



DIRECTOR'S COMMENT

PETER FROGLEY

With this issue of *Light of Life* we at Light Educational Ministries celebrate our twenty-fifth anniversary.

In September 1979 we began LEM in Booleroo Centre, South Australia, as the first outworking of the vision God had given me in June 1979 whilst we were working with YWAM in Hawaii.

In those 25 years many things have changed. In those years we have seen the growth of government involvement with the registration of schools and teachers. Those provisions have resulted in a decline of educational standards! The challenge for Christians to be Christian in their education is greater now than it was then. The work and vision to which God has called us is truly still in its infancy.

Projects

- The major rewrite of our Grade 6–7 physical geography text *The Earth* is now in production stage and the student text and teacher's manual should be available in September.
- We now have available *The Secret Cavern*, a delightful story of a boy and

his dog in Jerusalem at the time of Christ. Written by Elva Schroeder (author of *Whatever Happened to the Twelve Apostles?*), this book will delight young and old alike.

- *Government in Australia* is, unfortunately, still in the process of editing.
- *History of Australia* has been in trial edition and a revised edition should be available by the end of the year.
- *The Elements of Music* Volume 3 and 4 are in the writing stage and should be available for 2005.

This Issue

In *Exploring Christian Education* I consider a resolution from the Southern Baptist Convention in the USA. We bring an article on Awakening the 'Want To' and explore home education restrictions in Canada. In Health we find out what real food is, and Evelyn tells us all about her grandson Jaedin in *LEM Phonics Corner*.

Keep educating for the Lord!



Papua New Guinea

Whilst teachers are keen and are continuing the LEM Phonics programme in Port Moresby, funding has been delayed and we are hopeful of a release soon.

Mesia Novau, our 'man in PNG', visited Popondetta over Easter and as a result a school there wants to become a Christian School and use LEM Phonics. We will be following up that situation to assist the school in making the transition. Peter Frogley will probably be travelling to PNG in September to further developments in the various fields God is opening.

Peter's World Tour

As you read this Peter Frogley is in Peru for three LEM Christian education conferences in Arequipa, Lima and Piura. He will be going on from Peru to the UK to meet some contacts there before visiting the LEM Phonics team in Beijing, China, on the way home. The new Teachers College in Ruicheng is scheduled to open on 1 August.

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EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

52 Leaving the State System

Amongst the myriad of information that arrives via email I recently read of a very interesting resolution which had been prepared for the Southern Baptist Convention on the 15–16 June 2004.

It caught my attention because it fundamentally endorses the points we at LEM have been making for many years. We have been as a ‘voice crying in the wilderness’ with little apparent impact, but this resolution was presented at the convention of the largest protestant denomination in the USA.

The Resolution

‘Now, therefore, let it be resolved that the 2004 Annual Meeting of the Southern Baptist Convention encourages all officers and members of the Southern Baptist Convention and the churches associated with it to remove their children from the government schools and to see to it that they receive a thoroughly Christian education, for the glory of God, the good

of Christ’s church, and the strength of their own commitment to Jesus...’

It would be nice to think that such a resolution would have been passed with great enthusiasm, but at the convention the resolution was rejected as ‘too radical’. As we have said many times, the thinking of most Christians today has been profoundly influenced by our godless culture. Christians have attempted to be acceptable to our culture and in the process have compromised the gospel.

Nevertheless, I am delighted to see such a resolution proposed and pray that it will have a powerful affect for godliness not only within Baptist circles, but throughout the Christian community.

Mandate for Christian Education

The resolution was jointly submitted by T C Pinckney and Bruce N Shortt and we praise them for their boldness and commitment to biblical ideal. In its preamble the resolution makes the following important points:

‘Whereas, the Bible commands that fathers are to bring up their children in the

training and admonition of the Lord (Eph 6:4), and all parents have an obligation to strive by all means to bring up their children in the nurture and admonition of the Lord.

‘All authority in heaven and on earth belongs to Jesus, and He has commanded us to make disciples of our children and teach them to observe everything He has commanded (Mat 28:19–20).

‘Teaching our children everything that Jesus commanded involves their learning to think biblically about all spheres of human thought, activity, and life (Deut 6:4–9) so that they take every thought into captivity to the obedience of Christ (2 Cor 10:5).

‘Our thinking is not to be conformed to this world’s way of thinking, but our minds are to be renewed and sanctified by the truth of God’s word (Rom 12:2; John 17:17).

‘The fear of the Lord is the beginning of knowledge (Prov 1:7) and in Christ are hidden all the treasures of wisdom and knowledge (Col 2:3), any instruction that does not begin with the fear of the Lord, teaching the centrality of Jesus Christ for understanding all of life cannot properly be said to impart wisdom or knowledge to children.

