the opportunity.

At the heart of this is blood for *'the life of a creature is in the blood'* (Lev 17:11). The quality of our blood determines the quality of our health.

Cellular Concepts

Blood transports oxygen, water and nutrients to cells throughout the body whilst providing protection from toxins and carrying waste away. What we feed our body and thus, what enters our bloodstream, will either aid or retract from this process. For cells to grow healthily, they need healthy blood through proper fuel and stimuli.²

The human body contains around 70–100 trillion cells which are constantly being replaced and regenerated. After about one year, the body virtually recreates itself — the outer skin after one month, the skeleton after a year.^{2, 3}

The human body needs many essential nutrients to survive and to self heal. These include *Carbohydrates, Essential Fatty Acids, Minerals, Proteins, Vitamins and Water*.⁶ As a leading Australian nutritionist, Joanne Biernoff, says, *'Diet is what we eat; nutrition is what our cells and tissues receive.'*

Fresh Facts

Many nutritionists and scientists now recommend returning to Adam and Eve's original diet, according to Gen 1:29, as the best way to feed optimum nutrition to human cells. Such diets provide all daily human needs of essential nutrients, ie. fresh, raw fruits, vegetables, juices, nuts, seeds and grains.

The live enzymes that come from raw foods are very important to cell growth. They are like a 'life force' or builder to cells, where the organic chlorophyll, amino acids (proteins), vitamins and minerals are the building materials. Most enzymes are in the body, but, certain types only come from raw food.^{3,5}

Carotenoids, bioflavonoids, isoflavones and antioxidants are other rich nutrients and modern dietary requirements. They counteract the disease creating 'Free Radicals' (imbalanced molecules) that enter bodies through poor diet and nutrition, excessive stress, polluted environments and imbalanced lifestyles.^{1,2,3}

The modern Western diet is excessive in fat, protein and complex carbohydrates and malnourished in most other nutrients. It is also bombarded and overloaded with unnatural chemicals and toxins. Consequently, the condition of the blood of most people today is often thick, slow and impure, so sickness and disease abound, eg. high fat in the diet leads to clotting, high pressure blood, contracting arteries and heart attack or stroke.^{2,3}

Raw food diets avoid all meats, dairy products and processed foods, especially white salt, spices, sugar and white flour. Nicotine, alcohol, caffeine and synthetic vitamins and minerals are also removed. Cooked food is recommended to be limited to about 10–20% of all intake. Thousands testify to the benefits and success of such a diet.³

Nutrition Nexus

Anne Frähm's story is miraculous.¹ Early this decade, at 35, she was finally diagnosed with breast cancer after an initial

misdiagnosis. It quickly spread throughout her entire body and wreaked havoc upon her. Over the next year, despite drugs, radiation, chemotherapy at 100 times dosage and all the medical profession could do, she was incurable according to the doctors. The chemotherapy nearly destroyed her but all they could do is send her home at the point of death.

'Eat to live, don't live to eat.'⁴

REX RUSSELL, MD

She asserts that Divine intervention just kept her alive and then introduced her to alternative medicine. A natural therapist set her on a course of fresh, raw food, biased toward juices and coupled with fasting, enemas and other cleansing nutrients and techniques. The cancers quickly disappeared and her body was miraculously healed of the cancers. It was only the devastating side effects of the chemotherapy that took years to overcome. The doctors could not explain the healing. Today, she has her hair, nails, skin, fitness and health back and claims she feels more like a 21 year old.

Gratuitous Grasses

Dry cereal grasses played a major role in Frähm's restoration. Including the powders or juices of alfalfa leaves, green barley leaves and wheatgrass, they are amazing foods that clean, nourish and restore blood cells, promote body cell growth and rebuild immune systems. They offer the most

nutritious fast foods on earth and are currently very popular.³

Beware that the pure raw food or vegan diet can lack in vitamins B2, B12, D, calcium, iron and zinc.⁶ Green Barley supplies most of this and shows that natural supplements are helpful and at times necessary, even on a raw food diet.

