



# DIRECTOR'S COMMENT

PETER FROGLEY

I trust your year in Christian education has been an enriching experience in God. All too soon another year is almost gone and it is time to reflect and consider the good things the Lord has done in our lives. We have enjoyed a successful year, highlighted by the development of many new curriculum pieces.

## Projects

- We have completed two new sets of readers to accompany the LEM Phonics *Word List K* and *Word List 1* books.
- Volume One of *The Elements of Music* is being reorganised and reset and should be available by the end of this year. It will be much easier to use. We now have the draft text of Volume Two of *The Elements of Music*. Wendy Hill has been receiving glowing reports on this programme and we highly recommend it for your children.
- Work is now quite well advanced on the grade three or four *History of Australia* which we expect to have available for the new year.

- Level K of *Let's Teach Art* is available as a trial edition and year 1 and 2 should be available by the end of the year.

## This Issue

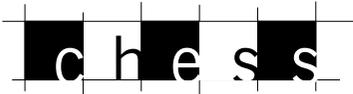
In this issue we have concentrated on refreshing the vision of God for Christian education. In *Exploring Christian Education* I present the vision for LEM with comment about direction for the future. We reprint the excellent essay by R. J. Rushdoony, *Christianity versus Humanism*. Wendy Hill presents *Music Moses Way* to whet our appetites for *The Elements of Music* and in health I explore the idea of innate intelligence, that wonderful provision of God for our well-being. There are quite a number of new products to review this time, particularly those from LEM, but I commend all of them to your attention.

Keep educating for the Lord!



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## Christian Home Education Seminar and Show

### 2002 SEMINARS

We invite you to join us for the seminar nearest you! At each seminar we provide a challenging, informative and biblical range of elective sessions, plus the opportunity to browse the wide range of resources and mix with new and old friends.

Check our website at [www.lem.com.au](http://www.lem.com.au) for details and downloadable application forms for all CHESS seminars.

We are planning CHESS seminars for 2002 and you are welcome to contact the LEM office to discuss organising seminars and book displays in your location.

At this stage we are not planning a Hobart CHESS for 2002.

### PROPOSED CHESS SEMINARS FOR 2002

Geelong	Friday 8th March
SwanHill	Tuesday 12th March
Melbourne	Monday 10th June
Gippsland	Wednesday 12th June
Brisbane	Saturday 10th August

Townsville	Tuesday 13th August
Sydney	Saturday 7th September
Dubbo	Tuesday 10th September
Perth	Saturday 21st September
SwanHill	Thursday 24th October
Adelaide	Saturday 26th October
Horsham	Tuesday 29th October

### CATHOLIC HOME EDUCATION SEMINARS

#### *Wangaratta*

The Catholic Christian Home Education seminar will be held at the da Vinci Club on Monday 11th March, 2002. Contact Ann Balkin on 03 5765 2297.

#### *Melbourne*

The Catholic Christian Home Education seminar is tentatively set for Saturday 12th October 2002.

#### *Sydney*

LEM will have a display of books for sale at the Catholic Homeschooling Conference in Sydney on the 3rd November 2001. The conference is being conducted at the Brothers of St Francis Friary, 119 Rausch St, Toongabbie, from 9:00 am to 5:00 pm. Contact Ellen Small on 9636 4762 for further details.

# LEM Phonics

## EVELYN IN CHINA

Evelyn Garrard has been working steadily on the ESL version of LEM Phonics for two years now and she has felt God calling her to complete this work in Beijing, China. As a result she left Australia on the 4th October, seconded to the LEM team in China. She has not left LEM and will be returning for Christmas and the Advanced Course in January.

## INTRODUCTORY SEMINAR

Margaret Pond, an LEM Phonics Registered Instructor, will be conducting an introductory course in LEM Phonics at the LEM offices in Spence, Canberra from the 14th–17th January 2002. Applications to Margaret Pond.

Other LEM Phonics seminars to be conducted by our Registered Instructors are announced through flyers included with the Light of Life and in our mail outs. For the most up-to-date information and downloadable application forms for all conferences, visit [www.lem.com.au](http://www.lem.com.au).

## ADVANCED COURSE IN LEM PHONICS

The next Advanced LEM Phonics course will be conducted by Evelyn Garrard in Canberra from 7th–18th January 2002. The Advanced Course will be conducted over nine days, concluding on Thursday 17th. The successful students who wish to become Registered Instructors in LEM Phonics will then be able to continue on for the Friday to complete the necessary extra work. There are still places

open for this course, but you will need to apply as soon as possible.

## Permanent Home

Please continue to pray with us as this project seems to be perpetually bogged down in government regulations and red tape.

We are told (reliably) it is 'being processed' and you may interpret that however you wish!

## Now at [www.lem.com.au](http://www.lem.com.au)

Thanks to those who have presented positive feedback on the website. We also appreciate hearing about any problems or errors, no matter how small, so we can improve our online service. Just drop an email to [john@lem.com.au](mailto:john@lem.com.au).

## BOOKFINDER

We have updated our online ordering section to include comprehensive, up-to-date catalogue data. This means it is no longer necessary to enter the code, title, price and weight of items — just enter the code from the catalogue and press enter. *Bookfinder* automatically retrieves the title, weight and current price and adds it to your order. We have also improved the capacity for larger orders. Try it soon!

## DOWNLOAD LIGHT OF LIFE

Want to share Light of Life with someone over the internet? Would you like the text from that particular article? PDF issues of Light of Life for 2001 are now available for download in the 'downloads' section.

