



We live in an increasingly challenging time in the history of Australia and indeed much of the world.

As a *Yes Minister* fan I recall Jim Hacker telling Sir Humphrey he had 'lost his moral compass' and if that were the case back in the 1980s I suggest we have declined significantly since that time.

This is perhaps, potentially, the most unstable period since World War II. Financial markets are quite fragile with some experts predicting significant instability in the immediate future. Governmentally we seem to have lost our moral compass and some

suggest we have the worst Federal government ever.

Is this a sign of the end? I think not — rather a sign for Christians to get serious about their faith and its application.

Whilst the future does not look easy for Christians it is the time to draw on His sufficient grace to triumph. In this context it is important to remember that education is a major key to a nation's future and at these times God looks for a remnant of families who have been given a heart for God's family order.

### **This Issue**

In *Exploring Christian Education* we delve into the primary school classroom and examine primary curriculum and the tools of learning. We present an article from *Christian School Builder* on children's behaviour and hear more from George Malkmus regarding different types of diets, and the bookshop showcases our newly released book titles and updates.

There is no Phonics Corner this issue as Evelyn is currently traipsing through the forests of PNG.

Trusting you are finding inspiration from the Lord in your educational endeavours for Him.



### **CHESS**

Despite numbers being a bit disappointing at CHESS seminars so far this year I am always encouraged meeting with many home schoolers whose heart's desire is to train their children in godliness.

By the time you read this CHESS will be over for another year, with the final Perth seminar to be held in the next few weeks.

Although the CHESS seminars involve quite a bit of effort, time and finance we trust we will be able to continue with them into the future — they are so valuable to those who make the effort to come. Over the next few months we will be planning the 2013 season for CHESS, and as usual

we are keen to hear from you regarding times, topics, and other details that you would consider helpful to have at CHESS.

### **Book Displays**

In driving to the various capital cities from Canberra we pass through many regional centres where a book display of LEM resources could provide a valuable opportunity for local home educators.

There is no entry charge for these book displays and we bring a wide range of materials for viewing and purchase.

If you would like to host such a display please contact our office (details on back page). All we need is someone to book a suitable facility and be a contact person for us — we'll do the rest!

### **International**

#### **Nepal**

Urish Sharma has been working hard in the midst of difficult political circumstances to build a base for LEM Phonics in Kathmandu. There are many schools who would like to teach LEM Phonics but there are many hurdles in these nations between desire and fulfillment.

My last visit to Kathmandu was disappointing in that conferences were cancelled just prior to our arrival, but Urish was able to organise an after-school training program at the Babylon National School in Kathmandu, which proved to be a good and profitable time.

Urish would certainly appreciate prayer as he works through the myriad of challenges found in developing countries.

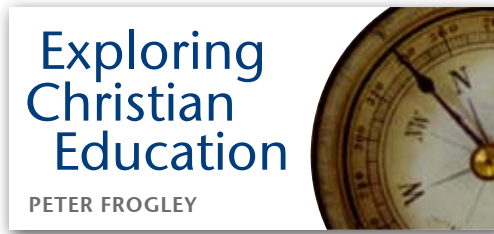
Evelyn Garrard is scheduled to make a visit to the subcontinent later in August for a month or so. LEM Phonics training has been scheduled for the towns of Mirik and Kalimpong in West Bengal and Gangtok in Sikkim. She will then travel to Pokhara and perhaps Kathmandu in Nepal for further LEM Phonics training courses.

### Papua New Guinea

You will no doubt be aware of the interesting political situation in PNG. As I am writing the elections are apparently under way — a process that takes some time as organisation is not good and corruption hampers accurate results.

Mesia Novau has decided that he can best help his nation as a politician and he has nominated for Governorship of Milne Bay Province. We await with great interest the result of that poll.

In the meantime Evelyn Garrard has been in PNG in Mt Hagen in the Western Highlands. She first flew by MAF plane to Tekin Airport in Sandaun Province for a week, then back to Mt Hagen for another seminar with the Baptist schools in the Highlands area. These seminars were a follow-up to two earlier seminars that have helped establish LEM Phonics throughout the Baptist School system. We are trusting any potential unrest from the elections will have been settled by now.