‘Jesus said, “He who is not with me is against Me, and he who does not gather

with Me scatters” (Luke 11:23), the government school system that claims to be ‘neutral’ with regard to Christ, is

the government school system that claims to be **neutral** with regard to Christ is actually **anti-Christian**

actually anti-Christian, so that children taught in the government schools are receiving an anti-Christian education. The government schools are by their own confession humanistic and secular in their instruction, the education offered by the government schools is officially Godless.

‘The government schools are adopting curricula and policies teaching that the homosexual lifestyle is acceptable.

‘Homosexual organisations are present as approved student ‘clubs’ in thousands of government schools and are spreading rapidly.

‘The Bible says children are like arrows in the hand of a warrior (Ps 127:3–5). We must understand that children are weapons (arrows) to be aimed for the greatest impact in the kingdom of God. Just as it would be foolish for the warrior to give his arrows to his enemies, it is foolish for Christians to give their children to be trained in schools run by the enemies of God.

‘Training to be a faithful witness should be a vital part of a child’s education.

‘Hundreds of thousands of parents who are members of churches associated with the Southern Baptist Convention send their children to government schools.

‘The children of those parents are receiving a Godless, anti-Christian education.

‘The millions of children in government schools spend 7 hours a day, 180 days a year being taught that God is irrelevant to every area of life.

‘Many Christian children in government schools are converted to an anti-Christian world view rather than evangelising their schoolmates.

‘The Nehemiah Institute has discovered through its extensive surveys of student attitudes and beliefs that acceptance of a secular humanist worldview by Christian children attending government schools has increased dramatically over the past fifteen years.

‘The Southern Baptist Council on Family Life reported to the 2002 Annual Meeting of the Southern Baptist Convention that 88% of the children raised in evangelical homes leave church at the age of 18, never to return.

‘It is anti-intellectual to divorce God from His creation, and many excellent curricula are available that demonstrate the beauty and working of God throughout His creation, and experience has proven the superior intellectual accomplishments of children educated in such curricula.

‘The Bible teaches that the companion of fools will be destroyed (Prov 13:20), and that people are prone to be deceived into thinking that evil company will not corrupt them (1 Cor 15:33). It is incumbent on ministers of the gospel to warn God’s people that their children are being corrupted by spending half their waking hours instructed by teachers who are required by law to inculcate a Godless education.

‘Many adult members of our congregations teach in government schools, this resolution should not be construed to discourage adult believers who labour as missionaries to unbelieving colleagues and students; rather they should be commended and encouraged to be salt and light in a dark and decaying government school system.’

There it is; a comprehensive summary of the issues relating to government education. God has given authority for education to the family and the church. As it is not a government responsibility the government, not being equipped by the Lord will do a very poor job at educating the people. It is for this reason that God has raised up Christian education in our day.

Reasons for Leaving

In 2002 Dan Smithwick presented an article *Nine Reasons For Not Using Public Schools* and whilst there is not room to present these in this issue we will do so in the next issue of *Light of Life*.

We finish this article with part of the preamble to Smithwick's article:

'Public schools (or some would like to say, government schools) have come upon hard times in the past several years. One would be hard pressed to find a community where the public school system is not having serious problems. While gun shootings get the most coverage, understandably, there are many, many other problems plaguing the 150 year old experiment of government-run education. Budget crises, teacher shortages, facility problems, undisciplined youth and now more frequently, problem parents plague most school districts. In addition to these is the fundamental problem — poor education. Standardized test scores have fallen dramatically over the past few decades. Both college and business leaders lament at how poorly educated high school students are.

'For the first two centuries of our nation (USA), civil government had no role in education. In the last century, it has wanted to be the only role. We spend more money on education per pupil than any other industrialized nation yet rank near or at bottom in academic performance, especially in math, physics and sciences, Why? The answer is theological in every sense.

'I want to give nine reasons why the church today should cease using state-run schools. I also want to acknowledge upfront that there are oftentimes circumstances why Christians believe they have to use public schools. It is neither my

place, nor anyone else's I believe, to judge all situations from afar. I will say more on this later. But first, some background on the theological basis for arguing why the church should abandon public schooling.

'Here is the Fundamental Issue: Jesus said, "Man shall not live by bread alone, but by every Word that proceeds from the mouth of God" (Matt 4:4).

'For the past several decades it appears that leaders of our nation, particularly in the field of education, have systematically set out to demonstrate that Jesus did not know what He was talking about. From the removal of the Ten Commandments in the classroom to denying prayer in school to forbidding any display of religious objects in public places (including a closed Bible on a teacher's desk), our nation has determined to become a secular people officially. No Word, just bread; no supernatural, just natural.

