



DIRECTOR'S COMMENT

PETER FROGLEY

Christmas has come and gone and the new year has begun; but what a way to begin. Bushfires have devastated huge areas of Australia. Close to home for us there have been huge losses—over 500 homes and many public buildings destroyed. Thankfully LEM and our staff were spared, but it has been a sober reminder of our vulnerability and dependence on God.

Kaye and I enjoyed a long service leave break, combining business with pleasure, on a six week round-the-world journey. There was ministry in Kenya, the United Kingdom and USA, as well as a chance to see the sights and experience the cultures.

Projects

- The first two workbooks for LEM Phonics (*Single Phonograms* and *Multiple Phonograms*) have been printed in saddle-staple format, allowing us to reduce the cost of these books.
- We will soon have a *Nursery Rhyme CD* available to accompany the above workbooks.
- The *Phonogram Charts* are presently being reprinted and should be available

by the time you read this magazine. They will be in full colour and laminated.

- *Let's Teach Art* is available for K, 1, 2 and 3. Author Terry Lewitzka is working on grades 4 to 6, with some material already at editing stage.

This Issue

This issue deals quite extensively with events here at LEM. In *Exploring Christian Education* I look at developments here in Australia as well as overseas in China, Papua New Guinea, and elsewhere. We update plans for our building project and seek your help to achieve our goals. *Christian School Builder* provides an article on dealing with inattention. In the health section I look at stress, whilst the Phonics Corner outlines changes and improvements in the training courses for LEM Phonics.

Keep educating for the Lord!



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



Christian Home Education Seminar and Show

2003 SEMINARS

CHESS seminars for 2003 have been planned with some details still to be finalised. Both Kingsley and LEM have found that it is an expensive exercise to conduct regional seminars and we are unable to continue to offer as many of these. We will, however, continue to do all we are able to serve the regional areas even if it means a seminar every two or three years. In some cases we note that seminars will be conducted by LEM alone as Kingsley will be unable to attend all the CHESS seminars this year. These seminars are labelled in the list below.

Check our website at www.lem.com.au for details and downloadable application forms for all CHESS seminars.

CHESS SEMINARS FOR 2003

Glenrowan	Monday 10 March
Brisbane (LEM only)	Saturday 24 May
Melbourne	Monday 9 June
Hobart (LEM only)	Saturday 14 June
Adelaide (LEM only)	Saturday 5 July

Perth	Saturday 6 September
Orange	Thursday 18 September
Sydney	Saturday 20 September

BOOK DISPLAY—SWAN HILL

LEM resources will be on display at the Presbyterian Church Hall on Thursday 3 July from 2:00—5:00 pm. There is no entry charge and books will be available for purchase.

CATHOLIC HOME EDUCATION SEMINAR—MELBOURNE

Organised by the Catholic Home Education group, the 2003 *Catholic Home Education Family Day* is tentatively set for Saturday 11 October 2003 at St Patrick's Parish Hall, Cnr Rogers and Childers Sts, Mentone.

All are welcome—contact Philip and Selina De Rose for more information on 03 9504 1008.

LEM Phonics

CHINA

This is a most important time for China, with the Olympic Games in 2008, joining the World Trade Organisation and the new regulation that all Chinese children must

learn English. It would be difficult to imagine a better time to invest in China. Teachers to instruct in LEM Phonics are still required—please contact the LEM office for more information.

NEW SEMINARS

We have introduced a new **LEM Phonics Level 2 (Intermediate) Seminar** to cover in detail the third and fourth year of teaching the phonics programme. See the *LEM Phonics Corner* on page 24 for full details of the new seminar structure.

LEVEL 1 AND 2 SEMINARS

LEM Phonics Level 1 (Introductory) and the new Level 2 (Intermediate) seminars are conducted by our Registered Instructors and are announced through flyers included with *Light of Life* and in our mailouts. Downloadable versions are also available on our website at **www.lem.com.au**.

A July Level 1 Course is planned for Canberra with one of our Registered Instructors. We also have Introductory Courses planned for Toowoomba, Brisbane and Melbourne in the coming months.

