



DIRECTOR'S COMMENT

PETER FROGLEY

We thank God for His blessing on our endeavours for Him this year.

It has been very encouraging to find positive interest in Christian education both amongst home schoolers and a growing number of Christian teachers who are realising their need to be faithful to scripture in their teaching.

We have seen some encouraging follow up developments as a result of the travelling in Australia and overseas that Evelyn Garrard and I have done this year.

Projects

We continue to work on various projects but it does take many hours solid work to produce materials.

- Our sets of 3 A2 (poster size) LEM Phonics phonogram charts have proven to be a very useful tool. We now have available smaller **A4 size phonogram charts** laminated in full colour. The smaller size makes them perfect for home schoolers with limited wall space, or for students' personal use.

- The **LEM Phonics Rules Charts** have been reprinted. They have been reset with new photographs and other improvements and are laminated in matt finish to eliminate reflection.
- *The Elements of Music* Volume 3 is beginning the layout stage and our expectation is that it should be available late in 2006.

This Issue

In the news section I bring a report on our building project and overseas developments. In *Exploring Christian Education* I explore the more recent psychologists who have profoundly influenced education in *Psychologising Education*. We feature information on the PEERS test, used for testing students' biblical world view. From the Smiths in New Zealand comes a report on parental authority, and the health section explores the way our bodies use water.

Keep educating for the Lord!

NEWS UPDATE



CHESSESS 2006

Interest has been high and sales very good at CHESSESS seminars this year, however attendances have been disappointing.

We do appreciate your support of these seminars — it is always helpful to hear from those with long experience in education from a Christian perspective. I always look forward to each trip and CHESSESS seminar as it is one of the highlights of the year to meet with fellow Christian educators.



LEM Building Project

We are still welcoming further tax deductible gifts as this will help us achieve our debt-free goal sooner. Payments should be made to the Light Educational

Ministries Building Fund. We thank those who have recently sent donations, particularly some faithful friends who donated \$20,000 — your support is greatly appreciated. These gifts with other savings have enabled us to significantly reduce our mortgage, for which we praise the Lord.

Overseas

UNITED KINGDOM

Tracy van den Broek in London has been keeping in touch and we are hopeful of some ongoing connection with Christian educators in the UK. We have a few people looking at the LEM Phonics programme which is easily adaptable to the UK scene. Christian education in the UK is quite small, but is growing in both schools and home education.

INDIA

In March I spent three days with Samuel and Paul Babu in Hyderabad planning and discussing the establishing of LEM Phonics in India. These two men are very enthusiastic and have done a lot of thinking and planning for marketing LEM

Phonics which they plan to commence later this year. Samuel would like to see the sale of phonics materials largely fund the orphanage we have been involved with in Rajahmundry.

MALAYSIA

Evelyn Garrard spent a week in April conducting an LEM Phonics training course near Kuala Lumpur with an enthusiastic group of teachers. Time will tell how and when schools desire or are able to implement LEM Phonics in their schools.

The leader of the Chinese team, Anthony Wong, was able to set up the opportunity in Malaysia and he has been able to make some quite significant contacts in the nation.

In addition, Anthony continues to promote LEM Phonics in China and beyond. Despite a number of setbacks there are some very promising signs.

PAPUA NEW GUINEA

I am booked to visit PNG from 10–22 July to speak at Christian education conferences in Lae and Port Moresby. In Lae we will be working with Gabriel Waine and his Integrated Christian School movement which now has over 50 Christian schools relating together. Mesia Novau in Port Moresby has been working toward the establishment of several schools and teacher training. Altogether we anticipate speaking to several hundred Christian teachers.



Evelyn with Malaysian school students



Evelyn with LEM Phonics students and instructors in Malaysia

www.lem.com.au

'ON THE FLY' CURRICULUM INFORMATION NOW AVAILABLE

Whilst browsing our online order form you may have questions about one of our items. Does the teacher's manual have a complete copy of the student text? What subject areas does that maths book cover? Can I write in these tests or do I need to get a separate exercise book?

All these questions can now be answered *as you order* with our new curriculum information.

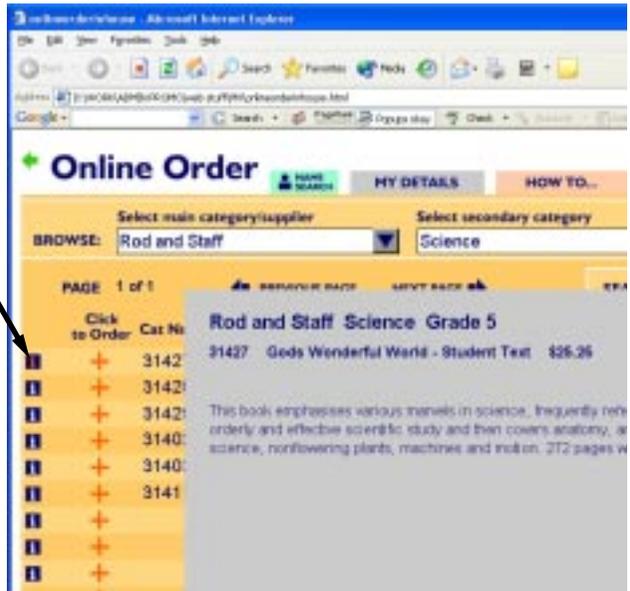
Many of you will be familiar with LEM's *Curriculum Book* which lists detailed descriptions for all our curriculum and library books.

