



# DIRECTOR'S COMMENT

PETER FROGLEY

I trust you all, as Christian educators, are continuing to press into the Lord and renewing your minds in God's education.

As I suggested in the last issue there has been a decline in biblical understanding in our churches and thus in Christian's endeavours in education.

We cannot be daunted by this trend but rather refresh ourselves in God and His word and continue to build his kingdom. I was reading a booklet of Jim Nickel's saying:

'A man of faith and character produces a family of faith and character, which produces a church of faith and character, which produces a nation of faith and character.'

That is our call and challenge; one that means a lifestyle commitment on behalf of our families to godly living in every area.

## Projects

- The first section of the LEM Phonics Teachers Resource Kit is being reviewed by the LEM Phonics Registered Instructors. We continue to work on this huge project and hope to have it completed by year's end.

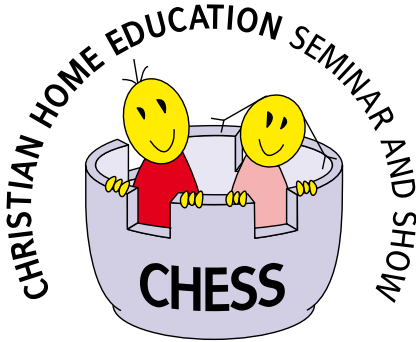
- We are working on a set of magnetic tiles of phonograms for use with whiteboards, to allow children and teachers to build words.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on in the new year.

## This Issue

In this issue, *Exploring Christian Education* is titled *Growing Irrelevance*, and explores the myriad of new subjects being introduced to school curriculum. Lance Box has submitted a philosophical paper on art education from which I extrapolate the value of our *Let's Teach Art* program. In health I discuss a recent article which warns of the dangers posed to our health by food additives. We also remind you of details of this year's CHES and LEM Phonics seminars, with application details where necessary.

Be blessed as you educate for the glory of God.

# NEWS UPDATE



## CHESS

The CHESS program is well underway this year with only two seminars to go: Sydney on 9 August and Perth on 13 September.

Kingsley Education will join LEM for each of these seminars and various local vendors may also attend.

## Overseas

### PAPUA NEW GUINEA

Mesia Novau has reported on his wife, Iga's progress:

Iga went for her final review with Dr Besser who was surprised to see her progress. He said that he was expecting her to remain in the wheel chair for sometime but now she was walking around and doing things for

herself. He said she was the worst case of his career as a neurosurgeon and that he was scared she would not survive the surgery, but he went ahead as there was nothing else to do for her. He was almost in tears according to Iga when he saw her. He told Iga that even her hands were not supposed to be in the state as they are today because the nerves on her hands were supposed to heal slowly.

We are delighted at the way God has undertaken as this is nothing short of a miracle. Mesia and Iga expect to be home in PNG by the time you read this and beginning to outwork their vision for Christian education in PNG.

I am planning to travel to PNG in September for the tenth anniversary of the Integrated Christian Schools, based in Lae, and to visit other friends in the Port Moresby area.

### TANZANIA

Evelyn Garrard enjoyed a wonderful time at the Joshua Foundation in Arusha training a group of over thirty teachers during April and May. The Joshua Foundation runs a teacher training college and the teacher trainees and staff were able to receive basic training in LEM Phonics. We trust the people there will be able to properly establish the program which will allow for its spread throughout East Africa.



Evelyn with students at the Joshua Foundation in Tanzania

Two of the staff of an orphanage school in Kampala, Uganda, also made the long bus journey to Arusha for further training in LEM Phonics. Evelyn reports that almost all the students did very well in their training. I expect to be able to visit Arusha again in November to see the progress being made.

## INDIA

Evelyn's visit to India did not proceed to plan when she was taken ill and needed to return home to Australia. She has had some medical challenges since her return but seems to be fully recovered now.

Despite this (and the fact that promoting and organising seminars in that nation appears to be quite difficult), we are believing this setback will not stop the establishment of LEM Phonics in India.

## PERU

Plans are underway for my visit to Peru in October to conduct further teacher training seminars. Bob Relyea has been busy organising for the visit. He has planned for a series of two-day seminars — two seminars

for schools in Lima, and a third in Bob's home town of Chiclayo in the north. Then we fly south to the large city of Arequipa in the Andes mountains for another seminar, then by bus to Huancayo in the Andes east of Lima. A final seminar will be held in Moyobamba on the eastern slopes of the Andes and the Amazon Basin.

We are expecting this program will further establish the ministry of LEM in Peru, locally known as *Antorcha*. We will also be launching the *Let's Teach Art* program in Spanish.