## No. 85: The Nature of Primary Curriculum

Curriculum has been ‘professionalised’ and adapted to a thoroughly humanist world view.

The focus has long since moved from *what* is taught, to *how* it is taught, to how children can *teach themselves* whatever it is they may be interested to learn.

Modern education is essentially child-centred. Education has become focused on how children feel and what makes them feel good about themselves. With no understanding of sin and its ravages on children a curriculum has developed that trains children how to build sinful characteristics into their lives. That is, how to be self-centred, how to build self-esteem, how to find a pleasant path in life for me.

To define a curriculum from God’s perspective is to embark on a journey most don’t perceive and worse, don’t want to know about. The basic questions to be asked in beginning on a primary curriculum should include ‘what does God want children to know?’ and ‘what does He want children

to be like when they have finished their primary years?’

### Definition

The word *curriculum* means ‘the course’ (as in race course) which forms the content to be taught to the children. Rushdoony writes:

A curriculum is thus the chariot, race course, or vehicle whereby a culture expresses its religious faith and standards.

*Philosophy of Christian Curriculum, p.4*

In past times the formula for curriculum defined an essentially academic journey. It simply outlined the information or facts that were to be taught and then tested to ensure the child had understood the information taught. In a fundamentally Christian society it was taken as read that the religious values undergirding that curriculum would be expressed by the teacher. The teacher would be at least an upright and moral person who would present the information, giving rise to a methodology (or process) that reflected biblical and Christian values. Behavioural expectations were also understood in terms of the biblical teaching on discipleship.

Unfortunately the education industry has long-since rejected biblical values and defaulted to human reason which has led to an education based on experiences children will enjoy: ‘Learning should [must] be fun’. In this educational philosophy, *content* (real curriculum) comes a distant second to the *process* or the ‘experience

of learning’. The experience of learning becomes the key, not necessarily any particular information being taught — that is the focus of modern education.

This godless philosophy undergirding modern education has also spawned a new range of subjects. For example, ‘values education’ replaces the Ten Commandments, ‘sex education’ replaces parental responsibility, and ‘environmental education’ replaces history and geography. Even the disciplines of learning have been polluted. Our language courses are more akin to indoctrination in humanist philosophy, and in the process spelling (along with grammar) has become a guessing game to allow us to have schools without failure. Science has become dominated by evolutionary fiction.

### Methodology

Our classrooms have changed too — from orderly rows with students facing the teacher to a group arrangement with children gathered around tables or even sitting on the floor propped against cushions (which is apparently the ideal position for reading — or looking at pictures). No longer do we have the teacher, rather now we have the much less offensive ‘learning clinician’ who sits unobtrusively in the back corner. It seems doing what you are told and being obedient are now enemies of true education. This is progressive, up-to-the-minute education. But why do we imagine this transformation of education has made any improvement?

In this modern education program there are to be no absolutes, as they restrict the child's creativity. But if there are no absolutes there can be no absolute knowledge. Right or wrong are no more, as everything is acceptable (except God, of course). With no absolutes and no right or wrong there is philosophically nothing for the teacher to teach. The facilitator of learning dare not impart information as there is no information that is absolutely correct. Thus the teacher simply 'facilitates the child's learning experience'.

## we have exchanged facts for psychology

Having dispensed with God and His standards, the child's identity and values can only be found in their peers (not God or the parents). Thus children are arranged around tables so they can discuss, help one another come to ill-informed ideas and establish their system of values (their religion) separate from the interference of parents. Have you ever wondered why we are told there is a generation gap?

We have changed content learning, or what we once called curriculum, for a process — we have exchanged facts for psychology. The teaching of facts has diminished to the degree that even politicians are concerned (or at least their constituents are) and we now have a testing regime in our schools. Such testing will not change much as the philosophy remains the same and the tests are written to the philosophy.

The same principle applies to the National Curriculum.

