



# DIRECTOR'S COMMENT

PETER FROGLEY

We are in the midst of CHESSE season—our opportunity to meet many of the folk we enjoy serving in Christian education. Recently I have been in Brisbane, Townsville, Sydney, Dubbo, Perth, Swan Hill, Adelaide and Hamilton for CHESSE seminars and each one has been a great encouragement and blessing.

In early October I spent nine very encouraging days in Lae and Port Moresby in PNG. I conducted a two and a half day LEM Phonics seminar and visited a number of schools and leaders.

## Projects

- The second edition of the *LEM Phonics Manual* has been released. This edition has been revised and enlarged with extra features.
- Volume 2 of *The Elements of Music* is now available. Volume 2 includes a Student Workbook, Teacher's Resource Kit, Keyboard Arrangements Book and a Test Booklet.
- *Let's Teach Art* is available for K, 1 and 2 and has been well received. *Let's Teach Art* Grade 3 is now available,

ready for the new school year. Each of these books is in trial edition and we value any comments you have to make. Author Terry Lewitzka is working on Grades 4 to 6 and I hope to have good news of progress by early next year.

## This Issue

In *Exploring Christian Education* I look at our journey as a ministry and how God is expanding the influence of the vision of the torch overseas in China, Papua New Guinea, New Zealand and elsewhere. We let you know how plans are going with our building project and how you can help us achieve our goals. There is an article on teaching history from a Christian perspective and another from *Christian School Builder* on obedience. In the health section I look at the importance of air and our skin, whilst Evelyn Garrard brings her Phonics Corner from China.

Keep educating for the Lord!



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## Christian Home Education Seminar and Show

### 2003 SEMINARS

As we draw to the close of the year we have begun planning for CHESS seminars for 2003. Both Kingsley and LEM have found that it is an expensive exercise to conduct regional seminars and we are unable to continue to offer as many of these. For example, we had a great time with the folk in Townsville, but the cost of getting there with books was prohibitive. We will, however, continue to do all we are able to serve the regional areas even if it means a seminar only every two or three years.

The list of seminars for 2003 is **tentative** at this stage and we would appreciate comment if some of the dates clash with local events, etc. Check our website at [www.lem.com.au](http://www.lem.com.au) for details and downloadable application forms for all CHESS seminars.

### PROPOSED CHESS SEMINARS FOR 2003

North East Victoria	Monday 10 March
Brisbane	Saturday 24 May
Melbourne	Monday 9 June

Hobart	Saturday 14 June
Swan Hill (book display only, 1–5 pm)	Thursday 3 July
Adelaide	Saturday 5 July
Perth	Saturday 6 September
Orange	Saturday 4 October
Sydney	Monday 6 October

### CATHOLIC HOME EDUCATION SEMINAR—MELBOURNE

Organised by the Catholic Home Education group, the 2003 *Catholic Home Education Family Day* is tentatively set for Saturday 11 October 2003 at St Patrick's Parish Hall, Cnr Rogers and Childers Sts, Mentone.

All are welcome—contact Philip and Selina De Rose for more information on 03 9504 1008.

## LEM Phonics

### CHINA

Again we enclose an information sheet for those interested in teaching LEM Phonics in China. We need singles or families for both short (12 months) and long term assignments. Many have a heart for China and this is a wonderful opportunity to serve with a great group of people investing time

in a nation which is destined to become a world leader in this century. This is a most important time for China, with the Olympic Games in 2008, joining the World Trade Organisation and the new regulation that all Chinese children must learn English. It would be difficult to imagine a better time to invest in China.

### INTRODUCTORY SEMINARS

LEM Phonics Introductory Seminars are conducted by our Registered Instructors and are announced through flyers included with *Light of Life* and in our mailouts. Downloadable versions are also available on our website at [www.lem.com.au](http://www.lem.com.au).

An LEM Phonics Introductory Course will be conducted in Canberra by Registered Instructor Margaret Pond, over three full days from 14 to 16 January 2003. For details contact Margaret on (02) 4982 9002.

### ADVANCED LEM PHONICS

The next Advanced LEM Phonics course will be conducted by Evelyn Garrard in Canberra from 6 to 17 January 2003. The Advanced Course will be conducted over nine days, concluding on Thursday 16th. 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. Applications are still being received, but please remember that pre-reading assignments are required. A flyer is enclosed, or visit our website at [www.lem.com.au](http://www.lem.com.au).

## Kingdom Defence Trust

The Kingdom Defence Trust is now operating to assist home educators and many others with legal questions. Light Educational Ministries has helped many over the years, but we are now referring all legal enquiries to the Kingdom Defence Trust. Legal issues are not for amateurs, but we are often hearing of folk who presume some knowledge of the law and thus are attempting to help people. We advise great care as mistakes in legal matters can be very expensive and often well-meaning people create situations that make it more difficult for *all* home educators. It is wise to seek qualified legal counsel—and that is why the Kingdom Defence Trust has come into existence.

The Kingdom Defence Trust seeks to operate at minimum cost to those requiring legal assistance. Donations to the Kingdom Defence Trust are therefore always welcome and in fact necessary for the Trust to continue its most valuable work. Donations can be forwarded to KDT, PO Box 70, Belconnen ACT 2617.

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

Hits are steadily increasing on our website and we hope you are finding the online information, downloads and ordering useful. We welcome your suggestions and comments—feel free to email them to [john@lem.com.au](mailto:john@lem.com.au), or contact our office by phone on (02) 6259 3944.