## CHINA

In July I visited Hong Kong to visit Anthony Wong and his family. We travelled across the border to the city of Shenzhen to visit a new Phonics Centre, headed up by Paul Kwan. The first courses at the centre began on 16 July. It was encouraging to see the work that has been done there and we trust it will achieve good success and be a blessing to the people of Shenzhen.

The Ruicheng Phonics Academy in Shanxi Province continues to provide quality education in English for students from all over China. The school has achieved good success in producing students of good and upright character, which has caused it to grow to over 800 students. The school is the fruit of a long term commitment to the young people of China and the future of that nation.



Several pastors in the Philippines expressed interest in LEM Phonics

## PHILIPPINES

In July I also visited the city of Bacolod, on the island of Negros, in the Philippines. In addition to working with pastors and leaders there, I had opportunity to speak to several people involved in English instruction about the LEM Phonics programme. There was good interest and enthusiasm and I left them with an option to set up seminars for LEM Phonics to train teachers in several schools.

## OTHER NATIONS

We have been encouraged recently by numerous requests for LEM Phonics in the UK and USA. It would seem that at least one school in the USA is looking seriously at adopting our programme .

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

Part of our new web hosting arrangements is the ability to create *subdomains*, which sit at the front of a normal domain. So our normal domain is **lem.com.au**, but a subdomain might be **otherstuff.lem.com.au**.

We have created several new subdomains which make it easier to access specific areas of our website without needing to go via the homepage. These subdomains allow you to bookmark the specific pages or email your friends the direct links.

**phonics.lem.com.au** now accesses the LEM Phonics section of the website. We are using this address in our LEM Phonics promotional material.

**orders.lem.com.au** now goes straight to the secure on-line order page, **chess.lem.com.au** takes you to CHESS seminar information, while **diabetes.lem.com.au** accesses information on Eleotin for diabetes.

Please note that you don't have to put 'www' at the start in order for these addresses to work. Hopefully these subdomains will make it easier for you to access and pass on our website information.

*For questions or comments on all things computer, email [john@lem.com.au](mailto:john@lem.com.au)*



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 69 Growing irrelevance

We have been saying for many years that education as promoted by the state is sadly lacking in structure and indeed relevance to the students it purports to be educating.

It has in fact become an industry—a self-perpetuating industry—whose main function is to ensure its inadequate future. The training and equipping of students to become citizens of the nation has tended to become a secondary goal. The state should be training citizens of the kingdom of God, but its humanistic orientation results in it training citizens of political correctness; creatures of a godless state and nation. State education by its very nature is irrelevant in terms of the purpose and plan of God for our nation.

From time to time we read articles in the newspapers written by journalists who perceive there is something very wrong with our educational system. I read one such article recently in the *Daily Telegraph* titled *Reading, Writing and All Things Irrelevant* by Bruce McDougall:

The social engineers are hard at it again in our schools.

Now they have added gambling studies to the endless list of non-core subjects required to be addressed in a day that is something less than six hours long.

### POLITICAL CORRECTNESS

Why is it that our educators have embraced these peripheral issues? As Christians we need to understand what motivates or drives these people. It seems to me the fundamental premise by which these people work is to ask, ‘What can we do in our schools to prevent antisocial behaviour in our students?’

The problem is that there is no end to the programs that could be developed to protect children and assist them to make their way in life in a manner which is considered politically correct. A problem with political correctness is that it must change from time to time as there is no absolute value system on which it is based. (It would be a wonderful brainstorming exercise to dream up new options for our schools, to add to the list below.)

The unfortunate presumption in all this is that children, and indeed their parents, are irresponsible and the state must ensure that they are fully protected from themselves. We must create a risk-free society.

One of the great scourges of this philosophy is the rise of litigation, which is based on the notion that people are not re-

sponsible for themselves and need to blame someone else for the dilemmas they face in life. Frankly, such self-centredness is very logical if God is taken out of the equation, but it ultimately creates an untenable and unworkable society that will eventually collapse in on itself.

McDougall goes on to present a list of programs teachers are meant to teach in addition to the courses one might reasonably expect should be taught in a school. It has become quite impossible for teachers to cope with the volume of programs they are expected to teach. In practice imperative programs lose their politically correct status and are replaced by new imperative programs to ensure that teachers are almost able to manage:

Across the state, teachers' cupboards are bulging with 'resources' on road safety, personal health, obesity, safe foods, civic pride, values, drugs and alcohol, multi-culturalism, child protection, life skills, bullying and anti-homophobia. There's even a program now to teach rugby league in primary classrooms, promoting NRL players as role models for students.

Not long ago it was recommended students be taught how to prepare for bushfires.