### Historical Submission

In a more pleasant age it was expected that parents would teach children godly behaviours. Indeed most children attended Sunday School. Many were sent to Sunday School for a variety of inadequate reasons, but essentially it was thought that some knowledge of God was a good thing and the development of some basic behavioural expectations was considered a bonus. Teachers maintained parental discipline so that if you were naughty the teacher would reprimand you appropriately, often with a yard stick applied to the seat of learning. Teachers generally embraced the idea that teaching a discipline of necessity involved some discipline! In that way a teacher could teach classes of sixty students with good results; not only in behaviour but also academic standards. There was a good degree of biblical order — the fear of the Lord was in the classroom.

Today 'the profession' approaches education with a different set of presuppositions that are based on the centrality of man rather than God. If we then wish to teach from biblical presuppositions we need to recognise this change in our culture and structure our curriculum accordingly. If it is to be faithful to scripture it will almost certainly not be faithful to current philosophies of education.

### Primary Curriculum

We return, if briefly, to our topic and the basic expectations our Lord may have in terms of what children should know and what should they be like. The primary school curriculum (that is, academic content) should consist basically of the 'tools of learning' — language and mathematical skills. A mastery of these tools of learning will equip children with the necessary facts for their mental development of abstract thinking. This is a more philosophical approach in which they will proceed well and quickly because they have information to think *with* and *about*.

Focus should therefore be on building these tools of learning well, and adding various disciplines which will be built on those foundational skills.

In developing language skills we recommend a focus on reading, writing and spelling, using an intensive phonics program, such as LEM Phonics. This will provide the tools to understand word structure (spelling), vocabulary building, and grammar, which is foundational to building the capacity to use the language effectively. Current research establishes conclusively that intensive or synthetic phonics produces superior results. On the other hand, modern educators are more concerned about creative writing than accurate expression. But how can you write creatively without vocabulary and spelling skills?


We will obviously be looking to develop creative writing skills, but believe the

writing itself should be well structured and able to communicate truthfully and accurately. For us as Christians true creativity is to be like God, for he as Creator is orderly, constructive and accurate in His communication

In maths we look to equip students in basic arithmetic. Essentially we want students to master number manipulation through addition, subtraction, multiplication and division. Obviously the mastery of those processes is not the full extent of a mathematics curriculum for primary school and various other topics will be covered. The maths texts we sell and recommend do a good job at expanding this skill acquisition.

The development of these tools of learning requires significant rote learning. Whilst rote learning is now considered a stifling of creativity, we note that the young child's brain is equipped for memorisation. That is why they love to hear the same stories over and over again, tell the same jokes ad infinitum, and sing the same songs over and over.

In addition to these tools of learning it is wise to introduce such disciplines as bible, science, history, geography, art and music during the primary years. Again, it is the accumulation of basic knowledge and understanding of these disciplines that prepares the child for further studies.

*The Lost Tools of Learning*, an excellent essay by Dorothy Sayers, is available from LEM for \$3.30 plus post. 

## The Wisdom of God or of Men?

PAUL M. WEAVER



Well-behaved children do not just happen and they certainly are not born that way.

Well-behaved children and youth are the result of prayerful teaching and training, carried out in a scriptural manner, and set in a close-knit Christian family. 'Train up a child in the way he should go' is a command that only godly parents can obey, and that, only through the grace and help of the Lord.

Worldly parents do not understand this command, nor do they have the wisdom to carry it out. It seems to them like some outdated idea that is not relevant for our day. But this is not true. The philosophers who write modern rules make everything so complicated and difficult and that is the reason their readers raise children who must be coaxed and bribed into obedience. A child's innocence is soon lost if not directed toward that which is good and right.

The Scriptures offer a much better way—the perfect formula for raising children and youth. Parents are to bring up their children and youth in the nurture and admonition of the Lord, being careful not to provoke them to anger, lest they become discouraged (Ephesians 6:1-3,

Colossians 3:21). They can be discouraged by harsh discipline as well as by little or no discipline. Children need the security of a disciplined life. Children are commanded to obey their parents in the Lord and to honour them by their willing obedience.