# EXPLORING CHRISTIAN EDUCATION

## 45 The Developing Vision

PETER FROGLEY

Joel 2:28 tells us ‘Your young men shall see visions’, so I must conclude that in 1979 I was still a young man, as I received a vision from the Lord.

I was praying with a friend prior to a Christian Education Seminar at YWAM in Kona, Hawaii, when I ‘saw’ a vision. Looking back now it is clear that God was calling me to begin a ministry that is now known as Light Educational Ministries.

### The Torch

At the time it was a most exciting experience. The fact that God was speaking to me seemed unimportant at the time as my attention was focused on the expression of God’s heart for education and the children of the world. The focus of the vision was a torch which in appearance was similar to our original logo. (Incidentally, I am very happy with our present logo as logos need to be simple.) The torch I saw was particularly complex, perhaps detailed would be a better word, and it had many

fine pipes through which the oil needed to be transported. They seemed almost like capillary tubes and the point seemed to be that they would easily become blocked by impurities, which would result in the torch’s flame becoming clouded. The Lord drew my attention to the need to keep clean oil in the torch so that it could burn with a clean, pure flame. The Lord wanted to see uncontaminated Christian education that would truly glorify His Son, our Lord Jesus Christ. It is that integrity that I long to see in Christian education, whether in schools or at home. It is imperative for us to reinterpret all learning beginning with the centrality of Jesus Christ to all things—see Colossians 1:15–20 for Paul’s truly amazing revelation of who Christ is and what He has done.

### Multiplication

As I watched I saw that the torch was not exclusively for me. Rather, many would see a vision of the torch, perhaps communicated to them by God directly, or in any of a multitude of ways. The torch seemed to have ‘children’ and multiply with

faithful people picking up a torch and taking its light into the world. To that extent it has been both exciting and gratifying to see Christian Education spread across the earth, but often disappointing to me, as the flame has often seemed to be clouded.

## **Growing Interest**

In recent months we have seen a growth in contacts in various parts of the world. We have had an enquiry from a Christian School

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# The Lord wanted to see **uncontaminated** Christian Education

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## **Though it Tarry...**

Nevertheless, there had always been an expectation from that original vision that the ministry I would be involved with would itself spread across the earth. For years we have seen some international involvement, but I have never felt, until recently, that the original sense of vision was being outworked, but it seems that God is doing that now—and in a manner I certainly would not have expected.

## **Doors open**

Three and a half years ago doors began to open in China for LEM Phonics. This was not something we had anticipated, indeed it has been quite different to anything we had ever done before. It has involved rewriting the LEM Phonics programme as an EFL (English for Speakers of a Foreign Language) programme. To facilitate this Evelyn Garrard is currently working in China completing this major task.

working with the Kurds in northern Iraq requesting use of the LEM Phonics programme. A Christian orphanage, which is rescuing young girls threatened with exploitation in Northern Thailand, is using LEM Phonics.

## **New Zealand**

Phil Oster, our administrator, has just returned from an Austrade mission to New Zealand where he had opportunity to promote LEM Phonics. Significant interest was shown from groups teaching English to overseas students planning to study at western universities. We will be looking to the Lord for future direction in New Zealand.

## **Papua New Guinea**

LAE

Last year I travelled to Papua New Guinea to visit Maurie and Margaret May who worked with us here in Canberra for several years

and are now with Missionary Aviation Fellowship in Mt Hagen in the Highlands. Whilst there we drove down to Lae, a long and very arduous drive, to visit Lae Christian Academy, to whom we have supplied resources for several years.

Whilst in Lae I visited several Christian schools, including the Christian Integrated School, which is run completely by nationals. I discovered the Principal, Gabriel Waine, had begun the school with a vision for his nation to see national Christian schools dotted across Papua New Guinea. The school in Lae began four years ago and this year they began a second school in Hegere, in the Highlands.

I was impressed with the vision and dedication of Gabriel and his committee and returned to Lae at the beginning of October this year to conduct a three day introduction to LEM Phonics. There were 16 teachers from four schools at the seminar and all were keen to see LEM Phonics established in their schools in 2003. I was also able to meet with the committee and discuss ways we could assist them with



Staff at the Christian Integrated School are all nationals



The buildings and grounds are simple but functional

their fledgling schools and as a result we have set several initiatives in place.

## PORT MORESBY

On the way home I called at Port Moresby, where I met my friend Mesia Novau, now living in the capital. With Mesia's and Austrade's help I spent two days introducing LEM and LEM Phonics to

various groups. Several Christian schools showed strong interest in being trained in LEM Phonics as the Principals quickly recognised the benefit LEM Phonics would bring over the existing methods that had been used. We met with an official of the Education Department, as well as a leader of the Uniting Church in PNG, who each expressed keen desire to enrol teachers in a training seminar in LEM Phonics. As a result Mesia will be seeking to organise a training seminar in the near future.

On previous visits to PNG in 1989 and 1991 there seemed little interest in Christian education, but the climate has changed. The Christian leaders are increasingly aware that their nation is in trouble and that what they have been doing has not worked well. It seems God is opening a door of opportunity in and for that land. Five million people; 800 different languages plus an interesting national language, Pidgin, that only they seem to understand. I believe English will be a major tool in bringing a future of hope and purpose in God to that nation. The missionary activity of the past century has prepared the nation for a potential reformation, which is desperately needed at this time.

I came away from Papua New Guinea believing God had specifically called me to be there and certainly the favour of God was on those 9 days.

