

Director's Comment

PETER FROGLEY



As I write we have just been treated to the political upheaval that resulted in a new Prime Minister.

Previously we had a veneer of Christianity (even if God is apparently male and female), but now we have a clear and obvious socialist Labor Government. There is no God to oversee our nation; we will do it ourselves. The biblical idea that civil government is the minister of Christ to do us good (good in biblical terms) is an idea far removed from the minds of many of those in political power in our nation.

You may be thinking—‘why is he getting into politics?’ Well, to draw our attention to the fact that if we are going to proceed to live biblically we will find ourselves in a very small minority in Australian society. Indeed, we may well find ourselves a minority in the Christian community which is becoming increasingly dependent on civil government for their well-being.

Not to be daunted, however, ‘we press to the crown rights of Jesus the King’ (to quote a friend quoting from Cornelius van Til).

PROJECTS

- We are continuing to build the LEM Phonics online *Teachers Resource Kit* and adding new materials regularly.

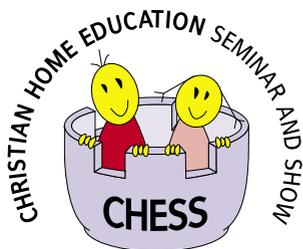
- We are in process of editing the *Book of Rules*, which will be followed by the word list books.
- The rewrite of the aging *God's Plan for Me* is in progress. This course is designed as the general studies component of the K curriculum.
- Another project on the ‘drawing board’ is a DVD of the phonograms showing mouth positions for ESL users, which we hope to complete this year.

THIS ISSUE

In this issue I have highlighted the CHES program for 2010. *Exploring Christian Education* considers the statements from FACE and the Principle Approach. From *Christian School Builder* comes an article on evaluating the product being produced by our schools. In health I have considered George Malkmus's work on refined grains. Our book reviews highlight a new series by R M Ballantyne.

Enjoy the contents herein and God bless you. Keep educating.

A handwritten signature in black ink that reads 'Peter'.



CHESS

The CHESS programme this year has been very good and encouraging for us, and I trust for all the participants. I have been particularly encouraged at the number of fathers who are attending and who are strongly involved in building their families for the glory of God.

The changes to the day's program have been well received with more time for browsing displays and for discussions.

CHESS particularly caters to newer home schoolers and we ask that you let any new home-educating friends know about their nearest CHESS.

John and Marjo Angelico (Kingsley Education) will also attend Perth and Sydney CHESS. We all look forward to the CHESS days as it is great to meet and get to know home educators. Being able to play a small part in their ministry to their children is both an honour and a privilege.

Various local vendors may also display and sell wares and services at CHESS, by arrangement with LEM.

Seminars 2010

PERTH

Date Saturday 11 September
Venue Bull Creek Westminster
Presbyterian Church
32 Bull Creek Rd, Bull Creek

SYDNEY

Date Saturday 16 October
Venue Condell Park Christian School
29 Lancelot St, Condell Park

2010 Programme

- 10:00 Registration
- 10:30 Keynote Address
- 11:30 Morning Break
- 12:00 Elective session One
- 12:45 Lunch
- 2:30 Elective Session Two
- 3:15 Book Browse and Buy
- 4:30 Close

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

Morning and afternoon tea is provided. You make your own arrangements for lunch, but there will be tea and coffee available.

Details for all CHESS seminars are available on our website at chess.lem.com.au

Cost is \$10 single and \$15 family (cash only please).

For more information phone **02 6259 3944**.

Overseas

PAPUA NEW GUINEA

Mesia Novau and his wife Iga are working in schools at Hula, eastwards down the coast from Port Moresby. Unfortunately, they are out of range for most communications with Australia, but it seems LEM Phonics continues to be achieving very good results in schools, not only around Hula but also with the Kwato schools in Milne Bay Province.

The Baptist schools in the Highlands continue enthusiastically and we expect to have some good progress data from those schools later in the year.

KENYA

Kay Symons writes:

We are just completing term 2 here in Kenya. My students are sitting exams so we have finished phonics classes for this term.

About three weeks ago I reassessed the children to see how well they were learning the phonograms and reorganised them into three groups. They have varied learning abilities so some of the grade 3s are in the same group as some grade 1s. I'm now teaching the three groups all in the same classroom. The first time I saw the three groups in the same room I wasn't sure how it would work but it turned out well. While I am directly teaching one group the others are doing activities I've given them or their homework for other classes. The advanced students get some revision by seeing what I teach the slower group and the slower group get a preview while I am teaching the other two groups. It also gives me the opportunity to introduce some puzzle and

problem solving activities which the students have never seen before.

My international students are very happy with the progress they have made in English this term. The Tanzanian fellow told me he was afraid to try to speak English before but he isn't anymore. The Rwandan fellow is delighted because when he came he knew no English at all. He can now read the Bible in English. Even though he doesn't understand much of it yet he is able to pronounce a lot of the words.

During the break I will be teaching the Introductory ESL Course Module 1 for one week starting on 9 August.

PERU

Bob Relyea writes:

Peter Frogley is planning another visit to Antorcha (LEM) in Peru in late September into October.

This year we will be conducting a two day educators' conference in Lima with our friend Pastor Claudio Zolla. We then plan to travel for the first time to Iquitos in the jungle, on the Amazon River, where there are some quite strong Christian schools. We will return again to Moyobamba on the eastern slopes of the Andes where we have previously enjoyed a very fruitful conference. From there we will travel to Chiclayo on the north coast for some team meetings and perhaps a conference in the far north town of Piura or the town of Jaen. Peru continues to be a fruitful field for LEM in Christian education.



Ministry Centre, Peru

YES! I would like to help build an LEM facility in Chiclayo, Peru, to support the team in establishing a strong base from which to serve the nation.

