



# DIRECTOR'S COMMENT

PETER FROGLEY

God has graciously preserved us for another year of service in Christian education. 2001 was a good year and 2002 will be even better.

For us at LEM, 2002 presents us with a number of changes. Peter Cain has moved on to a career in law and will be working with the Kingdom Defence Trust. Evelyn Garrard has moved to China to finish the LEM Phonics program for students who speak English as a foreign language. Whilst they will still be 'around' so to speak, it presents us with an exciting challenge. We are looking to the Lord for wisdom in terms of staff for LEM Phonics and our Home Education programme.

## Projects

- Volume One of *The Elements of Music* is being reorganised and reset but has involved more time and effort than was originally thought. It is looking great and will be much easier to use. We expect it should be available in Autumn. We also have the draft text of Volume Two of *The Elements of Music*, which we trust will be ready by early in the second half of this year.

- The grade three or four *History of Australia* is looking good and is available.
- Level K of *Let's Teach Art* is available as a trial edition and is being well received. Curriculum for Years 1 and 2 are now available.

## This Issue

In *Exploring Christian Education I* present a review of a major, particularly positive, report into phonics from the USA. Wendy Hill presents *Music History: Why Learn It?* which provides the philosophy behind the historical content of the coming *The Elements of Music* books volume 2 and 3. We present some recent concerns on the ongoing use of Ritalin to 'treat' children suffering ADHD and in health I explore what total health is and look at some principals that can help us work towards that goal. There are several new products available, particularly from LEM, in our Book Review section.

Keep educating for the Lord!



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## Christian Home Education Seminar and Show

### 2002 SEMINARS

We invite you to join us for the seminar nearest you! At each seminar we provide a challenging, informative and biblical range of elective sessions, plus the opportunity to browse the wide range of resources and mix with new and old friends.

Check our website at [www.lem.com.au](http://www.lem.com.au) for details and downloadable application forms for all CHESS seminars.

Seminars for 2002 are already underway and most are organised. You are welcome to contact the LEM office to discuss organising seminars and book displays in your location.

We are not planning a Hobart, Canberra or Rockhampton CHESS for 2002, but we expect to return to these locations in the future.

New venues for 2002 include Townsville, Horsham and Dubbo. After missing a CHESS in Perth last year (we attended the HBLN seminar in Januray 2001) we are

looking forward to being with our friends in the west again this year.

### CHESS SEMINARS FOR 2002

Geelong	Friday 8th March
Melbourne	Monday 10th June
Gippsland	Wednesday 12th June
Brisbane	Saturday 10th August
Townsville	Tuesday 13th August
Sydney	Saturday 7th September
Dubbo	Tuesday 10th September
Perth	Saturday 21st September
Swan Hill	Thursday 24th October
Adelaide	Saturday 26th October
Horsham	Tuesday 29th October

### CATHOLIC HOME EDUCATION SEMINARS

#### *Wangaratta*

The Catholic Christian Home Education seminar will be held at the da Vinci Club on Monday 11th March, 2002. Contact Ann Balkin on 03 5765 2297.

#### *Melbourne*

The Catholic Christian Home Education seminar is tentatively set for Saturday 12th October 2002.

# LEM Phonics

## CHINA PROJECT

Evelyn Garrard has been seconded to the LEM Phonics team in Beijing, China, where she is completing the ESL version of the LEM Phonics programme. She enjoyed time at home in Australia over Christmas and returned to China late in January.

LEM Phonics in China is now used by approximately 60,000 students in half the 30 provinces. It is still just getting going! In addition, the team in China are developing a venture at tertiary level with Phonics as the foundation. At present there is a dearth of English reading material and we invite anyone interested to consider gift subscriptions to magazines such as Readers Digest, National Geographic, etc. for the college. If you are interested please contact Peter Frogley at the LEM office for details.

## INTRODUCTORY SEMINARS

LEM Phonics Introductory Seminars are conducted by our Registered Instructors and are announced through flyers included with *Light of Life* and in our mail outs.

## ADVANCED LEM PHONICS TRAINING PROGRAMME

The next Advanced LEM Phonics course will be conducted by Evelyn Garrard in Canberra from 6th to 17th January 2003. The Advanced Course will be conducted over nine days, concluding on Thursday 16th. The successful students who wish to become Registered Instructors in LEM Phonics will then be able to continue on for

the Friday to complete the necessary extra work. Please apply early as there is quite a bit of pre-reading required.

## Kingdom Defence Trust

Recent meetings have seen the KDT virtually relaunched. New trustees in Peter Cain and Mike Whitrow, from Adelaide, have been appointed and plans are afoot for seminars etc. during this year.

Mike Whitrow has agreed to take on the responsibility as the Executive Officer for the Trust and brings significant expertise to the task. Having successfully completed a law degree with second class honours, Peter Cain has taken up a legal position with the ACT Government and will be available for assistance with the work of KDT.

Donations to the KDT are always welcome and can be forwarded to KDT, PO Box70, Belconnen ACT 2616.

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

LEM's website has been steadily increasing in popularity, with hundreds of hits from all over the country. Many are taking advantage of our online ordering system to save time and hassle, while others have found the wide range of information and downloads extremely helpful.

Thank you to those who have given feedback on our 'online presence' — if you have any further comments or suggestions email them to [john@lem.com.au](mailto:john@lem.com.au).