'The fruit of this removal of Christianity from the public square is apparent to anyone who wants to see — a decrease in good things (honesty, morality, literacy, family coherence, etc.) and an increase in bad things (crime, sexual immorality, bankruptcies, business and government corruption, family breakdown, etc.) Within a few short generations, our nation has been changing from liberty to bondage (government dependency), from free enterprise to socialism, from creditor status to debtor status, from community spirit to isolationism, from honouring God to ignoring Him.

‘The seedbed for this change I believe, more than any other place, has been the public school classroom. When the public/government school system began in the early nineteenth century, it was absorbed in an environment of Christian ethics held to publicly and privately since the days of the Pilgrims. Prayer, Bible reading and the fear of the Lord were the foundations of learning. Not anymore. The spiritual capital inherited by the public school system has been spent and will not be replenished.

But America didn’t enter this experiment of non-religious secular education without warning. Theologian and educator Dr A A Hodge, Princeton Theological Seminary, said, “I am as sure as I am of Christ’s reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling enginery for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social and political, which this sin-rent world has ever seen.”

‘Scholar J Gresham Machen, founder of Westminster Theological Seminary, said, “An education that trains the mind without training the moral sense is a menace to civilization rather than a help.” On 12 January 1926, Machen testified before a Congressional committee on the dangers of

creating a Federal Department of Education. He stated, “Do we want a federal Department of Education, or do

the spiritual capital inherited by the public school system has been **spent** and will not be **replenished**

we not? I think we do not. And I am asking your permission to tell you very briefly why. We do not, I think, want a federal Department of Education because such a Department is in the interests of a *principle of uniformity* or standardisation [emphasis mine] in education which would be the very worst calamity into which this country could fall.”

‘Martin Luther said, “I’m afraid that the schools will prove the very gates of hell, unless they diligently labour in explaining the Holy Scriptures and engraving them on the heart of youth.” America’s government-run education system has proven Luther right.

‘These men and many others, gave us clear warnings about government-run, secular, no-Bible education. But the church pressed on. It bought the concept of ‘free’ education and surrendered her posterity to be raised by the state. Would to God that all parents would have seen the error of this as clearly as one parent

from Iowa who said, “I don’t want my children fed by the state. I don’t want my children clothed by the state. But I would prefer either to their being educated by the state.”

‘Insider’ John Taylor Gatto, 1991 New York State Teacher of the Year, speaker, author of *Dumbing Us Down* and *The Exhausted School*, stated, “We live in a time of great school crisis. Our children rank at the bottom of nineteen industrialized nations in reading, writing and arithmetic. At the very bottom. Our teenage suicide rate is the highest in the world and suicidal kids are rich kids for the most part, not the poor. In Manhattan fifty per cent of all new marriages last less than five years. So something is wrong for sure.”

‘Education expert Samuel L. Blumenfeld stated, “The plain, unvarnished

truth is that public education is a shoddy, fraudulent piece of goods sold to the public at an astronomical price. It’s time the American consumer knew the extent of the fraud which is victimizing millions of children each year.”

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‘Pastor and author Douglas Wilson captured the situation well by saying in *Recovering the Lost Tools of Learning* (1991), “For over one hundred years, Americans have been running a gigantic experiment in government schools, trying to find out what a society looks like without God. Now we know.”



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GOVERNMENT ASSISTANCE

for Home Educators

BY PETER FROGLEY

Home education has proved something of a burden for state Education Departments.

Sections have needed to be set up to administer home education. Bureaucrats have sought to make things easier to allow them to maintain control over home educators. Some Christians have sought to help the bureaucrats do their work by assisting in developing regulations that they believe would help home educators.

Christian Involvement

Seldom do these well-meaning Christians stop to consider that the control of education by the state was introduced to endeavour to eliminate Christian influence in education. The policy makers in education are not wanting to help Christians with their schools or home schooling but rather to control what they do. At the moment it is not politically possible for bureaucrats to act in a manner that is too aggressive, but as time passes and Christians become more accepting of humanist values the resistance diminishes.

The unfortunate consequence of Christians becoming involved in the administration of education is that they usually become

part of the system they were going to change.

One of the latest innovations is to provide school-based education for home schoolers, which allows the schools to collect government funding for home educated student. We have endeavoured to avoid this 'carrot' because:

1. We believe parents are the ones who are to take responsibility for their children's education. (If you want a school to take that responsibility then send them off to school.)
2. It opens the way for more control over children's education by state authorities.

We have seen major changes in the way states administer home education in the past twenty years and almost without exception the changes have not been in the best interests of home educators. We have also been watching events in other nations as they have endeavoured to come to grips with controlling this phenomena of home education.

Recently, we have been alerted to a situation in Canada. A contact wrote:

Something many people don't understand is that families using the government funded, Distance Education Learning Programs have never been allowed to use Christian

curriculum to meet the learning outcomes of the program.