# EXPLORING CHRISTIAN EDUCATION

## 41 'Pursuing the Vision'

PETER FROGLEY

I have been impressed of the Lord in recent days of the need to return to the original vision for Light Educational Ministries and restate it. Whilst some of you would have heard it before there are many for whom it will be new.

I think that the major emphasis God is bringing to my attention is that this vision is not exclusive to Light Educational Ministries, but is for the whole body of Christ. It continues to be a particular challenge to LEM and we reaffirm our commitment to its fulfilment. More importantly, we would like the vision to become part of your inspiration in life so that you might join with us in the exciting journey it presents.

Already there are folk across Australia and overseas who are seeking to outwork the vision who have nothing, organisationally, to do with Light Educational Ministries — indeed they may well not have even heard of us.

Let me now present something of a brief history that led to this vision or call of God upon our lives.

From the early 1970's I had been exercised by the Lord concerning His plans for the education of children. As a result, during 1977 a group of four met together on Tuesday evenings to pray and seek God to understand more of His heart for education.

We had already realised that our training as teachers had ignored the existence of God. Our motivation in coming to God in prayer was that we had no understanding of education from a biblical view. We were shown very early in our times of prayer that there was a significant amount of pride attached to our learning. Humbled by the realisation that we had educationally ignored the Almighty, we asked Him a most basic question,

'What is education to you Lord?'

Quite quickly an answer came to my mind that was new to my thinking,

**'Education is the unfolding of God — His character and His creation.'**

This revolutionary thought begged another question, 'How do we educate on that basis, Lord?'

As we prayed, the response came:

‘By being willing to put aside your understanding of education. Give Me your learning and allow Me to decide what is relevant for you.’

Despite the fact that this one statement undermined our educational credibility we were quietly pleased to be able to accept God’s wisdom, but it raised the question of ‘Where to begin, Lord?’ Again the response was quick:

‘In the beginning; in My Word; in reliance on Me. Learning to understand creation and My character from Me and not through man’s ideas.’

We continued in prayer and God impressed some more powerful thoughts on our minds.

‘For many, many years I have desired to teach My little children in My ways, that they might know Me. Down through the years different ones have come to Me and asked how to teach. I have always been delighted to begin to instruct them, but most take the morsel and run with it to build a kingdom for themselves; few come back to ask Me the next step. That is what I desire of you.’

These ‘words’ from God affected us deeply as we sensed in a greater way the love of God for His children. We now knew our own shortcomings and our own propensity to run off and do our own thing for God.

During that important year of 1977 a foundation was established in our lives upon which Light Educational Ministries is

being built. In June 1978, God led my family and me to Youth With a Mission in Hawaii, where I was privileged to be the acting Principal of the International Christian School for several months. That time was a watershed in our lives, making a clear break with the past and setting a new direction for the future.

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## ...few come back to ask Me the next step

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In June 1979, whilst praying with Margaret McIntyre for an Educator’s Conference in Hawaii, God gave me a prophetic vision. It was not specifically for or about the coming Conference, rather it has become the foundational vision for Light Educational Ministries:

You are to carry a torch for Me! It is a torch made by God. It is a torch of My design and construction, and it is fired by the oil of the Holy Spirit. Left to itself it lies on the ground and its light is not seen. I needed someone to carry My torch and I have chosen you.

Many people will think it is a peculiar torch, because it does not ‘look right’ to them. Others will point out what they consider are its inefficiencies and inabilities, but you will not need to defend it as it is My torch.

On the other hand, there are those who will recognise it as My torch.

You are to be My torch-bearers.

There is much about the torch that you do not understand in its beauty and intricacy of design. It is beautiful, it is Mine, and it speaks of My glory and of Me.

I want you to know more about how it works, so that you may be able to share it with others. As you notice its complexity and intricacy; its tubes of finely worked metal, and the various components, you can see it is easily broken. There are those who would like to smash it and there are those who would want to take

it and run with it for their own glory, to build a kingdom for themselves. If they do this the orifice will block and the light will choke out. The light is My glory!

As a watchmaker knows the intricacy of a watch, and cares for it; so you must know the intricacy of My torch and care for it, so that it burns with a clear light.

This torch is to be carried from place to place throughout the world. There will be many different manifestations of the torch and people will be attracted to these. Many of the torches, however, will not show forth the pure light, as they will be incomplete. I want My pure, complete torches to be carried forth; perfectly constructed, beautiful and giving off the pure light of My glory.

Many will take a torch in its purity, and give themselves to the fulfilment of My plan and purpose. I want you to be fathers over this ministry. Teach those who come of My torch.

Carry it to different places throughout the earth, sometimes personally and sometimes through others. Those who come to learn of the torch will be prepared by Me and then go off to share the light of the torch with others.

## What is the Torch?

The 'torch' was for us a growing understanding of God's heart and ways in education. As time has passed we have seen that the vision of the torch is a generic vision representing God's desire to spread His good news for every area of life, to all

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## know the intricacy of my torch

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people so that 'the earth shall be full of the knowledge of the Lord as the waters cover the sea' (Isaiah 11:9).

This 'torch' has been available throughout the church age, but unless men pick it up it remains unused and its light is not seen. We believe our commission is to pick it up and shed its light throughout the world of education.

As God's ways are not our ways, His 'torch' seems to be out-moded and it certainly does not fit men's ideas of education. Our task is to endeavour to understand God's ways and to carry the 'torch' explaining its detail and operation. Much of this is presently beyond our understanding, but as we pursue God in exploring the detail of the 'torch' He will reveal more of His Glory.