Rather than downloading or looking up the *Curriculum Book*, you can now access the same data with a simple roll of the mouse.

Not just curriculum, either — you can also get information on our theological and health resources.

It's simple to use — as you browse or search, simply roll your mouse over the blue 'information i' next to the title. Try it soon!

Keep visiting our website for all our current promotions, up-to-date catalogues, resources and online ordering. If you have any questions, suggestions or comment about our website please email john@lem.com.au.



OVERSEAS ENGLISH TEACHERS

One of the great needs in China, India, PNG and other non-English speaking nations is for native English speakers who can instruct in the LEM Phonics programme. We would be pleased to hear from anyone who feels a call to teach and be trained in LEM Phonics to be able to serve the Lord in one of these nations.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

61 Psychologising Education

In the last issue of *Light of Life* we explored the three schools of psychology and discovered how educationalists had taken the ideas developed by these psychologists and applied them to the classroom.

This, of course, changed the foundation for education from the Bible to the psychological ideas of men. The presumption was made that psychological ideas and experiments made a good foundation for educational philosophy. As you read this article you will discover why you have not been able to understand what modern educationalists were talking about or (if you *are* a modern educationalist) you will perhaps discover how, why and where these ideas deviate from the biblical model.

Dr William Glasser

The first and perhaps one of the most important of the current crop of psychologists is Dr William Glasser who was born in 1925 in Cleveland, Ohio. He received a BS and an MA in clinical psychology and an MD from UCLA.

Glasser was trained in Freudian psychoanalysis, later rejecting it in favour of his own ideas. Glasser's philosophy emphasises maintaining personal and caring relationships with students with discipline problems so that they feel loved. His body of work became known as *Control Theory*, then *Choice Theory*, and more lately *Reality Therapy*.

Glasser held that the mental patient is morally responsible for his deviant behaviour and can only be cured when he assumes responsibility for fulfilling his needs. Glasser modified his approach, calling it the *Control Theory*, teaching that control is within the individual, the opposite to that taught by the behaviourist school of psychology.

Glasser argued that Freud's psychoanalysis was too time consuming and yielded too few successes with mental patients. He developed a new approach called *Reality Therapy*.

He described life prior to 1950 as a 'survival society', in which it was necessary for large numbers of persons to work to survive. He believes most do not need to work today and that children, because of

affluence, are not concerned with their own survival — they take that as a given. The government will take care of their needs for them, which has produced an ‘identity society’, in which children are no longer searching for a goal, but for a role in life. This search for a role or identity is now the primary need of human beings — hence the emphasis on self worth.

Glasser was able to pronounce that schools are ‘out of phase’ because they are still emphasising achievement, the gaining of knowledge, teaching children how to make a living when they grow up, and reaching goals, all of which were admirable in the previous society, but now the school must change its function to enable the child to identify himself as being worthwhile.

Glasser’s Components

In implementing his theories in education, Glasser did away with the three basic components of education — aim, content, and method. He replaced them with what he considered more relevant components — involvement, relevance and thinking.

INVOLVEMENT

The most heavily weighted aspect for Glasser is the *class meeting*, held daily at the primary and weekly at the secondary level. The most effective way to conduct the class meeting is a circular arrangement with the teacher and students sitting in a tight circle. These meetings are of three types — problem solving, open-ended discussion, and educational diagnostic.

Problem solving is intended to strengthen the child’s coping behaviour. The class discusses any difficulty it wishes, including problems at home which are eligible for discussion. The conclusions arrived at are to afford peer group control of the behaviour of individual students. The teacher stresses that there are no right answers, no constant truths and no constant moral principles. Students are encouraged to bring forth any difficulties they may have and to discuss their misdeeds. Children often become very personal, talking about subjects ordinarily considered private; but Glasser considers parents are too anxious about these things.

Open-ended discussion does not aim to find any factual answers, but to discuss any items of relevance. The students discuss issues but no conclusions are reached as this would be judgmental. The topics for these discussions include sex, abortion, family planning, nuclear energy, urban renewal, oil slicks... ad nauseum.

The **educational diagnostic** meeting is to enable the teacher to see how well children are relating their education to real-life situations.

Teachers need to develop great expertise in handling these sessions, as family life is often an important part of those discussions. Glasser encourages the discussion of morality, striking a balance between complete honesty and what communities will bear. He teaches that elementary pupils understand early in life that we really live in two worlds; the world of pretence, where

we ‘spout moral values’, and the world of reality, where we pay as little attention to them as possible. ‘Children know how phoney the world is...’ says Glasser.

RELEVANCE

Relevance is brought to the classroom by suspending the usual subject matter and substituting discussions of emotionally-laden social issues facing man today. These discussions cover similar topics to those dealt with in the open-ended discussion.

Glasser believes that education has down-graded the thinking and the creative capacities of students. He believes that children can solve these problems by thinking before they have received any valid information on the subject. One parent described it thus:

The students sit around in circles exchanging uninformed opinions. When they are through, they believe they have come up with something valid.

Glasser believes the enquiry method of learning must be used, almost exclusively. He recommends the elimination of textbooks and in their place the class uses relevant, low-priced paperbacks, newspaper articles, and material from such periodicals as *Life* and *Time* magazines. The student then accumulates data on various social problems from these random sources and tries to draw his conclusions from them. The student is

students sit in circles exchanging uninformed opinions

denied the accumulated knowledge of western civilisation which he would have received through good textbooks and is thrown into a mass of material, most of which is subjective and presents one point of view — that of the social-collectivist. It is designed to alienate him from his heritage, and from his parents’ point of view, particularly if they adhere to the Christian faith.