## Peru

As mentioned in the August *Light of Life* we also have LEM in Peru through Bob and Frances Relyea. The work there is progressing well with many opportunities to minister in schools and churches as well as tertiary institutions. Bob wrote, 'We are planning conferences for Peru for late July...' These conferences will be conducted in conjunction with ACSI in Latin America.

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**increasingly aware** that their  
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## Spreading Flame

After many years of faithful ministry we are now beginning to see this international aspect of our vision becoming a reality. As with all growth there is the pain of expansion—the desire to rush in and do, as against the fear of taking a risk and perhaps getting it wrong. But, there is a big world out there and great need for the Gospel and Christian education. Would you join us in prayer and otherwise, as we seek His will in these new developments for the torch?

# BUILDING THE VISION

Light Educational Ministries began in an old house in Booleroo Centre, South Australia, in September 1979.



Booleroo Centre, 1979–1989

The property was owned by Booleroo Ministry Centre who kindly allowed us to use the facility. Over the years LEM helped add to the facility, which also housed Fountain Centre Christian School.

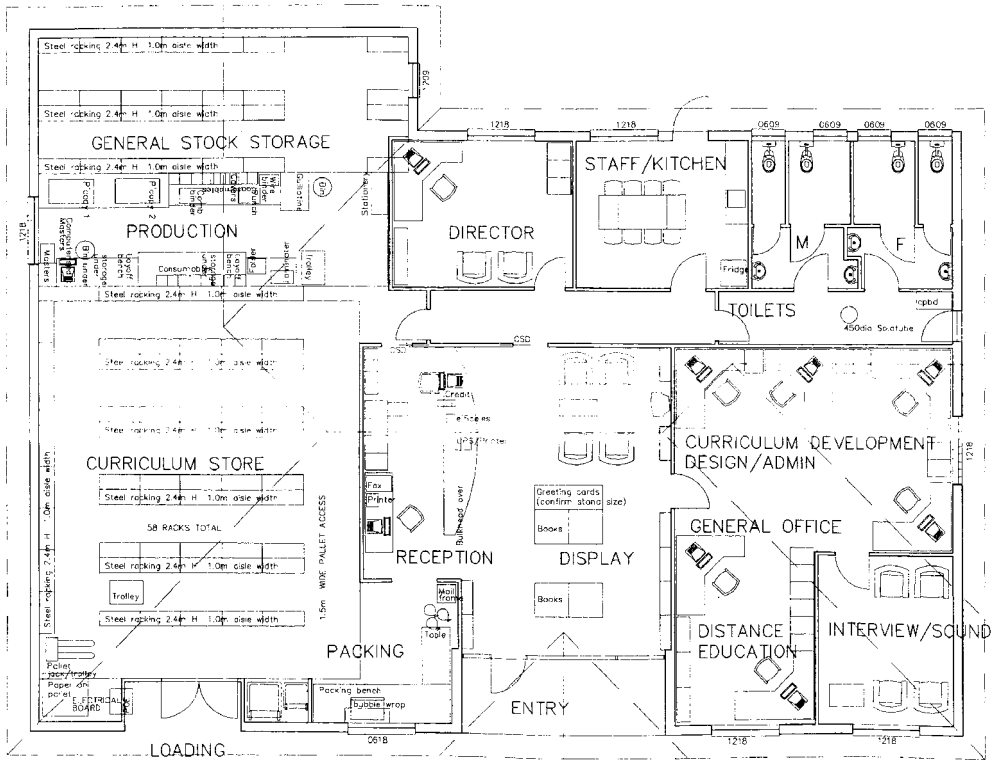
In 1990 LEM moved onto the Canberra Youth With A Mission campus, with our

personnel being part of the University of the Nations. Whilst at YWAM we purchased some transportable buildings which served us well until, having separated from YWAM, we left our buildings to YWAM who have subsequently renovated them. In 1999 we relocated to the old Spence Primary School administration building, whilst we waited for our application for land to proceed. The process has been much longer than we had anticipated, partly caused by a change of direction on our part, but largely by several rolls of ‘red tape’.



YWAM Canberra, 1990–1999





## New Facility

We have engaged an architect, Murray Coleman, an old friend who was the architect at YWAM, who has completed drawings for our new facility (see plan above).

This plan is the first stage of the development with another stage planned as soon as funds allow. The building will be of brick veneer construction, which will enable us to keep construction costs to a minimum.

## Size and Cost

The area of stage one is 411 m<sup>2</sup> which will provide a basic space for our operations, we would like to add a seminar room and library in stage two.

The cost of the actual building would make the project quite affordable, but infrastructure costs that go with public buildings these days almost double the cost. The cost estimate we have from the architect is \$400,000, but we are trusting we can reduce that cost through careful

choice of building materials, volunteer or discounted cost tradesmen and local volunteer labour. We believe there are tradesmen out there on our mailing list that may be able to help us with their particular trade. Some may want to give their time, whilst others may wish to offer a discounted rate. If you are in that position we would love to hear from you. There is a place on the response slip enclosed with this *Light of Life* for you to indicate interest.

## Benefit

As we have been able to design this building from scratch it will be a lot more efficient in terms of staff movement and production than any of our previous accommodations. Whilst our present facility is a nice building it is quite inefficient in terms of space usage. In addition, the rent on the present facility has increased each year to the extent that it is virtually unaffordable for us—to such a degree that we have needed to relinquish the upstairs area and have squashed into the downstairs area. Initially we anticipated we would be out of this building within two years, yet here we are almost to the end of three years.