As God's world is diverse, detailed, beautifully ordered and balanced, so, too, is His 'torch'. Its functions are interdependent parts of a beautiful, unified whole; each part working in harmony with the other. An exquisite, intricate masterpiece. Our task is

to highlight and enhance the masterpiece, as we walk in humility and sensitivity before the Lord.

## The Ministry Today

When this vision was first given we had little understanding of how it would be outworked by the Lord. We could see it could not be developed by one person, but would require teams committed to the same vision of reforming education for Christ.

Our purpose is to see a multitude of 'torches' being taken into all the world. Each one perfectly constructed and functioning to bring forth the pure light of the glory of God in education. We are thankful to the Lord for each person who in their own way is outworking the vision to understand and provide education that truly glorifies the Lord Jesus Christ.

## Light Educational Ministries

In working to achieve this goal Light Educational Ministries has sought provide expression to the vision through:

- A teacher education programme — a one year course, which can either be taken as a Diploma or a Certificate in Christian Education. The Diploma Course is also offered as a distance education programme;
- Seminars and conferences;
- Our own curriculum materials;
- the Home Education Assistance programme (HEA); and

- Christian education resources from Rod and Staff, A Beka Book, Bob Jones University, Christian Liberty Press and many others.

We are excited at developments taking place today. In Egypt a Christian mission is teaching English with LEM Phonics and using some of our teacher training materials. In Korea and Thailand Australians are using LEM Phonics to teach English.

Evelyn Garrard has recently relocated to China to complete the ESL version of the LEM Phonics programme which is becoming well-known in China. There is a great opportunity for teachers of LEM Phonics to work in China training the Chinese teachers — contact us for details if you could be interested.

All of this is but a small part of the fulfilment of the vision of the torch. This is a long term vision. We are yet to grasp many of the issues and truths that make education truly Christian, even in terms of establishing a thoroughly successful biblical model. God's plan is so comprehensive and His desire for His people so great that we will always be discovering new truths that will need to be applied. Then, the greater task is to see this model spread through all the earth.

This is a vision that requires an army of God's people to fulfil and it is true to say that we have only just begun after twenty-odd years. Throughout the earth there are people fired by a similar vision for Christian education and as we work together with God we can see this vision outworked.

# Music Moses' Way

## Teaching Music Using a Biblical Way of Learning

BY WENDY HILL

When we think of Moses we think of how he was rescued by the Pharaoh's daughter, brought up in the palace, fled to Midian, talked to the burning bush, and led the Israelites out of Egypt. However Moses, being a leader, was also a great teacher.

One of the most important tasks God gave him was to teach the Ten Commandments to the Israelites. Deuteronomy 6:1-12 outlines his teaching method. It is a thorough method which reveals that Moses must have known that knowledge comes to us in many ways. One way is information derived from the external world. Man's environment provides an infinite amount of information, including music, received through the body senses. Another way to gain knowledge is from inside — the soul and the spirit.

**The Body** God directed Moses to teach the Ten Commandments to the Israelites

(Deuteronomy 5:31 and 6:1). Deuteronomy 6:1-12 describes how Moses' method of teaching involved the body senses.

**Aurally** The people used their ears to listen with as Moses spoke. He told them twice to hear his words. 'Hear, Oh Israel, ...' (Verses 3 and 4).

**Visually** Moses wrote the Ten Commandments on tablets a second time as a visual reminder of God's instructions (Deuteronomy 10:1-2). God had already written them the first time after He had spoken and Moses had listened to Him. In the learning process reading comes before listening.

**Orally** Moses talked to the people and told parents to talk to their children (Deuteronomy 6:7).

**Kinesthetically (touch)** Moses told people to touch the Commandments. 'Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates' (Deuteronomy 6:9). The *Elements of Music* course uses all of the God-given physical

senses in a wide variety of ways to help students appreciate and discover more about music and its Maker. The course aims to cater for all learning types. Some students learn quicker when information is presented aurally. Others are visual learners. Some need to verbalise everything while others learn better through touching. Music is essentially an invisible, aural art form, so it is obvious that listening is the most important sense.

#### AURAL LEARNING (LISTENING)

The power and value of listening should not be underestimated. Music methods since the early twentieth century have revived the importance of the ear and the importance of listening to pieces before they are learned. This is in contrast to traditional teaching methods which emphasise reading before listening. Learning by ear is not original — God thought of it first. Learning by ear has been God's way ever since the beginning. In the beginning, God spoke and said, 'Let there be...' Then followed the creation of the heavens and the earth, including man and music. Many times Jesus began His instructions with the word 'listen' because He knew the power of listening as a learning skill. Jesus also said, 'He who has ears, let Him hear...' (Matthew 4:23, 11:15, 13:9, 13:43). Understanding His parables involves listening attentively with our hearts and minds as well as our ears. In a similar way, music learning is more effective when the learner hears the music before playing

it. A person learns a native language through hearing it. Babies are exposed to language many months before they actually start to talk.

In the *Elements of Music* course numerous questions on CD provide excellent aural training so students can hear what they read and write. Keyboard activities enable them

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to hear what they play. In Volume One, students are trained to identify and understand four music elements. They learn five more in Volume Two and a further five in Volume Three. Each element is put to music and heard on the CD. Music examples for listening are mostly selected from the historical period under study. The history component of the course is increased in the second and third volumes. Nine weeks are spent on each major historical period. In Volume Two students take a music journey from Ancient Times through Middle Ages, Renaissance and Baroque. Volume Three covers Classical, Romantic, Late Nineteenth and Twentieth Centuries.