Name _____

Address _____

E-mail _____

My contribution **AUD\$** _____

Payment Options

Please debit my Visa Mastercard

No / / /

Exp Date (mm/yy) / _____

I have sent payment via bank transfer/EFT (notification MUST be sent via email/phone)

BSB: 012 951

A/C: 233 343 821

I have enclosed a cheque or money order (payable to 'Light Educational Ministries')

Please return to LEM

Post 200 Florey Drive
 Charnwood ACT 2615

Fax 02 6259 3945

Email asklem@lem.com.au

For more info please phone 02 6259 3944

The Future

Bob and Frances Relyea are now at retirement age (like Peter, Kaye and Evelyn) and are planning an exit strategy from being full time in Peru. They want to spend more time with their numerous grandchildren in Australia. They do plan to return each year or two for a month or more to encourage the AME (LEM) team as long as they are able.

Bob writes:

I personally feel that we may have to have one or two more years here to finish things off well so that the local team can carry on the work. The AME team is already doing a good job and that is encouraging us.

A major initiative is to help establish a physical presence in a ministry centre for Christian education through LEM. We introduced this vision in the last issue and again present it in soliciting your assistance.

The Ministry Centre will double as the 'seat' for Antorcha (LEM). There is no multimedia Christian education and creation science resource centre of this nature in all of Chiclayo, a city of 530,000 people located in the north of the country (the third largest city in Peru). It would be a very valuable tool for training the locals, forming a team of educators, and for spreading the Gospel of Jesus.

We estimate the cost of the centre to be \$33,000AUD, fully equipped. Please pray with us that this centre comes to fruition. We would like to start construction this year.

If you are able to contribute, donations can be made through LEM Canberra using the form at the left, or online at **donate.lem.com.au**.

DEATH OF HARD COPY

Light of Life

With increases in costs, not to mention the need to reduce our carbon footprint and save the trees, we are planning to cease printing hard copy of *Light of Life* at the end of this year. This will bring to a close over 30 years of sending out our magazine in hard copy.

From 2011 we will be sending *Light of Life* to you in electronic format. This will enable us to keep you up-to-date, not only with *Light of Life*, but conference details, clearance items and special news as well. Of course, you will be able to print articles you want to keep or pass on. To facilitate this change we request you please take time to send a message to be included on our email list to receive *Light of Life* to asklem@lem.com.au

Equip Family Camp

KINGDOM WORLD VIEW

Wied the world through the eyes of the King.

Strengthen the weakest links.

Be '...workers together with Him' to build His kingdom (2 Cor 6:1).

STRONG Faith = STRONG Family = STRONG Nation

25–28 January 2011

Encounters Conference Centre, Victor Harbor, SA

Speakers

Peter Frogley—Director, Light Educational Ministries (LEM)

Val Stares—Australian Director, Above Rubies Ministries

(Other speakers yet to be confirmed)

Prices (includes all food and accommodation):

\$250 per person

\$200 under 5 years

FREE under 2 years

Enquiries:

Louise Shepherd

m: 0428 417 798

e: pureheartm5@gmail.com

*Day registration will be available
closer to the date.*

Exploring

Christian Education

77 Cultivating a Love of Learning

PETER FROGLEY

I receive a regular email promotion from the Foundation of American Christian Education.

As the name implies FACE is a ministry to explore America's heritage and, in particular, the Christian educational system that helped build that great nation. This promotional piece promotes an event or product and usually contains just a few words of inspiration capturing an aspect of their Christian education ministry. On a recent page my attention was caught by a comment of the malaise of the American education system:

What's wrong? Force-fed, worn-out, stimulus-response, sensation-injected curricula form the consumer-driven education of today and the resulting dependent character—without self-reliance or independent thought.

Let's solve it! Breathe life into learning by daring to research, reason, relate and record. Cultivate the love of learning!

This sentiment encapsulates the fundamental problem with today's education. We are entrapped in an educational philosophy which is foreign to biblical thinking and practice. And it is not only the world that is ensnared, but we Christians are the fruit of such Humanist philosophy without realising it. It is almost impossible to avoid this as at every turn we are bombarded

with Humanism and a lifestyle that is alien to the teaching of the Bible. We will only avoid acting as a Humanist if we self-consciously pursue a biblical philosophy in our lives and practice.

Let's explore the words used by FACE in the above quote.

FORCE-FED AND WORN OUT

These are interesting notions as on the surface they would seem more appropriately to apply to repetitious, or rote, learning, which is more characteristic of biblical learning methodology. But by 'force-fed' I think they mean being led along one limited path of thought, claiming to teach thinking, but in reality telling what should be thought.

STIMULUS-RESPONSE

This refers to an approach to education which flows out of behaviourist psychology and was initially developed by the Russian, Ivan Pavlov, who wanted to see if external stimuli could affect dogs' behaviour. He set up an experiment wherein he rang a metronome at the same time he gave the dogs food. After a time, the dogs—which before only salivated when they saw and ate their food began to salivate when the metronome sounded, even if no food were present. These responses observed from

experiments with dogs were imported into educational theory through the likes of B F Skinner. The idea is that an educational program is designed to stimulate our children so as to elicit an expected response. The response is perceived to be the learning process, but in reality the 'learning' is simply a response to a stimulus. This is not teaching thinking or analysis skills that develop a child's learning ability.

SENSATION-INJECTED

This is the experiential approach to education; that is, the teacher sets up experiences through which children learn. This is an outworking of the educational philosophy of John Dewey. Again this method of teaching does not teach thinking skills, but rather develops sensuality.

What children are given to experience is to be the truth for them as their learning clinicians believe there is no objective truth to be taught. When God is eliminated from the equation there can be no truth, as there are no absolutes. In practical terms this leads to the setting of interminable projects which cause children to research on the internet, usually by cutting and pasting slabs of information they seldom read let alone understand. This is an aspect of experiential learning as opposed to didactic instruction.