# EXPLORING CHRISTIAN EDUCATION

## 42 Phonics — The Way to Go

PETER FROGLEY

Having worked with an intensive phonics programme for over twenty years now, we at LEM are quite convinced that in teaching the English language this is the way to go.

It makes sense to teach a phonetic language phonetically.

Hundreds of stories of children who have failed using other methods and have succeeded using LEM Phonics assure us it is a superior programme.

We may be satisfied that intensive phonics is the best way to teach reading, writing and spelling the English language, but there are always those who like to have everything documented. I am not an enthusiast when it comes to documentation as so much that is thoroughly documented does not work as well as promised when put to the test. Documentation is no substitute for common sense. If documentation was as important as some would have us believe, how is it that so many are frustrated at the seeming inability of schools to impart some of the

most basic skills, despite the most extravagant system of documentation? My sympathies go out to school teachers who find themselves buried under a load of documentation that frustrates their primary function of teaching.

LEM is not opposed to documentation, but we do recognise that it has limitations. We are presently developing sets of norms and standards for our LEM Phonics programme to ensure that it is as effective as it can possibly be. Many educationalists insist on seeing well established norms and we believe it is important for us to compile them for LEM Phonics. Whilst we are working on such information we have been encouraged to read the massive report of the National Reading Panel — ‘Teaching Children to Read’ which was undertaken by the National Institute of Child Health and Human Development in the USA and published in 2000. This far reaching report, of several hundred pages, explores various methods of teaching reading and presents some remarkable results. The results were what we would have expected, with the report concluding conclusively that phonics is a superior method for teaching reading.

Despite this powerful evidence there is still an enormous following for the Whole Word method amongst educators. My hope is that some, at least, will be able to read this report and reconsider their commitment to the Whole Word method.

## The Parameters

The brief for the Report emphasised teaching children to read. Those who are familiar with LEM Phonics will know that our method embraces not only reading, but also writing, spelling, listening and basic grammar.

In compiling the report ‘the Panel received oral and written testimony from approximately 125 individuals or organizations representing citizens — teachers, parents, students, university faculty, educational policy experts, and scientists...’

To assist their research the Panel defined several approaches to phonics. The approach that most closely identifies with LEM Phonics has been designated ‘synthetic or systematic phonics’ and is defined ‘Teaching students explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words.’ This article will concentrate on findings related to the ‘synthetic or systematic phonics’ approach.

## Age Level

Some have considered early instruction was not helpful, but almost as an aside the Panel made comment that may be helpful to some reading this article: ‘Although conventional wisdom has suggested that kindergarten students might not be ready for phonics instruction, this assumption was not supported by the data. The effects of systematic early phonics instruction were significant and substantial in kindergarten

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phonetic language phonetically

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and first grade, indicating that systematic phonics programs should be implemented at those age and grade levels.’

## Chapter Two of the Report

The remainder of the Report findings presented here are taken from chapter two of the Report headed ‘Phonics Instruction’ and these are some of the results and conclusions.

‘There were 38 studies from which 66 treatment-control group comparisons were derived. ...The majority (76%) of the effect sizes involved reading or spelling single words while 24% involved text reading. ...Most of the studies (72%) were recent, conducted in the last ten years.

**1. Does systematic phonics instruction help children learn to read more effectively than nonsystematic phonics instruction or instruction teaching no phonics?**

... Findings provided solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children's growth in reading than alternative programs providing unsystematic or no phonics instruction.

**2. Are some types of phonics instruction more effective than others? Are some specific phonics programs more effective than others?**

...The conclusion supported by these findings is that various types of systematic phonics approaches are significantly more effective than non-phonics approaches in promoting substantial growth in reading.

**3. Is phonics taught more effectively when students are tutored individually or when they are taught in small groups or when they are taught as classes?**

...(The Report) supports the conclusion that systematic phonics instruction is effective when delivered through tutoring, through small groups, and through teaching classes of students.

**4. Is phonics instruction more effective when it is introduced to students not**

**yet reading, in kindergarten or 1st grade, than when it is introduced in grades above 1st after students have already begun to read?**

...The conclusion drawn is that phonics instruction produces the biggest impact on growth in reading when it begins in

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systematic phonics approaches are **significantly more effective** than non-phonics approaches

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kindergarten or 1st grade before children have learned to read independently.

**5. Is phonics instruction beneficial for children who are having difficulty learning to read? Is it effective in preventing reading failure among children who are at risk for developing reading problems in the future?**

Phonics instruction produced substantial reading growth among younger children at risk of developing future reading problems...The conclusion drawn from these findings is that systematic phonics instruction is significantly more effective than non-phonics instruction in helping to prevent reading difficulties among at risk students and in helping to

remediate reading difficulties in disabled readers.

**6. Does phonics instruction improve children's reading comprehension ability as well as their decoding and word reading skills?**

...The conclusion drawn is that growth in word-reading skills is strongly enhanced by systematic phonics instruction when compared to non-phonics instruction for kindergartners and 1st graders as well as for older struggling readers. Growth in reading comprehension is also boosted by systematic phonics instruction for younger students and reading disabled students. These findings should dispel any belief that teaching phonics systematically to young children interferes with their ability to read and comprehend text. Quite the opposite is the case.