Abused bodies need dramatic change in dietary habits AND a lot of effort to atone for past sins. Natural foods, herbs, juices and supplements work to quickly eliminate the toxins and diseases whilst simultaneously rebuilding bodily cells and functions. Specific problems can be targeted and dealt with more efficiently with specific nutrients.⁵

Better nutrition means healthier blood, and healthier blood means improved circulation, better waste elimination, a more efficient immune system, enhanced body function and greater physical performance. Human existence depends on it.

Why wait until the sickness and diseases strike? Be wise and do something now to regain your God given health and vitality. Choose the Tree Of Life and obedience to the Word of God. It is the harder choice

and means going against the 'Babylonian' tide of modern menus. But it promises eternal life to those who overcome (Rev 2:7) and as Jer 30:12-17 shows, the Lord is waiting to restore you.

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- * All biblical quotes taken from: International Bible Society, 'The NIV Study Bible', Zondervan, Grand Rapids, MN, 1985.

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

LEM Phonics

With the completion of Word List 3 the programme is finished and there are some necessary changes and additions to the following books.

WORD LIST 3

This book is now complete covering sections R–Z and is now 149 pages. **\$23.50**

SPELLING AND VOCABULARY EXERCISES

This book has now been extended as it accompanies Word List 3 and is now 89 pages and is replete with new improved illustrations. **\$9.85**

WORD LIST K

The book remains unchanged, but we have added some extra work for students as appendixes. Now 56 pages. **\$9.95**

THE REFERENCE

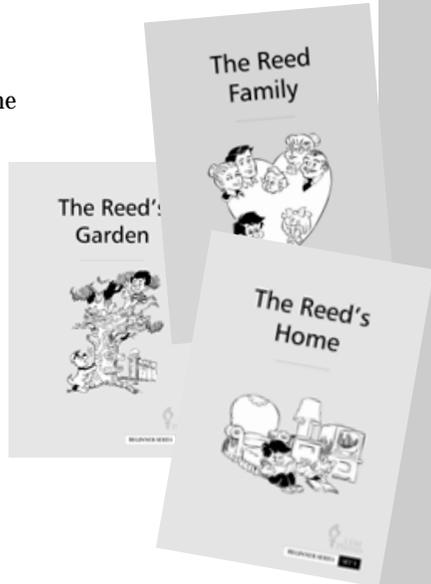
This book has had some minor changes to conform to Word List 3. **\$18.40**



New LEM Phonics Readers

We are happy to announce the first set in the beginner series of our new LEM Readers. Enhanced with Vic Lockman's illustrations for colouring, children will not only enjoy following the life and happenings of the Reed family, but will also benefit from this essential early reading tool. **\$25.95 set of 10**

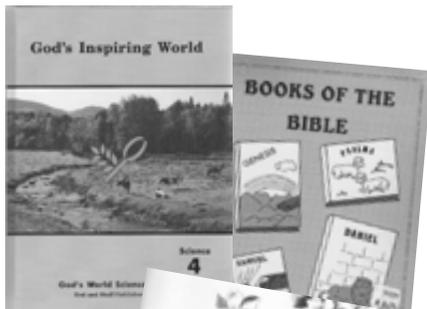
We are also considering producing a 'read and listen' compact disc to accompany the readers.



Rod and Staff Publishers

SCIENCE SERIES — GRADE 4

This new book replaces God's Marvellous Works and covers such topics as weather, animals stars, healing, light, electricity and plants. The student text is a 240 page, hard cover at **\$31.30**, the Teachers Manual is a hard cover for **\$31.00** and test sheets are **\$5.10**.



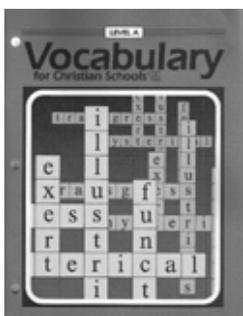
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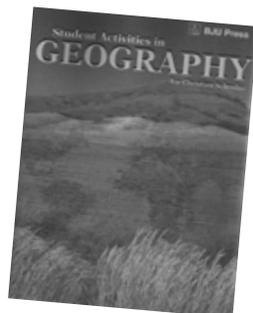
SPELLING

We have added grade 7-12 spelling books entitled Vocabulary for Christian Schools.

There is a student book for **\$20.95** and a Teacher Edition at **\$23.25**.