Children must be made to submit to their parents and learn to obey them. This is the Bible way and this is God's order. This is the only way that children can be happy and the home can be a place of harmony and security. Contrary to common belief, there is joy in submission and liberty in obedience. This is far from 'taking the spirit out of a child.' Training children to be obedient clears the way for unobstructed growth, mentally and spiritually.

Disciplined children or youth know what is expected of them and this makes life much easier for them. They are content to let their more experienced parents make the major decisions in life and thus they are happier and more relaxed than children who are forever wrangling to get their own way.

Parents are commanded to correct the inborn foolishness and self-will of their children by teaching them to submit and obey. Where there is no correction, the father is either not a true father or the son not truly a son (Hebrews 12:7, 8).

The book of Proverbs has a lot of good advice for disciplining children:

Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him. *Proverbs 22:15*

Withhold not correction from the child: for if thou beatest him with the rod [spank him], he shall not die.

*Proverbs 23:13-14*

The rod and reproof gives wisdom: but a child left to himself bringeth his mother to shame. *Proverbs 29:15*

Correct thy son and he shall give thee rest: yea, he shall give delight unto thy soul. *Proverbs 29:17*

Train up a child in the way he should go: and when he is old, he will not depart from it. *Proverbs 22:6*

Even though children may not always obey it, they will remember it as long as they live, it will be on their conscience, pointing them to rest and security.

The apostle Paul named disobedience to parents as one of the signs of the last days (2 Timothy 3:2). Church leaders are to be chosen from those who rule their own houses well, having their children in subjection with all gravity. They are to have faithful children not accused of riot or of being unruly (1 Timothy 3:4-12; Titus 1:6).

In contrast, consider the wisdom of men. The so-called 'experts' are ever changing their opinions about child training. Much has been said and disproved as time goes on. They may have some good advice; but as a general rule, their advice is in favour of letting children and youth do as they please instead of teaching them to submit and obey. In today's world, badly trained children and youth are not a rarity. But

rebellious, disobedient, loudmouthed, filthy-tongued, lazy, quarrelsome, selfish, unhappy frustrated children and youth have become the norm. The 'experts' do not want these traits any more than Christian parents do. But the experts' methods and advice have messed up so many homes, even many that carry the name of Christian.

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Just visit a home where the children talk back to the parents, where the mother is run ragged by the demands of her children, where obedience is something to be bargained for and chances are that Father and Mother have been reading the wrong books from the so-called 'expert' psychologists. Note below just a few of the suggestions that have proved themselves (not to work).

'Children's characters are largely born with them. What the parents do or do not do is really not going to change matters a whole lot.'

This is partly true and partly very wrong. Children are born with an Adamic nature and will exercise it even when they are quite young, but God gave children parents, to restrain and subdue this will, not to let it rule them.

‘Children go through a series of stages when they are by turns well-behaved and by turns hard to handle. Leave them alone through the difficult times. They will surely grow out of it. It may be that their bad behaviour is partly a result of your demanding too much from them. Why punish children for being normal?’

‘Misbehaviour is a means of releasing tension. When children throw a temper tantrum, just ignore them and they will soon lose interest. It is better to be tactful and avoid a showdown.’

**‘parents should give up the idea that they can have a house full of children all getting along nicely...’**

‘It is the most normal thing in the world for young children to lie if they are caught in mischief. Therefore it is best not to accuse them directly, for this is only tempting them to lie. If a child is caught telling a lie occasionally, it is nothing to be alarmed about, for even grownups sometimes get into a jam where the only tactful way out is to tell a lie.’

‘When children are not mature enough to withstand the temptation of stealing, it is because they do not have a real sense of property and they probably

do not mean anything by taking or stealing what rightfully belongs to someone else. They are just as likely to give away something valuable of their own at times. Still, stealing should be discouraged by keeping valuable articles locked up so that children are not tempted to steal. Simply turning a key in a lock will do more to prevent stealing than all the talk and all the punishing in the world. Increase their allowance so that they do not feel the need to steal.’