To quote Glasser:

Using textbooks and lectures to impart knowledge has produced certainty, truth, correctness and memory for the student; these are enemies of thinking. Either we impart knowledge so that the student has truth and right answers or we permit the student to think. The two are mutually exclusive. Learning facts promotes isolation (development of the individual) rather than involvement (development of the group man). By eliminating the accumulation of knowledge, the student will be freed to become involved in relevant matters, and we can translate that to mean social and political action.

To prevent failure children must be taught to tolerate uncertainty. Doctor Glasser states:

We have to let students know there are no right answers, and we have to let them see that there are many alternatives to certainty and right answers. The truth doesn’t make much difference, basically, and it is unfortunate that we get so concerned that what we teach is certain and correct.

Glasser recommends a no-failure grading system, in that there can be no constant truths or absolutes. He is concerned at the number of students who fail at school, whom he considers are thereby damaged for life.

Psychological Techniques

The proponents of Third Force Psychology (the most recent school of psychology) have introduced a number of psychological techniques into educational planning and development.

SENSITIVITY TRAINING

The German social psychologist Kurt Lewin (1890–1947) had a profound impact on social psychology and, more particularly, our appreciation of experiential learning, group dynamics and action research.

Lewin developed sensitivity training, group dynamics, encounter groups, human potential groups or T-groups, at the National Training Laboratory. Lewin died in 1947, but his teaching carried on through the development of sensitivity training techniques.

Lewin, a Jew, was a liberal humanist who believed that the individual belonged to a group and that the group is the base for his perceptions, his feelings and his actions. From this develops his own character. Lewin sought to implement the democratic theories of John Dewey.

Sensitivity Training is about social engineering — the deliberate manipulation

of people's attitudes and behaviour to achieve a desired outcome. Joseph Bean, writing in *Public Education: River of Pollution* says that:

...The process of sensitising a child involves three steps:

Unfreezing his values and standards,

Changing the child by giving him different standards ,

Refreezing, to lock the child in to the new self. He is then supposed to be a self-actualising person....

In the National Training Laboratories Programme calendar, teachers were cautioned as follows:

No person concerned about entering a stress situation should participate in NTL programmes... There is no effective means of predicting reactions or screening out or otherwise identifying those predisposed to such reactions... it is important ... that participants take responsibility for 'self-screening'...

With such warnings to the experts it is obviously dangerous for schools and teachers to be advocating and using sensitivity training techniques with children.

In *Change Agents in the Schools*, Barbara Morris writes:

The adverse effects of sensitivity training in the classroom were plainly articulated by educator Clifford H. Edwards in the December, 1970 *Educational Leadership*. He explained how individual values can be exchanged for group values; the effect of peer pressure and of particular interest to parents, how family alienation can result from sensitivity training.

Sensitivity training is essentially a training of the senses and an emphasis on this area

will create more sensitive people and will thus promote sensuality. There is more than adequate evidence for this in society which has been, at least in part, *sensitised*.

techniques designed to break down Christian belief systems

ROLE PLAYING

Parents send their children to school with particular values and beliefs, often based upon Christian presuppositions. The psychological techniques that have been developed for use in education are specifically designed to break down Christian belief systems. For example, Paul Brandwein, author of a series of lower primary textbooks which have been used in California, writes:

As a young person grows up he comes to share most of the basic values of the society in which he lives. He brings to school some of the previously developed attitudes toward the major social issues confronting us.... The important work of social studies at the early level is necessarily directed toward aiding the student to unlearn what he already knows. This frequently involves the unsettling of his convictions to be followed by the attempt to get him to view questions as open which he may have considered as already closed, and to guide him in acquiring a new perspective.

Dr Jacob Levy Moreno (1889–1974) developed a psychotherapeutic technique. He found that when children acted out their problems in a ‘psycho-drama’ the activity produced therapeutic results. According to the Australian and New Zealand Psychodrama Association:

Psychodrama is carried on ...under the guidance of a trained practitioner known as the director, the method involves improvisational dramatic action. The script for this drama is ‘written’, moment by moment, out of the purposes and concerns of an individual, or the group where the method is being applied. Group members take active part in one another’s dramas so that they bring it as close to life as possible. In this way group members may generate and practice new behaviours and ways of thinking and test them out for their impact on those around them before they do this in the actual work or life situation. The consequences can be examined and new decisions made as to how to apply the learning.

The purpose of such psychological techniques is to break communication between parents and children to enable the children to be socially conformed to the thinking of the State.

Here we have briefly shown how dangerous and ungodly psychology can be when applied to education — and yet today virtually all educational theory is driven by the ideas of psychologists. Unfortunately, a majority of Christians are unwittingly reading and embracing the ideas of Christian psychologists who have written most ‘Christian’ counselling books. LEM has a range of books listed in our *Theological and Reference Catalogue* that will help you understand the biblical difficulties such counselling produces.

THE PEERS®

T E S T

LEM are the Australian agents for Nehemiah Institute's PEERS test — a Biblical world view test in **Politics, Economics, Education, Religion and Social issues.**

The PEERS Tests can be taken by anyone and are particularly suitable for schools, home schoolers, church groups, etc.