## Time Frame

Our experience is that it is not altogether wise to set time frames in such complex matters. Nevertheless, we believe we can see the light at the end of the tunnel. As I

am writing our plans go formally to the design and siting office where the initial response has been positive. We are reliably informed that after this it will be a relative formality which should be complete before the end of the year. We are thus tentatively planning for construction to be able to begin in the first half of 2003 and be complete early in the second half of the year.

## Reaching the Target!

Having been planning for this time for many years we have been putting away any excess cash into the building fund. Several years ago we mounted a building fund promotion and a number of folk gave quite generously so that money together with the greater bulk of finance which came from our profits amounts to well over \$200,000.

Thus we have presented a target for fund raising this time as \$150,000. You will have received a mailout from us recently with a brochure explaining the project and a response card. We are enclosing another response card with this edition of *Light of Life*.

We would simply ask you to pray and be generous. If the majority of our friends gave a small amount we would easily reach our target.

We thank you for considering our request and pray the Lord blesses you as He leads you in sharing with us.



# HOW DO I TEACH HISTORY BIBLICALLY?

PETER FROGLEY

After teaching children the tools of learning (English, maths, etc.) the teaching of history is perhaps the most important discipline.

Of course, each discipline has its own history, which should be taught throughout a course—the history of maths, the history of art, etc.—but history in itself is important because it teaches us how God deals with man in the real world. In it we see God’s sovereignty and providence manifested.

## The humanist view of history (or ‘How to be depressed’)

The question we face in looking to teach our children history is ‘Which version do we teach?’ God has his version of history and man has his! Most history books are written by men ‘in whom there is no fear of God’. Indeed, there is very little history that has been written in a way which seeks to understand and honour God.

When man looks at events in time and space he records them as humanistic history—that is, as man understands the events. But man, without God, is not in a good position to understand history, much less to teach it to others. Let’s consider a few examples of humanist man as he honestly attempts to

come to grips with history without reference to God.

Morris Kline, the famous mathematician, wrote:

The plight of man is pitiable. We are wanderers in a vast universe, helpless before the devastations of nature, dependent upon nature for food and other necessities, and uninformed about why we were born and what we should strive for. Man is alone in a cold and alien universe. He gazes upon this mysterious, rapidly changing, and endless universe and is confused, baffled, and even frightened by his own insignificance.

Would you like this man to be interpreting history and teaching it to your children?

Then, well known historian Edward Gibbon, author of *The Decline and Fall of the Roman Empire*, provided us with a more cynical view of history:

History is little more than the register of the crimes, follies, and misfortunes of mankind.

To conclude this set of depressing quotes (which, if nothing else, should serve to convince us that it is a most wonderful privilege to be called by God to be His child and to have a purpose and vision for life), Andre Maurois wrote:

The universe is indifferent. Who created it? Why are we here on this puny mud heap spinning in infinite space? I have not the slightest idea and I am quite convinced that no one has!

O the power of the Holy Spirit in regenerating the 'lost soul'. When we come

to realise the utter destitution of man without God it fires us to know Him and His world and to teach our children that which is pleasing and honouring to our great God.

## His Story

For the Christian, history is *His Story*. There is a way to view history that is godly and the following quotes help us to identify the foundations of biblical thinking.

Arnold Guyot<sup>1</sup>, nineteenth century Christian geographer wrote relating to his subject:

The entire globe is a grand organism, every feature of which is the outgrowth of a definite plan of the all-wise Creator for the education of the human family, and the manifestation of His own glory.

The American minister, Rev S. W. Foljambe, gave an outline of the foundation of a Christian history when he wrote in 1876:

The events of history are not accidents. There are no accidents in the lives of men or of nations. We may go back to the underlying cause of every event, and discover in each God's overruling and intervening wisdom. It has been said that history is the biography of communities; in another, and profounder sense, it is the autobiography of Him 'who worketh all things after the counsel of His own will' (Eph. 1:11), and who is graciously timing all events in the interest of His Christ, and of the kingdom of God on earth.

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# God is the primary actor in history

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The scriptures themselves testify to the importance God places in an appreciation of history:

He has made His wonderful acts to be remembered. *Psalm 111:4*

That they should put their confidence in God, and not forget the words of God, but keep His commandments. *Psalm 78:7*

And you shall remember all the way which the Lord your God has led you in the wilderness these forty years, that He might humble you, testing you, to know what was in your heart, whether you would keep His commandments or not. And He humbled you and let you be hungry, and fed you with manna which you did not know, nor did your fathers know, that He might make you understand that man does not live by bread alone, but man lives by everything that proceeds out of the mouth of the Lord. *Deut 8:2-3*

Remember the days of old, consider the years of all generations. Ask your father, and he will inform you, your elders and they will tell you. *Deut 32:7*

## Godly History

To be understood world history must be viewed through the revelation of God and man in the Bible. The Bible is an historical book which helps us understand how God interprets history.

The Bible teaches that God the Father originated history when He created all things. The Christian views history through

faith in the all-wise and sovereign God, who works all historical events after the counsel of His will (Ephesians 1:11).

The history of all men, all peoples, all nations, are held together by the unity of His decree. 'It is He who changes the times and the epochs; He removes kings and establishes kings; He gives wisdom to wise men, and knowledge to men of understanding' (Daniel 2:21).

God is the primary actor in history, bringing his judgements and his salvation on men and nations.

