



We pray that your education year has been a good success and that your children have done their work well and are ready to go on to the next level.

Their efforts, like the rest of us, are to glorify God. As we sum up our year's work it is good to consider how we have done in glorifying God through our grasp of new knowledge that God has entrusted to us.

The busy year is drawing to a close and we are beginning to get organised for 2014. We are busy getting overseas orders ready so that we will have adequate stocks for the new education year.

If you have time and can find finances it is always good to order before year's end to ensure supply of all the books you will need for the new year.

Education is becoming more and more technology driven and whilst there is a place for technology I am also persuaded that there are more negatives than is often recognised. For example, I suspect there is a significant mental development in learning to write, but there are an increasing number of children with very limited writing skills. I wonder whether in a few years time we will discover that these children have missed out on a significant area of understanding and skill. Call me old fashioned — many do — but I am fairly confident we will find that there are shortcomings in using too much technology in education.

This Issue

We are able to include tentative planning for the CHES program for 2014 with firm

details to come at a later date. In *Exploring Christian Education* we explore educational standards, and I trust you enjoyed part one of History of the World and that part two will bring more mirth. In Health we reproduce another article by George Malkmus on the value of water, and Wendy Hill presents a music piece on melody.

I pray that this issue will be a blessing as you seek to serve the Lord in education.

Peter



CHES

We have often asked whether CHES seminars are worth all the time and effort that goes into them. Whilst sometimes attendance has been disappointing, we have always had some wonderful times of fellowship and been told the day has been such a blessing. As a result we are planning another round of CHES for 2014, but we do need a good contact person for Brisbane as that CHES has languished with small numbers in recent years. The CHES is a great opportunity to peruse and purchase from the wide range of books, to hear

inspiring messages and to fellowship with new and old friends. So please make a note in your diary for the following dates.

Tentative CHES Seminars 2014

Adelaide	Saturday 10 May
Gisborne, Vic	Friday 27 June
Melbourne	Saturday 28 June
Perth	Saturday 26 July
Sydney	Saturday 2 November

Flyers for individual CHES seminars will be made available on our website when details are confirmed.

International News

Papua New Guinea

Whilst good progress is being made with LEM phonics throughout PNG there is still unrest in education. Whilst the government is committed to removing the Ausaid funded OBE program and installing a new program, vested interests are working feverishly to have the decision overturned. These forces can be identified as AUSAID who are being aided and abetted by our illustrious politicians. Latest news is that the PNG government has reneged and will reintroduce Outcome Based Education (OBE), which is assured of failure, to ensure flow of funds from Australia — a disappointing 'outcome' for PNG.

Our team in Port Moresby have identified a small group of teachers who are progressively being trained to equip teachers and

assist in implementation of the LEM Phonics program. Please pray for them at this crucial time.

Plans are in place for Evelyn Garrard to travel to Port Moresby and then to Mt Hagen and Telefomin in the PNG Highlands for three training courses in November. She will be training the small group of teachers in Port Moresby and then to continue training for teachers in the Baptist schools in the Highlands.

Peru

Bob and Frances Relyea are enjoying a very productive season in Peru with many books being published and speaking opportunities coming along regularly. Frances has been having some trouble with her eyes but Bob reports that treatment is going well with good improvement. They would appreciate your ongoing prayers for their work in Peru and clarity for the future.

Peter Frogley is planning to visit from mid-February 2014. The plan is to fly into Arequipa in the south of Peru in the Andes to speak at a conference there. This would be followed by further conferences in the north of Peru and finishing in Lima. This would probably be his last visit whilst Relyeas are permanently residing in Peru.

Christmas Closure

Our last day of trading will be Friday 20 December 2013, re-opening on Monday 13 January 2014. Thank you for your business in 2013!



No. 90: Education standards are dropping

In what is apparently a revelation to some it has been discovered that the standard of education in Australia continues to drop when measured by literacy and numeracy standards.

It seems that many modern educators should be very happy with this state of affairs — according to their philosophy of education and life there is nothing to learn because there are no absolutes and thus there can be nothing certain. Such people arrive at this conclusion by faith; faith that there is no God and thus no absolutes. If there are no absolutes there can be no truth; if no truth there can be no standards; and as there is nothing fixed or absolute in the world there is nothing to learn apart from the process of life, which becomes the new un-absolute absolute — if you know what I mean!