It has become so ridiculous that those of us who are approaching retirement age wonder how we have been able to survive thus far in life, when we had little or none of these

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## **schools** are becoming a dumping ground for 'social engineering'

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protective programs to assist us in life. I am sure many have seen the comic lines describing the way of life in the past and posing the question of how we ever survived.

It does seem that it is impossible to protect people from themselves. You may remember how governments introduced crash helmets for motor cyclists, but they allowed many riders to do even more foolish things and be able to injure or even kill themselves in a more bizarre fashion. (Incidentally, some may recall complaining about riders having to wear helmets and some jesting that it would perhaps be a good idea if cyclists wore helmets, too!) Where does do-gooderism end? And the answer of course is that it doesn't. Ask any government regulators and you will find they still have a plethora of new measures up their long sleeves to protect us from every imaginable risk—whether you want to be protected or not.

### **WHAT SCHOOLS DO**

It is generally accepted schools should spend at least 80 percent of their time on key subjects of the curriculum, while the remaining 20 percent is shared between an exhaustive list of other activities.

There may be some debate about the proportion of 80 percent, but nevertheless it seems a reasonable guide. What is sometimes more difficult to assess is what constitutes a 'key' subject. Without going into that debate

and revealing my inadequacy in educational jargon, I will assume for Christian education that Bible, English, Maths, Science, History and Geography are key subjects; whilst Art, Music, Craft, Physical Training and others fill the complement of subjects. If those subjects are going to be taught in any worthwhile manner there will be a full timetable!

It is true that many of the extra programs can be fitted into existing subjects without detracting from their main thrust. For example, health can be included in science or craft courses. In addition, many of the programs that are foisted upon schools cover areas of parental responsibility and should be left with parents. I do realise that perhaps a growing number of parents are delinquent in fulfilling their responsibilities, but this does not give schools the right to infringe on family responsibility.

### NEGLECT OF BASICS

As extra programs have intruded into school timetables and as teachers have moved to becoming learning clinicians, rather than instructing teachers we have noted a diminishing competency in basic skills.

Governments love to trumpet the success stories of the education system but thousands of students are still struggling with basic work such as reading, comprehension and numeracy.

All the results indicate a diminishing of standards in basic subjects. It is not that children are dumber today; it is the way education has organised itself. There are three fundamental points including the one

discussed in this newspaper article that contribute to the dumbing down of standards.

#### 1. Introduced too many programs

We live in the so-called ‘information age’ and schools have sought to provide more information for students without organising information in achievable packages. Along with this has gone the thinking that we must protect children from every conceivable danger posed by life. A noble idea, but one that is not practical nor achievable given the effect of sin in the world and a responsibility that is primarily that of the parents.

#### 2. Rejected absolutes of God

Philosophically education has long ago rejected the idea of a sovereign God who rules the world through the absolute values He has set down in His law. Having dispensed with Him we are left with ourselves and the religion of man—Humanism. So our educational program is built on the premise of what is good for me—assuming we can know what is good for us without God. Thus as we keep changing the meaning of ‘good’, we keep changing the school program, to the point we could suggest the god of education is change. Change is good because it employs many people reorganising the chairs on the ill-fated boat—thus keeping afloat the enormous educational bureaucracy.

#### 3. Removed effective discipline

Discipline is order—godly order—and thus has been eliminated from schools and homes to be replaced by threat and bribe.

Discipline involves training according to an established order. If one does not believe in order than there is nothing to discipline. The Bible is a book of discipline—discipline of our lives according to the Word and Law of God through the power of the Holy Spirit. For there to be effective discipline there needs to be effective sanctions against those who refuse to conform to the order. The sanctions presented to us in the Bible are corporal discipline and the ultimate sanction—death. Our society has rejected these sanctions, so there is no sanction to prevent children doing whatever they want. We call it ‘doing your own thing’ and in God’s eyes that is rebellion. As this is the current value of society it is little wonder that we are lacking in discipline and thus godly order in our lives.

## FRUSTRATED PRINCIPALS

For some time principals have feared their schools are becoming a dumping ground for programs that amount to little more than ‘social engineering’.

A few years back one school leader calculated that more than 60 extra education tasks were proposed in a 12-month period—most of them by politicians or community interest groups.

These principals have understood what is going on. Social engineering—the changing of values, behaviours and hopefully attitudes of children to be conformed to that which is politically correct. Principals generally do not want to be social engineers—they want to teach children. All of this is a reflection on parents and families who have, often unwittingly, accepted by their inaction that the state

has the right to provide social engineering as a key subject in schools. In the process their children have been engineered and parents are left wondering what has happened to their child. Parents, you cannot afford to leave your children in a place of risk at the mercy of social engineers. In the short term you will not change the schools so it is important that you place your children in a safe environment. A state school is not a safe environment and you cannot assume that because a school has Christian in its title or ethos that its practice is Christian in any biblical sense. Choose a good Christian school, or home educate your children. Remember, they are your responsibility to be trained in godliness and do not allow them to become victim of social engineering and political correctness!