**7. Does phonics instruction have an impact on children's growth in spelling?**

Systematic phonics instruction produced much growth in spelling among the younger students, that is, kindergartners and 1st graders...The conclusion drawn is that systematic phonics instruction contributed more than nonphonics instruction in helping kindergartners and 1st graders apply their knowledge of the alphabetic system to spell words. However, it did not improve spelling in students above 1st grade.

**8. Is phonics instruction effective with children at different SES (Socio-Economic) levels?**

Systematic phonics instruction helped children at all SES levels make significantly greater gains in reading than did non-phonics instruction... The conclusion drawn is that systematic phonics instruction is beneficial to students regardless of their SES.

**9. Does the type of control group used to evaluate the effectiveness of phonics instruction make a difference?**

...The conclusion supported by these findings is that the effectiveness of systematic phonics instruction found in the present meta-analysis did not depend on the type of instruction that students in the control groups received. Students taught phonics systematically outperformed students who were taught a variety of nonsystematic or non-phonics programs, including basal programs, whole language approaches, and whole-word programs.

**10. Were studies reporting the largest effects of phonics instruction well designed or poorly designed experiments? That is, was random assignment used? Were the sample sizes sufficiently large? Might results be explained by differences between treatment and control groups that existed prior to the experiment rather than by differences produced by the experimental intervention?**

The effects of systematic phonics instruction were not diminished when only the best designed experiments were singled out...The conclusion drawn is that the significant effects produced by systematic phonics instruction on children's growth in reading were evident in the most rigorously designed experiments. Significant effects did not arise primarily from the weakest studies.

**II. Is enough known about systematic phonics instruction to make recommendations for classroom implementation? If so, what cautions should be kept in mind by teachers implementing phonics instruction?**

Findings of the Panel regarding the effectiveness of systematic phonics instruction were derived from studies conducted in many classrooms with typical classroom teachers and typical American or English speaking students from a variety of backgrounds and SES levels. Thus, the results of the analysis are indicative of what can be accomplished when systematic phonics programs are implemented in today's classrooms. Systematic phonics instruction has been used widely over a long period of time with positive results. A variety of phonics programs have proven effective with children of different ages, abilities, and socio-economic backgrounds. These facts should persuade educators and the public that systematic phonics instruction is a valuable part of a

successful classroom reading program. The Panel's findings summarized above serve to illuminate the conditions that make phonics instruction especially effective. However, caution is needed in giving a blanket endorsement to all kinds of phonics instruction.

It is important to recognize that the goals of phonics instruction are to provide children with some key knowledge and skills and to insure that they know how to apply this knowledge in their reading and writing. Phonics teaching is a means to an end. To be able to make use of letter-sound information children need phonemic awareness. That is, they need to be able to blend sounds together to decode words, and they need to break spoken words into their constituent sounds to write words.

Teachers who are handed the programs but are not provided with sufficient inservice training to use these programs effectively may become frustrated. In view of the evidence showing the effectiveness of systematic phonics instruction, it is important to ensue that the issue of how best to prepare teachers to carry out this teaching effectively and creatively is given high priority. Knowing that all phonics programs are not the same brings with it the implication that teachers must themselves be educated about how to evaluate different programs, to determine which are based on strong evidence and how they can most effectively use these programs in their own classrooms.



Finally, it is important to emphasize that systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program. Phonics instruction is never a total reading program. In 1st grade, teachers can provide controlled vocabulary texts that allow students to practise decoding, and they can also read quality literature to students to build a sense of story and to develop vocabulary and comprehension. Phonics should not become the dominant component in a reading program, neither in the amount of time devoted to it nor in the significance attached. It is important to evaluate children's reading competence in many ways, not only by their phonics skills but also by their interest in books and their ability

to understand information that is read to them. By emphasizing all of the processes that contribute to growth in reading, teachers will have the best chance of making every child a reader.

## Conclusion

Whilst this report does not include LEM Phonics it does cover the general array of phonics materials available and being used in the USA. Some aspects may have varied if LEM Phonics had been reviewed, as we believe it is one of the best phonics programmes available anywhere. The report does, however, present a very strong case for the teaching of phonics even though we would believe some phonics programmes have some serious deficiencies.

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# To be able to make use of letter-sound information children need phonemic awareness

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*For those who are interested in following up this report, copies can be obtained by contacting NICHDClearinghouse, PO Box 3006, Rockville, MD, 20847 USA, or email [NICHDClearinghouse@mail.nih.gov](mailto:NICHDClearinghouse@mail.nih.gov)*



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Call, write or email for further details.

# Music

# History

## Why Learn It?

BY WENDY HILL

History is a major component of Volumes Two and Three of *The Elements of Music* course, running along with the theory. It provides an overview of western church history showing how the history affected music.

A short poem put to rhythm and melody sums it:

*History is His story with a time, people,  
places and events that have been in the  
past.*

*God is big. Man is small. God delights to  
hear us call.*

*History and man may falter but our God  
will never alter.*

History is HIS story. This course aims to show the presence of God throughout history. History books emphasise man's achievements and it is obvious that he has failed to learn from past mistakes and even triumphs. Every generation tries again to change the world using human strength.

History is a constant reminder that we need God. The Israelites followed cycles similar to those of modern times:

1. When times were peaceful and things going well they enjoyed all of God's blessings.
2. Then they forgot God and many turned to idolatry;
3. Then came wars, oppression, punishment, discipline and judgement;
4. Then followed repentance when they cried out to God again;
5. Then restoration, when God delivered the people and forgave them; then
6. The Israelites promised to obey and returned to peaceful times enjoying God's blessings again.