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Christian Liberty Press

PINOCCHIO'S QUEST

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There are new editions for the following texts:

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Arithmetic 5, student text **\$30.15**

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LEM PHONICS CORNER

Where does teaching begin?

We have discussed how to prepare young children for formal learning, using the senses as gateways to their cognitive development. God has given each child another sense besides the well known five, which I believe is extremely essential to the development of the mind — the fear of the Lord.

The Bible says, 'The fear of the Lord is the beginning of knowledge and wisdom' (Psalm 111:10, Prov 1:7). If this is so, then this is where teaching must begin!

How can parents bring their children into the fear of the Lord?

As well as Bible Reading, devotional times can be used for sharing about everyday happenings, problems, joys, sorrows etc. As you discuss and pray together, this time becomes a great time for language development as well as spiritual growth.

It is important to nurture children in a secure and loving environment, but they also need to know that there are boundaries. If a child knows from the start that these boundaries exist, he will have a much greater sense of security. Parents should train the child to repent when he is disobedient, and receive forgiveness. In such an

environment his mental, emotional and spiritual self will be balanced.

A child needs to know about authority. Who must he obey? Through learning submission to earthly authorities he will be learning how to submit to God's authority over him.

A child needs to know that he has ownership over certain things, such as his toys and his body. As he grows, he needs to take greater responsibility for the things he owns. His right to ownership should be established and respected before he is asked if he would like to share what he owns with others. If his ownership is respected he will more easily learn to share.

There are enemies which will oppose such training. These come mainly in the form of wrong attitudes.

Some of these are:

- a 'grizzling' spirit (the roots of self pity)
- a spirit of defeat (I am inadequate)
- a spirit of manipulation (forcing guilt feelings on the parents in order to get what is desired)

These attitudes need to be 'nipped in the bud', through the authority you as a parent have in Christ. Do not tolerate them. Fight them with the Word of God. Train your

child by reinforcing scripture: 'Give thanks in all circumstances'; 'God has not given us a spirit of fear'; etc. Encourage the child who is inadequate. Deal sternly with self pity, and refuse to argue with the child who would manipulate you. Learn to discern the spirits. Temper tantrums are a form of manipulation. Under no circumstances should that type of response be allowed.

These enemies frustrate the parents' hearts and the child's heart and reduce greatly the effectiveness of the learning environment.

Be not afraid to use God's instrument, the rod, encouraging your child that You discipline him 'because you love him' (Hebrews 12:6) and are training him to be wise so that he will be able to have the blessing of God on his life and be a blessing to others.

Use Philippians 4:8 as your standard for what you allow your child to play, see and hear (TV programmes, types of music and stories etc). Ask God to give *you* discernment as you battle to be sure of the boundaries yourself.

Then uphold the standard, whatever may come against you. You must be the controller at this stage and indeed as long as your child is unable to make the right choices himself. As your child grows, you need to allow him the privilege of making more choices for himself, but you, parent, are responsible to train him until he is ready to take his place in the adult world. Your children will thank and praise you for it later.

Encourage your child positively by exposing him to the beauty and delight of God's creation, beautiful literature, godly music, and by involving him in an environment in which God is upheld as Lord in every sphere of life.

Have your child take part in the responsibilities of the home, increasing his load as he gets older. Show him that work is part of God's plan for us and that tasks faithfully and diligently completed bring satisfaction and pleasure.

Attitudes definitely concern the emotions, but they are also intrinsically linked with the physical, mental and spiritual parts of the child, and an imbalance in one area can distinctly affect the working of the other centres.

Your positive attitude will be a major key to *your child's* positive attitude. We need the grace of God to maintain peace in our own hearts and refrain from anger or depression at times. It requires coming regularly and boldly before the throne of grace where we can receive mercy and grace to help us in time of need (Hebrews 4:16).

Let us continually look to the Word of God and His power as we seek to bring our children into 'the fear of the Lord', so that His perfect will may be fulfilled in their lives.





DIPLOMA COURSE

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

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

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

The Course

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- The Word of God and the character of God as they relate to education
- Developing the Christian teacher, including curriculum development
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- Practical teaching and administration.
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Call or write for further details and application form.