‘Fighting among brothers and sisters is a normal part of growing up. Parents can do very little about it, for children even see their parents arguing at times. Parents should give up the idea that they can have a house full of children all getting along nicely with each other without fighting. If you accept fighting as the normal thing, it is not nearly so disappointing. One way to keep the children in a family from quarrelling is to keep them apart. Give them their own rooms and their own toys. Give them what they like to eat, even feeding them at different times if necessary. If they still cannot get along with each other, let one of them go to Grandma’s house for a couple of days.’

‘There is always a way to outwit and outmanoeuvre children if they do not want to obey. You can coax them or bribe them, but do not force children against their will. If they still resist, it is best to postpone the requirement until they are in a better frame of mind.

Children respond well to reasoning, to the promise of a surprise, or to appeals to their imagination. Try the indirect approach if the direct approach does not work. Get the child to think about the opposite of what you want them to do. Get their mind off the issue of resisting you. They may just do what you want them to do if you take an opposite approach.’

The so-called experts’ ‘time-proven’ ways come and go, so that now we have a generation of children who knows neither prompt obedience nor honour to parents. This is child abuse at its worst. Which do we want — the wisdom of the world or the wisdom of God?

Children are a blessing to any godly home and they are God’s ordained way of bringing joy to family life. They carry godly teachings and attitudes into our Christian day schools. The teacher can see without looking very hard what kind of teaching and discipline takes place in the home.

The child-training methods that the world promotes have a way of creeping into our Christian homes and they need to be exposed as error. The Bible way is still proven to bring our children to appreciate and obey the Word of God and the Christian church. ■



## God’s diet for the 21st century

There are many types of diets in circulation today, each claiming to be the healthiest. In this context ‘diet’ does not mean ‘weight loss program’, it simply means what we eat. How can we discover the healthiest diet for our 21st century society?

### The Law of Sowing and Reaping

We are going to use God’s law of sowing and reaping as our testing mechanism. Let’s look to the Bible for an explanation:

Be not deceived; God is not mocked: for whatsoever a man (or woman) soweth, that shall he (or she) also reap.

*Galatians 6:7*

We need to look at the track record of each diet in order to see what kind of health-related results each diet produces.

### The Standard American Diet (SAD)

The Standard American Diet contains abundant amounts of animal source foods, in addition to abundant sugar and refined grains.

The fat in an animal-based diet clogs arteries, causing diabetes, high blood pressure,

heart attacks, strokes, and resulting stents and by-passes. The acidity in animal-based diets causes osteoporosis, arthritis, acid stomach, heartburn and more. The damaged protein in cooked animal foods causes and feeds cancer. The putrefying flesh of animal based foods in the high temperature of the human body causes diverticulosis, diverticulitis, Crohns, colitis, ulcerative colitis, and colon cancer. Because there is no fiber in anything of animal origin, these diets also contribute to constipation.

Refined sugar and refined grains (which convert rapidly to sugar) knock out the immune system. Sugar is an immune system suppressant and when a diet includes sugar-laden non-foods, they not only make the body susceptible to colds and flu, but without the protection of a strong immune system, open the body to all manner of sickness, including cancer. These foods are also highly acidic. And because there is no fiber in refined sugar or flour, these substances also contribute to constipation.

Any diet that contains an abundance of flesh, dairy, sugar and refined grains qualifies as a poor diet. Some of the most dangerous diets in this category include the Atkins Diet, Maker's Diet, the Blood Type Diet, Zone Diet, South Beach Diet, Jenny Craig and Weight Watchers. Many of these are primarily weight loss diets and while some succeed in that aim, they generally fall short in terms of producing overall health.

The Mediterranean diet is an exception to most of the above diets because it is rich in

heart-healthy fibre and nutrients including omega-3 fatty acids and antioxidants. It generally includes fruits, vegetables, and unsaturated 'good' fats, particularly olive oil.

Other popular diets in this category include The McDougall Diet and the Dean Ornish Diet. These diets are an improvement because whilst they use a high volume of cooked food, they do not contain any animal source foods, sugar, or refined grains. Because of this, they produce a far healthier body than the lower rung diets.

What fruit does this Standard American Diet reap? America supposedly has the best health care system and spends the most on health care, yet Americans are the sickest people in the world.

I believe the Standard American Diet to be the most dangerous diet and the cause of the vast majority of physical problems. It is also the most expensive diet.