LEVEL 3 (ADVANCED) LEM PHONICS COURSE

The next Level 3 (Advanced) Course will be conducted by Evelyn Garrard in Canberra from 5 to 14 January 2004. The Advanced Course will be conducted over eight days, and will include content for potential Registered Instructors. Details of the course are available on application to the LEM

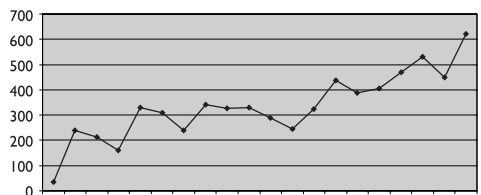
office. Note that the successful completion of the Level 2 (Intermediate) course is a prerequisite for the Advanced Course. For details of the new LEM Phonics training structure see the *LEM Phonics Corner* in this edition.

Kingdom Defence Trust

The Kingdom Defence Trust is now operating to assist home educators and many others with legal questions. Light Educational Ministries has helped many over the years, but we are now referring all legal enquiries to the Kingdom Defence Trust.

The Kingdom Defence Trust seeks to operate at minimum cost to those requiring legal assistance. Donations to the Kingdom Defence Trust are therefore always welcome and in fact necessary for the Trust to continue its most valuable work. Donations can be forwarded to KDT, PO Box 70, Belconnen ACT 2617.

www.lem.com.au



Website hits June 2001 to January 2003

Our website hits seem to indicate that more and more people are taking advantage of our online presence. If you haven't clicked yet, log on to **www.lem.com.au** and see what all the fuss is about!

EXPLORING CHRISTIAN EDUCATION

46 The Spreading Flame

PETER FROGLEY

In the last issue I wrote about the vision for Light Educational Ministries and how it is beginning to develop internationally.

In Habakkuk we read of the Lord answering the prophet in a manner which is very familiar to me, and I suspect most people who have ever had a vision from the Lord:

‘Though it linger, wait for it; it will certainly come and will not delay’ (Habakkuk 2:3).

Visions Bloom Slowly

It has seemed many times over the years that the Lord had forgotten the vision He had shown me. Sometimes it seemed He had given the outworking of that vision to others. There were times I felt I needed to relinquish the vision to allow God to have His own way. Through it all, however, God has been faithful (as He always is) and we at LEM are thankful to be in the service of the King allowing Him to set the timing for the outworking of vision.

FIRST WAVE

Over the years we have seen Christian schools grow rapidly in Australia, but I have been very disappointed that few have seemed to embrace a genuine Christian World View. It seemed to me that schools grew so quickly there was no time given or even available to train teachers to think and teach biblically.

SECOND WAVE

Parents, too, became aware of this and to a significant measure dissatisfaction with Christian education resulted in the growth of home education. LEM became involved in home education in the early to mid 1980s with our first home education seminar in Melbourne in 1985. By the early 1990s home education had become a major part of our ministry. Christian curriculum which had sat on our shelves for years, bypassed by most Christian schools, began to disappear out the door as home educators discovered the treasure of Christian curriculum.

THIRD WAVE

As we passed from the twentieth to the twenty-first century the focus began to shift

internationally and we began to notice enquiries coming from a number of nations. People began showing an interest in Christian education which we had not seen before. The growth of this wave is in the Lord's hands, but if I am hearing the Lord at all it seems to me that this is going to be a great move of God to begin turning nations for the sake of His kingdom.

now in the workforce. There is tangible evidence that home education works. The idea that has brought fear to the hearts of many would-be home educators that their child would miss out on university

Those that have succeeded have been sound, hard-working students whose parents were committed to their success

education or be unemployable has been consigned to the basket labelled 'myth'.

The Detail

CHRISTIAN SCHOOLS

In recent times it has been encouraging to hear of Christian schools seeking to chart a more biblical course. Slowly, but surely, more Christian schools seem to be using more Christian curriculum and more are using the excellent LEM Phonics programme.

HOME EDUCATION

From very humble beginnings in the early 1980s (there have for many years been a small number who have educated their children at home), home education has come of age in Australia. We now have children (at least they were children) who have 'gone all the way', through primary, secondary and tertiary education and are

Making the Grade

It is important, however, that if success is to be achieved parents and children must apply themselves diligently to the task at hand. Those that have succeeded have been sound, hard-working students whose parents were committed to their success. We strongly recommend your involvement in our Home Education Assistance programme (contact our office for details). If you have not been a part of our programme when your child reaches Year 9, it will be most helpful to contact us about proceeding to Year 12 in a manner that will ensure success.