## THE STANDARD

With good intention governments have attempted to halt the slide in academic standards by introducing standard tests. Quite a good idea, but one which I predict will be largely unsuccessful. But let our journalist comment on this:

Over the next three days a million students in Years 3, 5, 7 and 9 will sit the first national assessments in literacy and numeracy. In a country as wealthy and healthy as Australia, good results will be expected.

But our children and their teachers could be going into these tests ill-prepared.

Maybe Prime Minister Kevin Rudd needs to call another 2020 summit to work out exactly how schools should be spending their precious time.

Before all the programs piling up on their desks collapse under their own weight.





# CHRISTIAN APPRECIATION OF THE ARTS

LANCE A. BOX

My teacher training was secular and at a primary level. I am not an Art practitioner, and have only given Art instruction to students from ages 9 to 12.

As a teacher of the Arts in a Christian school, I have often found myself between a rock and a hard place. I know that there is more to the Arts disciplines than is often tolerated by well-meaning religious people, but at the same time, I am conscious that much of what is offered by our secular colleagues is offensive to the Faith. Are there some guidelines that can enable us to be relevant and Christian?

It seem to me that there are possibly eight broad guidelines that can assist in the task of teaching the Arts in a Christian setting. The guidelines could be equally helpful in choosing literature for study, analysing poetry or considering works of fine art, dance and drama.

This paper has been written with brevity in mind, and several assertions will be made without explanation and qualification. As dialogue over these ideas develops, the gaps can be filled with broader definitions.

My first assertion is that Christian Art has as its focus, Christ. Christ is both God of

very God, and at the same time, Man of very Man. This will mean that Christian Art will celebrate the Deity and glory of God in Christ, and also it will celebrate what it means to be human—created in the image of God, fallen and living in a fallen universe, but also redeemed with an important part to play in God’s ultimate purposes. In the beginning God created the heavens and the earth—and Christian Art will explore both heavenly and earthly themes.

Many have tried to make Art reside under the umbrella of creativity (and creativity has been defined as the making of new combinations out of existing components). However, human depravity can also be creative in the light of this definition. Often the products of such creativity are not acceptable in a Christian context—when the so-called graffiti artist paints a railway carriage (and in the process destroys the property that belongs to another) he is being creative, but: Is the product of his activity Art?

It is my contention that the thing that makes Art distinctively Christian is its redemptive quality. Redemptive Art will be creative, but it does not necessarily have to be prepared by Christians. Christ came to redeem the cosmos—reverse the chaos and disorder that impregnates the created realm as a consequence of sin. Christian Art will con-

tribute, to some extent, to this redemptive process. This process could also be called a beautification process.

As a community becomes saturated in the Word of God, symbols will be used and understood in the process of economical communication. Christian Art will utilize an enormous range of symbols, but through these symbols, an enormous amount will be communicated.

Now, having identified the coordinating principle of redemption as the foundation for defining Art, we can begin to discuss some possible guiding principles for Art from a Christian perspective.

The first of the guidelines relates to the celebration of God's creation. Any expression of the Arts that brings into focus the beauty and wonder of God's creation is valid in a Christian context. Such works need not mention God, Jesus, or have religious themes. God said of His creation, It is good. As we participate in the redemptive process (or the beautification process) of the created order—by painting beautiful things, or penning beautiful words, or dancing beautiful dances, or laying out beautiful gardens—we are mirroring God Himself. Why shouldn't we enjoy God's creation for what it is? He made it for us.

God created *ex nihilo* but we who are made in His image take the details of God's fiat creation and arrange them in new and interesting ways. The second guideline relates to celebration of God's creativity, and His infinite variety of pattern and order. Again, as Christians, we can appreciate the creativity of new word associations, intricate designs,

and complexity of relationship without necessarily requiring religious overtones.

A reality of life is that the sin of Adam has thrust the whole created order into depravity. At every hand there is evidence of the depraved state of the human condition. It is valid, as a Christian, to express and study the depravity of man. This is the third guideline. The point at which we overstep the mark is when we celebrate sin, or make sin appear to be attractive. As Christians we need to agree with the Apostle Paul that sin is exceeding sinful, and Christian involvement with it needs to be on that basis. Anything less is to crucify again the Lord of glory. This is why Christians can never sanction pornography as Art—it makes out lust, adultery, and all other perversions to be good. It is sin, and should not be in the repertoire of an Artist who calls himself a Christian.