Many schools and home educators are wondering if their children are thinking biblically and the PEERS Test is one of the few means of testing such understanding and assessing the effectiveness of our Christian education.

How It Works

The PEERS test categorises students into four world view classifications: Biblical Theist, Moderate Christian, Secular Humanist or Socialist.

Score cards and analysis reports provide a micro and macro view of world view thinking. Personal scores are kept strictly confidential and are never revealed or distributed.

The PEERS Test is available in Elementary (primary), Junior High and

Senior high/adult versions. There is also a mini PEERS Test for use in conferences and inservice training.

The test takes 45-60 minutes.

Resources

Not only does the Nehemiah Institute provide PEERS Tests, but they also provide training programs for schools and teachers in biblical world view.

Developing a Biblical World View is a 20–25 hour course which includes the PEERS Test and comes with a Student Workbook and Teachers Guide. The same course without the PEERS Test is titled *Worldview Basic Training*.

Education from a Biblical Worldview is a training course for teachers and parents in the philosophy of education. It comes with a Faculty Training Manual and a Leaders Edition.

There is also a series of position papers on the key questions in each of the PEERS Tests.

More information

You can check the information on all the products available from the Nehemiah Institute at www.nehemiahinstitute.com.

When ordering online include our code **LEM625** and you will receive a 10% discount on all charges. Alternatively you can order resources through Light Educational Ministries.

LEGISLATIVE CHALLENGES

Things are really not getting any better for Christian educators.

Our governments continue to work to help us be more responsible and perhaps to exercise a little more control over our lives. It is tragic when one is inflicted by the *do-gooder* bug as it seems to be terminal. Do-gooders don't seem to be able to help themselves in wanting to help other people even to passing laws to make sure they can be a blessing to everyone.

I must confess to being very weary of such people, but on the other side of the coin, I recognise that as a society becomes less godly and more irresponsible it becomes necessary to pass more legislation in an attempt to control lawlessness. Unfortunately it is the do-gooder humanists (some of whom claim to be Christians) who set the direction of legislation which today is consistently against the wishes and interests of biblical Christians and the standards of Scripture.

VICTORIA

Currently there is considerable movement in Victorian Christian education circles as the government works on a new Education Act. Needless to say it will be an attempt to bring Victoria into line with the other states. For many years Victorians have enjoyed the most 'Christian' Education Act in the nation, and from the point of view of government changes to protect the

people are well overdue. The new bill is now in place and we await regulations to administer the new act.

NEW ZEALAND

From across the Tasman we have received news that for parents is particularly worrying. The sentiments of the proposed legislation are well established here in Australia as well and such provisions would be under consideration in the various Australian states.

New Zealand has been more 'socialised' than Australia and with only one house of parliament ideas are more easily enshrined in law. We are indebted to long time home educator and expat American, Craig Smith, of *Family Integrity* for this material on this proposed New Zealand legislation.

THE REPEAL OF PARENTAL AUTHORITY

BY CRAIG S. SMITH

The *Child Discipline Amendment Bill* is currently before the Justice and Electoral Select Committee in New Zealand.

The Bill's author, Sue Bradford, promotes this Bill as a measure to stop violence against children. It will outlaw any form of discipline that requires force. It is not a

Bill against violence: it is a Bill against parental use of force when they discipline their children. Yes, this Bill will make smacking a criminal assault. But it is far worse than that. It will criminalise any use of force. If you cannot use force, you cannot back up your authority.

This Bill will effectively transfer most authority over children from their parents to the state. It will also transfer all legitimate use of force towards children from their parents to the state. Responsible, hands-on parenting will become a criminal activity. Needless to say, if our parental authority is removed, our home education endeavours will be extremely compromised.

BRADFORD'S BILL

The Bill is very short and has only five parts—the largest part is the Explanatory Note which says:

The purpose of this Bill is to stop force, and associated violence and harm under the pretence of domestic discipline, being inflicted on children. Presently, section 59 of the *Crimes Act 1961* acts as a justification, excuse or defence for parents and guardians using force against their children where they are doing so for the purposes of correction and the force used is reasonable in the circumstances.

The proposed Bill will repeal that provision. The effect of this amendment is that the statutory protection for use of force by parents and guardians will be removed. They will now be in the same position as everyone else so far as the use of force against children is concerned.

The first sentence is misleading, for this Bill will criminalize all force, not just that associated with violence and harm.

The effect of repeal is to remove protection from parents so that they will be reduced to 'the same position as everyone else so far as the use of force against children is concerned.' This not only reduces parental authority with their own children to near zero, it also ignores the unique relationship of responsibility for training and discipline parents are expected to have with their children, an expectation that is not laid on the 'everyone else' mentioned in this Note.

Since parenting requires force of many kinds (obedience to verbal command, physical movement, smacking, intimidation, warning of negative consequences, appeal to family tradition or conscience or culture or religious commitment, withholding privileges, physically restraining, imposing restrictions, time-out, confinement to room, etc.), effective parenting will be outlawed in that parents could legally force their children to do only what 'everyone else' could legally force children to do: virtually nothing.

The Note goes out of its way to warn parents that using force could constitute child assault under Section 194(a): 'Every one is liable to imprisonment for a term not exceeding 2 years who assaults any child under the age of 14 years.' It is clear that far more than unreasonable force that causes violence and harm will be caught up in this prohibition: all the other acts of parenting which require force technically will also become acts of assault.