Whilst that regulation has been in place or some time it has not been enforced. Now a ‘new broom’ has come to the Education Department and instructions have been issued to enforce the regulation. Parents were surprised, even horrified that the state had seemingly lured them into an unfortunate situation.

At the moment such a situation does not exist in Australia, but if the political climate changes it soon could!

‘But they’re my taxes’

Many Christians feel they should have some benefit from the huge amount of tax they pay and feel it only fair that they should benefit from every government handout. Indeed, it seems most churches hold to the same philosophy — hence many are becoming community centres to be able to access government dollars.

There is a problem with this philosophy. Governments don’t see that such moneys are ‘my taxes’, rather they are public monies and recipients are accountable to the public (read government) for the

expenditure of such moneys. The fact that governments do not always enforce that accountability as they may, does not mean they won’t in the future.

state control of education was introduced to endeavour to **eliminate Christian influence** in education

A recent survey in Australia indicated that 79% of those home educators surveyed thought it would be good and appropriate for the government to provide financial assistance for their home education program. It may not be long before governments decide there are better ways to control than wielding a big stick — offering money is much more subtle, but achieves the same ends. If the survey is right, and I suspect it is, then control of home educators can be made so much easier and in the process government will be able to generate a number of positions to administer such a program.

The question for us to consider is — Do we home educate by faith out of conviction from the Lord, or is our conviction a little too flexible?



AWAKENING THE 'WANT TO' IN CHILDREN

BY GLEN SENSENIG

Awakening has the thought of bringing out something that is already there. Although the 'want to' may not always be what it ought to be in children, they do have a desire to learn new concepts.

This is why they ask so many questions, especially in the preschool years. They want to learn about all the new things in this big, wonderful world.

Like preschoolers, children just beginning school probably will not need much help along this line. But as the new is replaced with the routine, we as teachers need to inspire our students to keep their 'want to'. If children's desire to learn from others never faded, this discussion about awakening children's 'want to' could be eliminated.

The first need is example! Be enthusiastic about learning, but do not just put on a front. Be inspired about what is being taught in the books; and if you are not, then study the lesson until you are!

Maybe at times you feel inadequate, as one teacher did after a session at a school meeting where the speaker's subject was

about enthusiastic teaching. He said, 'I'm discouraged. We just listened to a topic that was supposed to inspire us to be inspirational, but after listening to that speaker getting all out of breath and throwing his arms around I — why, I just know I can never be inspirational!' Do not be discouraged. The amount of awakening is not measured by arm movement or lack of breath. Each teacher has his own personality and way of communicating. On the other hand, neither will it harm you to get out of breath sometimes. Remember, enthusiasm is caught more than taught!

Another need is sufficient information. No doubt you have heard the illustration of knowledge being like a circle. The bigger the circle, the greater the circumference. In other words, the more you know, the more you realise what all you do not know. Therefore, bringing in information from other sources is helpful for both the teacher and the students.

Possibly a student could be assigned to do some of the research. Or maybe several students will be assigned to find information from different sources. They can then share what they have found with the others during the next class. Often the abundance of information a student finds helps him to realise, though subconsciously, how little

he knows. This helps to give him the ‘want to’ to learn more for himself.

Although it is good for a student to dig out some facts for himself, he must first be inspired to dig! This is the teacher’s part. There is no way to impart all the knowledge to each student, so inspiring them to learn on their own accomplishes much more. As one saying goes, ‘We must view young people not as empty bottles to be filled, but as candles to be lit’.

Another need is an appropriate amount of extra activities. Sometimes a teacher might think lots of extra activities and unusual experiments will enhance a child’s ‘want to’. While some of these are good, excess actually works in reverse. It merely enhances a student’s ‘want to’ for more exotic happenings but does not enhance his ‘want to’ when it comes to disciplining himself to learn from books.

Children need the ‘want to’, not only to inspire their learning but also to regulate their conduct. Even though awakening this ‘want to’ needs to be done before they ever enter school, teachers will find it needful to give some reinforcement from time to time.

Again, example is the most influential tool the teacher has. So be sure you as the teacher are experiencing a vibrant devotional time each morning before you face the challenges of the day. This is the key to victory and to leaving a consistent influence on these young souls. Be the example that is safe for your students to follow, for they will follow! Remember, you are having an impact on souls, and what

could be more important than awakening them to an earnest desire to live their lives for Jesus! Let us not discourage them.

Encourage students to make ‘rules’ for themselves as individuals so that you as the teacher will not need to make so many for them. They should be able to use their own common sense. This would be especially true of the older students.

Having this understanding with students is effective in more than one way. It gives them a sense of trust being placed in them. This in turn gives them a desire not to betray that trust and often does more for their ‘want to’ than almost anything else can do. Granted, there are exceptions to this as well. Some children may not respond in a favourable manner. But I well remember one of my teachers who encouraged this in us. Not many rules were written down, but I distinctly remember not wanting to do anything that would hinder his trust in me. Of course, children are not always good, but in most cases, a teacher’s approach has a strong impact on how great the students’ ‘want to’ will be. At the same time, you are helping the students to exercise some self-control.