#### VISUAL LEARNING (SEEING)

The next body sense is seeing or reading. Visual information enters the brain through the eyes. In the learning process, reading

comes after listening. Music notation is basically a written representation of music already heard. Written music is an aid to recall the composer's instructions and to assist in memorising. The Bible was written after the act of Creation as a history of what had already occurred and as an aid to remembering the past and who God is. The aim of God's written Word is to remember God's instructions and live life accordingly. The aim of music notation is that the student remember and record the sounds according to the composer's intentions. God gives both eyes and ears to help us learn. 'Ears that hear and eyes that see — the Lord has made them both' (Proverbs 20:12). Volume Two includes reading to teach and confirm basic music concepts. Most CD music examples are notated in the workbook so that students can read and remember what they hear. Rhythms, melodies, chords and scales are all taught visually and aurally.

#### ORAL LEARNING (TALKING)

Talking is not like listening and seeing but involves the tongue which also has the sense of taste. The tongue is very close to the voicebox, and without it we could not talk. So the tongue is the key to both tasting and talking. This course provides many opportunities to verbalise. Oral questions at the start of each lesson are to refresh the memory of previous lessons. Scriptures and definitions are recited in the Surprise Box questions. Singing the music examples is an excellent way of verbalising. Many music examples are hymns.

#### KINESTHETIC LEARNING (TOUCHING)

Touch is very important in the *Elements of Music* as students write notation and also play the keyboard. Writing is slower than listening, seeing and talking because the body joints, bones and muscles are used. Sound waves, light waves and tongue movements are much quicker. However, writing is a very useful way to materialise and confirm information already stored in the brain. Writing is vital in recording ideas, especially rhythms and melodies which students make up. If the Bible, history and music had not been written down, an immeasurable amount of information would be lost forever. Keyboard activities put into practice knowledge learned aurally, visually and orally. Playing an instrument is rewarding and assimilates many areas of learning. The Student Workbook has short exercises which cover basic keyboard skills and incorporate the theory learned. The Keyboard Arrangements Books in Volumes Two and Three provide extension work, develop what has already been taught and provide extra practice in scales and chords. The course is not intended to be a keyboard tutor, however students still gain some basic instrumental skills.

One way to gain knowledge is from information from the world outside the person. We have seen how the *Elements of Music* course caters for this by teaching through the body senses.

Another way to gain knowledge is from information from the inside the person. Music is food for the body, soul and spirit.

## THE SOUL

The soul is the invisible, conscious part of man and consists of the will, mind, memory and feelings. It is the decision-making, intellectual, thinking, understanding and emotional part of man's makeup. The soul must be fed a healthy diet of information. Isaiah 55:2b-3 says, 'Listen, listen to me and eat what is good and your soul will delight in the richest of fare. Give ear and come to me. Hear me that your soul may live'. Moses taught the Ten Commandments not just through the body senses but also the soul. He said, 'Love the Lord your God with all your heart and with all your soul and with all your strength' (Deuteronomy 6:5). He told the Israelites to use their memory. '...be careful that you do not forget the Lord...' (Deuteronomy 6:12).

The memory is like a muscle. To keep muscles healthy and fit they need to be exercised. Likewise the memory needs to be exercised. The *Elements of Music* course feeds the soul with exercises and challenges such as memorising scriptures and definitions, musical analysis, puzzles, games, flashcards, charts, colouring, review exercises and quality music.

## THE SPIRIT

The spirit is another invisible part of man's design. It is the subconscious part made in God's image. God designed us with an

ability to appreciate art and music. We have the physical ability to sing and play an instrument. We have the emotional and intellectual ability to feel, express, analyse and understand music. We also have the spiritual perspective and gift of creativity to combine the music elements with great imagination. The spirit is man's link with God's Spirit through which we gain wisdom

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and more knowledge. King Solomon prayed to God for wisdom and knowledge in 2 Chronicles 1:10. God gave them to Solomon through the spirit. In Proverbs 2 Solomon summed up the whole learning process. He showed how the spirit is an integral part of a person and influences all parts of the soul and body. He wrote:

My son, if you accept my words and store up my commands within you [in the invisible part] turning you ear to wisdom [hearing] and applying your heart [spirit] to understanding [soul] and if you call out for insight and cry aloud for understanding [tongue, talking, verbalising] and if you look for it as silver and gold and search for it as hidden treasure [seeing and touching] then you will understand [soul] the fear of the Lord and find the knowledge of God

[soul]. For the Lord gives wisdom and from His mouth come knowledge and understanding [soul]... Then you will understand [soul] what is right and just and fair — every good path. For wisdom will enter your heart [spirit] and knowledge will be pleasant to your soul. Discretion will protect you and understanding will guard you [soul].

Paul tells us that we should 'fix our eyes not on what is seen but what is unseen. For what is seen is temporary, but what is unseen is eternal' (2 Corinthians 4:18). This is vital in music. Unlike science which depends heavily on the body senses and proving ideas about the outside world, music draws on creativity, expressing ideas from within. Creativity involves the soul (will, mind, memory and emotions), spirit and uniqueness of each individual. The brain and body materialises ideas. God is the Source of creativity because He is the Creator. If we ask Him for wisdom and knowledge as Solomon did He will teach us from His Holy Spirit through our spirit. Music students and musicians get bogged down in the details of music — playing countless pieces, entertaining, striving to be the best, and aiming to pass exams and win competitions. These things are temporary events and only last for our time on earth. The *Elements of Music* course aims to teach for eternity by feeding the spirit with God's own Word and relating music basics to their Maker. The program takes the student back to foundations by defining the basic building blocks or elements and acknowledging God as Creator. We should never take the music elements for granted and forget their Maker. Without these God-

made elements we do not have music. God is the Source, the Giver and Provider of the gift of music.