The reference to excluding any common law justification demonstrates that this Bill is meant to represent a break with our historical precedents, our connection with centuries of British common law and other understandings in law and an embarkation into a brave new world.

Section 59 is titled *Domestic Discipline*. Bradford wants to remove discipline/use-of-force from law because her minority philosophy draws a close connection between discipline/use-of-force and violence/injury/abuse.

This Bill will ban smacking, and as such is clearly out of touch with the majority view. Properly conducted surveys, such as the one commissioned by the Ministry of Justice in 2001 and performed by the National Research Bureau, show that 80% of New Zealanders oppose a ban on smacking.

EFFECTS OF REPEAL

All parents would be legally disallowed, dis-empowered and unauthorised from employing discipline with their children as it of necessity involves the use of force. The whole thrust of Section 59 assumes just this point, that discipline of children requires parents to use force. It is an inescapable, integral part of a parent's responsibilities in raising children: to discipline, and to use force, to ensure children follow a certain line of behaviour or refrain from a certain line of behaviour.

If parents cannot back up these requirements and prohibitions with force, then their parental directives to their children are reduced to mere suggestions

that they hope their children will follow. Prohibiting parents from using force will of necessity remove most of the parents' authority over their own children.

Parents must have the legal authority to use force, as force is necessary to discipline children, for society could not function where the children entirely ignored their parents.

Even the favoured alternative method of discipline — 'time out' — cannot be enforced without the use of force. It will also be criminalized, meaning virtually every parent in the country will be constantly exposed to being charged with criminal assault.

How could parents ensure the following requirements without the use of force if the child refused to obey?

- a. Being clothed properly for the weather or clothed at all.
- b. Eating a balanced diet.
- c. Getting adequate rest.
- d. Wearing a seat belt in the car and a helmet while cycling.
- e. Just getting into the car
- f. Accompanying the parent lest the child be left at home alone.

How could parents prohibit the following without the use of force if the child was determined to do it?

- a. Drinking, smoking, ingesting or injecting either legal or illegal substances adults can be seen to consume or that the child just wants to try.

- b. Watching pornographic and Adult Only rated TV shows and videos.
- c. Earning money by prostitution or drug dealing.
- d. Wandering off anywhere with anyone at anytime of day or night without telling anyone at home.
- e. Keeping company with people likely to be injurious to the child's well-being.
- f. Lying, cheating, stealing.

Virtually every parent has strong convictions about the need to use force in its many forms while engaged in the business of child rearing — convictions borne of religious faith, family traditions, ethnic backgrounds, cultural practices, philosophical commitments, common sense and the like. This huge sector of society will suddenly have their beliefs and convictions criminalized if Section 59 is repealed, resulting in widespread civil disobedience with some of New Zealand's most conscientious parents ending up in jail.

Parents technically commit assault, as defined in Section 2 of the *Crimes Act 1961*, against their children all the time, i.e. whenever they impose their will upon the child. It happens nearly every moment of every day as they brush the child's hair, change its clothes, wipe its bottom, make it wash its hands and eat its veggies and go to bed at a certain time, confine it to its room, etc., all of which would be acts of assault if committed on non-consenting adults.

If smacking were to be outlawed, some parents may resort to shouting at their children, verbally abusing them, using sarcasm and character assassination, refusing to speak to them or in other ways withdrawing tokens of their love and affection. Such responses, while legal, can be far more emotionally and psychologically damaging.

some of the most conscientious parents could end up in jail

BEHAVIOURAL OUTCOMES

Some claim that research demonstrates only negative behavioural outcomes from smacking. Research seems to debunk that claim.

Those who can find no demonstrable causal connection between normal smacking and negative behaviours all acknowledge the near impossibility of establishing a causal link between specific events in one part of a person's life (i.e. physical discipline as a child) among all the other events in that person's life and events in later life (i.e. negative social behaviours). Yet the pro-repeal lobby illogically insists the causal link is there. They appear to have a doctrinaire commitment to this article of faith whether there is any research evidence supporting it or not.

GIVE CHILDREN ADULT RIGHTS

The notion of extending common human rights to children the same as to fellow adults is a ridiculous argument. It presupposes a parent's relationship to his own child is not essentially any different from his relationship to other adults outside the family.

One doesn't smack or use force on other adults for the same reason one doesn't try to change their clothes or bathe or feed them. When a person has reached adulthood he is assumed to have matured to a place of independence and is self-governing. Children by definition have not reached maturity nor are they independent or self-governing. They are dependent upon their parents who are responsible to train and discipline the children toward this happy state of independence.

ELIMINATE VIOLENCE

Instigators of the Bill insist we need to send a signal to society that violence will not be tolerated. If this society or this Government were serious about signals, they could sack the Abortion Supervisory Committee and slam the Certifying Consultants into jail for illegally allowing abortions on demand, which was surely not the intention of the CSA Act, yet children are systematically killed.

ABUSIVE FAMILIES

The most accurate predictor of child abuse is 'family' or household structure. Analysis of British data by the Heritage

Foundation in Washington DC shows that compared with the intact married family, serious child abuse is:

- six times higher in the step-family
- 14 times higher in families with single mothers (divorced and single mothers combined)
- 20 times higher in families with single fathers (predominantly divorced fathers)
- 20 times higher with de facto biological parents
- 22 times higher where the mother cohabits with a boyfriend.

CONCLUSION

The Ministry of Social Development should direct the Police and CYFs to start keeping statistics on the household structure in cases of child abuse.