History reminds us that we falter as we turn away from God. We need to be constantly reminded that He is still here. This is the reason Jesus came to earth. One of the foundational scriptures for the history content of the course is Romans 15:4. 'For everything that was written in the past was written to teach us so that, through endurance and encouragement of the Scriptures, we might have hope.' Again in 2 Chronicles 7:14. God spoke to Solomon and

said, ‘... if My people, who are called by My name, will humble themselves and pray and seek My face and turn from their wicked ways, then will I hear from heaven and will forgive their sin and heal their land.’

Many scriptures remind us of God’s presence; Deuteronomy 6:12, 8:2,18, 32:7, 1 Corinthians 10:1 1, Hebrews 13:5–7. These scriptures and a study of history from a Biblical perspective provide answers to many basic life questions such as: Who is God? Who am I? Where do I fit into God’s creation? What is His plan and purpose for me? What am I doing here? Who really is in control — God or man?

Learning about the past from a Biblical viewpoint helps us understand the present and gives great hope for the future. Faith and history link us to believers of yesteryear and the knowledge that we too can be used by God in His overall plan. The study of western history traces our rich Christian heritage based in English common law which is rooted in the Bible.

## **What has this to do with music?**

One of the concepts woven through history in *The Elements of Music* is that a person’s belief affects his philosophy which affects his actions and eventually music. Our faith determines our actions and the type of music composed, listened to, or played. This is

simplified as — spirit affects the soul which affects the body which affects the music.

What a composer believes determines whether his music will be for God’s glory or for man’s glory or a combination. What is in his heart (spirit) influences how he chooses to organise the elements of music (in his soul). How the composer sees himself in relation to God and history determines the style of music he writes. Likewise, how a student sees himself in

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## **History is a constant reminder that we need God**

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relation to God and his purpose in history will influence the music he chooses to hear and play.

By going to history and the building blocks of music, this course gives students a firm foundation upon which to appreciate the God-given gift of music and distinguish God-honouring music from that which is not.

*The Elements of Music* course is based on the concept of *same, but different*. The use of the elements of music has changed just as styles of architecture, art and clothing fashions have changed. The elements themselves, like God, have not. Because man was designed in God’s image, he is creative. Each generation produces different styles of music. In Volumes Two and Three,

students trace the use of the music elements from Ancient Times — from monody (one melody) to organum (two melodies) to polyphony (many melodies) to the development of harmony (chords) and instrumental music.

The overview of music shows that the basic building blocks have remained the same and, like God, should not be taken for granted. If God removed soundwaves, we would have no music. They are as fundamental as breathing. We hear music every day and our ears are bombarded with millions of soundwaves.

## Music for Man

Much music written since the rise of humanism in the Fifteenth Century has been instrumental and for entertainment, intellectual and emotional satisfaction. Music history books focus on the great composers and on music written for man. This course attempts to provide some balance by acknowledging the great Christian composers, such as hymn-writers, alongside the commonly recognised great composers. Yet, for thousands of years, the Bible has inspired many composers.

## Lack of History Study

Today's students do not seem to study as much history as once was the case. History provides the framework which balances other elements of the study of music.

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# Focusing on the present produces self centredness

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Without this, students risk becoming limited to performance, exams and the commercial trappings of music. Focusing on the present produces selfcentredness. As we are but a drop in a vast ocean of history, musical education becomes unbalanced and out of focus as God is moved from the centre of focus.

The brief overview provided in these books can be a stepping stone to discover more about the past so the present and future can be put into perspective. The following quotation by Iain Murray in the introduction to his *Sketches from Church History* describes the situation very well.

There are a number of reasons for the decline of interest in Christian history at the popular level during the present century (Twentieth Century). In this period the teaching of history has generally been dominated by a view which would make faith in divine providence no part our responsibility. Facts without a reference to the hand of God are supposed to be the limits of the historian's province. So history, thus interpreted, becomes only the subject of the classroom or the lecture hall; it ceases to inspire; the music and life which throbs in the way in which the Bible itself teaches history, is gone; the world is all; the soul has disappeared... Church history ought to provide a standard of comparison, it ought to raise our vision of God and it ought to show us by countless examples what faithfulness to Christ and His Word truly means.

# Course Organisation

## QUESTIONS

Tour guides for the music journey are taken from Rudyard Kipling's poem:

*I keep six honest serving men, they  
taught me all I knew. Their names are  
What and Why and When, How and  
Where and Who.*

These questions help train an inquiring mind which is essential for the study of history.

## OVERALL PICTURE

The overall picture is given at the start of the book. Students know from the first lessons where they are through timeline and maps and know what they can look forward to.

## MUSIC HISTORY BEGINS WITH CREATION

This course begins with Ancient Times from Creation and the beginning of music elements.

## MEMORISATION

Scriptures, poems, definitions, historical periods and essential dates are memorised using rhythms, melodies and harmonics.

## HISTORY BLENDS WITH THEORY STUDIES

Reading, writing and aural training examples correspond to themes in the history section of each lesson. Music elements relate to history as well as theory.

## NINE WEEKS ON EACH HISTORICAL PERIOD

There is ample time to borrow books from the library, buy or borrow recordings, see pictures of other art works of the time and read biographies. History covered whets the appetite and encourages readers to further explore history on their own.