What will be the results of awakening the ‘want to’ in your students? They will not only be filled, but they will be as a candle lit that will go on burning after you leave it and will spread its light to others whom you cannot reach. Robert Frost expressed much the same thing. He said, ‘I am not a teacher, but an awakener’!

Christian School Builder, April 2004



IS THAT REALLY FOOD?

BY PETER FROGLEY

we purchase from the supermarket is in fact recognised as toxins!

Much of what passes for ‘food’ today is actually not recognised by our bodies as food.

We tend to think that if we believe a substance is food, then our body is obliged to recognise it as such and process it accordingly. The body, however, has its own parameters when it comes to recognising food, which we could call ‘nutritional input’.

DIVINE DESIGN

Our bodies were designed by the great Creator of all things who ensured there was an abundant provision of food in the creation. It would be inconsistent with God’s character for Him not to provide all that we needed for our bodies to function according to the Maker’s specifications. The food God has provided is recognised by the body and is able to be utilised for the nutrition of the body. Anything we eat that the body does not recognise as food is treated as a toxin, and the body sets out to remove that toxin. Much of the ‘food’

FOOD LAWS

God even expended some effort to help us understand food by incorporating food laws in the Old Testament. Included with these are the various health regulations. Most people, even Christians, consider these laws to be irrelevant for us today, but I wonder if we are as clever as God yet? There is a very interesting treatment of these issues in the well-known classic *None of These Diseases* by S I McMillen (available from LEM), which illustrates many cases of the relevance of the scripture in providing advice for health and food.

THE BODY

The human body has been designed by God to operate on specific fuel (food). This food enables the body to live in health and vitality and will not detract from its efficient operation or ‘clog up the works’. This fuel is ‘real food’ and it will meet all the nutritional requirements of the body. God designed our bodies to be efficient and to be able to keep us in good health. The body is a truly remarkable

creation of a good God. Whilst sin has contributed to a general lack of health in many and various ways, it is possible for most people to live healthy lives by providing their bodies with ‘real food’.

RECOGNISING REAL FOOD

For a substance to qualify as a ‘real food’ it must meet the following requirements:

1. ‘Real food’ will be something edible grown by Nature, i.e. from the plant kingdom. God has created the most amazing array of food with the most exquisite tastes. Think of the wonder of fruits such as the banana, the apple, and the peach.
2. ‘Real food’ can be eaten without any form of processing. God has created food ready to eat. Cooking and processing can destroy all or most of the enzymes and thus nutritional value of food.
3. An entire meal of ‘real food’ can be eaten and thoroughly enjoyed. This is the way God designed food to be eaten. Our habits and thus taste buds are used to eating a large variety of food at the same time. The effect of this is that we are not used to single food meals and tend to recoil a little.
5. ‘Real food’ will not be offensive to the taste buds. Of course we will prefer some ‘real foods’ over others, but that is preference rather than offence.

Taste buds are our primary defence mechanism to keep toxins out of the body.

Our natural ‘sweet tooth’ provides God’s way of attracting us to our natural diet — fruit and vegetables. It also keeps us from consuming toxins, which are not pleasant to the taste. Unfortunately, food processors have developed ways to make offensive tasting and toxic foods edible and pleasant tasting by adding flavours such as sugar.

‘Real foods’ come as complete packages in that they have everything in them necessary for the body to process and assimilate that food for its use.

WHAT IS IN ‘REAL FOOD’?

The main ingredients all of which real foods contain are:

Glucose which provides the fuel for energy and is largely derived from carbohydrates. Thus the bulk of our diet should be carbohydrates.

Protein which the body uses for building and repairing itself. We get plenty of protein from fruit and vegetables.

Fatty acids, the building component of body tissues, which are manufactured by the body from fruit and vegetables.

Minerals which the body uses as catalysts and for building components. These minerals should be organic minerals.

Enzymes (vitamins) which increase the efficiency of bodily functions (catalysts).

Water which provides the medium for chemical processes.

Let’s all remember to feed our bodies with real food, not poison!

Light Educational Ministries

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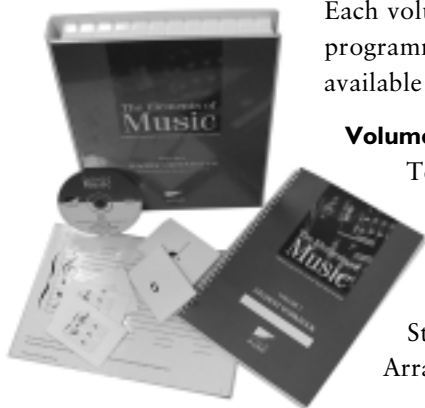
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LEM PHONICS CORNER



I have promised you Jaedin's story.