Vote the *Crimes (Abolition of Force as a Justification for Child Discipline) Amendment Bill* down as unworkable and as ushering in too many very damaging unintended consequences. Do not allow it to proceed.

Leave Section 59 intact just as it stands, for it is a brilliant piece of legislation. It protects responsible parents in their legitimate use of force to correct and train their children, and it allows proper authorities to pursue cases wherein the use of force is not reasonable in the circumstances nor used for the purpose of correction.

*From: TEACH Bulletin
November 2005, Number 97
4 Tawa Street, Palmerston North, NZ*

DIHYDROGEN MONOXIDE

A Gift from God

BY PETER FROGLEY



Water is that amazing substance God has created as a fundamental part of life.

Water is composed of two very flammable elements, two atoms of hydrogen and one of oxygen (H₂O). Water is used by our bodies for every chemical and metabolic function they perform to maintain life. Life is dependent on water.

Sources of Water

Our bodies must have water to function and the majority of that water is obtained through two sources.

FOOD CONSUMED

If we eat a naturally correct diet we will obtain a major portion of our daily water needs. Real foods (raw fruits and vegetables) contain between 75 and 90% water.

OXIDATION OF FOOD

As our bodies process food (both breaking it down in digestion, and converting it to energy and structure for the body), hydrogen is given off as a by-product.

Some of the oxygen we inhale combines with this hydrogen to form water.

What Does Water Do?

Water has multiple functions in the body, in fact everything the body does involves water to some degree.

TRANSPORTATION OF NUTRIENTS

Nutrients include minerals (electrolytes), vitamins, fatty acids, glycerine, glucose, amino acids and enzymes. Once these nutrients leave the digestive tract and enter the body they combine with water, which transports them to the places of need.

CELLULAR FLUID

About 75% of the body's fluids are contained within the cells of the body. It is through this fluid that the various parts of a cell are contained and communicate. This fluid within the cell walls is known as intracellular fluid, or cellular fluid.

EXTRACELLULAR FLUID

Surrounding the cells of the body is a fluid, mostly water, through which nutrients are

transported from the blood to the cells. This fluid is called the extra-cellular fluid, interstitial fluid or intercellular fluid.

BLOOD PLASMA

Blood plasma is 90% water with nutrients dissolved in it, the remainder is blood cells. Blood carries not only oxygen to the cells, but also nutrients dissolved in the plasma.

LYMPH

The lymphatic system has been called the ‘internal sewer system’ of the body. It carries waste products from the cells to the blood through which it is transported to the various avenues of exit from the body: the liver, colon, kidneys, skin and lungs. Lymph is technically extracellular fluid, so it is actually water that transports wastes to be eliminated from the body.

TEMPERATURE REGULATION

There are two ways that water is used by the body for cooling: perspiration and absorption. Perspiration involves water being expressed to the surface of the skin, where its evaporation has a cooling effect on the body. Absorption occurs when the skin and underlying tissues are too warm, and the blood absorbs extra fluid from the extracellular fluid, carrying away the heat with the fluid.

GLAND AND ORGAN SECRETIONS

The body’s glands, organs and tissues secrete various fluids — such as saliva, hydrochloric acid, pancreatic enzymes, mucus, hormones, etc. Water is the major component of these.

METABOLIC PROCESSES

Every chemical or metabolic process that takes place in the body of normal or pathological metabolism requires water.

The Need for Water

Approximately 2.5 litres of water are lost from the body daily and thus in normal healthy circumstances 2.5 litres need to be taken in. If a healthy diet is consumed enough water will be consumed through food and oxidation of food. If processed foods are consumed additional water intake will be required. Thirst is the best indicator of the need to drink fluid. The factors that will increase the need to drink fluids are:

- processed, incomplete foods,
- non-food additives (salt, spices, preservatives),
- drugs, medications, tobacco,
- toxic drinks (soft drinks, tea, coffee, alcohol),
- fasting or toxic elimination processes (healing crisis).

Toxins in the tissues of the body increase the need for water to dilute and process the toxins.

Conclusion

Water is an amazing substance God has especially created as a major life sustainer. Use it well and wisely.

The author is indebted to Dr Joel Robbins for the material presented in this article.

LEM Phonics

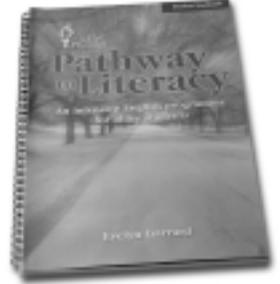
Order online at
www.lem.com.au

PATHWAY TO LITERACY

Do you know older students or adults struggling with reading and spelling? **Pathway to Literacy** has been designed especially for them.

Teachers can work through this programme with the user friendly write-in workbook and see remarkable improvement. Many who thought they would never be able to read will begin to understand what they previously thought was incomprehensible.

The *Student Workbook* contains all the student will need and comes with a new phonogram CD to practice pronunciation. The *Teachers Manual* contains the Student Workbook plus teachers notes for each lesson. The Phonogram CD is also available separately.



Student Workbook **\$38.25**

Teachers Manual **\$44.95**

Phonogram CD **\$9.95**

RULES CHARTS

Our successful Rules Charts have just been reprinted with new, brighter photos and numbers to show the chart order. The 12-chart set is now laminated in a matt finish to eliminate annoying reflections. **\$59.95**



PHONOGRAM CHARTS

Our popular full colour set of three phonogram charts have been available in A2 poster size for some time and are now available in a desk size A4 format. Many home schoolers do not have enough wall space, but this new set solves that problem. These laminated charts can be used on the wall or on the desk.