The world often portrays the human condition, but offers no hope beyond it. A fourth guideline is the celebration of redemption and the hope beyond the fallenness of the created order. We can portray such hope in ways that are not necessarily religious, also. Stories of reconciliation, poems that conclude with a contrasting high point, music that resolves in a major and finished chord, all reflect this reality of redemption.

Having said all the above, the fifth guideline is the acknowledgement of the place for the Arts in Evangelism, the communication of the gospel and the creating of an atmosphere that enhances—not mediates—worship. The making of idols is not permitted (mediation), but using an appropriate colour-scheme in

the painting of a church building is essential (atmosphere enhancing). Drama, for instance, is a powerful tool in the presentation of Gospel

truth. Those expressions of the Arts that clearly and directly outline the simple message of the Gospel need to find their ways into the classrooms of our Christian schools, and our Christian home schools.

A sixth guideline would be the celebration of covenant community. Relationships, in all their complexities, need to be explored in a Christian context (both thematically, and also structurally in the framework of a composition). The emphasis needs to be on a movement towards the agape that Jesus commanded of His disciples; the love that would convince the world that the Father sent His Son. Covenant community would also include worship, because the Bible clearly places worship in the context of covenant relationships. The prayers of husbands are not answered if they are out of relationship with their wives; being denied Christian fellowship by Church leaders, is to be handed over for the destruction of the flesh by Satan. The Arts, in a Christian context, need to explore and celebrate these expressions.

God has embellished His Self-revelation with symbolism. Symbols encapsulate vast sweeps of meaning. As we master God's symbols, and symbols of Christian and contemporary culture, we become more efficient in our inter-relational communication. A seventh guideline relates to the development of

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# distinctly Christian Art has a redemptive quality

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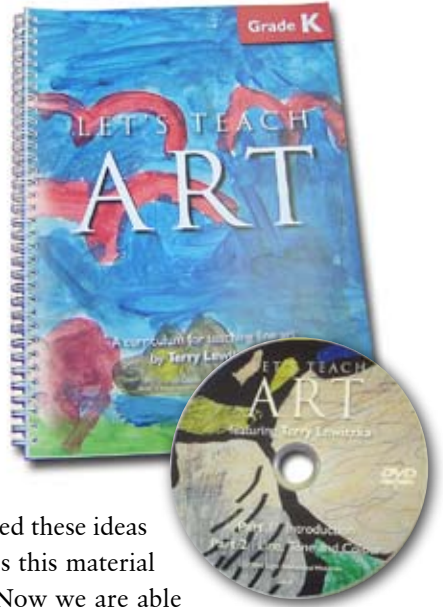
skills in symbolic communication. Christian schools, and home schools, need to show students how to read religious and cultural symbols in the Arts, and train them in the use of symbolism in their own expression of the Arts.

God created all things in six literal days, and on the seventh day He rested. An eighth principle relates to the ability to step back and simply enjoy the Art created on the other six days. We need to train our students in the processes of Art appreciation, which will require skills in criticism, historic contextualism, and aesthetic appreciation. Christian Art may cross over into the sphere of Craft, and have a utilitarian purpose—we can eat off beautifully crafted dinner plates and drink out of beautifully crafted coffee mugs. Christians need to be encouraged to fill their homes and offices with objects of Art. To do so will be a redemptive act—an act that reflects the purpose for which Christ came.

These guidelines are not presented as an exhaustive discussion on the topic. Perhaps others could take these ideas further, and think through the issues relating to practically applying them in the classroom. Perhaps there are further guidelines that could be suggested. To some extent these guidelines may be incomplete, but I do hope they are useful.

# LET'S TEACH ART

**In the preceding article Lance Box has given us a sound but brief philosophical study on Fine Art. He came to writing this paper because of the difficulty many teachers and parents face when endeavouring to approach the teaching of Fine Art to their children. Many Art programs are little more than activity sheets with some basic art skills thrown in. Lance has set a background for a more thorough and Christian approach to the subject.**



Many years ago Terry Lewitzka received an inspiration from the Lord which set out a biblical method of teaching Fine Art. He faithfully developed these ideas and tested them in classrooms. For various reasons this material was not put in marketable form for many years. Now we are able to offer the outstanding DVD for teachers, parents and children in two parts. Firstly a masterful rationale for teaching Fine Art and secondly a step by step presentation of teaching the basic elements of line, tone and colour for each of the first seven years of schooling.