The providence of God in the affairs of men, as it is taught in the Bible, provides us with the understanding that all events are under His care and direction. The God of the Bible is clearly separated from any idea of fate or chance. There are no accidents in history, and all events are meaningful as part of his plan of the ages to sum up all things in Christ.

God gave meaning and purpose to human actions by creating man in His own image and defining his relationship to the Creator and his place in history.

## Resources

There are a number of Christian school textbooks available through LEM, which are good attempts at a biblical understanding of history.

All history is biased toward the author's view, even for Christians from different

historical and theological persuasions. For example, a Catholic parent's view of the Reformation will differ significantly to the Protestant.

## Australian Christian History

We recommend Peter Cain's excellent Australian history curriculum, currently available at middle primary level. This program covers Australia's heritage and history from early explorations through to present day.

There is a need for further Australian history books to be developed and we are planning to work on them as soon as we can.

As history is always biased it is often good to have more than one text or resource so that comparisons can be made. This is particularly important at the higher levels.

Some recommended Australian history resources that will prove invaluable are:

- *South Land of the Holy Spirit*  
by Elizabeth Kotlowski
- *Understanding our Christian Heritage Volume 1 & 2* by Graham McLennan

## FOOTNOTES

1. Arnold Guyot is the author of the 1873 text, *Physical Geography*, a reprint of which is available from LEM. This book was the inspiration for Peter Frogley's text *The Earth*.

*I am indebted to James Nickel for the research and content for this article.*

# MOTIVATING WILLING OBEDIENCE IN CHILDREN

NOAH MILLER, JR

The child Samuel, in 1 Samuel 3, blesses our hearts as we consider his willing obedience. He was sensitive to the voice calling him and ran to see what Eli wanted. We sense his eagerness to please, even after understanding that the voice was not Eli's.

We may question how important our children's willing obedience really is. We know that God desires and expects willing obedience from His people. We recognise unwilling or postponed obedience as disobedience or at least unacceptable behaviour. We face the opportunity and responsibility to prepare our sons and daughters for useful and willing service for Him who has so willingly given Himself for us.

*Motivation* means 'to provide with a motive'. A motive is something that causes a person to act and implies an emotion or desire operating on the will and causing it to act.

There are various ways to motivate our children. One way is to use incentives. An incentive is a reward or a promise of something desired, as a means of inciting them to action.

Another synonym for *motive* is *goad*. Goad suggests a motive that keeps one going against his will or desire. Both an incentive and a goad are useful and necessary in accomplishing the results of willing obedience in our homes. Either one used excessively or inconsistently will fail to accomplish the desired results.

We as parents need to take our responsibility seriously and remember the accompanying accountability to God. The Scriptures clearly teach how we are to order our homes and how we are accountable for failure, as Eli was.

## BE AN EXAMPLE

In order to effectively teach willing obedience to our children, we need to be a good example. 'The just man walketh in his integrity: his children are blessed after him' (Proverbs 20:7). How we relate to civil and church authority leaves its influence on our families. If we obey unwillingly or only because we must, we are teaching our children to do the same.

We also teach by our example of how we face decisions and responsibilities. As we cheerfully and faithfully shoulder the unpleasant and difficult tasks, we help provide the stimulus they need for their tasks.

## BEGIN EARLY

An important aid to teaching willing obedience is to begin early. ‘He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes’ (Proverbs 13:24). *Betimes* means ‘early’. This refers not only to early in life but also to early in the expressions of disobedience. It is much more difficult to break established habits than to give the needed direction so that wrong habits do not develop.

During their early years, children basically want to please their parents. We should take advantage of that desire, to establish the needful foundation for willing obedience. We dare not wait until our children are old enough to understand the reasons why they need to be willingly obedient. We need to lay the foundation before the understanding and reasoning abilities are developed, and continue to build on that foundation throughout their growing years.

Our children should be taught early the importance of prompt, cheerful, and complete obedience. Begin with small jobs, and see that they are completed in a timely way. The job may not be done as well as an older child might do it, but if it is done willingly, we have laid a good foundation for our children to learn how to better accomplish their jobs. As they learn new responsibilities, a few words of commendation for their effort or for a job well done effectively motivates them.

‘The desire accomplished is sweet to the soul’ (Proverbs 13:19). To allow loitering, unfinished tasks, or sloppily done work encourages unwilling obedience and also makes tasks a drudgery. Giving rewards, when they are used in moderation and with discretion, can be a useful means of encouraging children to persevere in unpleasant or large tasks.

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## We as parents need to take our responsibility seriously

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### INCREASE RESPONSIBILITY

Another aid to motivating willing obedience is to increase responsibility comparable to age. Children receive a sense of accomplishment by learning new skills and doing things that older ones had been doing. We need to exercise wisdom and look to God for direction in applying this principle effectively. We can be too cautious and develop a lack of security in our children, or reveal our lack of confidence in their abilities, thus discouraging them. We also need to guard against pushing them forward into greater responsibilities to feed our own parental egotism.

We should also be careful about how and at what age we give responsibilities that involve their own or other’s safety. Our children do need some guidance and direction as they learn new responsibilities, even though they may think they know how without it. At the same time, we need to

exercise patience with them and allow them to make a few mistakes without undue criticism. We all need some time to learn, and we also make some mistakes in the process.

#### MAINTAIN A PERSONAL RELATIONSHIP

Another aid in motivating willing obedience is to maintain a personal interest in and relationship with each child. Keep current with each one's needs, questions, problems and interests. Give direction and encouragement in social, physical, spiritual and mental development. Proverbs 22:6 tells us to 'train up a child in the way he should go'. Effective training requires time and understanding. We need to understand each child sufficiently to know what method works best to accomplish our goal. God has given us principles for training our children. To apply those principles to the best advantage, we need to understand each child's needs and his emotional make-up. To relate to a very sensitive child the same as a strong willed child is unfair and can cause serious problems.