### God's Original Diet

Consider God's original Genesis 1:29 diet, the diet Adam and Eve consumed in the Garden of Eden in the beginning.

On this 100% plant-based diet, during those 1,700 years, there is not a single recorded instance of sickness, and the average age of patriarchs at death was 912.

Then came a flood which covered all garden foods, destroying man's ability to continue consuming the garden foods God originally instructed. With garden foods no longer available, God comes to man's rescue in

Genesis 9:3 by providing flesh from the clean animals that were on the ark.

I believe God allowed man to consume this flesh food for survival purposes — not because there was some nutritional lack in God's Original Diet, but because there was nothing else to eat.

### The Hallelujah Diet

There has been no diet since God's Original Diet that has produced better health in the history of mankind than The Hallelujah Diet. Consider also the healing results people experience after going down the medical route with their physical problems versus those experienced by people who change their diet and adopt The Hallelujah Diet.

I will concede that God's Original Diet consisted of 100% raw, plant sourced foods. There is no question that these raw, garden foods have been the very best source of nourishment.

But having said that, in the day in which we live, I have some reservations about consuming 100% of all our plant-sourced foods in their living and raw form.

A 100% raw, plant based diet is *not* the optimal diet for today. When Hallelujah Acres began in 1992, The Hallelujah Diet was indeed comprised of 100% raw, plant-sourced foods. But in some of the testimonies we received, we learned that some people were having problems with this protocol.

Based upon further research and personal

experience, we adjusted The Hallelujah Diet to include 15% cooked, plant-sourced foods. The addition of a small amount of cooked food corrected most of the problems people were experiencing and provided even better results than the 100% raw version.

### Healing Results

Folks have been sharing with us the improved health they have personally experienced after adopting The Hallelujah Diet.

Thousands have reported acid stomach and heart burn gone in a matter of days, Type 2 diabetes gone in as little as four days, blood pressure normalising, cholesterol lowering, dramatic increases in energy, mental fog lifting, skin conditions disappearing, even metastasized stage-4 cancers disappearing — in fact, we have received reports of more than 170 different physical problems that simply melted away after adopting The Hallelujah Diet.

One gentleman reported that within six months of adopting The Hallelujah Diet he had lost 60 pounds and 28 different physical problems had disappeared from his body. Another gentleman reported a 206 pound weight loss in just 10 months after making the diet change.

I believe the Hallelujah Diet produces better health, maintains better health, and has greater healing abilities than any other diet I am aware of.

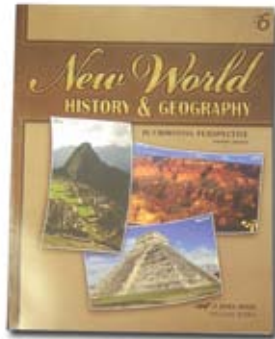
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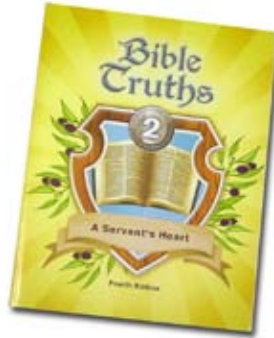
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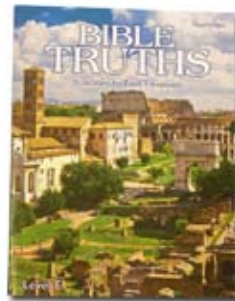
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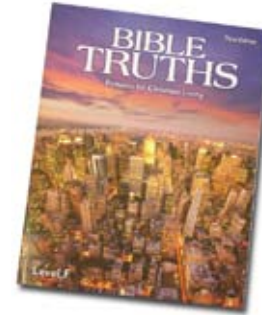


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Applies God-centered thinking to issues faced by contemporary teens, including decision-making, developing relationships, Bible study, gender roles, politics, technology, depression and evangelism. The third edition now has a full colour layout.