In conjunction with the DVD are Teacher Manuals for *Let's Teach Art* for Grades K, 1, 2 and 3. Each book contains very helpful preliminary materials including a definition of Art, the aim of teaching Art and a curriculum outline with lesson and materials summaries. Each book has 40 illustrated lessons (one for each weekly lesson for the year) arranged with an Objective, an Activity, a Life Application from scripture and a materials list.



To supplement the History of Art component we have available Gombrich's *The Story of Art* (the world's best-selling art book with over 7 million sales).

Ordering details can be found on page 4 of LEM's *Curriculum and Library Catalogue* or on our website at [www.lem.com.au](http://www.lem.com.au).



# NO ARTIFICIAL COLOURS OR FLAVOURS

PETER FROGLEY

Last issue we explored the ‘alphabet diseases’ and how these are being successfully treated by naturopaths, such as Dr Michael Sichel.

This time we look at an article by Professor Andrew Kemp of Westmead Children’s Hospital in Sydney, which indicates that mainstream medicine is also recognising the part diet plays in so many of today’s health issues.

## ADDITIVES

Removing artificial colours and preservatives from the diets of children with ADHD should be considered a first-line treatment to reduce hyperactivity, a child allergy specialist says.

Professor Andrew Kemp from the Children’s Hospital at Westmead, in Sydney, says there is good scientific evidence that preservatives and colourings increased hyperactive behaviour.

We would suggest that artificial colours and preservatives should be removed from

all our diets, but this article is simply addressing ADHD. Food additives have been introduced to prolong shelf life; to provide flavour to processed, flavourless food and to make the food look better.

The list of chemical additives to food is endless and many are petroleum by-products. Some have been shown to be carcinogenic, but few are ever pulled from the market. Let’s look briefly at a couple of these additives.

**Monosodium Glutamate (MSG)** is a flavour enhancer which is an extract of wheat or corn glens. Provides a meaty taste where little or no meat is present and has a preservative effect.

**Synthetic vitamins and minerals** which are added to attract health conscious consumers. These are toxic, useless to the body and made primarily from coal tar by-products.

**Emulsifiers** make products softer and fluffier. However, they reduce nutrient quality by up to 20% and contribute to several serious medical conditions.

**Stabilisers** are added to improve texture and keep quality. They are used in thickening agents in ice creams, baby foods, cakes,

etc. Again these chemicals contribute to various conditions.

Many parents are not aware of these facts and continue to feed their children 'foods' which may cause significant harm and which are shown to be major contributors to behavioural problems.

## DRUGS STILL FLAVOUR OF THE MONTH

However, parents of kids with attention deficit hyperactivity disorder (ADHD) were rarely encouraged to make dietary changes.

'Three main treatments are available for hyperactivity in children—drugs, behavioural therapy and dietary modification,' Prof Kemp wrote in the *British Medical Journal*.

'Interestingly, the use of drugs and dietary modification is supported by several trials, whereas behavioural therapy, which is presumably thought necessary for adequate treatment, has little or no scientifically based support.'

Despite the evidence much medical practice has continued down the well worn path of prescription of drugs, whilst parents are increasingly turning to alternative options.

## NATURAL APPROACH INCREASINGLY FAVOURED

He said eliminating colourings and preservatives was wrongly regarded by some as an 'alternative treatment' rather than a standard treatment, like drugs, for ADHD.

By contrast, alternative medicines that were regarded with suspicion by many medical practitioners were used widely by up to half of ADHD families, Prof Kemp said.

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# synthetic vitamins and minerals are **useless** to the body

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Medical authorities are increasingly likely to turn to alternatives rather than the standard drug therapies as the inherent dangers of such drugs is becoming more and more obvious. This is good news, but parents should be aware that this good news takes some time to filter down to GPs and the like, so it is important to insist on help in taking a natural route to endeavour to assist children with behavioural difficulties.

A recent trial in almost 300 British children without ADHD showed that eating a mixture of food additives, equivalent to that found in two 56 gram bags of sweets, significantly increased hyperactivity.

Prof Kemp said there was a strong case for trialling elimination in ADHD kids given the evidence, the harmless nature of such intervention and the large numbers of children taking drugs for hyperactivity.

For many the dangers in ingesting food additives has been known for many years. so it is very heartening for them that current research is increasingly supporting their warnings. The challenge for the rest of us is to be willing to make the necessary changes in diet. This should be easy, but in fact we have become addicted to many of these processed foods with their additives and it is often a painful experience to make the change. For the future health of our children, however, it is a sacrifice well worth making.