#### PERSONAL CHOICE TO OBEY

We need to teach our maturing sons and daughters to personally choose to obey willingly. 'He taught me also, and said unto me, Let thine heart retain my words: keep my commandments, and live. Get wisdom, get understanding: forget it not; neither decline from the words of my mouth. Forsake her not, and she shall preserve

thee: love her, and she shall keep thee. Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding. Exalt her, and she shall promote thee: she shall bring thee to honour, when thou dost embrace her. She shall give to thine head an ornament of grace: a crown of glory shall she deliver to thee' (Proverbs 4:4-9).

The focus in this passage seems to be to encourage and teach youth to go beyond obeying for the sake of obedience. They need to develop their personal choice to do what is right. Finally, we want our children and youth to obey, not only because of what they have been taught but also because they understand that it is the right thing to do and because it pleases God. Although we do not always understand *why*, yet we willingly obey what we know to be God's will for us. The understanding unfolds as we walk in the path of obedience.

We as parents face a great responsibility and also an accountability, but finally, our youth face personal accountability before God and need to choose the right path. Parents may fail, but no one can hide behind that excuse and be justified. We do our sons and daughters a great favour to prepare them for willing obedience to God and to fulfil His purpose for each one in His kingdom.

'Seest thou a man diligent in his business? He shall stand before kings; he shall not stand before mean men' (Proverbs 22:29).



# HUFF AND SCRUB

**How to breathe  
and how to keep clean**



PETER FROGLEY

## **Breathing**

Respiration, or breathing, is the primary function of the body to maintain life—without air we won't live for much more than four minutes.

### **OXYGEN**

Practically every metabolic function of the body requires oxygen. Oxygen is picked up by the red blood cells in the lungs and transported to every cell of the body. The remainder of the air is exhaled along with additional carbon dioxide which has been given off by cells as a waste product. Lungs are not equipped to handle air pollutants and most of these are absorbed by lung tissue or carried by the blood to other tissues of the body for toxic storage.

### **STATISTICS**

Every day our bodies eliminate carbon dioxide equivalent to a 220 gram lump of charcoal.

Every day the average man will inhale 155 cubic metres of air; about 10,000 litres. We

consume more weight in air a day than food and water combined, thus our air needs to be fresh and unpolluted.

### **HOW TO BREATHE**

Now we have these statistics which are really quite amazing—in fact it makes you wonder how much longer we can tolerate human beings consuming oxygen at such a rate. But then God in His wondrous blessing has created trees that consume carbon dioxide and exhale oxygen. Is not the balance of nature creation incredible?

The importance of air to the health of our bodies is obviously very significant and it is in our interests to discover how we can enhance our air intake through proper breathing.

1. Inhale the most possible air per breath, without extra effort. Most of us take shallow breaths, yet with slightly more energy we can fill our lungs. This means we get more oxygen per breath and also eliminate more carbon dioxide and other waste gases. Restricted or shallow breathing makes the blood more acidic.

Ensure an efficient air intake by:

- maintaining good posture, by sitting or standing upright;
  - wearing loose fitting and non-restrictive clothing around the rib cage.
2. Work and rest in well ventilated areas. Consider the freshness of the air you breathe when indoors or in a fluids workshop.
  3. Spend some time outdoors every day as outside air is the best available source of air.
  4. Allow the skin to breathe. About a thirtieth of oxygen intake is through the skin, so expose the skin to the air and avoid tightfitting or synthetic materials that don't allow the skin to breathe.
  5. Take daily exercise which allows for full lung capacity through deep breaths. Many toxins are eliminated from our bodies through the lungs and this process is accelerated with deep breathing. Artificial deep breathing is counter productive as without accompanying exercise the pH of the blood is altered and becomes too alkaline.

## Keeping Clean

The health of our entire body is influenced by our hygienic habits.

### THE SKIN

Our skin is the major organ of elimination of waste products for the body. If the skin's

elimination channels become blocked this important function is impaired. As a result the whole body suffers as proper elimination is hindered.

The skin is important in regulating body temperature. When the body is too hot the pores open, allowing air to come in and carry off excess heat. If the pores are

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## Healthy skin does not require creams and lotions

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blocked the body forces precious fluids out onto the skin to be evaporated causing a cooling effect.

### COMMON HARMFUL PRACTICES

There are several major offending means by which skin can become clogged and unhealthy.

#### *Washing with soap*

When taking a hot bath or shower the pores of the skin open and the chemical soap enters the pores and clogs them. The skin attempts to eliminate this, but by the time it begins to make headway we take another shower. This causes dryness of the skin by washing away the natural oils.

In place of soap a loofah or skin brush (available at health stores) is recommended as they stimulate circulation and open the pores of the skin. Cleaning is a mechanical process—all soap does is make the water wetter to help the mechanical process.

### *Creams and lotions*

We often apply lotions and creams after showering when the pores are open. Whilst granting temporary relief they are one of the main causes of dry or too oily skin. Healthy skin does not require creams and lotions to keep it moist, supple and smooth. It should be noted that initially the skin will be drier, but time needs to be allowed for the skin to adjust to a new regime.

### *Suntan lotions*

Due to heat these lotions block the pores of the skin, blocking the skin's ability to eliminate and breathe.