Despite this established conclusion amongst our education elite there are many in society whose philosophical perspective

is not as well developed who still hold to archaic ideas (based in absolutes) that it is important to be able to read, write and calculate. These folk still hold that the foundational '3 Rs' are important, that is, Reading, Riting and 'Rithmetic. These three are what are known as the *Lost Tools of Learning* and are explained in Dorothy Sayers excellent essay of the same name (available from LEM).

Our politicians are caught in a bind — many want to instruct their educational bureaucrats in conservative, Christian-oriented policies, but they are then confronted by their political 'masters' with the imperative of a socialist system of education. And the bureaucrats have no intention of changing their perspective. Now the politician has a problem with his many conservative voters as they will not be happy with his inactivity and they may well withdraw their vote. Thus the only solution they have been able to find is to spend more money, believing the long suffering taxpayer will not be able to figure out that this bandaid of throwing money at things does not achieve many measurable goals and that their hard earned money is largely being wasted. Fortunately for our politicians and bureaucrats many Australians think socialism is a good policy and many of those believe that money of itself will achieve good results.

There are, however, a significant number of Australians who still believe the 3 Rs are important and that spending more money does *not* always produce the results they expect. Unfortunately they are not a

majority and we thus find a continuing erosion of any last vestige of conservative Christian education policy.

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Crisis

Actually, we have always had a 'crisis' in education (certainly since 1964 when I started teaching), as that is imperative if we are to entice political involvement. Unfortunately, every time government gets involved in education there is a reduction in parental authority and an increase in governmental control of families and children, coupled with an expenditure of more money, supposedly to overcome the 'crisis'.

The current crisis in education discovered by our previous Federal Government has been solved by introducing the NAPLAN testing regime and a National Curriculum.

The NAPLAN testing has largely failed because it is administered by educationalists who commonly don't believe in teaching factual information. They have long since dismissed the belief that there are facts. As a fruit of evolutionary dogma they have come believe everything is changing — there is no fixed truth. So truth becomes simply the latest evolving idea.

The National Curriculum will also fail because it follows the same disastrous philosophy as the NAPLAN tests and is written and administered by the same educational experts. In addition we find that already various states are reinterpreting the curriculum to suit their own ideas.

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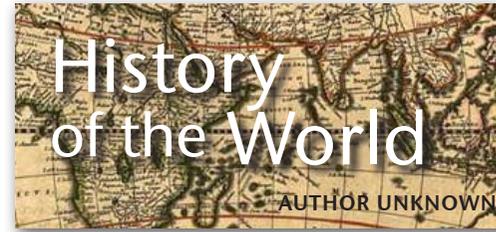
But more importantly the National Curriculum virtually ignores the Christian faith that undergirds our historic educational ideas and which made the West great — not perfect, but great nevertheless. And, of course, the main issue for me is that any godless curriculum will cause great frustration to anyone wishing to teach from a biblical perspective. We find that many Christian schools and home educators are already intimidated and are succumbing to the edicts prescribed in the National Curriculum.

Can we Change?

Both these initiatives in effect undermine Christian teaching and curriculum because they are firmly based in an anti-Christian philosophy. The only way to change this tragic situation is to return to biblical standards where there are absolutes to embrace and defined standards of behaviour — both of which are anathema to most of our educational leaders.

These two initiatives are a master stroke orchestrated by the enemy himself to put one of the final nails in the coffin of what was an establishment of Christian education through Christian schools and home education that had the potential of transforming nations in a generation or two. Should we conclude that the church was not ready and that we Christians need to suffer significantly more pain for our faith? I trust not. But, friends, the situation is serious. Christians are not only running out of options, many have lost sight of there being any options.

In the face of this storm, thankfully, we have personal relationship with the One who commands our nation and indeed our world. Let us continue to influence where and when we can, and in the meantime to continue our biblical responsibility to educate our own families ‘in the nurture and admonition of the Lord’.



Part Two

Many years ago we published this amusing version of the history of the world. This history is reputed to be a compilation of student bloopers in secondary schools in the USA. The saga continues from Part One in the last issue.