Jaedin is a very 'physical' little boy of five who loves to run and ride his bike, play football and cricket. He is extremely good at these sports for his age. He didn't show much interest in words and letters before the age of four. When his parents or I read stories to him, his concentration span was very short. Between the ages four and five his interest has grown but in many ways his concentration span is still rather short.

Jaedin's general intelligence and his vocabulary are definitely commensurate with his age. But because of his limited concentration span and other factors, his parents decided not to send him to school until he reached six. In the meantime they decided to work on preparing him for formal schooling.

His mother began to teach him some phonograms about the age of five, but he did not remember them easily. I found that his phonemic awareness skills were not very developed.

He couldn't isolate the initial sound of a word. When playing 'I spy with my little eye', he had no idea!

If the word began with *p* he may have said *dog* and at first any amount of trying didn't seem to change the situation.

We decided to teach him the phonograms at the speed he could manage and play sounding games to help his phonemic awareness at the same time. We used the strategy to sound a word whilst giving a 'clue' to the word's identity in order to motivate him, for example 'Jaedin, could you please get me a c-u-p? Laura wants a drink.'

His awareness of sounds is growing more and more now and he initiates the game sometimes. For example, as I was putting something in the oven the other day he said, '*Oven* begins with *u*'.

He has learnt most of the single phonograms. It seems that the learning of the phonograms has helped his phonemic awareness and he can now isolate the initial sound of a word. As he learnt each new phonogram he could give words which began with that phonogram.

Having to sound and join each sounded word to the correct picture in the workbooks has been a great help to him. As he sounds each word he has a choice of three or four words it could be. This

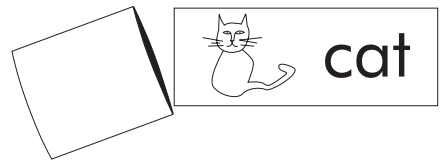
acts as a little crutch for him. Once his father covered all the pictures as he was sounding, and he could not hear correctly what the sounded word was. I explained to his father that the child must experience success if he is to continue to be motivated to learn. That is why we can provide crutches for a while and eventually we can withdraw them, similar to providing a stake for a young plant.

When Jaedin has to sound the words in his workbook which are below the words and pictures part he cannot always 'hear' the word although he can sound the phonograms. For now, I have helped him when he needs it by sounding the word after him. He can always get it right when I sound it. From not being able to hear the word at all in the first stages this will surely lead to being able to 'hear' his own sounding!

I also give Jaedin exercises linking syllables. For example, 'What do these syllables say? *Vic-tor-i-a*? (Victoria is his sister.) This is often easier for a child and it all works towards building the awareness of sound.

A little later I made a new step towards withdrawal of the crutches mentioned above. I gave Jaedin unseen words (within his known phonogram range) on cards with a picture on the left with the word on the right. BUT the picture was covered with a movable sleeve. After sounding the word and saying what he thought it was, I

removed the sleeve and if he got the word right he could get a star for it. The motivation involved made him try harder and his correct percentage was much higher than it had been for sounding unknown words with no specific motivation.



Jaedin has the tendency to easily feel discouraged if he can't do something immediately. So if he thinks he cannot manage something he will 'cop out' by saying, 'I am tired, I have had enough now'. It is very important for him to have a sense of achievement and that he be commended for what he does achieve, but it is equally important that he understands that he must be willing to put in effort.

So I have attacked this problem by designating a certain amount of work which has to be accomplished in a lesson and he must work at it until it is finished even if I have to help him. The ability to see a task through is an essential part of a successful life and if nurtured early will make things so much easier later on.

The question of tiredness is not decided by him but by me, because the child is not really capable of distinguishing between tiredness and discouragement (or even tiredness and laziness) at this stage. During the lesson I will help him enough so that he doesn't feel abandoned to a task which seems unachievable to him, and I will also seek ways in which I can relate the things he is doing to his own life and experience (meaning and purpose)!

For example, where there are pictures on the page I would talk about each picture as we do the exercises.

'Do you know that your daddy had a pet hen when he was three? He used to carry it around so much that eventually it died from being squeezed too much. Let's sound *hen*. What is the first sound? Yes, 'h'. You know how to write 'h'. Find it on the phonogram chart. Great! Now let's write it in the space where the 'h' is missing. Good work! Now sound the word and see if it really sounds like *hen*!'

On occasions I may decide to lessen the load in certain areas and give more exercises in things which will be more motivating or yield greater success if I feel he is genuinely over-stretched, but I will not let him cop out altogether! His concentration span has definitely improved under this regime.



Jaedin's parents now feel it is time to set a definite time when Jaedin must do some structured 'school work' and I am sure this will yield good dividends.