### *Deodorants and antiperspirants*

These are made from chemicals which harm the skin and body. They are often applied to areas of skin close to the lymphatic system and are easily absorbed. Antiperspirants stop the body perspiring. They are a poison to the body, usually an aluminium compound, and the body defends itself by closing its pores on application of the antiperspirant, thus preventing elimination in that area. Perfumes and colognes are to be preferred and for best use apply to clothing instead of skin. Note that the healthier your body becomes the less foul odours there will be and thus less need for deodorants.

### *Hair Care*

A healthy body has healthy hair, which is alive. Therefore tortures such as overwashing, harsh medicated shampoos, dyes, perms, bleaches, hot curlers, curling irons and blow dryers should be avoided.

Dandruff and other scalp problems are the result of a toxic body attempting to push poisons out through the scalp skin. This causes the skin to die off at a faster rate than normal, thus it scales and flakes off.

Use a shampoo that is not harsh or medicated.

### *Oral Hygiene*

Rinsing and scrubbing the teeth with water should be all that is necessary for a healthy person. If, however, a toothpaste is desired, avoid commercially produced toothpastes that contain harmful chemicals such as fluorides. Health food store brands without fluoride are generally good.

### *Halitosis*

Halitosis, or bad breath, reflects the condition of the colon and liver. It is rotting and toxic food that causes foul taste in the mouth. The answer is a healthy diet, although when changing over to a healthy diet the problem may intensify as the body eliminates toxins (detoxifies). Breath fresheners are not a good idea as they contain toxic chemicals. Sugar free gum is a reasonable alternative.

We have covered an extensive area of health from breathing to care of our body's surface. There are lots of good ideas—some of which may sound a little different and which often cut across commercial interests, but why don't you give some of them a go? You never know—it may just work for you!

*The writer is indebted to Dr. Joel Robbins for the material used in this article.*

## LEM Phonics Kits

Have you found it difficult to know exactly what you should purchase when starting out with LEM Phonics? We have decided to offer three new kits, which offer significant savings when compared to buying the products individually. Each kit comes with an additional audio track on the phonogram CD which explains each component of the course and its use.

### LEM PHONICS STARTER KIT (6 MONTH'S WORK)

Includes the LEM Phonics Manual, Phonogram Cards, Workbooks 1 and 2, laminated Circle Letter Grid, and two halfsize 18mm exercise books.

Total value \$82.50 for only **\$74.95**



### LEM PHONICS K KIT (1 YEAR'S WORK)

Includes the LEM Phonics Manual, Phonogram Cards, Workbooks 1-5, Word List K, laminated Circle Letter Grid, two exercise books and the complete set of LEM Phonics Training Videos.

Total value \$685.60 for only **\$495.00**



### LEM PHONICS COMPLETE KIT

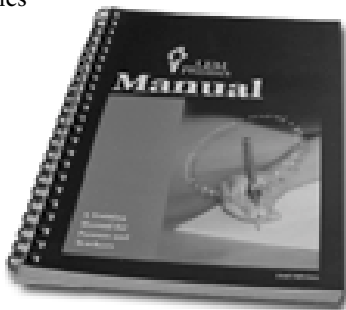
Includes the LEM Phonics Manual, Phonogram Cards, All 10 Workbooks, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, two exercise books and the complete set of LEM Phonics Training Videos.

Total Value \$805.75 for only **\$599.00**



## LEM Phonics Manual—second edition

This second edition of the LEM Phonics Manual has been updated and minor improvements made resulting in 10 extra pages. Current editions of the Word List and Workbooks have been upgraded to suit. **\$39.95**



## Let's Teach Art 3

The trial edition of the fourth in the series (Grade 3) is now available. Following the same theme and layout as previous books this book has more 2–3 week projects and an increased number of lessons based in history of art. The programme continues to recommend basic materials easily procured at newsagents or art supply stores. **\$15.00**

## God's Plan for Creation

Much of this material has been available as stapled sheets and has been in need of an upgrade. Organised as the seven days of creation covering largely science and Bible, this programme is designed for Junior/Middle Primary level.

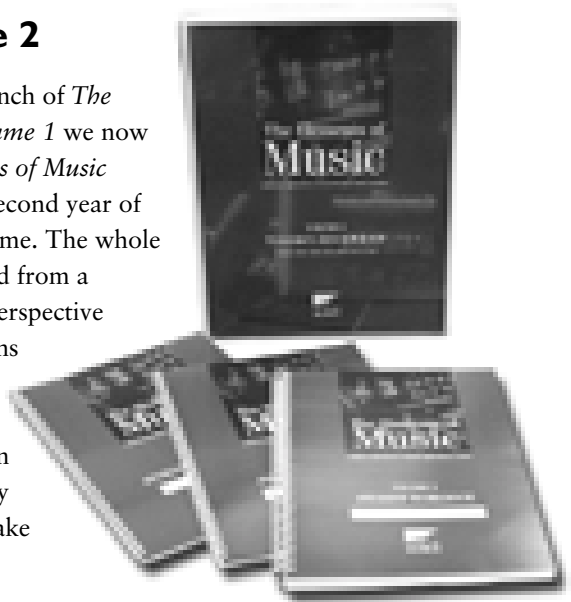
The God's Plan for Creation **Teacher's Manual** contains the text for the students to write up in their exercise books plus teacher's notes. 56 pages **\$14.90**

The God's Plan for Creation **Student Workbook** provides activities for the text, sheets to be glued in their exercise books, plus tests and a final exam. 85 pages **\$16.90**



## The Elements of Music—Volume 2

After the successful launch of *The Elements of Music Volume 1* we now commend *The Elements of Music Volume 2*. This is the second year of the three year programme. The whole programme is presented from a thoroughly Christian perspective and this volume contains ground breaking material on music history from a Christian perspective. The history section alone would make the course worthwhile.