In the course many scriptures are memorised relating to music. Students are trained to identify music elements so that, with the help of wisdom and knowledge from the Holy Spirit, they can discern which music is God-honouring. This type of spiritual food lasts forever. The rewards of feeding the spirit as well as body and soul are enormous. In Deuteronomy 6 Moses told the people that if they followed God's ways they would 'enjoy long life' (verses 2, 8) and that 'things would go well ...' (verse 3). Solomon wrote in Proverbs 2 that God 'holds victory in store for the upright' and He 'is a shield to those whose walk is blameless for He guards the course of the just and protects the way of His faithful ones' (verses 7–8). The *Elements of Music* course is unique in that it places music into a Biblical perspective and in doing so students gain an overview of music. Music is treated as a tool to learn about God and that is the goal of education. 'Education is the unfolding of God — His character and His creation' (Peter Frogley). God's signature is written in the design of all the music elements. The manual for this course is the Bible and the Music-Maker is God.

This course aims to:

- relate the subject of music to God;
- develop an awareness of how music is evidence of God's creativity and design;
- cover basic theory concepts and aural skills and introduce some history;

- distinguish and identify specific music elements aurally and visually;
- teach how to follow a simple score;
- teach some basic keyboard skills;
- encourage enjoyment and appreciation of different musical styles throughout history;
- enable the learner to intelligently discriminate between balanced and unbalanced music to discern what is God-honouring;
- develop creativity through composing simple God-honouring music;
- develop an understanding of how composers use their God-given musical gifts to organise music elements; and
- enable the learner to proceed to further studies with a solid understanding of music's foundations.

## What people are saying about the *Elements of Music*:

- 'The *Elements of Music* course brings music back to basics so that people of all ages can learn about music and God. Teaching music through the elements helps avoid a lot of confusion for people.'

*Matthew Field, teacher*

- 'I love the *Elements of Music*. It is like an oasis in the middle of a desert. It progresses nicely and the children are finding it enjoyable and are retaining good revision.'

*Jan Golding, piano and classroom teacher and homeschool mum*

- 'Great! A very sound and Biblical approach — easy for non-musicians.'

*Fiona Phillips, lecturer and mother*

- 'We especially enjoy the God-centred teachings and the children really like listening to the CD part of each lesson. Thank you for making God the centre of music.'

*Sandra Saunders, homeschool mum*

- 'We have really been blessed by the spiritual aspect of the course and how God is the focus. The definitions have been easy to learn with the actions.'

*Debbie Asamaphan, homeschool mum*

# CHRISTIANITY VS HUMANISM

BY R. J. RUSHDOONY

The great issue of the years ahead is the developing battle between Christianity and humanism. It is a war unto death. Christianity is a world and life view and faith, and it can only exist as such. It is either the Word of God for every area or none.

Christianity was born into the same battle. It is only the dereliction of Christendom which has led to a return to the beginnings of this old battle of the centuries. On the day of Pentecost, St Peter's great proclamation was this: 'Therefore let all the house of Israel know assuredly, that God hath made that same Jesus, whom ye have crucified, both Lord and Christ' (Acts 2:36). 'Jesus is Lord!' This is the joyful and central proclamation of the early church. It is the declaration of St Paul (Phil 2:9-11; Rom 10:9; 1 Cor 12:3) and it is the joyful declaration that in Christ the prophecy of Isaiah 45:23 is fulfilled. To declare Jesus is Lord means that He is the world ruler who absolutely governs every sphere of life and thought. It is the obligation of every area to be Christian: church, state, school, family, vocations, the arts and sciences, and all things else must serve only Christ the Lord.

## THE TRUE MEANING OF 'CHURCH'

A problem in understanding the scope of our work is the common misuse of the word *church*. Our English word comes from *kyriakos*, a Greek adjective, as in *kyriakon*

*doma*, or *kyriake oika*; our word 'church' refers to an institution of worship, the ministry of the Word, or a building. The New Testament word translated *church* is *ecclesia*, which gives the sense of two Hebrew words, '*edhah* (congregation) and *qahl* (assembly). It can refer to all the redeemed people, to their assembly in worship, their civil government, the family, the godly army, and more: it means the kingdom of God. Thus, where Scripture speaks of the *church*, it means Christ's realm in every area and sphere of life. All things must be brought under the dominion of Christ the Lord.

At present, humanism has brought all things, including most churches, under the sway of man the lord. The purpose of state schools, as laid down by Horace Mann, James G. Carter, and others, was twofold: first, to establish centralism, the priority of the state over every area of life, and second, to eliminate Biblical faith. The founders of statist education in the United States were Unitarians. They rightly believed that control over the child through the schools is the key to controlling society. Control over

the schools will determine control over state and church finally.

Christianity and humanism are diametrically opposed religions; one is worship of the sovereign and Triune God, the other is the worship of man. Let us briefly analyse

some of the key points of difference between Christianity and humanism as they affect education. This is far from an exhaustive analysis. Our purpose is to provide a brief outline of some of the fundamental differences.