Then came the Middle Ages when King Alfred conquered the Dames. King Arthur lived in the Age of Shivery. King Arthur mustarded his troops before the Battle of Hastings. Joan of Arc was canonized by Bernard. Finally, Magna Carta provided that no free man should be hanged twice for the same offence.

In Midevil times most of the people were illiterate. The greatest writer of the time was Chaucer, who wrote many poems and verses and also wrote literature. Another tale tells of William Tell, who shot an arrow through an apple whilst standing on his son's head.

The Renaissance was an age in which individuals felt the value of their human-being. Martin Luther was nailed to the church door for selling papal indulgences. He died a horrible death, being excommunicated by a bull. It was the painter Donatello's interest in an age of great inventions and discoveries. Gutenberg invented the Bible. Sir Walter Raleigh is a historical figure

because he invented cigarettes. Another important invention was the circulation of blood.

The government of England was a limited mockery. Henry VIII found walking difficult because he had an abness on his knee. Queen Elizabeth was the 'Virgin Queen'. As a queen she was a success. Then her navy went out and defeated the Spanish Armadillo.

The greatest writer of the Renaissance was William Shakespeare. Shakespeare never made much money and is famous only because of his plays. He lived at Windsor with his merry wives, writing tragedies, comedies and errors. In one of Shakespeare's famous plays Hamlet rations out his situation by relieving himself in a long soliloquy. In another, Lady Macbeth tries to convince Macbeth to kill the king by attacking his manhood. Romeo and Juliet are an example of an heroic couplet. Writing at the same time as Shakespeare was Miguel Cervantes. He wrote 'Donkey Hote'. The next great author was John Milton. Milton wrote 'Paradise Lost'. Then his wife died and he wrote 'Paradise Regained'.

During the Renaissance, America began. Christopher Columbus was a great navigator who discovered America while cursing about the Atlantic. His ships were called the Nina, the Pinta and the Santa Fe. Later the Pilgrims crossed the ocean, and this was known as Pilgrims Progress. When they landed at Plymouth Rock, they were greeted by the Indians, who came down the hill rolling their war hoops before them.

The Indian Squabs carried their porpoises on their backs. Many of the Indian heroes were killed along with their cabooses, which proved very fatal to them.

Finally, the colonists won the War and no longer had to pay for taxis

The winter of 1620 was a hard one for the settlers. Many people died and many babies were born. Captain John Smith was responsible for this. One of the causes of the Revolutionary Wars was the English put tacks in their tea. Also the colonists would send their parcels through the post without stamps. During the war the Red Coats and Paul Revere were throwing balls over stone walls. The dogs were barking and the peacocks were crowing. Finally, the colonists won the War and no longer had to pay for taxis.

Delegates from the original thirteen states formed the Contended Congress. Thomas Jefferson and Benjamin Franklin were two singers of the Declaration of Independence. Franklin had gone to Boston carrying all his clothes in his pocket and a loaf of bread under each arm. He invented electricity by rubbing cats backwards and declared, 'a horse divided against itself cannot stand'. Franklin died in 1790 and is still dead.

George Washington married Martha Curtis and in due time became the Father of our country. Then the Constitution of the United States was adopted to secure domestic hostility. Under the Constitution, the people enjoyed the right to keep bare arms.

Abraham Lincoln became America's greatest Precedent. Lincoln's mother died in infancy, and he was born in a log cabin which he built with his own hands. When Lincoln became President he wore only a tall silk hat. He said, "in onion there is strength".

Abraham Lincoln wrote the Gettysburg Address while travelling from Washington to Gettysburg on the back of an envelope. He also freed the slaves by signing the Emasculation Proclamation, and the Frouteenth Clan would torcher and lynch the ex-Negroes and other innocent victims. It claimed it represented law and odor. On the night of April 14, 1965, Abraham Lincoln went to the theatre and got shot in his seat by one of the actors in a moving picture show. The believed assassin was John Wilkes Booth, a supposedly insane actor. This ruined Booth's career.

Part three to follow next issue. ■



No 2: Melody

Music is full of opposites. In the first article we learned about rhythm being long and short sounds. In this article we focus on melody (pitch).

A simple definition is 'melody is high and low sounds following each other like words.' The Macquarie dictionary defines melody as 'an arrangement or order of single notes; a tune.' Melody is the part of music we can sing.