## Foundational Scriptures

One of the foundational scriptures for the *Elements of Music* programme is Romans 1:20. The study of music history and the elements in Biblical perspective show how '... since the creation of the world, God's invisible qualities — His eternal power and divine nature — have been clearly seen, being understood from what has been made, so that men are without excuse.'

Romans 15:4. 'For everything that was written in the past was written so that, through endurance and encouragement of the scriptures, we might have hope.'

2 Chronicles 7:14–15 'If my people, who are called by my name, will humble themselves and pray and seek my face and turn from their wicked ways, then will I hear from heaven and will forgive their sin and heal their land.'

AN URGENT NOTE FROM  
WENDY HILL

*A Sam Rotman CD was ordered and  
paid for last year by a lady in  
Tasmania. If this is you please contact  
Wendy Hill on 03 9802 6317.*



# THE TEACHER — FINDING SUCCESS IN FAILURE

BY KEITH ZOOK

When considering the work of the school, Psalm 127:1 could rightly be stated, ‘Except the Lord build the [school], they labour in vain that build it.’

Certainly the great work of building a school needs the Lord’s direction. Constructing a successful school is not a result of man’s ingenuity, but of the Lord’s blessing. As builders in God’s school, Christian teachers are concerned that they do their best. Because God chooses imperfect people to be involved in school building, there are sometimes failures.

Failure is a fact of life that we will never escape. Henceforth, dealing with failures is a subject that is important to everyone, including schoolteachers. Meeting life’s failures successfully is indeed comparable to constructing a sturdy building.

A solid house needs a stable foundation. The most important ingredient in the foundation of a teacher’s life is a proper view of God. Recognize Him as the source of wisdom, and go to Him daily for answers. The successful teacher has a successful prayer life. Acknowledge the fact

that, despite men’s failures, God’s plan will prosper.

A good foundation also includes a proper view of failure. The teacher who views failure as an opportunity to learn is far more suited to cope with failure than the one who gives up in despair when he encounters failure. Remember too that the person who never failed is likely one who never tried.

A teacher also needs a proper view of himself. God sometimes sends failure to remind us that we do not have all the answers. Yes, teachers are expected to impart knowledge, but that does not mean that a teacher never lacks wisdom or never makes an error in judgment. Admitting failure and benefiting from it take humility. Remember the little saying: ‘If at first you don’t succeed, try, try again.’ Harland Sanders was a man who realized the value of this principle. Harland seemingly failed in everything he tried. In his lifetime, he held more than a dozen jobs, all of which ended in failure with the exception of one — the last one. At age sixty-five, he started a successful business Kentucky Fried Chicken. The successful teacher is sometimes the one who tries one time more than his number of failures.

A good foundation is worthless without a sturdy, supportive floor. A teacher, in facing failure, also needs the sound support and advice of others. The school board members are very important in this respect. Do not quickly discredit the advice they offer, with an ‘I don’t think you understand’ attitude. Make it easy for them to discuss problems with you — invite their comments. They may have a perspective to your problem that you will never achieve yourself. Do not ignore the advice that fellow teachers may have to offer. They work with the same school board and parents that you do, and may even have worked with the same students. Theirs is an insight you will find nowhere else. The Lord has blessed us with those who have spent years in the classroom. Asking advice of an experienced teacher who is not directly involved in the failures you face may be quite helpful. And do not forget the parents of your students. They know your students as you never will.

The builder’s work is not done when he has constructed a foundation and a floor. He needs to follow these with walls. Poor, indeed, is the teacher who stops short of corrective action in dealing with failure. There are two classes of failures — those who did and never thought, and those who thought and never did. Backing up and striking a different course of action takes courage. If your students are overloaded with work, it may be time to adjust the schedule. Maybe you need to redo a unit in math when your students’ test scores show that they obviously did not comprehend what you tried

to teach them. Sometimes when confronted with failure, we feel like the shy, little boy who closed his eyes when someone looked at him. Refusing to acknowledge failure will do nothing but intensify the problem. On the other hand, over-reacting and upsetting the whole system will accomplish just as little.

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## failure is a fact of life

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The wise teacher seeks advice to understand and remedy a failure and then follows his plan through. This does not mean the plan will need no further adjustments. Review the results of your action, and respond accordingly.

Finally, the carpenter recognizes the need of a tight roof for a house. Teachers sometimes need to shed the criticism that comes their way. Not all criticism a teacher receives is helpful in overcoming failure. When you as a teacher have sought the Lord’s leading, have asked others’ advice, and have acted to the best of your abilities, you need to find a rest in those facts. Even when you have done your best, you may still receive criticism from someone. The discerning teacher will accept this graciously without becoming unduly alarmed.

‘Is anything too hard for the Lord?’ (Genesis 18:14). With God working through Spirit-filled brethren and sisters in our schools, the answer is a resounding ‘No!’

*Used by permission from The Christian School Builder, Vol. 34. No 4. Nov. 2001*



# TOTAL HEALTH: A POSSIBILITY FOR ME?

PETER FROGLEY

I think it would be true to say that everyone's dream is to live in total health, free from pain, disease and feeling like the proverbial million dollars (perhaps that should be a trillion dollars with inflation) all the time.

That dream is not wholly possible given the ravages of sin in our world, but it is possible, and even attainable, to live in good health — and it really is not that difficult!