## Christianity

1. The sovereignty of the Triune God is the starting point, and this God speaks through his infallible Word.
2. We must accept God as God. He is alone Lord.
3. God's Word and Person is the Truth.
4. Education is into God's truth in every realm.
5. Education is discipline under a body of truth. This body of truth grows with research and study, but truth is objective and God-given. We begin by presupposing God and His Word.
6. Godly standards grade us. We must measure up to them. The teacher grades the pupil.
7. Man's will and the child's will must be broken to God's purpose. Man must be remade, reborn by God's grace.
8. Man's problem is sin. Man must be recreated by God.
9. The family is God's basic institution.

## Humanism

1. The sovereignty of man and the state is the starting point, and it is the word of scientific, elite man which we must heed.
2. Man is his own god, choosing or determining for himself what constitutes good and evil (Gen 3:5).
3. Truth is pragmatic and existential; it is what we find works and is helpful to us.
4. Education is the self-realisation and self-development of the child.
5. Education is freedom from restraint and from any idea of truth outside of us. We are the standard, not something outside of man.
6. The school and the world must measure up to the pupil's needs. The pupil grades the teacher.
7. Society must be broken and remade to man's will and the child's will is sacred.
8. Man's problem is society. Society must be recreated by man.
9. The family is obsolete. The individual or the state is basic.

## TRULY CHRISTIAN EDUCATION

The Christian school must, thus, teach every subject from a God-centered perspective, or else it will be teaching humanism. Mathematics, for example, has no validity in a universe of change: it rests on the presupposition of a sovereign and predestinating God.

The humanistic history book not only eliminates Biblical history and the great and central role of our Christian faith, but it sees history as chance rather than purpose. History for the humanist is at its best simply man's determination, whereas for the Christian it is God's determination.

In the sciences, we must again deny the 'rule' of chance. Materialistic determinism is no better. The Newtonian view of causality has collapsed because its single and purely naturalistic view is inadequate. There is no single cause in nature. Moreover, the multiplicity of causes does not suffice to account for the fact of order, design and meaning. Only the presupposition of the God of Scripture can properly undergird science.

In literature, we must ask, what is a classic? The idea of what constitutes a classic has varied from culture to culture. Thus the great Vietnamese classic, *The Tale of Kieu*, is a masterpiece of humanism. It encourages self-pity, the indictment of God, and a

belief that man, who has the root of goodness in him, is the victim of God. A Christian classic must reflect a Christian world and life view; it must see conflict as moral, not metaphysical, and it must affirm an ultimate and basic harmony, not a conflict, of interests.

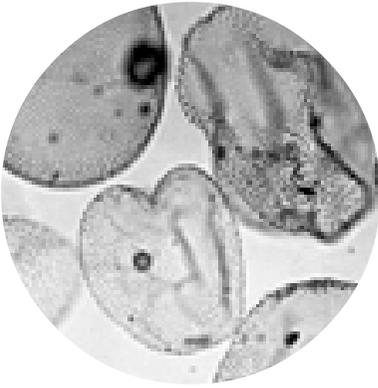
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## Christian schools are a necessity, or else we will have anti-Christian schools

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In teaching language, we must remember that grammar and culture are interrelated. There is a theological premise to grammar. Relativistic cultures cannot develop a truly future tense, nor a proper sense of the future. Words, moreover, represent meanings; they are miniature propositional truths. Communication is possible where a common culture prevails. The more existential that culture becomes, the more difficult communication becomes, because words and meanings are weakened or destroyed.

Christian faith is thus a total concern. Christian schools are a necessity, or else we will have anti-Christian schools. For Christianity to bypass education, to neglect Christian schools, is suicidal. Those who do so have denied Christ and His Lordship.



# OUR MIRACLE LIVES

PETER FROGLEY

Man believes he has discovered the secret of life in cells, DNA and the like and it is wonderful to ponder these discoveries. There is still, however, something quite beyond our understanding as to how the sperm and the ovum cell join together to create a living human being.

It is a miracle of God that those cells are able to begin building a new human being, made in the image of God. The absolutely incredible God factor, which could be called 'innate intelligence'<sup>1</sup> sets about directing the growth and development of the new human being.

## INNATE INTELLIGENCE

This innate intelligence not only directs the formation of a new person in the womb, but it stays with us all our lives; indeed it keeps us alive. Have you ever pondered the difference between a living person and one

who has just died? The difference is, of course, that one is alive the other is dead, but what is life? Not only does innate intelligence keep us alive, it is committed to maintaining 100% health for our bodies.

Innate intelligence has a number of different attributes:

- It strives for the survival of our bodies regardless of the cost; that is, it is committed to keeping us alive and will do whatever it can to keep us going.
- It maintains our health, maintaining the internal equilibrium within our bodies.
- It carries out all the non-voluntary functions of the body. It is great to know that there is such a programme within us that keeps our hearts beating, our food digesting and all our vital organs functioning.
- It enables our bodies to adapt to stress. Stress is what leads to disease and illness.
- It continually transmits the pattern for total health to our bodies.

## WHAT IS THE COST?

We often interpret the cost as some outside agent trying to destroy our lives when in reality it is our innate intelligence's effort to keep us alive, coping with the wrong we have done to our bodies. That cost we conveniently call 'disease'.

## GOD'S GREAT CREATION

God has so created these bodies of ours that we can echo with the psalmist, 'We are fearfully and wonderfully made'<sup>2</sup>. Our bodies are designed by God to function in total health, but when we challenge the body we find that it begins to malfunction. There are two challenges faced by our innate intelligence in its endeavour to keep us totally healthy: **toxicity** and **lack of communication**. Toxicity is brought about through improper nutrition and inadequate elimination of wastes. Lack of communication results when the body is overloaded with toxins to the point that the cells are not able to communicate effectively with one another.