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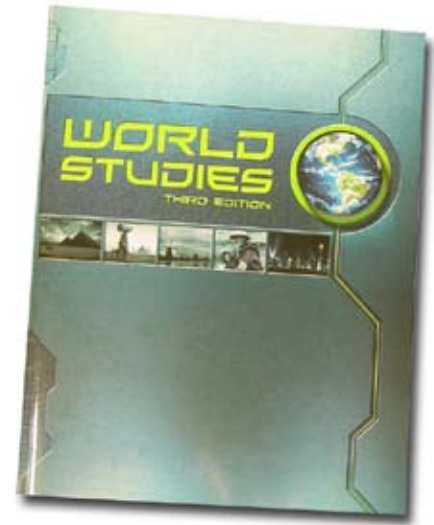
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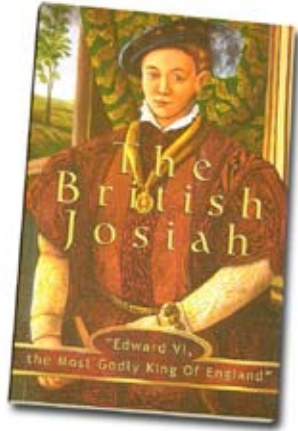
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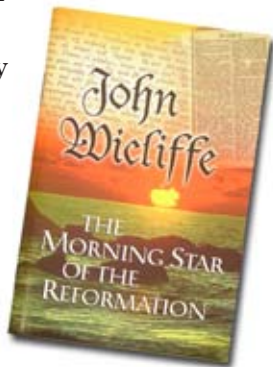


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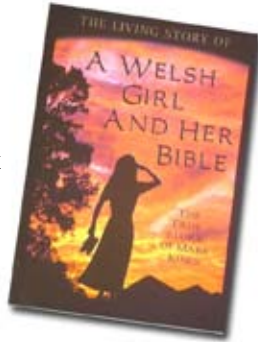
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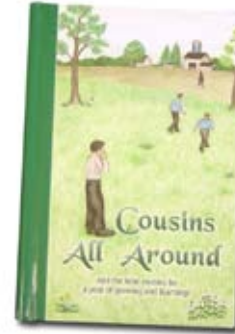
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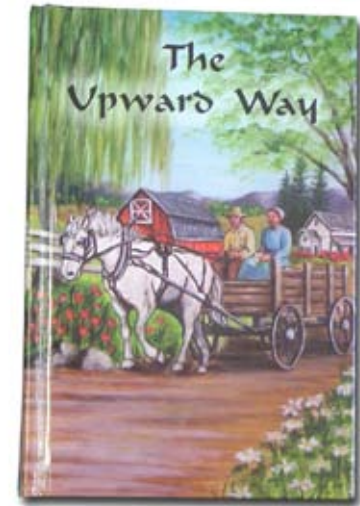
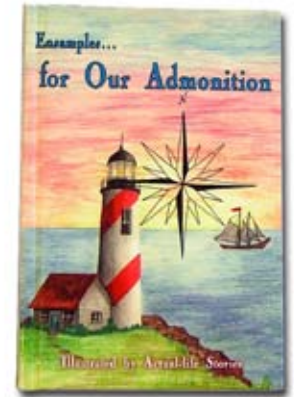
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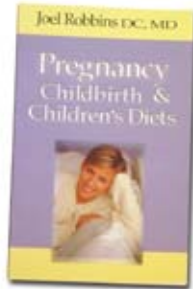
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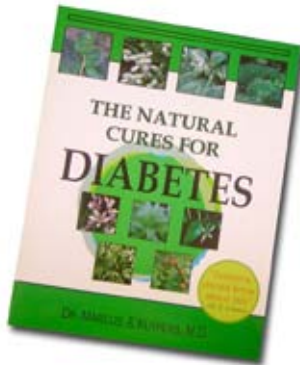
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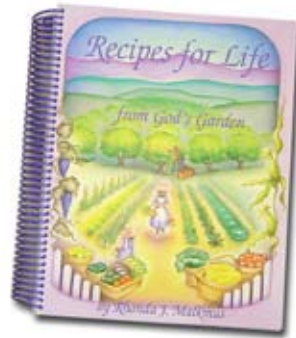
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