## COMPONENTS OF TOTAL HEALTH

Total health is a condition of wholeness in which every cell of the body is performing 100% of its designed function 100% of the time, and is communicating with every other cell of the body.

This allows every tissue, gland and organ to carry out every function of the body as God designed it.

For most of us the absence of pain or a feeling of unwellness means we are in good health. Unfortunately, when we go to the doctor and he performs the routine tests telling us we are as well as we could expect for our age, it may not really be quite as it seems. How often have you heard of someone who went for a checkup, was pronounced fit, yet died of a heart attack the next week or so? Was he fit or was his heart so diseased that it finally 'gave up' and how is it that the doctor did not notice?

Health is not just the absence of pain and disease. We can be quite unhealthy yet be blissfully unaware. The experts tell us that the liver must be 70% congested, that is, 70% non-functioning, before any symptoms result. Pain is never the first symptom of illness or disease.

## CAUSES OF ILL HEALTH

Two basic causes of ill health are a lack of communication between our innate intelligence and the body and/or toxicity. Scientists have discovered that as long as a



cell is being supplied with the proper nutrients and waste products are being eliminated, the cell will remain disease free, virtually indefinitely. The components of total health that will help our bodies function properly are:

- Nutrition;
- Rest/sleep;
- Exercise;
- Air (oxygen);
- Sunshine;
- Personal hygiene; and
- Self worth/Positive mental attitude.

If we have these in place in our lives we will generally be healthy. There are thus two reasons why we are, and remain in, a state of disease: ignorance and indifference.

#### MAN'S NATURALLY RIGHT DIET

Man was created by God. The manner in which God structured our bodies dictates that certain types of food were designed and provided by God to sustain His wonderful creation — man — in very good health. That food is fruit. I am confident there will be many howls of protest, some quoting scripture, and others just rather annoyed as we are able to eat much more than fruit. That is not the point or the argument; the point is that our bodies will best function on a fruit diet. Of course, we can eat many other things, but they may not provide the nutrition our bodies will require for ongoing health.

Remember, in the beginning God gave guidelines for eating:

*Then God said, 'I give you every seed bearing plant on the face of the whole earth and every tree that has fruit and seed in it. They will be yours for food...I give every green plant for food.'*

Genesis 1:29–30 (NIV)

#### REQUIREMENTS OF FOOD

Our bodies have been designed by God to recognise as food that which brings nourishment to our bodies. Anything else we eat is actually a toxin that needs to be eliminated from our bodies. There are many things that are toxic that are consumed in large quantities and our bodies successfully eliminate them — but at what cost? For most of us the cost is the early onset of degenerative disease. Many of us would applaud the wonderful processes man has developed for the humble cocoa bean which produce chocolate which some would

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**Remember: Health is a  
God-given right, Disease is a  
man-earnt accomplishment!**

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consider this a 'veritable gift of the gods', but what does consumption of chocolate do to humans — perhaps we will explore that later when I have been delivered from chocolate! Clearly God does not stop us eating whatever we choose, although He has set out

some rules for eating in the Old Testament that many Christians believe can be safely set aside — perhaps we could explore that issue later too!

### STOMACH THIS!

Let's close this article by returning to God's provision not only of food but of a body that has particular food requirements and particular components for processing that food to nutrition. Consider, for example, our stomach. We technically have two — the stomach and the duodenum. Herbivores (grass and vegetable eaters) have 3 to 4 stomachs providing a more complex digestion process, whilst carnivores (meat eaters) have only one simple stomach to digest meat.

The human intestinal tract is 12 times the length of the body to allow good absorption

of nutrients and water; herbivores also have a long intestine. Carnivores, however, have an intestine only 3 times the length of his body to allow for the rapid expulsion of toxic wastes from meat metabolism and digestion. It does not take much imagination to understand what our eating of meat causes in our intestinal tract. Yes, of course you can eat meat, the Bible does not forbid, the butcher is happy to sell it and most of us consider it to be a staple of our diet, but is it an appropriate source of nutrition for the human body, or does it cause us more trouble than it is worth?

Does the way God chose to make us give us a hint as to the best food for us to eat? Is it likely we could live in approaching total health if we ate the best things God created for us? Why don't you try it?

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## THE RITALIN RIDDLE

For many years now thousands of children suffering supposed ADHD or its derivative conditions have been prescribed drugs to 'help' them. Parents, of course, have been assured there is no danger and that the commonly prescribed 'Ritalin' is quite safe.

Those with suspicious minds, or with an understanding of the nature and function of all drugs have been concerned that a condition such as ADHD should be treated with drugs. Recently there have been several newspaper articles published in the USA expressing some caution and concern over side effects of the drug.



### Ritalin may cause brain change in children

*Reuters, Monday, November 12, 2001*

The stimulant Ritalin, a drug used to help children with attention deficit hyperactivity disorder, may cause longterm changes in the brain, researchers reported yesterday.

The changes look similar to those seen with other stimulants such as amphetamine and cocaine, at least in rats, the team at the University of Buffalo found.

When the active dose has worked its way through the system, they consider it ‘all gone.’ Our research with gene expression in an animal model suggests that it has the potential for causing long-lasting changes in brain cell structure and function.

But Baizer said that Ritalin, known generically as methylphenidate, probably is not addictive in the way drugs of abuse are if it’s used properly.