The word 'melody' comes from the Greek *melos* meaning 'word, limb or part of something'. *Melos* plus *oid* (singing) formed *meloidia* (choral song). It came down through the Latin *meloidia* and Old French *melodie*. *Oid* became *ode* in English. This shows the link between melody and words/language. Because of this language link, melody is the most important of all the music elements in my opinion. We shall see this more as we read on.

Melody is simply high and low sounds. Let's try a few experiments with our voice.

Recite 'Twinkle, twinkle little star' in the following ways.

1. Monotone i.e. on one pitch or tone. Notice how boring and robot-like it is.
2. Normal spoken voice. Notice how the voice naturally rises and falls a little (i.e. prosody).
3. Sing the words to the correct tune. Notice how the highness or lowness (pitch) of the syllables is much greater than spoken and monotone.

If you wish, try the experiments again to hear the differences.
4. Finally, try saying all four words at exactly the same time. Of course, it is impossible.

Words must follow one another one at a time in order to make sense. This is a major feature both of language and melody. Hence our two part definition:

1. high and low sounds
2. following each other like words.

Where did language originate and why? God created it. He designed man with language and the ability to communicate with Himself and others. This is totally different and far more complex than the ways animals communicate. God also created man in His image with a spirit so we have a direct link with Him. Animals, plants and rocks lack this spirit.

Melody teaches us that God wants us to communicate with Him. By speaking in our prayers we have some limited melody in

the pitch fluctuations of the syllables. This is perfectly acceptable to God. However, by singing praises, we have an extended or exaggerated use of language. We have an even more beautiful creative and artistic way of communicating and expressing our love to our heavenly Father.

In the first article of this series, we saw how rhythm and beat represent the body because of the direct physical effects and the fleshly, carnal nature of man. Likewise, melody represents the spirit because of the direct link with language and communication. We are uplifted spiritually as we worship God with melody in a song of praise. The Hebrew word for spirit is *rûah* (ruach). This means 'to blow, breathe, smell, perceive and understand'.

Now try these experiments.

1. Recite the words, 'Twinkle, twinkle little star' again without breathing. It is impossible because you must exhale while speaking or no sound will come out! You are just mouthing the words.
2. Sing the whole song and notice how you exhale while singing and inhale at the end of a phrase or sentence.
3. Try inhaling after every single word.
4. Try singing while inhaling only.
5. Try sniffing and smelling something without breathing. Again it is impossible.

Now look around to make sure no-one is watching you make funny sounds!

The physical basics of breathing, speaking, language, singing, smelling are all directly

linked with the spiritual basics of communicating and being linked with our Creator, God. Isn't this truly an amazing design?

All these things listed are the basis of life. As we offer our mouths and noses and words from our heart/spirit up to God, He sends down life and love through His Holy Spirit into our spirit.

It is the spirit that quickeneth [gives life]; the flesh profiteth nothing; the words I speak unto you, they are spirit and they are life. *John 6:63*

...the love of God is shed abroad in our hearts by the Holy Spirit which is given unto us. *Romans 5:5*

The God Jehovah is my strength and my song, he also is become my salvation *Isaiah 12:2*

God sings!

...He will joy over thee with singing. *Zephaniah 3:17*

There are many more verses about melody in the Bible.

Melody is a most beautiful way of expressing love. The voice is the only instrument God gave to man. It is God-made, free, easily transported, doesn't need tuning, is readily available to every person, and the only instrument we can take to heaven. Compare this with all other instruments. They are man-made, have to be carried, most require tuning, not always affordable and will eventually rot away.

For all the reasons above, melody is regarded by many as being the most important music element of all. Melody, not rhythm, should dominate in well-balanced, orderly, God-honouring music.

In the Bible, the word *melody* is almost always associated with praise, joy, delight, gladness, happiness, rejoicing and a new song. In much music today, the words and melody are drowned out by rhythm, beat and loudness. Could we describe most of the music heard today with the above words from the Bible? Do we feel peace and are we uplifted and refreshed by the music? Or are we excited, entertained and feel good because the hormones are stimulated? Do we hear order and balance of melody and rhythm/beat? Do we observe a clear example of the spirit being more important than the body? Would the angels use these styles of music as they worship God in heaven?