It is an important fact that our innate intelligence does not know how to be sick. God has programmed it to always work for the elimination of anything that stands between it and our total health.

## ENERGY — THE FUEL FOR LIFE

The human body runs on energy. Energy comes through the nutrition with which we provide our bodies. The energy available to the body determines the health of the body, which is known as the **Level of Vitality**. Energy is required for:

- muscular movements;
- digestion of food;
- sight;
- mental activities;
- emotions;
- elimination of body wastes;
- maintaining body temperature;
- making more energy;
- balancing hormones;
- distributing nutrients;
- communication within the body;
- functioning of glands and organs;
- repairing and replacing cells and tissues;
- maintaining the immune system; and
- maintaining consciousness.

## STRESS

Our bodies are veritable machines requiring significant input of raw materials to satisfy the demand for energy. The hindrance to the proper production and distribution of energy in our bodies is stress. Stress robs energy and vitality from our bodies.

There are three types of stress, which will be dealt with in more detail in later articles. They are:

- physical;
- chemical (nutritional); and
- emotional and/or mental.

There are two categories of stress:

**Short term stress** causes the body's vitality to be lowered in the short term. This could be caused by inadequate sleep, a depressed

immune system resulting in infection — even getting cold or hot can cause stress.

**Long term stress** causes the body's vitality to be lowered permanently. For example, a chronic deposit of toxins in the lungs due to smoking may result in emphysema.

#### ADEQUATE ENERGY

There must be adequate energy to meet all our bodies' needs to keep us free from disease. If our bodies are stressed our health declines as the amount of energy available for the general functions listed earlier is reduced. If there is not enough energy to enable our general functions, our innate intelligence allots the available energy to the more important functions that ensure we will keep our bodies alive. Thus the heart would be one of the priority organs, for if it ceased to function we would die!

With inadequate energy the body may have to sacrifice functions, thus producing a state of disease. If this problem is not addressed our bodies decline and ultimately we will die. The solution to this problem is to provide sufficient energy to our bodies, which allows the body to heal and repair the parts that are not functioning properly (diseased).

This concept differs from general medicine which seeks to deal with the disease symptoms by suppressing them with drugs or removal by surgery. Neither case addresses the root cause of the problem

which is to do with the way we live our lives — the stresses we bring to our lives and bodies.

It has been said that disease is caused by stress. Remember stress comes in different forms; what we expose our bodies to, what we put in our bodies, what we allow our

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## It seems **incredible** that health could be so **simple**

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minds to think and what attitudes we choose to hold. It seems incredible that health could be so simple. The amazing thing is that given the manner in which most of us abuse ourselves, our health is amazingly good. Our innate intelligence works miracles in keeping us alive and well, but we could enjoy genuine health if we would change our lifestyle to be more consistent with God's revelation to us in His Word.

#### FOOTNOTES:

- 1 The term innate intelligence is used by Dr Joel Robbins to describe the genius that God has built into every living organism.
- 2 Psalm 139:14

*I am indebted to Dr Joel Robbins of Tulsa, OK, USA for the teaching in this series. Dr Robbins, medical doctor, chiropractic doctor and natural health doctor conducts a College of Natural Health details of which can be had by contacting LEM.*

## LEM Publications

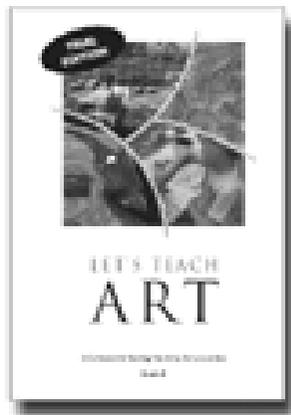
### LET'S TEACH ART

This instructional, creative and biblical art curriculum is now available for level K (five year old). Level 1 and 2 are planned for release for the new school year. The book is a Teachers Manual and comprises a thorough rationale for art teaching, together with a lesson per week (40 lessons) for the year. Based on the scriptural account in Genesis, each lesson presents

- an objective;
- detail of the activity;
- a biblical, Christian life application; and
- a list of materials for the lesson.

The book also lists and provides sources for materials for the whole course. Initially in Trial Edition. **\$15.00**

We thoroughly recommend the *Let's Teach Art* video, by Terry Lewitzka, which supports the course and presents the rationale for art, plus detailed demonstration for teaching line, tone and colour. **\$33.00**



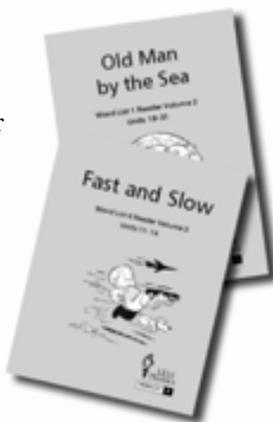
## LEM Phonics

### READERS

Many have asked for readers to accompany our Wordlist books.