CONSUMER-DRIVEN

Finally, consumer-driven education is that which is designed to enable our children to flow seamlessly into the (absolute) valueless society of today to become the products of the nihilistic cookie-cutter state. The object of this system is self—self-awareness, self-fulfilment, self-confidence, self-esteem, self-centred—which in the final analysis is self-ish! Selfishness conformed to the godless values of the modern state.

DEPENDENT CHARACTER

The result is dependent characters who have little capacity to make wise decisions. These dependent characters are humanist characters, dependent on the state for their livelihood and for their thinking. They become victims of political correctness, spruiking values that change from day to day and reciting the mantra 'The government should do something about that.' They become just another cog in the wheel of the Nanny state!

I so appreciate Rosalie Slater's statement in her book *Teaching and Learning America's Christian History*, which effectively summarises the nature of modern education:

Yielding to the arguments of secularism, in the 1830s and 50s, we permitted our churches to relinquish their leadership in Christian education. In making this change into government sponsored schools, we closed our Bible as the educated and the political text, and we shifted our level of education from the building of individual Christian character to the building of group character, conformable to society. As we shifted from a God-fearing republic to a man-centred democracy we began to flounder.¹

The Solution

The Foundation of American Christian Education article went on in their email promotion to briefly present what they consider to be the answer.

The importance of education to the future of our liberty is a topic sadly lacking in these times. As Christians, we are accountable for the blessings of liberty God so graciously established in our nation and by which we freely worship, send missionaries around the world, and establish homes, families, churches and schools.

The erosion of American liberty is the tragedy of this age.

Our charge is to restore—using the same means that produced the fruits of personal and civil liberty—instilling Biblical principles of education and government in the characters and hearts of our children.

The solution according to FACE is to cultivate the love of learning. Many would say that is the goal of the State education system. However, what we are trying to demonstrate is that the humanistic system actually demeans learning. For the Christian, learning and discipleship are essentially the same thing. The humanist system emphasises freedom to do whatever the individual may choose whilst a biblical system is designed to develop individual Christian character, which is to make each child a disciple of Jesus Christ. There is a vast ocean of difference between the two models.

There is a biblical methodology for learning which FACE calls the Principle Approach (this model is one of the greatest strengths of FACE). A summary of this approach was provided in their promotional piece:

The Principle Approach of education begets a fresh approach enabling the teacher to instill the principles and leading ideas of the subject with methods that form Christian character and self-government, making the student the learner as the teacher governs and inspires. This biblical model, based in the absolute truth of the Word of God, restores Biblical reasoning and responsibility—restoring the nation in each generation.

THE SEVEN PRINCIPLES

The seven principles of the Principle Approach to learning have been drawn from the work of Noah Webster (of dictionary fame). He considered these principles were fundamental to building a world view from which to learn and thus build a system of education that could accurately be

called Christian. A very brief summary identifies the seven principles:

1. **Individuality or diversity**

The development and application of the biblical concept of unity in diversity—the one and the many. Each part of creation is unique, as is man, and God preserves and enhances the unique value of each individual.

2. **Authority or self government**

All authority rests in God and He has delegated authority to man that he might govern himself and hence, using biblical principles, his society.

3. **Christian character**

God is fullness of perfect character. God builds His character in us through the circumstances and even sufferings of this life.

4. **Stewardship, property and conscience**

God is the owner and careful steward of all He created. He has given stewardship over the property that He has entrusted to us. It is our responsibility to take dominion over that property as stewards of Christ bringing glory to His name.

5. **Power and form**

This concept is expressed through sovereignty and government. God expresses His power through His triune nature. God manifests His power through us by the Holy Spirit and form through the Bible which instructs us in governing our lives and affairs; beginning with self-government through family, church and civil government.

6. **Sowing and Reaping**

God sows of Himself and reproduces Himself, His ideas and kingdom through sowing His Holy Spirit in our lives. We then sow

His principles in our lives and we reap the fruit of a peaceful and prosperous nation.

7. **Unity**

God is at unity with Himself and through the Holy Spirit gives unity to the regenerate, enabling them to live in unity and harmony.

THE METHOD

What is this methodology that is claimed to cultivate the love of learning? It is often called the four Rs of learning: research, reason, relate and record. It is a structured and orderly approach that fits ideas and information together in a manner that makes them useful for the child. Understanding how God's creation functions brings a motivation to learn, which the cultivation of a love of learning. Below we outline the progression through the four Rs.

1. **Research**

This is original research and examination of Scripture, texts and notes for key ideas. In addition, teachers should demonstrate particular factual information. They ask good and probing questions to cause the students to examine their position. Students are encouraged to consider different ways to understand what they are reading.

2. **Reasoning**

The students ponder the research by paraphrasing the readings in the light of Scripture and in their own words. They then summarise, or precis, the key ideas from their reading. The concepts are tested through questions set for essay format answers

the **humanistic** system actually **demeans** **learning**

designed to encourage whole thought in whole expression. That is, in writing an essay the students must consider all aspects of the material in light of the question and formulate an orderly and comprehensible answer.

3. **Relating**

The teacher uses illustrations of the concepts that connect them to the life of the student. Endeavour to teach the concepts in their natural settings where it can be connected to the students' real life settings. Seek to relate these concepts to areas of service or vocation in which students can serve the Lord and assist in spreading the gospel of the kingdom.

4. **Recording**

The concepts studied need to be noted so that the students can ponder them and in the process make them their own property. This enables the planning of application of the concepts or ideas in the students' experience and thus they are preserved in their lives. The students' written records form the basis for teaching others the vision and building a heritage for the next generation.

The implementation of this method of presenting God's world will develop the study habits that will enable your children to fully develop their God-given capacities. Thank you FACE for rediscovering and promoting one of the best approaches to Christian education.

REFERENCES

- 1 *Teaching and Learning America's Christian History—The Principle Approach* is available from LEM for \$59.10. Hardcover, 414 pages.