Phonogram Charts A2 size **\$24.95 set**

Phonogram Charts A4 size **\$9.95 set**

A Beka Book

A Beka is upgrading some of their books and we now have in stock the following sets.

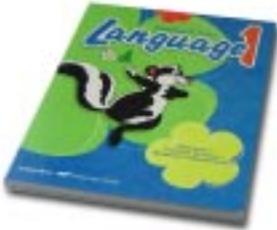
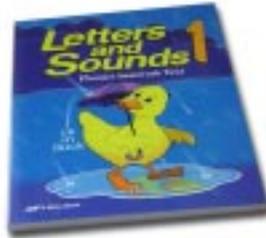
LETTERS AND SOUNDS I

Student Text **\$24.20**

Teacher Edition **\$51.85**

Tests **\$8.80**

Test Key **\$14.15**



LANGUAGE I

Student Text **\$24.20**

Teacher Edition **\$51.85**

ARITHMETIC I

Student Text **\$25.25**

Teacher Edition **\$55.40**

Test and Speed Drill **\$10.50**

Test Key **\$17.00**



SCIENCE I: DISCOVERING GOD'S WORLD

Student Text **\$19.00**

Teacher Edition **\$55.40**

HEALTH, SAFETY AND MANNERS 2

Student Text **\$19.00**

Teacher Edition **\$55.40**



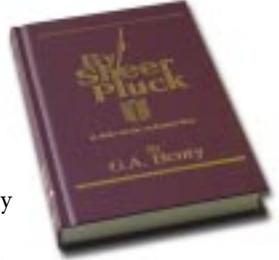
Preston Speed Publishers: G A Henty Stories

For all the Henty fans three new titles have arrived recently. Although the books have been available in three bindings, they will in future only be produced in the quality hard cover format. We will continue to list other bindings as stocks last.

BY SHEER PLUCK

Set in 1873 on the Gold Coast of Africa

Frank, forced to serve as military advisor to the Ashanti general in his war against the British, saves the general's life and is released, whereupon he joins the British Army as a guide and interpreter, and accompanies the forces of General Wolseley on their march to Coomassie, the Ashanti capital.



OUT ON THE PAMPAS

The story that launched Henty's career — set in the Mid 1800s, a story of British Colonization in South America

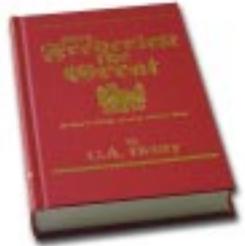


The Hardy family relocates to Argentina and joins other British settlers there. The Hardy children are regaled by an adventure of one of the hired hands and his experiences during the Mexican American War. The children in the story — Charles, Hubert, Maud, and Ethel — are named after Henty's own children.

WITH FREDERICK THE GREAT

Set in Seven Years' War of 1760 in Europe

Scotsman Fergus Drummond joins his cousin, Marshal Keith, who is in the service of the King of Prussia, Frederick the Great. Against enormous odds Frederick sustains a struggle that became the Seven Years' War, one of the great wars of history.



Each of these high quality hard cover library books is **\$34.55**. Check online or in our catalogue for other great titles.

LEM PHONICS CORNER



In the last edition I mentioned trekking around, but it seems my trekking around hasn't helped my heart!

I ended up in hospital a number of weeks ago with some breathing problems. An angiogram revealed I had suffered a minor heart attack. During the angiogram a stent was inserted into one of the arteries which has allowed the blood to flow freely again.

I am thankful to God for His wonderful mercy in allowing this to happen in a country where I could get quick and excellent medical attention. Now I'm making every effort to take better care of myself!

Thankyou to all those who have prayed for me or sent get well wishes.

This and the recent acquisition of Government housing has set me back somewhat in the things I have wanted to achieve regarding phonics, but I believe that God is sovereign of our lives and knows better than we do what is His plan for us at any particular time.

NEED FOR REGISTERED INSTRUCTORS

We are gearing up for our next Registered Instructors conference, where instructors

get together to report on what has been going on in the field and discuss various issues which arise. The cry for phonics in schools, as well as the cry for effective methods for homeschoolers, is getting louder. Now is a time when phonics takes a prominent place in the news because the realisation is dawning that we have to find answers to the huge problem of illiteracy. LEM Phonics has so much of the answer but we need more instructors to disseminate the goods.

LEM PHONICS IN THE HOME SCHOOL

We have many homeschooling parents who give a glowing report on how LEM Phonics has helped their children. But sometimes we hear from those who are struggling and don't understand why the programme is not working. Some get through the phonogram phase, but balk at the word list.

Here are the most common reasons for perceived issues with LEM Phonics.

- There are those who manage to teach LEM Phonics well without having attended a seminar, but for most people it is difficult to do without some help. If seminar attendance is impossible, a set of DVDs are available

to help. Another option is joining our HEA programme and receiving help as needed along the way.

- Often people look at the Workbooks on the website and think that all that needs to be done is to take the child through these. This is far from the truth! The Workbooks are a good aid to consolidate what needs to be taught, but not an end in themselves.
- Sometimes children need an extra step between sounding words in the Workbooks and beginning to read after moving on to the Word List. In this situation we recommend the LEM Sentence Cards, which complement the Multiple Phonogram Workbook. Parents have found them to be ‘just the thing’ to bridge the gap. The sentences on the cards are ordered so that each one can be read within the range of phonograms already learned. As they learn new multiple phonograms, they are included in the subsequent sentences.