It is probably providential that I have two grandsons aged the same who are so different! I need to understand that not all children should be expected to do the same things at the same time. It was wise of Jaedin's parents not to expect him to cope with school when he has just turned five. I believe the two boys are equally intelligent. Both have skills which the other doesn't have.

Jaedin is more focused in his task, whereas Joshua tends to wander off into by-paths very easily.

Joshua is skilled in words, Jaedin has super prowess at physical pursuits. Jaedin is much quicker in the mathematical area than Joshua at this stage, but Joshua shows an amazing conceptualization in his art work. Joshua needs more time to develop physical skill. Jaedin needs more time to develop written language skills.

Thank you to those who gave feedback on the last issue on 'Joshua's case'. Since that article Joshua has begun on the Word List and doing well. His reading continues to

zoom ahead. I am reading him Patricia St John's book *Treasures of the Snow* at the moment and he reads all the titles of the chapters (getting phrases like 'The Accident', 'Annette's Revenge' and 'The Quarrel Begins') correct even though he doesn't always know what a word means. I wanted to prove that my theory that reading books to children which are somewhat above the child's vocabulary range but still have interesting action in them can be a valuable learning experience, and this book is definitely proving its worth. Both Joshua and his three-year-old sister Erin are listening to it. Erin can tell who the characters are and what they did, but Joshua is thinking more deeply about issues and asking more questions about God as well as learning much new vocabulary.

The other day the chapter I read had more description than action in the first section. After a while Joshua remarked, 'Well Grandma, this all sounds very good, but when are we going to get to Annette's reverse [revenge]?'

I am looking forward to giving an update on Jaedin's future progress at some later date and feel confident I will have lots of positive things to say.

Blessings,

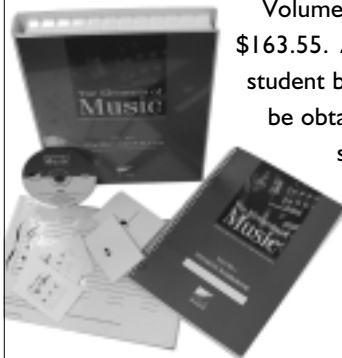


The Elements of Music MISUNDERSTANDING

It appears that some have understood that a teacher is necessary for *The Elements of Music* Volume Two. This is incorrect. The whole course is designed to be used without a trained teacher. It is written for parents and students who have little or no music knowledge as well as those who do.

Volumes One and Two of *The Elements of Music* are now in all states of Australia, Singapore, Malaysia and New Zealand. Thank you to those who have sent back such positive and encouraging reports about the Biblical perspective and the ease of use of the course.

To gain full benefit of the course, however, the full set of materials needs to be used. The full set for Volume One is \$123.50 and Volume Two is \$163.55. Additional student books can be obtained for siblings.



For more details phone
(02) 6259 3944 or (03) 8802 7650
or order online at
www.lem.com.au

EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

Note the number of the seminar you are interested in and tick the corresponding box on the registration form inside the back cover



Christian Home Education
Seminar and Show

2004 Programme

9:00 **Registration**

9:30 Future of Home Education
Peter Frogley

10:30 **Morning Break**

11:00 **Elective sessions** for remainder
of day:

Curriculum Summary
Peter Frogley

Teaching Geography
John Angelico

12:00 **Lunch**

2:00 Curriculum Summary
John Angelico

Preparation for Tertiary
Education
Peter Frogley

3:00 Keeping Organised at Home
John Angelico

LEM Phonics
Peter Frogley

4:00 **Book Browse and Buy**

5:00 **Close**

*Minor adjustments may be made to the
programme on the day*

CHESS Seminars

*Children are welcome at all CHESS
seminars, but they must be quiet and
accountable to their parents at all times.*

01 PERTH, WA

Date Saturday 4 September

Venue Presbyterian Church, 32 Bull
Creek Dr, Bull Creek

Cost Single/Family: \$25/\$40
Earlybird (by 14 Aug):\$15/\$25

Send to Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170

02 SYDNEY, NSW

Date Saturday 2 October

Venue Condell Park Christian School
29 Lancelot St, Condell Park

Cost Single/Family: \$25/\$40
Earlybird (by 11 Sep):\$15/\$25

Send to Leanne Glen
6 Blackwattle Grove
Narellan Vale NSW 2567

Enquiries LEM, (02) 6259 3944



Level I Seminars

The **LEM Phonics Introductory Seminar** is designed to equip teachers and parents to effectively teach the LEM Phonics programme to their children. Successful participants will be awarded with a Level 1 (Introductory) Certificate in LEM Phonics.