Evaluating the product of our schools

JOHN DAVID MARTIN

For over half a century, the Lord has blessed us with the privilege of educating our children in a Christian environment.

Christian curriculum has been developed to assist in this work. Christian teachers from among us have risen to the challenge of teaching in our classrooms. We are thankful for this blessing, especially when we consider the corruption that characterises government schools today.

However, continued success in this effort is only realized by ongoing diligence. We should step back from time to time and evaluate our efforts by examining the product being produced in our schools. That product is not only academic ability, but also the character that has been imprinted in the lives of the boys and girls who pass through our schoolroom doors. We cannot take a casual approach to schooling and expect our students to gain all they should during their years of formal education.

A product is evaluated by its performance. If a car inhabits the repair shop too frequently, consumes too much fuel, or performs poorly on the road, we conclude that it is a bad product. If a sweeper raises as much dust as it sucks up, or stalls intermittently, we consider it a nuisance. But what can we say if our children emerge

from our schools incapable of making practical academic applications to everyday life? What if our students exhibit poor study habits, lack social graces, or harbor bad attitudes?

Someone else's problem? No—Christian homes, churches, and schools all need to take responsibility for the welfare, both spiritual and material, of the children that God gave us. The product we are considering has eternal value.

Let us briefly discuss five basics for preparing our children for useful service to the Lord and the church.

1. **Vision** is required to design a product. Isaiah spoke of people who err in vision and stumble in judgment (Isaiah 28:7), and the Proverb writer indicated that people without vision will perish (Proverbs 29:18). We must also have heavenly insight regarding the education of our children. We must know what we want for our children and plan to attain our goals. Parents and teachers, we have a responsibility in designing our children's character. We must have a right view of God and our accountability to Him for our children. We cannot take a mediocre approach to this important matter and expect to produce faithful youth. We need spiritual insight and guidance.

2. **Quality materials** assembled on a solid foundation make a good house. If we begin to

build a house with inferior building supplies, or if we fail to lay a good foundation, we can expect a building that is not durable. So it is with the lives of students. Teaching from a godly perspective with sound curriculum is essential to instilling good understanding and solid character. Eternal values drilled into young hearts are the seed from which spiritual lives grow. A good product will keep doing the job for which it is designed for a long time. We should strive to build character that will endure eternally. Sound teaching and discipline in our classrooms help produce men and women that remain faithful through the trials and temptations of life.

3. We want our students to acquire **practical functionality** for life. While academic excellence may not be our ultimate goal, we should strive to give our children a working knowledge of the basic subjects. That means that we will help them not only to learn facts, but also to apply that knowledge to everyday life. We want them to be able to function well enough to support themselves and to help others in daily life. There is also a 'reasonable service' that is expected of the Christian (Romans 12:1). The church needs writers, teachers, and preachers as well as capable homemakers, farmers, carpenters, and mechanics. Are we preparing a product for these tasks? Are our boys learning to read effectively in public? Are they capable of making accurate measurements? Are our girls capable of dividing and multiplying measurements to adjust recipes? These and many other practical skills should be taught in our schools.

we should strive to build character that will endure eternally

4. A machine that is difficult to service may wear out sooner for lack of maintenance. Speaking of easy maintenance makes me think of a **teachable spirit**. Do our students learn submission at home and at school? By precept and example, we must help our students enjoy the benefits of working together under authority. The end product we aim for is respectful youth who are willing to subject themselves to the Lord and His body, the church. Youth who are unwilling to accept direction will find it difficult to maintain their spiritual life and may lose out along the way. Working together at projects in the classroom is a good exercise to learn cooperation.

5. A well-designed product has **user appeal**. Children who exemplify the Christian graces are a testimony to the world in this corrupt, permissive age. Roughshod, disrespectful children are a detriment to a Christian testimony. Expressions such as 'please', 'excuse me', and 'thank you' along with proper actions and deeds are imperative to carry out Ephesians 4:32. Our classrooms need to be learning centers for the Biblical virtue of kindness. The time to build good character is now, not when children are grown into young men and women who do not know how to act responsibly. Modest, faithful youth are a bright spot in today's dismal social climate.

If we want a good product, we should also guard against some negative humanistic concepts about education.

Society today promotes self-attainment. 'Be all you can be.' 'Do what feels good.' Such expressions are typical of selfishness. A better product is the character who has learned to serve others.

The 'me' mentality has no place in those who seek to live for Christ. In school, children should be learning the desirable trait of thinking about others first. Recess time and the ensuing waiting line at the water fountain are good times to teach this virtue.

The philosophy of no absolutes is wrong, since we serve an absolute God. Relativity eventually destroys awareness of right or wrong and makes people their own little gods. The Bible way is to submit to truth. Our children should be learning that principle in our classrooms on a day-by-day basis. They should see the Bible way lived out by their teachers and should be expected to answer for wrong deeds while learning to appreciate the right.

Thinking of education as an ultimate achievement will result in people who are 'ever learning' but 'never able to come to the knowledge of the truth' (2 Timothy 3:7). Education is not an end in itself, but a means to better serve the Lord. It is a means whereby we may gain knowledge of the truth, rather than to lift up self and its ambitions. Some think of education as the way to better society, but education without regenerated hearts will never lift souls above the debauchery of sin. Our children must learn that a good education is a vehicle to a life of service and satisfaction, not something to be proud about.

The idea that learning must be fun falls short of the Biblical concept that 'the sleep of a labouring man is sweet' (Ecclesiastes 5:12). While we understand that learning can be enhanced by interest, we must understand that diligence is a requirement for learning. To appeal to the lower nature of the child by exposing him to caricatures

and foolishness so he will 'learn better' is to undermine the goal of our Christian school efforts. The use of computers to replace teachers may result more in computer intrigue than in practical learning.