*Word List K Readers* come in three volumes representing the sections of the Wordlist book. They are titled *Getting Up*, *The Kind Lady* and *Fast and Slow* and each have 15 pages. **set \$8.50**

*Word List 1 Readers* are presented in two volumes, titled *The Sun and the Wind* and *Old Man by the Sea*. These readers cover words from Word List 1 and are 48 and 40 pages respectively. **set \$8.50**



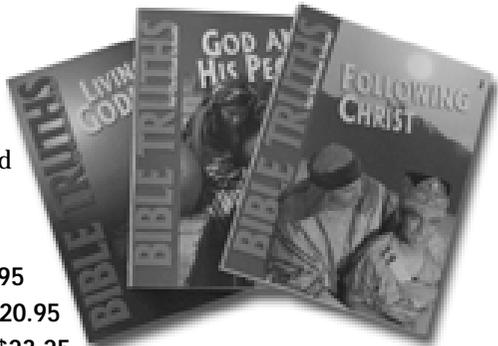
## INTRODUCTORY COURSE VIDEO

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## Bob Jones

Bob Jones University Press is regularly releasing upgrades to their materials. Recently arrived is the *Bible Truths* series, including:

- Grade 3: Following Christ **\$20.95**
- Grade 4: God and His People **\$20.95**
- Grade 5: Living in God's Love **\$23.25**



## A Beka Book

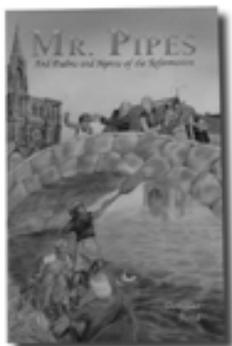
A new edition of Grade 7 *Basic Mathematics* has arrived, as have three new book report titles — Sir Walter Scott's *The Talisman*; the Abbott series *Christopher Columbus* and *Heroes of the Faith* series *David Livingstone*.



- Basic Maths Student text **\$48.50**
- The Talisman **\$21.00**
- Christopher Columbus **\$21.00**
- David Livingstone **\$21.00**

## Canon Press

Douglas Wilson's new title *Future Men* shows how to raise boys to be men for God. **\$21.95**



## Christian Liberty Press

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## Preston Speed

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## Between Two Flags

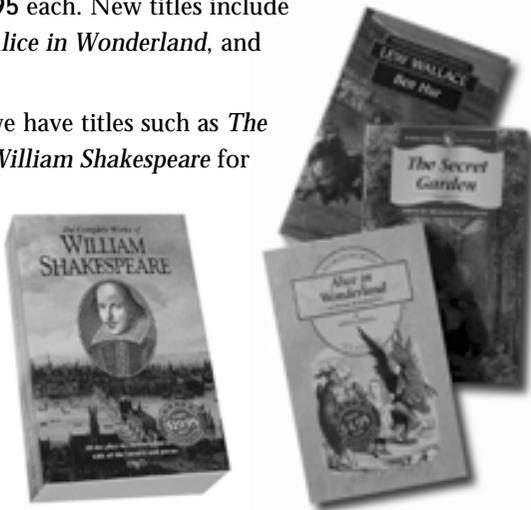
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# LEM PHONICS CORNER



The recent rapid decline of literacy in both adults and children has always been a concern to me. This recent article in a New Zealand newspaper shows that I'm not the only one who believes in the value of phonics for teaching literacy.

## Reading report says old way best

*By Libby Middlebrook*

A call to teach reading the old way is the likely outcome of a parliamentary inquiry into poor literacy.

The MPs are today expected to recommend a return to 'phonics' — where children sound out a word to help them associate the letters with sounds.

The education system has been criticised in recent years for abandoning traditional phonics.

Critics blame New Zealand's falling literacy standards on the introduction of 'whole language' teaching, where complete words

are recognised through pictures or meanings, and sounding them out is discouraged.

The largest study of our literacy levels, a 1997 survey of international adult literacy by the Organisation for Economic Cooperation for Development, found that one in five adult New Zealanders had poor literacy, with 200,000 at the bottom of the literacy scale.

Last year, international surveys indicated that 18 percent of 16–25 year old New Zealanders were on the lowest level of a five-point literacy scale.

Today's report by Parliament's education and science committee is expected to recommend making it compulsory for all primary teacher trainees to learn how to use phonics. Teachers could be encouraged to make phonics their main technique.

If the Government accepts the report, there may also be radical changes to teacher training. New minimum standards may be introduced, which would stop students graduating unless they reached a certain standard in teaching literacy.

The move follows concerns about how well prepared graduates are to teach literacy and about the quality of teaching training programmes in tertiary institutions.

Other concerns are understood to include the quality of students entering teacher training colleges.

The report is also expected to recommend a range of initiatives and research projects to help boost literacy.

The Ministry of Education may be instructed to investigate whether smaller classes in primary schools would improve the reading skills of at-risk children, such as Maori and Pacific Islanders.

Other research could include an assessment of the literacy skills of teenagers entering secondary school and whether compulsory early childhood education would improve learning and reading skills.

The report is understood to propose offering more support and advice to schools where a significant number of students are at risk of failing.

Some parents' submissions are understood to have complained about the lack of support in some schools when their children's literacy problems emerged. The limited teaching of reading in secondary schools was another complaint.

There could be better professional development opportunities for teachers of reading in those schools, with more resources to help them assist children who are failing.

More money may be made available to help boost the number of Maori teachers and the number of teachers fluent in te reo.

Other reports could include overviews of the reading assistance and recovery programmes used in schools and how to improve student access to them.

The report is also understood to recommend that the Government find a way to deal with the growing problem of transience as soon as possible. Transient students move from school to school as their parents move around the country. They often have difficulties with reading and writing.

Teachers may now be instructed to put greater emphasis on assisting transient children in the classroom. A national campaign to improve student attendance at school may be initiated, and the report is thought to urge improvements in testing students eyesight.

*The New Zealand Herald,*  
August 14, 2001

As more and more God-fearing parents and teachers who desire excellence for their children stand up and be counted, let us hope we can reverse the trend of literacy in our nation and across the world.





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