## GRADE 7 LITERATURE

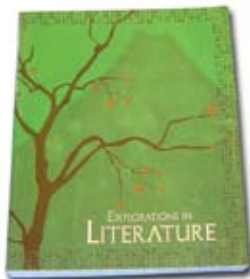
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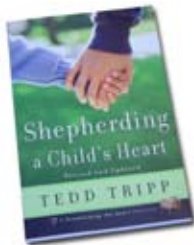
Tests **\$17.90**

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## Teacher and Parent Resources

We are now stocking several highly recommended titles from Shepherd Press that are bringing insight and blessing to parents.



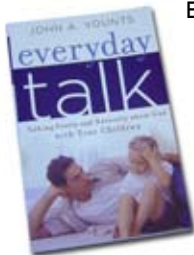
**SHEPHERDING A CHILD'S HEART** BY TEDD TRIPP

The revised and updated edition of this classic is about how to speak to the heart of your child. Written for parents with children of any age, this guide is the product of many years' experience. 212 pages. **\$19.20**



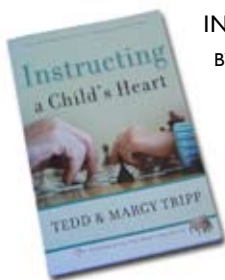
**HEAVEN AT HOME** BY GINGER PLOWMAN

Thoughts on creating and maintaining a peaceful haven at home where spirits can be renewed, dreams nurtured and life is lived to the full. 224 pages. **\$19.20**



**EVERYDAY TALK** BY JOHN YOUNTZ

God instructs parents to talk to their children every day about God. This book provides practical, creative ways to do that. It teaches how to lead your child to a greater awareness of the presence and glory of God. 151 pages. **\$17.85**



## INSTRUCTING A CHILD'S HEART

BY TEDD AND MARGY TRIPP

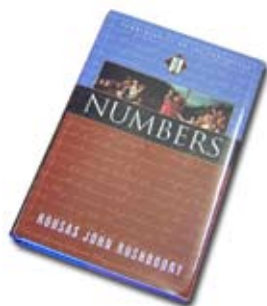
Helps provide children with a consistent, persuasive, biblical framework for understanding the world God has made and their place in it. 188 pages. **\$19.20**

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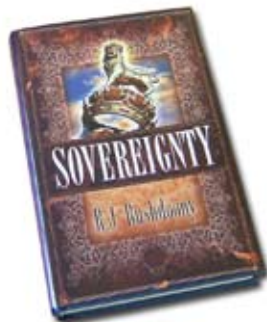
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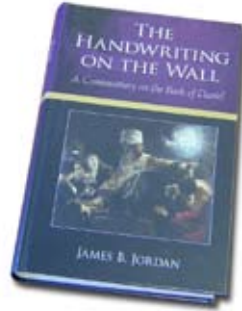


# Prophecy and Eschatology

## THE HANDWRITING ON THE WALL

BY JAMES JORDAN

A covenant historical approach to interpreting the imagery of the book of Daniel. This commentary sees the fulfillments of Daniel's prophecies as relatively near to the time of writing. Hard cover, 723 pages. **\$61.80**



## BACK TO THE FUTURE BY RALPH BASS JNR

Before writing this study in the book of Revelation, Ralph Bass Jnr was a dispensationalist for thirty-five years. Like so many of us, he was asked questions he could not answer using the dispensational system. Bass has created a verse-by-verse commentary of the text with exposition that is clear and to the point. In some ways, this is a better commentary than David Chilton's *Days of Vengeance* in that it avoids some of the more speculative interpretations. Alternative interpretations, especially dispensationalism, are also examined. Hard cover, 535 pages. **\$39.80**



## DEMYSTIFYING REVELATION

A DVD presentation by Gary DeMar and Kenneth Gentry tackling the hard issues of Revelation. 120 mins. **\$27.40**



# LEM PHONICS CORNER



I want to devote the next issues to sharing good ideas which you as mothers, fathers or school teachers have found help your children to learn or clinch their LEM Phonics principles better.

Here's a few ideas from Joy Clayton, an innovative homeschooling mum who manages time efficiency so well that she brings phonics into every sphere of home life—even when they are travelling!

## CAR TRAVEL

Living in Sydney we would be out at least one day a week attending home schooling activities, which took us about an hour in the car to get there.

When beginning to learn each new set of phonograms (singles, multiples and successive seventeen) I would enlarge the phonogram chart from the Manual to fill an A4 size sheet of paper. I highlighted the vowels and then laminated the sheet, giving one to each child to keep in the pocket of the seat in front of them. Then I would play the CD from the manual while the children followed along on their chart in front of them. This was a very good way of familiar-

izing them with the sounds and formation of the new phonograms they had not yet learnt officially. Then, when the phonogram for the day came up in our lesson time at home, it was not so foreign to them. I, the teacher, also benefited from this activity.