Thinking of formal education as a necessary evil or as something we do simply to satisfy the law is to 'err in vision.' We must develop a burden for the work of teaching our children in the way of truth if we are to be effective in this work. If we do not care enough about the quality of our product, we will fail to understand the urgency of having our Christian schools and adversely affect the value of the final product.

Parents, ministry, and teachers, sit up and take notice. How is it with our students? We can monitor their academic progress by evaluating and grading their everyday work and administering achievement tests. But beyond that, what character is being developed in these precious souls? Now, while they are in their formative years, is the time to think seriously about what we want them to be later.

We want youth that can do more than talk right. We want spiritual youth that have conviction and strength to live right. The final results of our work may not be fully realised until eternity, but now is the time to shape and mold vessels that can carry the Gospel forth in this life and rest in heaven some sweet day. Will our product 'suffer loss' (1 Corinthians 3:15), or will it endure?

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Grain pain

The problem with refined grains

NOTES ADAPTED FROM DR GEORGE MALKMUS,
FOUNDER OF HALLELUJAH ACRES



When whole grains are processed, goodness is removed and potentially devastating health consequences can follow.

What are refined grains?

A refined (or processed) grain is a whole grain that has been stripped of its outer shell (fibre) and its germ (nutrients), leaving only the endosperm (embryo sack).

During processing, grains go through a heating, mechanical, and chemical process, during which vitamins, proteins, fats, enzymes (in fact, almost all nutrients) as well as the fibre are removed, leaving practically nothing but pure refined carbohydrate.

When you read the word 'enriched' on the label of a refined grain product, it means the manufacturer, after removing the germ from the whole grain which contained the nutrients, has attempted to replace some of the lost nutrients with chemical additives.

When we consume a refined grain, because the fibre has been removed, a high percentage of the starch is quickly broken down into simple sugars.

These simple sugars from refined grain hit the blood stream almost as rapidly as refined sugars. Dealing with all of this sugar exhausts the

pancreas and/or adrenals, and can produce diabetic/hypoglycemic reactions.

The average lifetime consumption of refined sugars and grains in America is approximately 10,500kg per person. This helps us understand why so many people suffer with blood sugar problems.

This incredibly high intake of refined sugar and refined grains is devastating to our health and is also causing a myriad of psychological problems, which unfortunately are treated with drugs. No one has ever recovered from a psychological problem through the use of drugs.

Prior to 1900, practically no refined sugars or refined grains were consumed. For sure there were no refined sugars, or refined grains, in the diet God gave Adam and Eve in the Garden of Eden.

We need to remember that every physical and psychological problem has a cause. If we want to recover from a problem we must remove the cause.

Emotional instability

Studies reveal a strong link between juvenile and adult criminal offenses and refined sugars and grains. Similar research reveals a strong link between mental illness and sugar derived from these refined sources.

Hypoglycemic reactions, for the sensitive consumer, promote extreme irrationality, emotional instability, and on many occasions aggressiveness. Recent studies reveal that sugar, coming from both refined sugars and refined grains, may be just as involved in mental illness, divorce, and crime as alcohol has been found to be.

These refined grains and sugars also play a significant role in the bad behaviour of children, which often leads to a diagnosis of ADD or ADHD. Unfortunately, the doctor often prescribes a drug that can have potentially devastating consequences.

Through the years there have been some wonderful testimonies from mothers reporting that after removing refined grains and sugar from their child's diet and placing them on a basically raw plant diet, the child became a totally different and well-behaved person.

Depression is also one of the most rapidly growing problems in our society, and refined sugars, along with refined grains, are a major contributing factor!

Digestive stress

Refined grains are excessively starchy and present an overwhelmingly difficult task for the digestive system. Refined grains also cause mucus formation. Since 1965, scientists have repeatedly linked high gluten consumption from refined grains to learning disorders and schizophrenia.

Addiction and weight gain

Refined grains are addictive! When seeking to change diet, refined sugar and grains are the two most difficult items to eliminate from the diet, because these sugars have an addictive influence as powerful as nicotine and alcohol.

Because refined grains do not provide satisfaction, the body continues to be hungry, leading to overeating.

Immune system

The immune system was given by God to protect us from the germs, viruses, and bacteria of this world. It is our first line of defence! Refined grains suppress the immune system, keeping it from being able to perform its God-given tasks.

Gluten

Gluten is the grayish, sticky component of wheat flour and some of the other grain flours, composed mainly of the proteins gliadin and glutenin.

Not all grains contain gluten. Exceptions include millet, amaranth, quinoa and oats.

Refined grains such as wheat, which is exceptionally high in gluten, can produce many physical and mental problems, in addition to celiac disease. Problems linked to high gluten intake can include: asthma, allergies, gluten intolerance, digestive disturbances, yeast infections, various mucus and congestive disturbances, several types of arthritis, and even chronic overeating.

'Grain Damage' by Douglas Graham, DC

Other physical problems

Refined grains have been associated with malnutrition, decreased resistance to disease, mental instability, and obesity.

Refined grains can also cause or increase the severity of PMS symptoms and decrease cognitive or intellectual function, especially in children. Refined grains, along with refined sugar, also contribute to heart disease and much more.

In conclusion

If we want to have a strong healthy body and mind, we are wise to eliminate not only refined sugars from our diet, but also refined grains!