03 MELBOURNE, VIC

Dates Mon 16 Aug 12.30 pm – 6 pm
 Tue 17 Aug 12.30 pm – 6 pm
 Mon 23 Aug 12.30 pm – 6 pm
 Tue 24 Aug 12.30 pm – 6 pm
 Mon 30 Aug 12.30 pm – 6 pm
 Tue 31 Aug 12.30 pm – 6 pm

Instructor Marilyn Bradbury

Venue Holy Cross Primary School,
 Hamilton Road,
 New Gisborne

Cost \$360 per person including the *LEM Phonics Manual*, Phonogram Cards and *Word List K*. Participants who already have these items will have their value refunded from their fee. Deposit of \$50 per person required with registration.

Send to Mrs Marilyn Bradbury
 3 Ramsay Court
 Sunbury Vic 3429

Phone (03) 9740 6562

Email mbradbury@lem.com.au

04 ADELAIDE, SA

Instructor Chris Joy

Dates Tue 11 – Fri 14 Jan 2005
 8.45 am – 3.00 pm

Venue Sunrise Christian School
 95 Wattle St, Fullarton

Cost \$330 per person including the *LEM Phonics Manual*, *Word List K*, and stationery; deposit of \$60 per person required with registration

Note Learning the 75 Phonograms before the seminar will enable attendees to gain maximum benefit.

Reg. by 23 December 2004

Send to Chris Joy
 RMD 635
 Victor Harbor SA 5211

Phone (08) 8552 3755

Email cjoy@lem.com.au

One-Day Seminars

The **LEM Phonics One Day Seminar** is designed to give teachers and parents a fundamental knowledge of how the English Language works and in particular how to use the LEM Phonics methodology to effectively teach literacy skills.

05 TEACHER AIDES SEMINAR — TOOWOOMBA, QLD

Instructor Greg O'Keefe

Date Tue 14 Sep
8.30 am – 5.30 pm

Venue Toowoomba, Qld

Cost \$130 per person including a comprehensive folder of notes and teaching ideas; deposit of \$20 per person required with registration

Meals Tea/coffee/biscuits provided, meals are the responsibility of participants

Reg. by 10 September 2004

Send to Ark Educational Consultancy
'Ardlui', c/- PO
Greenmount via Toowoomba
Qld 4359

Phone (07) 4697 1411

Email gokeefe@lem.com.au

06 HOME EDUCATORS SEMINAR — TOOWOOMBA, QLD

Instructor Greg O'Keefe

Date Wed 15 Sep
8.30 am – 5.30 pm

Venue Toowoomba, Qld

Cost \$90 per person including a comprehensive folder of notes and teaching ideas; deposit of \$20 per person required with registration

Meals Tea/coffee/biscuits provided, meals are the responsibility of participants

Reg. by 10 September 2004

Send to Ark Educational Consultancy
'Ardlui', c/- PO
Greenmount via Toowoomba
Qld 4359

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Tick the box of the seminar you wish to attend and return to the address listed in the event calendar

Cheques payable to *CHESS* for all seminars

01 Perth

02 Sydney

LEM Phonics Seminars

Please note the information required for each seminar, tick the box and return to the address listed in the event calendar

03 Melbourne

Cheques payable to *Marilyn Bradbury*

04 Adelaide (January 2005)

Cheques payable to *Christian Home School Association*

Please send me a CD of the 75 phonograms for pre-seminar learning

Please order me a set of Phonogram Cards @ \$24.95 (payment enclosed)

05 Toowoomba (Teacher Aides)

Cheques payable to *Ark Educational Consultancy*

06 Toowoomba (Home Educators)

Cheques payable to *Ark Educational Consultancy*

Ever tried to rewind a teacher?

With the LEM Phonics Training Videos, learning the Introductory Course is as easy as pushing buttons on the remote control.

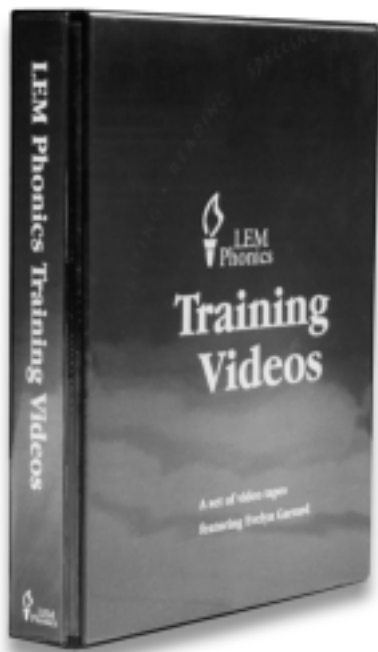
The set of 4 videos gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

Home schooling parents will benefit as they can review sections for greater clarity and move through the course at their own pace.

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Total Value \$805.75 for only **\$599***



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Training Videos (Personal use) **\$549**

LEM Phonics Complete Kit
(includes videos) **\$599***



* Individual customers only. Not available for schools.