‘Children have been given Ritalin daily for many years, and it is extremely effective and beneficial, but it’s not quite as simple as a short-acting drug,’ she said. ‘We need to look at it more closely.’

High doses of amphetamine and cocaine have been found to switch on genes known as ‘immediate early genes’ in brain cells. One of the genes, called c-fos, has been linked with addiction when it is activated in certain parts of the brain.

The researchers gave rat pups sweetened milk carrying methylphenidate in comparable doses and at similar times to what children would get. C-fos genes were activated in their brains in a pattern similar to that seen in cocaine and amphetamine use, the researchers told a meeting of the Society for Neuroscience in San Diego.

‘These data do suggest that there are effects of Ritalin on cell function that outlast the

short term, and we should sort that out,’ Baizer said. She said perhaps a gene chip — a microarray — could be used to see just which genes are turned on and off by methylphenidate.

## **Lawmakers begin to limit Ritalin**

*CNS News, August 30, 2001*

As children head back to school this fall, a growing number of state lawmakers are focusing on what’s perceived as the overuse of Ritalin, a drug prescribed to treat children diagnosed with attention deficit hyperactivity disorder.

Minnesota reportedly has become the first state to forbid teachers and other school officials from telling parents they might want to put their children on Ritalin. Connecticut also passed legislation that, come October, will prohibit any school staff member from recommending drug treatments for children. Many parents seek Ritalin prescriptions for their children after conferring with teachers who suggest there may be a problem.

This week, a Virginia House committee is studying the alleged abuse of Ritalin and OxyContin (a narcotic pain killer) among school children. Rhode Island is also examining how schools may influence parents when it comes to prescribing Ritalin and other drugs used to treat children with attention, behavior or emotional problems.

## Light Educational Ministries

### LET'S TEACH ART

Terry Lewitzka's excellent art curriculum, based on the week of creation, is now being edited and already 3 books (Grades K, 1 and 2) are available in trial edition. At this stage they are illustrated in black and white.

There are many illustrations of children's art work, plus illustrations to assist in teaching the lessons. This is a spiral curriculum, in that we cover the same areas of art each year, but with different activities, media and increasing depth. Each book contains a full year's activities (40 lessons), a rationale for teaching art and a glossary of terms. The lessons follow the art principles drawn from the Creation Week and each lesson has an objective, detail of the activity, a life application (focusing on scripture and biblical principle), plus a materials list. The books also give you full details on how and where you can acquire art materials for the course. Grades K, 1 and 2 **\$15.00 each**



### THE BEGINNERS GUIDE TO ART



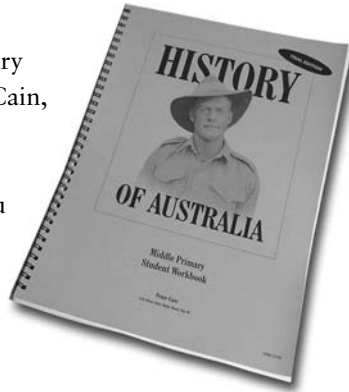
This is not an LEM publication, but a History of Art reference to assist you in teaching the *Let's Teach Art* programme. It is difficult to find a suitable reference but this book is a very useful tool. Its only shortcoming for me is that it is thoroughly humanistic. 288 pages and many quality illustrations, mainly in colour. **\$40.00**

### LET'S TEACH ART VIDEO

A brilliant introduction to teaching Art from a Christian perspective followed by a step by step presentation of the teaching of line, tone and colour. Prepared as an instructional aid for the *Let's Teach Art* curriculum books. **\$33.00**

## AUSTRALIAN HISTORY

LEM's first trial edition of the mid-primary (grades 3 or 4) Australian history. Peter Cain, who has taught in our school for many years, has written this text from a thoroughly Christian perspective that you will find inspiring and encouraging for your children. The 91-page student text is well illustrated with 18 lessons (two weeks per lesson for a year's work) containing student exercises.



The Teacher's Manual contains helpful teaching hints and answer keys.

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*The above titles appear in our Theological and Reference Catalogue.*

# LEM PHONICS CORNER



I am in Australia for a short time before returning to China, where I believe that God has placed me for an unknown length of time.

The phonics programme is progressing well over there with about 60,000 children now learning LEM Phonics. The 200 or so schools they attend are spread throughout two thirds of the thirty provinces of China.

How are you going with the phonics programme here in Australia? It would be good if you wrote or emailed telling us about your child's success or any difficulties you are having teaching your child. If you have not had great success or if there are still one or two problems, try this checklist. It maybe that you are missing out on some important aspect of the teaching.

## PHONOGRAM STAGE

### **Do you have the children writing the phonograms as well as saying them orally?**

The writing of the phonograms is the skill which most fully requires the mind to think. The link between the voice and hand muscles while writing and saying the phonogram plays a major part in consolidating the understanding of that phonogram in the brain.

### **Do you use the grid to illustrate the structure of each letter?**

The structured approach to writing not only helps to produce a good standard of writing but plays a vital part in helping the student to link the sound and shape of that letter together in his mind.

### **Do you have the student 'trace the phonogram in the air' with a large movement of his hand?**

This is another use of the sense of touch. The large movement helps him to 'feel' well the shape of the phonogram. Another way in which the very important sense of touch can be used is having another person write the letter on the child's back as he 'feels' which letter it is.