LEM Phonics Teacher's Resource Kit **designed for schools**

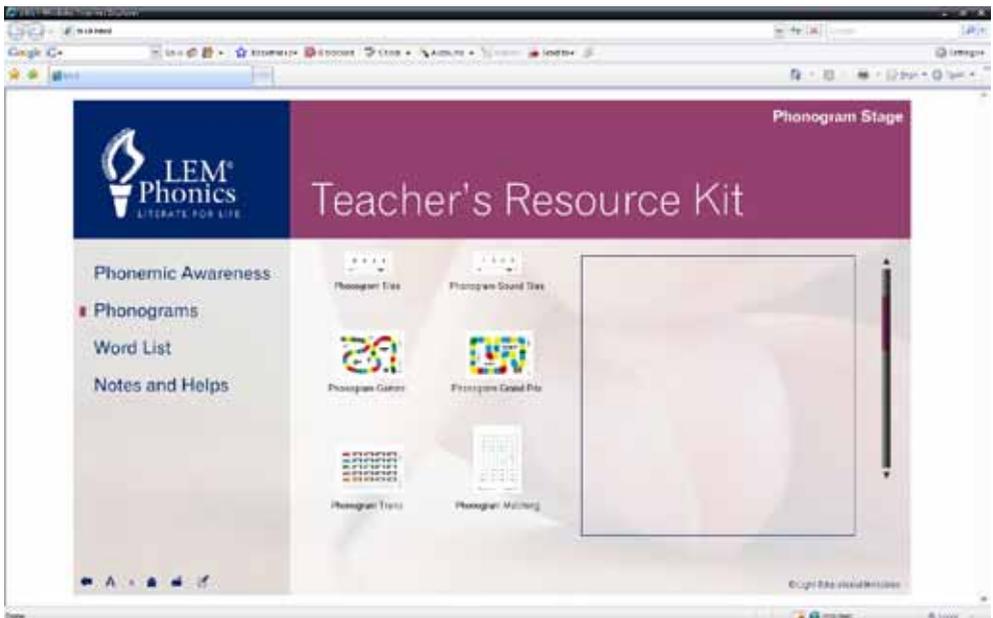
The LEM Phonics Teacher's Resource Kit has been upgraded with new materials covering the word lists and rules. We will continue adding to the kit regularly and advise when new materials are uploaded to your kit.

The TRK is only available on its own website with an access address and password exclusively dedicated to your school. Resources are easily printed from PDF files and duplicated for your class.

When you purchase access to the TRK your school will be issued with a certificate containing your access address and password. Your initial user fee of **\$149** allows you to use the TRK until 31 December 2011, when you will have the option to renew your subscription and continue access and updates. When you renew at a cost of **\$99** you will receive a new access certificate and password. The old password will expire after 31 December and will no longer access the resources.

Initial purchasers who purchase the TRK after 1 August each year will have access until the following year's end.

23167 Teacher's Resource Kit Initial **\$149.00**



R M Ballantyne series

The G A Henty historical stories have been very popular among 10–15 year olds for many years, but we are unfortunately no longer able to supply them. In their place we present a new series of story books by 19th century Scottish writer R M Ballantyne. Ballantyne's books are written in classical yet very readable language, suitable for the same 10–15 year age group. They are more specifically Christian than the Henty titles but still retain the 'adventure and battle' appeal which made Henty so popular.

Visit **www.prestonspeed.lem.com.au** for great clearance deals on G A Henty titles and other books from Preston Speed publishers.

There are twenty titles in this recommended series, all in quality hardcover and only **\$29.95 each**.

Blue Lights

Miles Milton joins the British army for the war in the Sudan to experience the good life of adventure. However, the providential hand of God is upon Miles, and experiences of life in the Sudan and among the tribal clans help him realise his folly. His heart is changed to seek God and he returns home to England to be reconciled with his family. 13480

The Cannibal Islands

Join Captain James Cook to such exotic places as Tierra del Fuego, Tahiti and New Zealand where he is confronted by cannibals addicted to eating human flesh. Included in this book is *Fighting the Whales*. Bob Ledbury sets sail on his first whaling cruise at just fifteen but never strays from the foundation of Christian faith. 13481

The Coral Island

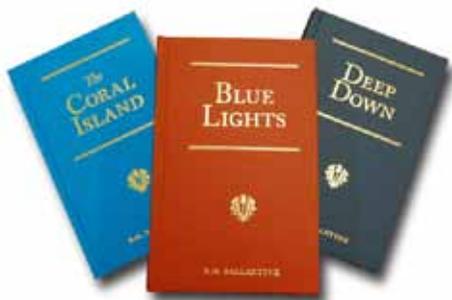
A breathtaking account of narrow escapes and harrowing trials in the South Pacific. Ralph Rover, Jack Martin and Peterkin Gay are marooned on a coral island in the Pacific. They learn to survive with cutthroat pirates and savage cannibals through their faith in God. 13482

Deep Down

A heart-warming tale of love, life, laughter, and tragedy living near the tin and copper mines of St Just, Cornwall, in the mid-nineteenth century. There, amidst the dangers of the deep mines, a story of courage, contentment and adversity takes place, encouraging us to be grateful for Christian home and faith. 13843

The Dog Crusoe

Come with Dick, his remarkable dog Crusoe and his travelling companions as they set out across the prairies on a mission of peace and exploration. Crusoe proves a great blessing to his noble master. 13484



Fighting the Flames

Frank Wilders is a young star in the London Fire Brigade. Through daring rescues, valiant hard work, plots of arson and attempted murder the best and worst of mid-nineteenth century London is exposed. 13485

Gascoyne

On a small Pacific island settlers meet the Sandal Wood trader. Some say he's a pirate. Join Henry, Bumpus, Reverend Mason and others as they unravel the mystery of the trader. 13493

The Giant of the North

A giant Eskimo, Screekinbroot, journeys with Captain Vane, his son Benjamin and two nephews Leo and Alf on adventure when their ship, the *White Bear*, gets stuck in the ice. They find an old man, an ancestor of Captain Henry Hudson, who helps them to the North Pole. 13486

The Gorilla Hunters

Sequel to *The Coral Island*, the three young men join the great hunters in Africa. They fight with savages, hunt elephants and gorillas and visit native tribes. Find out how their excursion concludes, and if they all survive the African journey! 13487