Author Wendy Hill has just returned from her first Gift of Music seminar series in Malaysia, where the programme is being received most positively.

The **Student Workbook** contains questions in many different formats like sentence answer, true/false, find-a-word, fill in the blanks, as well as aural questions which utilise rhythms and music examples on the CDs. 152 pages **\$31.95**

The **Teacher's Resource Kit** is housed in a very attractive presentation folder. The Teacher's Manual is a 153 page spiral-bound book containing the goals and philosophy, general notes for the teacher and the lessons for the programme. Also included in the kit are flashcards, charts and games, as well as a laminated grand staff chart for melody dictation. The two CDs for the 36 lessons are mounted in the folder. All this is just **\$99.00**

The **Keyboard Arrangements Book** provides extra practice and extension work for the reading, writing an playing skills taught in the Student Workbook. 40 pages **\$18.00**

The **Student Test Booklet** provides summary tests for Volume 2. 19 pages **\$14.60**

## A Beka Book

### WORLD LITERATURE VOLUME 4

This new book replaces the previous Grade 10 literature programme.



World Literature Student Text	<b>\$58.50</b>
Teacher Guide	<b>\$73.15</b>
Student Tests	<b>\$13.40</b>
Teacher Key to Test	<b>\$21.80</b>
<i>Julius Caesar</i> with study notes	<b>\$21.80</b>
<i>Silas Marner</i> with study notes	<b>\$21.80</b>

## Bethany House

**Janette Oke's Animal Friends** are simpler versions of her *Classic Stories for Children*, designed for younger readers (6–10 years of age). With large readable type and delightful full-colour illustrations, these titles are sure to appeal to children and adults alike.

Titles currently available are:

*The Impatient Turtle*  
*Ducktails*  
*New Kid in Town*  
*Prairie Dog Town*  
*Spunky's Diary*  
*The Prodigal Cat*

**\$13.10** each



# LEM PHONICS CORNER



Greetings again from China!  
Maybe I'll tell you a little about  
what is going on over here.

The Phonics programme continues to spread at a rapid rate, which is keeping us all very busy. There is a desperate need to get more trained Chinese teachers out into the field as more and more schools want to take on the LEM Phonics programme.

Training in LEM Phonics now extends to middle school graduates and students studying English, to enable them to continue studies in English.

Needless to say we need more foreign teachers to help meet the growing need as LEM Phonics spreads across the nation. Ideally they should be trained beforehand as teachers, speak English fluently and clearly, and be willing and able to identify with the phonics philosophy and vision in order to easily learn the programme.

There are many other areas in China in which we have a 'Phonics presence' and we are trying to send teacher trainers to these areas from time to time to serve the teachers there. Their teaching performances are evaluated and advice is given on how to improve their teaching.

I guess the question you are asking is 'What am I doing?' Well, I am still in Beijing, although most of the other teaching team are out in the provinces.

I am teaching a small class of student teachers. One foreign teacher takes them for four hours each morning teaching foundational phonics, grammar, reading and conversational English skills, and I teach for two hours each day the philosophy and methodology of teaching the LEM Phonics programme.

I am finding this experience very helpful, because I am also still in the process of developing programmes, and it helps me to have a better idea of the real situation out there in the field. As from last week I am taking a group of teachers with me to take a one-hour phonics lesson with a group of six- to seven-year-old children.

This is our testing and training ground. I am not used to teaching in this environment, in a language they don't know, in front of those to whom I am acting as a model. At this time I have only given the first lesson, and to say the least it was a challenge. But this is the challenge those teachers are required to meet when they go out to their stations, so somehow we need to develop strategies to



keep them disciplined and busy, so that the maximum learning can take place. So I need prayer to be able to meet the challenge in front of me now.

The programme in China must cover more than it does in Australia, because we need to teach the children to understand the English language as well as learn all the usual phonics skills. Whereas mother tongue children already know the language, these students need to learn the word meanings as well.

Much more effort needs to be put into the skill of pronunciation of sounds and words, because it is very difficult for Asian people to learn sounds which are nonexistent in their own language. It is even more difficult for them to put those sounds into words, moving their tongue from one position to another in a way they have never practised before.

We need to produce more reading material for them and tapes to go with the books, so that they can become very familiar with the sentence structures of our language. They cannot go home and expect their non English speaking parents to help them with their homework, so tapes can help them at home.

The work is exciting and rewarding when we see that in spite of the hurdles we come against and the problems which exist, our God is favouring this programme and the

teachers are having a growing measure of success. Most reports say that the children are really loving the programme.

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## I am not used to teaching children in a language they don't know

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Please continue to pray for this project in China, and if you have begun to do this I invite you to join us. My special prayer is for the teachers, who have a lot expected of them but because of circumstances out of our control or theirs, they are often not adequately equipped. But they put in valiant efforts to do their work.

Thank you for your prayers.

I am looking forward to coming home in December for Christmas and staying through most of January. May God bless you folk in Australia as you work with your children there.



PS. Don't forget that you are welcome to send me an email any time to this address: [evelyn@phonicsenglish.com](mailto:evelyn@phonicsenglish.com).