One mother said that her child could sound words but when faced with text in a book lacked confidence to read. The sentence cards were small chunks of text at a time with no complications. The child found he could read them easily and respond to whatever response was required for that card. He found confidence in his ability to master it. It wasn’t long before he was

attempting more unattempted text and realising he could do more than he thought.

- I still find parents who forget to give daily written tests during the phonogram stage. If the child is younger than five this need not be done, but by five the child can usually control the pencil reasonably well. The writing of the phonograms is preparing them for spelling and ensuring the order of the letters in a phonogram. One girl who hadn’t been having the written tests didn’t know how to write some of the multiple phonograms she knew orally, and a lot of those those she attempted to write were written in reverse order. A few written tests quickly corrected those problems.

For the younger child who shows interest in learning the phonograms help him trace his finger around a phonogram written on the circle grid, so he is getting the feel of how to write them, even though he is unable to control the pencil himself.

I would appreciate your prayers for my health now, and to have certainty of the knowledge of God’s will when it comes to going places.

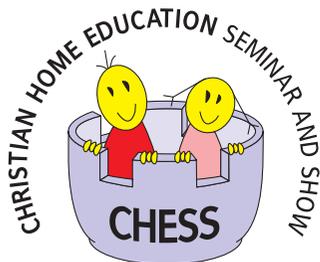
God bless you all,



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



2006 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 2:00 **Session Two**
- 3:00 **Session Three**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

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

This programme is subject to change.

Details and registration forms for all seminars are available as PDF downloads on our website at www.lem.com.au. Just click 'CHESS' in the 'Quick Links' box on our homepage.

If you are interested in holding a CHESS seminar in your area please contact the LEM office on (02) 6259 3944.

CHESS Seminars



01 SYDNEY, NSW

- Date* Saturday 19 August
- Venue* Condell Park Christian School
29 Lancelot St (TBC)
- Cost* Single/Family: \$25/\$40
Earlybird (by 29 July): \$15/\$25
- Send to* Leanne Glen
6 Blackwattle Grove
Narellan Vale NSW 2567
- Enquiries* LEM, (02) 6259 3944

02 ALBANY, WA

- Date* Wednesday 6 September
- Venue* Shield's Hall, Cnr North Rd
and Albany Hwy, Albany
- Cost* Single/Family: \$25/\$40
Earlybird (by 16 Aug): \$15/\$25
- Send to* Renée Frahm
Lot 19, Young Rd
Tenterden WA 6322
- Phone* (08) 9851 7173

03 PERTH, WA

- Date* Saturday 9 September
- Venue* Presbyterian Church
32 Bull Creek Dr, Bull Creek
- Cost* Single/Family: \$25/\$40
Earlybird (by 19 Aug): \$15/\$25
- Send to* Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170
- Phone* (08) 9524 2505

04 BRISBANE, QLD

Date Saturday 7 October
Venue TBA
Cost Single/Family: \$25/\$40
Earlybird (by 16 Sep): \$15/\$25
Send to Ken Evans
24 Owens St
Boronia Heights Qld 4124
Phone (07) 3809 4980

05 TOWNSVILLE, QLD

Date Tuesday 10 October
Venue Willows Presbyterian Church,
Carthew Street, Kirwan
Cost Single/Family: \$25/\$40
Earlybird (by 19 Sep): \$15/\$25
Send to Leanne Bonano
PO Box 1570
Thuringowa Central Qld 4817
Phone (07) 4728 1356



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.

LEM Phonics Introductory Seminars

06 ADELAIDE, SA

Instructor Margaret Cameron
Dates Fri 11, Sat 12, Fri 25,
Sat 26 August
Phone 08 8523 1662 or 0407 231 917
Email mcameron@lem.com.au

07 SYDNEY, NSW

Instructor Lindy Bonham
Dates Sat 2, Fri 15, Sat 16, Sat 23
September
Venue TBA
Cost \$350 per person including the
LEM Phonics Manual, *Word List K*, and stationery.
Deposit of \$60 pp required
with registration.
Send to Lindy Bonham
PO Box 5602
South Windsor NSW 2756
Phone 02 9627 4637 or 0421 907 343

08 ADELAIDE, SA

Instructor Chris Joy
Dates Tue 16 – Fri 19 Jan 2007
Venue Sunrise Christian School
288 Sturt Rd, Marion
Cost \$380 per person including the
LEM Phonics Manual, *Word List K*, and Phonogram Cards.
Deposit of \$50 pp required
with registration.
Send to Chris Joy, RMD 635
Victor Harbor SA 5211
Phone 08 8552 3755

Name _____

Address _____

Phone _____

Email _____

I AM REGISTERING FOR:

CHESS Seminars

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 Sydney**
- 02 Albany**
- 03 Perth**
- 04 Brisbane**
- 05 Townsville**

LEM Phonics Seminars

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

06 Adelaide

I am interested in more information.

07 Sydney

Cheques payable to *Lindy Bonham*

Do you already have current editions of *LEM Phonics Manual* and *Word List K*?

yes no

08 Adelaide

Cheques payable to *Christian Home School Association*

Do you already have current editions of *LEM Phonics Manual* and *Word List K*?

yes no

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