Hunted and Harried

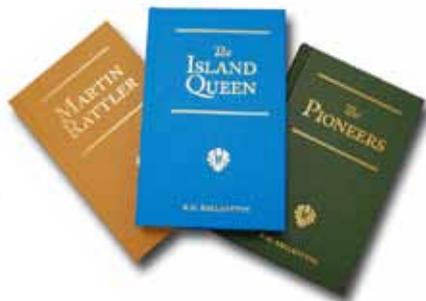
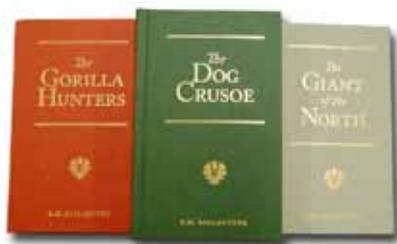
In 1666, English soldiers hunted Scottish Covenanters. Will Wallace joins Andrew Black as a follower of Christ. An inspiring story of those who perished for the cause of Christ and Christian liberty. 13488

The Island Queen

In the South Pacific, Paulina, Dominick and Otto make it to an uninhabited coral reef island after their ship sinks. Soon another ship is wrecked and they rescue many survivors, but soon they are fighting amongst themselves. The godly woman Paulina is asked to be their 'queen'. She consents and helps govern them with the assistance of her brothers. 13489

The Lonely Island

The story of the mutiny on the *Bounty* and the casting adrift of Captain Bligh instigated by Fletcher Christian. They settled on Pitcairn's Island, far off the beaten sailing routes of ships at sea. But God brought change and He caused light to spring up on the Lonely Island. 13490



Martin Rattler

Martin Rattler mistakenly winds up on the ship *Firefly* with his friend Barney O'Flannagan, headed to the South Seas. Escaping pirates and surviving a shipwreck, the two explore South America. They canoe down the Amazon, narrowly escape an alligator, eat anaconda and turtle's eggs and are captured by Indians. 13491

The Norsemen in the West

An Icelandic saga of exploration and adventure, blessed marriage and miscommunication. Takes us back to Leif Erikson and the introduction of the Gospel. 13492

The Pioneers

An interesting, accurate narrative of Mackenzie's two great expeditions across the far north of the American continent across the Rockies to the Pacific Ocean or on to the Polar Sea. Included in this book is *Fast In the Ice*. Ship-crushing ice floes, hungry polar bears, months-long darkness, and -40 degrees temperatures confront Captain Harvey aboard the *Hope* as he journeys to the North Pole. 13494

The Pirate City

The story of Algerian pirates, the scourge of the Mediterranean in mid-1800s. A merchant and his sons Mariano and Lucien are captured. Forced to endure slavery as 'Christian dogs before their Muslim captors', the heroes rely on Providence to bring deliverance. 13496

Post Haste

The beginning of the General Post Office and the founding of the mail system in the 1800s. Our friends in this story must take on the role of detective to trace the mysterious disappearance of a letter addressed to Messr. Blurt and Co. 13495

Red Rooney

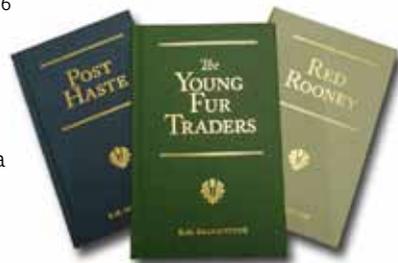
Red Rooney embarks on a voyage from Greenland but his boat is crushed by ice and sinks. An Eskimo named Okiok finds him. Gives a glimpse into the pagan lifestyle and the spiritual battle between the Angekok (false priest) and Christian missionaries. 13497

Ungava

A group of trappers working in the Hudson Bay Company travel to the northern extremities of Hudson Bay to open a new trading post. The Stanley family accompany them, as they encounter dangerous bears, life-threatening snowstorms, hostile Indian tribes, and many other challenges. 13498

The Young Fur traders

Charlie Kennedy, a trapper, lives in the Canadian arctic at Red River Settlement with Indians, Scotsmen, and French-Canadian settlers. He traps in the vast forests, travelling down perilous rivers and surviving all sorts of scrapes and adventures. 13499

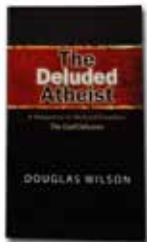
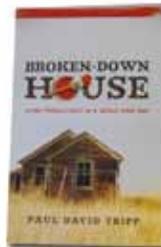


New adult titles

BROKEN-DOWN HOUSE BY PAUL TRIPP

We may feel helpless to change the world for Christ, but Tripp shows how the resurrection power of Christ is ours to work with. 223 pages.

41078 Broken-Down House \$19.20



THE DELUDED ATHEIST BY DOUGLAS WILSON

Wilson always brings a good godly challenge and this is his response to Richard Dawkins' book *The God Delusion*. 86 pages.

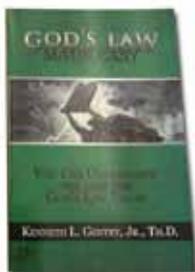
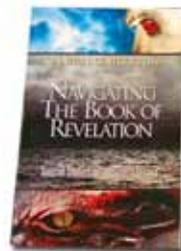
51259 The Deluded Atheist \$12.30

NAVIGATING THE BOOK OF REVELATION

BY KENNETH GENTRY

Gentry highlights the important issues for understanding Revelation. This book builds on his earlier *The Book of Revelation Made Easy*. 200 pages.

51257 Navigating the Book of Revelation \$26.10



GOD'S LAW MADE EASY BY KENNETH GENTRY

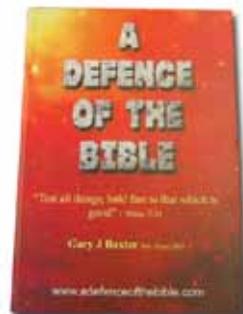
In our time of moral decline it is imperative to have a standard and God's law is that standard. As the Law of God is poorly understood by many Christians today this book is an important contribution to help raise the standard. 118 pages.