Every couple of months we would go on a longer car journey with my husband in the car too. At these times I would bring the phonogram cards as well, and from the front of the car would hold up a letter.

The first one to call out the letter was awarded the card. At the end of the game we would tally up the cards to see who won.

Once again the children enjoyed the game and had no idea that they were actually doing schoolwork. But in the process they became very sharp at calling out the sounds very quickly and accurately.

It was a joy to witness the boys begin to put the phonograms together as they saw written signs from the car window. One of them tried b-a-k-e-r-y, and when the first sound of a didn't work they tried the second and got it. From there on it would be suburb names and street names. We had no intentional input into this. Once they knew the sounds of the phonograms they had the keys necessary to put words together and they would

delight in puzzling out the word to find the answer. What a joy it was for us to see them delight in beginning to read—a precious reward for them for each day’s diligence in learning their phonograms and attending to their LEM Workbook!

### POISON BALL

During the warmer months we liked to play poison ball on the trampoline and use phonogram cards to add to the enjoyment of the game. This was not so much an organized game for schooling, but rather a fun activity in the afternoon. The boys would always ask, ‘Please can we play using the phonogram cards?’ Of course I couldn’t decline!

I would hold up a phonogram they had learnt and the first child to answer correctly would have the ball thrown at them. At that time and age they liked to have the ball aimed at them!

### EVERYDAY TALK

During the day, in free time, the boys will often write little notes to people. At these times they come to me and ask, ‘Mum, how do I spell...’. Rather than just tell them how to spell the word, I ask them to sound out the syllables as I use my hands to motion them. Once that is established, we sound out the phonograms while I hold up my fingers to indicate which phonogram pattern is required. For sounds that may have a number of phonogram options, like ‘er’, I will ask them ‘which ‘er’ do you think it would be?’

They would guess the phonogram and I would tell them if they were correct or not. If they were incorrect and there is no rule for it, I would just say ‘there is no rule for it, so you wouldn’t have known, but it was ‘er’ of **bird**’. If there is a rule, then I would ask why they guessed the phonogram, and it gives them an opportunity to speak the rule out, even though they may already know it. Of course if they didn’t know the rule I would explain it to them. In this way the rules and phonograms are reinforced every time the child needs to spell out a word they don’t know. It also encourages them to use a problem-solving thought process to spell words they don’t know yet.

### MORE IDEAS WANTED

I hope you can benefit from Joy’s imaginative ideas which not only make learning fun, but also yield excellent dividends in their LEM Phonics progress.

I am sure you can find ways to adapt these activities to suit your own situation—with different numbers and ages of children.

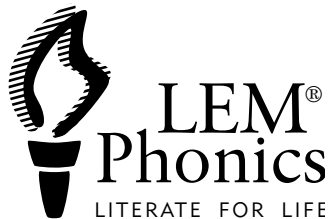
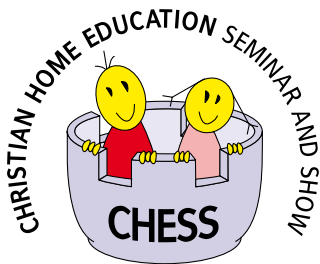
I invite you to contribute something you can share which would benefit others. Email your ideas to me at [evelyn@lem.com.au](mailto:evelyn@lem.com.au), or write to **LEM, 200 Florey Drive, Charnwood ACT 2615**.

Blessings,



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## CHESS Seminars 2008

Details and registration forms for all CHESS seminars are available as PDF downloads on our website at [chess.lem.com.au](http://chess.lem.com.au).

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

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

### PERTH

*Date* Saturday 13 September  
*Venue* Bull Creek Westminster Pres.  
32 Bull Creek Drive  
Bull Creek  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 23 Aug): \$15/\$25  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Phone* (08) 9524 2505

## LEM Phonics Seminars

Details and registration forms for all LEM Phonics seminars are available on the LEM Phonics website at [phonics.lem.com.au](http://phonics.lem.com.au).

### INTRODUCTORY SEMINARS

*Date* 1, 8, 15 November 2008  
*Instructor* Lindy Bonham  
*Location* Windsor, NSW  
*Phone* 0421 907 343

*Date* 11–14 November 2008  
*Instructor* Evelyn Garrard  
*Location* Gympie, Qld  
*Phone* (02) 6259 3944

*Date* 14–16 January 2009  
*Instructor* Lindy Bonham  
*Location* Rouse Hill, NSW  
*Phone* 0421 907 343

### PATHWAY TO LITERACY SEMINAR

*Date* 10–12 September 2008  
*Instructor* Evelyn Garrard  
*Location* Balaklava, SA  
*Phone* (02) 6259 3944