As you can see, melody is a huge and fascinating music element to explore. We are only scratching the surface in this short article. In summary, melody is high and low notes following each other like words. It teaches us that God wants us to communicate with Him and He wants to communicate with us. Melody is a beautiful expression of love.

[Click here for more information and other music articles by Wendy Hill](#)



The water way

Nutritional deficiency is rarely considered in terms of getting enough water — but it should be.

But most of us don't really know what dehydration looks like. As a result, it creeps in slowly and undetected until it becomes a chronic condition.

Chronic dehydration is, in fact, a major underlying cause of many common ailments in addition to causing decrements in physical, visuomotor, psychomotor, and cognitive performance.

The signs of chronic dehydration manifest themselves under the guise of seemingly insignificant and/or unrelated ailments.

For example, allergies (and even asthma) can be a symptom of chronic dehydration. Dehydration increases histamine levels, which causes the body to release cortisol (a stress hormone). This suppresses the production of white blood cells, making the body vulnerable to allergens.

Chronic dehydration can also cause or contribute to:

- heartburn

- gastro-esophageal reflux disorder (GERD)
- joint pain (due to dried out cartilage)
- kidney stones
- depression
- acid/alkaline imbalance (causing fatigue)
- diverticulitis
- high blood pressure
- obesity (dehydration causes a craving for foods rich in water, which confuses the body into thinking it is hungry)
- eczema (because the body does not have enough water to dilute toxins, which then irritate the skin)
- urinary infections
- rheumatoid pain (toxins build up and cause pain because they have not been flushed out)
- premature aging

Thirsty yet?

The raw foods and juices in the raw portion of a healthy diet contain abundant water in its purest form — living foods. Of course, a supply of purified water is also recommended.

The best water we have found is alkalised water, which actually makes your water better hydrating and makes it an antioxidant in the process. So, remember, drink enough liquids! It's easy and goes hand-in-hand with a proper diet.

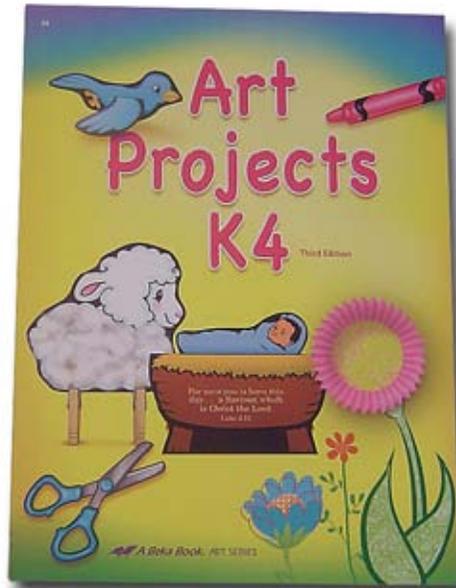
And speaking of diet, here's a tip: Drinking water a half-hour before eating will also help the process of food digestion, easing its effect on your cells. ■