51258 God's Law Made Easy \$20.65

A DEFENCE OF THE BIBLE BY GARY J BAXTER

A large-format colour presentation in apologetics. Interesting chapters on other religions, evolution, creation, scientific evidence, Jesus' life, and prophetic fulfillment. 125 pages, hardcover.

43014 A Defence of the Bible \$15.00



LEM Phonics Corner

EVELYN GARRARD



After roaming around India it has been good to spend some time at home.

Since then the roaming instinct has taken me to Melbourne and Adelaide to visit schools and talk with Instructors. It has been good for me to find out what is actually happening out there in the schools. I had a great time with teachers and children, both teaching and observing classes. It has been so helpful to both teachers and myself, as it is too easy to become isolated from the classroom when working in the office. Now I am off to Queensland to visit our instructor there as well as spending some time with family and friends.

Looking at results of the recent NAPLAN tests which were underway during part of my visits has made me think a lot about reading comprehension. I understand many homeschoolers have also been involved in the NAPLAN programme.

Some critics of LEM Phonics (and phonics in general) have been troubled at the lack of reading material given to students at early stages, feeling that it reduces their reading comprehension skills. They point to students performing poorly on NAPLAN tests, which test comprehension rather than reading skills.

However, there is much excellent research which shows it is better to equip children properly before expecting more advanced comprehension skills from them.

In their 2003 report *Put Reading First: The Research Building Blocks of Reading Instruction* The National Institute for Literacy in the USA addresses the four stages of reading:

Word recognition: recognition of isolated words

Automaticity: fast, effortless reading of words, but may still lack expression and rhythm of speech

Fluency: rhythm and expression present where text is simple enough to be automatic, but level of fluency will differ according to the difficulty of the text—fluency is the bridge between automaticity and comprehension

Comprehension: the reader has reached the purpose of reading, to understand a text for the purpose of enjoyment, learning, edification, etc.

Our objective should be to allow and encourage students to move through these stages in the most efficient manner possible.

The level of difficulty of a reading text can dramatically affect the acquisition of fluency. The

National Institute for Literacy lists three levels of reading text relating to fluency:

Independent level text: relatively easy for the reader with no more than approximately 1 in 20 words difficult for the reader (95% success)

Instructional level text: challenging but manageable text for the reader, with approximately 1 in 10 words difficult for the reader (90% success)

Frustration level text: Difficult for the reader with more than 1 in 10 words difficult for the reader (less than 90% success)

So many children in our schools have been plagued with frustration because books are given to them to read which are too difficult (frustration level texts). The books contain words the children are not familiar with and they have not yet acquired the word-building tools to decipher the words. They are therefore forced to adopt the 'look and guess' method. The text of such books cramps automaticity, let alone fluency and comprehension.

Outlined below is the LEM Phonics strategy used to gain the desired levels of fluency and comprehension—without causing frustration.

WORD ATTACK SKILLS

Providing the tools (sound recognition)

LEM Phonics first gives the students 75 foundational tools, known as phonograms, which will apply to all the words in the English language. These phonograms of themselves enable students to decode hundreds of words.

Decoding and encoding practice (word recognition)

In the process of learning the phonograms, practice is given segmenting and blending sounds,

which enables students to read and spell words. Spelling poses more difficulty because it requires phonogram choice.

Reading text (moving towards automaticity)

As students begin learning the multiple phonograms, reading material is introduced which adds text corresponding with the growing number of phonograms learnt. This saves the children from frustration of having to guess words when first learning to decode, and provides the opportunity to learn to decode quickly and effortlessly—thus moving towards automaticity.

Word analysis using rules (increased automaticity)

Although the phonograms provide a good foundation, there are many words which pose difficulties because of the unique structure of English.

Rules which govern the sound a letter says, or which phonogram should be chosen to represent a particular sound, are then introduced to develop the ability to decode and encode, thus gradually increasing automaticity. A list of frequently used words is introduced at this stage, which are taught by thorough analysis. Students are challenged to use the tools they have acquired to work out how the word is spelled. The teacher supplies any unknown information in completing the task.

FLUENCY AND COMPREHENSION IN READING PRACTICE

LEM Phonics workbooks are then introduced, with sensible as opposed to nonsense text, corresponding to the maturity and complexity level of the early word list stage. These workbooks require a response to the text, thus training students in comprehension.

Reading practice will improve automaticity and move the student towards fluency. At first the student should read aloud under the guidance of a fluent reader. The speed of reading will definitely have a bearing on fluency and comprehension.

GOOD BOOKS

The LEM Phonics programme continues through the workbooks. As students progress through *Word List Book K*, books of differing genres should be introduced to enable the student to read independent level text, as well as challenging text under the guidance of a fluent reader. Frustration level texts should not be given to students. Students can try to read such texts if they desire, but should be able to receive help from parent or teacher to decipher unknown words.

LEM Phonics have produced three sets of readers for levels K and 1. These readers provide enough challenging text for the students to be able to increase his level of automaticity, fluency and comprehension without reaching frustration level. The text in these books also provides for vocabulary development as well as developing correct and interesting syntax in their language expression.

COMPREHENSION

It is very important for teachers and homeschooling parents to test comprehension. The best way to assess the students' comprehension skills is through a diagnostic test. A Beka, Rod and Staff and Bob Jones reading programmes (all available from LEM), contain good reading comprehension material—e.g. A Beka's *Read and Think Skill Sheets*. Each of these publishers have a definite Christian focus.

I have used McCall and Crabb *Standard Test Lessons in Reading*, a set of 6 books which covers the range from grade 2 to 6 and above (available from LEM) with one of my grandchildren. He has really enjoyed doing these exercises, and is challenged to improve his level, which is indicated at the bottom of the test, according to his correct multiple choice answers.

Remember that phonics is the good foundation and the method, but comprehension is the goal.

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