### **Do you give a written test of the new phonogram mixed with other known phonograms?**

With the written test, the student is accountable to produce the product of his learning. The challenge motivates the brain to think. Discriminating the new phonogram from others is an added challenge. He is also writing the phonogram again which reinforces even more the understanding of it.

### **Do you vary the oral phonogram testing?**

Some ways to do this are as follows:

1. Prepare a set of cards containing only those phonograms with more than one sound. Make as many cards for each phonogram as there are sounds, eg. have four cards for o.

Write 1 above the first o, 2 above the second, 3 above the third and 4 above the fourth. As you flash each card (mixed randomly), have the child say the sound which the number above indicates.

2. Simply ask the student to say the 1st, 3rd, 2nd sound etc. as you flash the LEM cards.
3. Have students think of phonograms which may say the same sound and which number says it, eg. The first sound o may be represented by <sup>1</sup>o, <sup>2</sup>a or <sup>2</sup>au (if they have reached the last one).

The above exercises train a child to approach a problem from different angles thus developing the power of the brain to think analytically.

#### WORD LIST STAGE

##### **Do you use your fingers to represent each phonogram in the word?**

This gives the student a graphic representation of the word without telling him which phonograms are in the word. This he must work out with his mind, and then write it on paper.

##### **Do you teach the rules?**

The knowing of the phonograms is the first key to unlocking the ability to read and spell.

The rules are the second key. The words in the List are not just like any other type of Spelling List in which the students must look at the words and remember. They are there so that basic rules may be learnt which provide the extra knowledge of knowing where a phonogram can say certain sounds. Rules do not cover every instance but they make the skills of spelling and reading so much easier. If you don't teach the rules, you are not using the LEM Phonics programme properly, and therefore not receiving its benefits.

##### **Do you make sure the student writes each word himself, before you write it for him to check?**

This encourages the student to think analytically. Of course you need to provide him with any understandings he does not yet know. Fingers will play a big part in allowing him to decide which phonogram must be used in a certain word. If there are two phonograms which a finger or fingers could represent, (for example fingers for the sound <sup>2</sup>e in the word meet could mean ee or ea) then you must explain which phonogram to use.

##### **Do you have the student read through pages of their own Word List Book fairly frequently?**

Having students frequently read the words which they have analysed frequently will make the words become automatic in their minds. This is not the same as 'sight reading' because the analysis has already taken place. But it develops fluency.



**Do you use the marking system?**

The marking system tests the student's ability to the rules and concepts which he has learnt. If a phonogram is using its second sound but needs no marking, students must tell why. (No marking is needed because a rule tells why the phonogram says that sound in that position.) If no rule is operating they must mark the phonogram with the number representing its sound in that word. Carrying out these exercises during the writing of words in the Word List book definitely grows the brain as it is forced to think analytically.

Remember the markings do not need to be used in written expression activities, because in such a situation they would interfere with the flow of thought.

I do hope that these questions and the explanations as to why this happens will serve as a reminder that the LEM Phonics programme must be used in its entirety to be of maximum benefit to your child. Congratulations to the many out there who are doing so and yielding excellent results.




## Moree Christian Community School

### Principal

(From Term 2, 2002)  
Kindergarten–Year 10  
n = 140 and growing

A ministry of Moree Baptist Church, a rural, conservative, evangelical fellowship, the school board is seeking to appoint an enthusiastic Biblical Christian who is convinced of God's calling to Christian Education.

**Obtain an application pack by calling the school secretary on (02) 6752 3746 and/or by speaking with the current principal on 0428 295 272**



# Have you clicked yet?

## A WEALTH OF INFORMATION

Find out about the organisation, our resources, home education, LEM Phonics and LEM Publications.

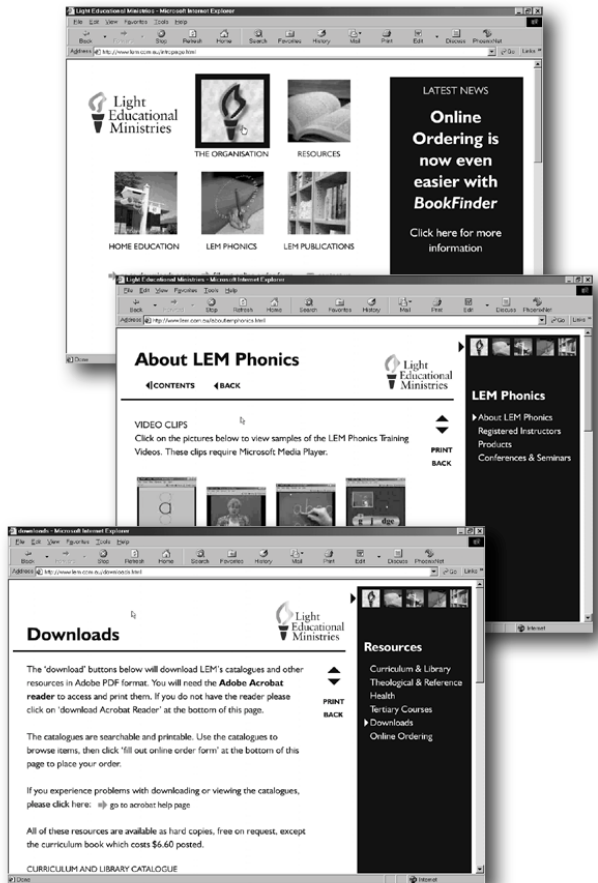
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