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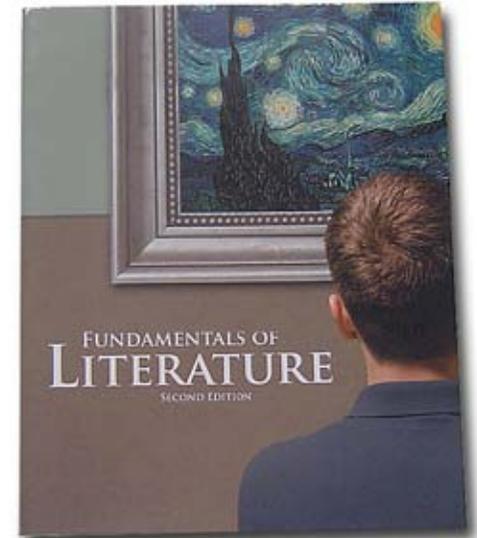
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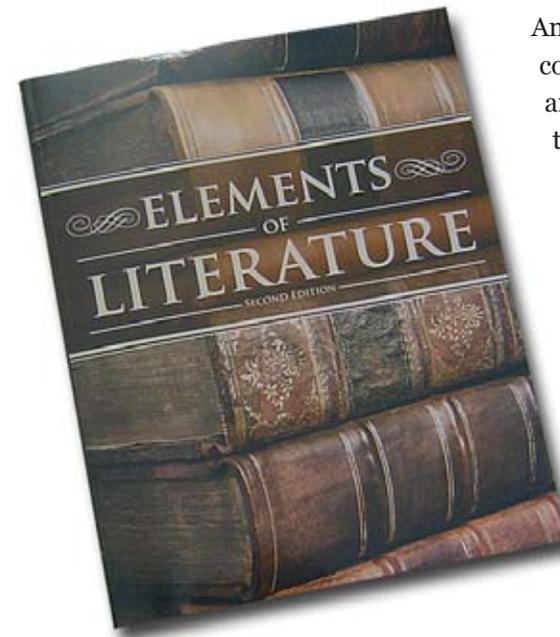
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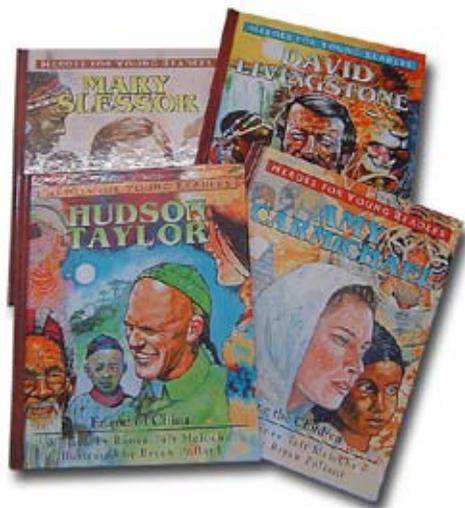
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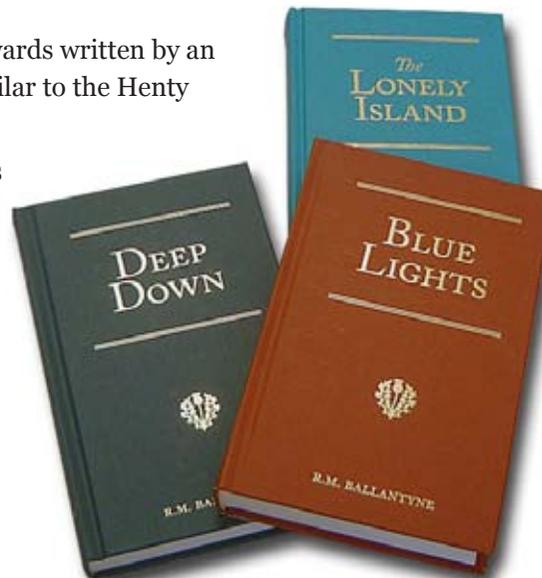
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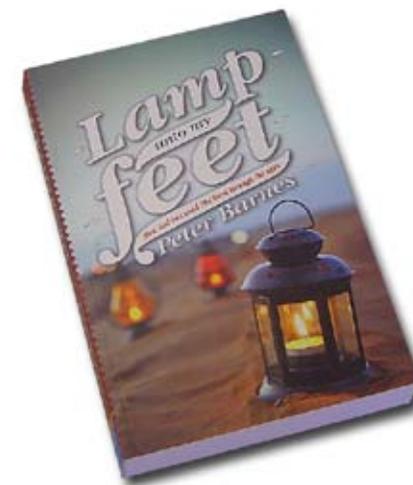
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More Holiday Reading

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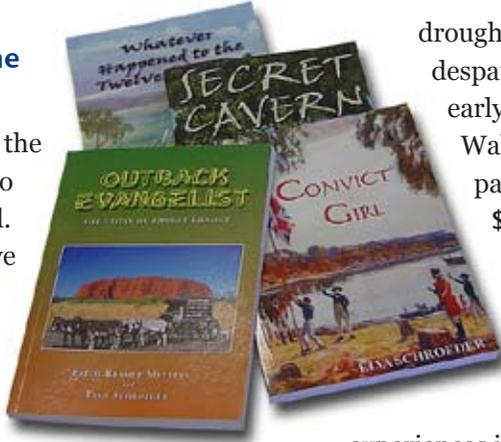
Fascinating studies on each of the twelve apostles and their call to take the gospel to all the world. All except John are said to have been martyred for their faith. Includes information on the 'seventy' as well as church fathers and historians of the time. Important reading for secondary level students. 168 pages, soft cover. **\$15.95**

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LEM Phonics Corner

EVELYN GARRARD



It is always encouraging to be able to talk to teachers doing phonics with their children at home or at school, and to be able to help them if they are struggling in any area.

In this edition I want to clarify one important aspect of teaching the word list.

Contrary to 'whole word' teaching, in LEM Phonics it is imperative that the teacher should not write the spelling word or show the word being taught, before the child writes it.

In LEM Phonics the children, after hearing the word, must form the sounds (or syllables first if more than one) in their minds and then convert the sounds of each word (or syllable) into 'phonogramic' symbols. The name of the game is to make the children think.

Of course their prior learned skills will give them the foundational principles to work on. That is why we insist that the first 58 most common phonograms are learned by rote before spelling begins formally.

Children should be able to write many simple three or four letter words easily as soon as they have finished learning the phonograms.

But because the nature of English words is not so straightforward, as the words become more difficult the teacher will need to give the children some cues, but without writing the actual word for them to see. Finger cues can represent the phonograms using one finger for a single phonogram and fingers held together for the number of letters within a multiple phonogram. Illustrations of finger positions for words and instructions on how to use them can be found on pages 56–59 in the *LEM Phonics Manual*.

If there are other phonograms (with the same number of letters to represent the sound in question) the teacher may have to tell the children which phonogram to use for that sound, but she will not tell them how to spell the whole word. For example **ee** and **ea** both say the same sound, so even with two fingers held together the child cannot know unless there is a rule which governs which one to use.

The teacher may need to identify the correct phonogram if there is no rule, but often rules do apply. If so, the rule should be taught the first time a word containing it is met, and reviewed often using other example words until the child understands it. After understanding begins to dawn the teacher should challenge the children to try and identify the rule when a new word containing it is met.

You may think, why all this complicated way to learn to spell? Well, it is not too complicated if it is done step by step as the word list books lay out. And the benefits which are reaped by the effort the children put in far outweigh what a child would gain from simply writing the word and learning it by memory.

The children are learning to understand that by using one principle they can conquer many words. They are excited first as phonograms alone open up an ever increasing bank of words which they can spell. As they attack the rules and apply them to new words, the horizons widen and very early they can use simple rules to begin writing derivatives which gradually become more complicated as they gently build further onto what they have been taught.

Whole word learning interferes with this wonderful process which expands the mind in the area of logic and analytical thinking, as it builds precept upon precept, and the benefits flow over into other areas of learning such as mathematics and science.

It also does not hinder the art of learning by memory. This morning I listened to my ten year old grandchild (who has been taught LEM Phonics) recite a whole twenty verse psalm of scripture by heart, with hardly a breath in between!

May God richly bless your teaching of LEM Phonics.




Life can get tough.
We need God to get through but...

Knowing about God isn't the same as Knowing Him,
and hearing about God isn't the same as hearing Him.

Renew is a chance to encounter God personally, seeking His heart and mind for your life, and allowing Him to renew every part of you. Through sessions, group discussions, indoor & outdoor activities, and (of course) awesome food, Renew is a time for exploring and finding answers to some of the hard questions of life and faith.

Led by a team who have wrestled through the same issues facing young people today, the book of 1 Peter provides the base for this 3-day event for girls aged high-school through to 25.

renew
RENEW YOUR HEART RENEW YOUR MIND RENEW YOUR LIFE

When & Where
Melbourne: January 9-11
Brisbane: January 15-17
Hobart: January 24-26

Cost, Info & Registration
\$160 per person, \$175 after January 1
See www.renewretreat.com.au for more details & to register



Light Educational Ministries is a faith ministry, working in the area of Christian education.

Our Ministry is to spread the vision and concepts of Christian education. Light Educational Ministries staff are available to share with and assist groups interested in or involved with Christian education. Our staff prepare and distribute resources and develop curriculum and LEM training programmes.

Light of Life is a non-subscription newsletter, published four times a year. We do, however, encourage donations towards the cost of production and distribution.

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