BEGINNERS

It has never been easier for the many new home educators to get started, with our

Home Education Assistance programme and our now complete LEM Phonics programme. We recommend considering our kits for LEM Phonics, which represent considerable savings (see *Book News* on page 21).

New home educators will also find great benefit from a CHESS seminar, where you will be able to hear inspiring sessions, view a huge range of resources and meet many new friends who are making the same journey in home education. A listing of these seminars is found on page 2, and we enclose application forms for seminars in your area with *Light of Life*.

Legal Issues

In the past year or so there has been heightened interest in home education in certain government circles. There are certain mindsets that seem unable to grasp the biblical idea that parents are responsible for their children and their education. This mindset seems to be convinced that parents are by nature incompetent and that ‘authorities’ alone are experts. It is this mindset that has framed our education laws and, in the process, ‘ownership’ of children is transferred from parents to the state. This is a fundamental and diabolical transgression of two most important biblical ideas—family responsibility and personal freedom. Unfortunately, these ideas are not very popular in Australia, and often not understood in Christian circles.

Some states, notably Queensland, seem committed to ‘helping’ parents by placing very demanding requirements for home educators. We are currently finalising details for a revised book *Legal Aspects of Home Education in Australia*. This book has been in development for many months, but as the requirements change we are needing to make more modifications. Nevertheless, we hope to have the book available in the next couple of months.

Whilst these government measures are intrusive and unnecessary there is no need for parents to feel overwhelmed or daunted. The challenges are surmountable.

Overseas

A major goal of Light Educational Ministries is the training of teachers and parents in a biblical world and life view. Most people have not seen this as a priority and as a result many endeavours in Christian education are ‘built on the sand’ and are not able to withstand the pressures and challenges that inevitably come. LEM Phonics is not only an excellent method by which to learn to read, write and spell, but it is being used by the Lord as a door opener to an awareness of the need to understand a biblical world view.

We are presently aware of approximately ten nations with an interest in LEM Phonics. In some nations the programme is already being used, in most cases by one or two isolated groups. The greatest interest comes from third world nations where

there is a rapidly growing awareness that English is the language for the future, particularly in terms of international relationships and trade. Often these nations have been teaching English for many years, but the standard of English has generally been quite poor. People in these nations are recognising the superior methodology of LEM Phonics which facilitates a vast improvement in English standards.

As most would be aware LEM Phonics has been used in China for over three years and continues to make significant inroads.

Another nation where there is significant interest is our neighbour, Papua New Guinea. I was in Port Moresby recently, helping to put a structure in place to facilitate the growth of LEM Phonics. Mesia Novau is our representative in PNG and has been working hard over the past few months, talking with folk in many different levels in education. Mesia came to Canberra this January to catch up on developments, and also to take the Introductory Course to equip him to better represent LEM Phonics.

This year Gabrielle Waine, principal of the Christian Integrated Schools in Lae and Heganofi (in the highlands), introduces the LEM Phonics programme. I conducted a

training seminar for the teachers last October.

Together with Mesia I visited various officials and agreement has been made to pilot LEM Phonics in five schools in the

in the process 'ownership' of children is transferred from parents to the state

Port Moresby area. We have met with and discussed LEM Phonics with leaders in the Uniting Church, the Anglican Church, the Salvation Army, the Christian Revival Crusade and Christian Outreach Centre. In each case there is enthusiasm to use LEM Phonics and also to explore biblical Christian education. Other exciting initiatives were also discussed which seem to confirm it is a time when God intends to do some great things in PNG.

There are a number of other contacts we are exploring at present and each one presents exciting potential.

These events encourage us that God is still committed to biblical Christian education. Australia has been fortunate to enjoy rapid growth in Christian education in the past twenty years and it seems now the torch of His truth is spreading to many other nations.



BUILDING THE VISION

It is now over five years since we began to plan for a facility of our own. In that time we have explored every facility that has come on the market—at least those we have been aware of—but nothing suitable has been found.

Over that time we have had an application with the ACT Government and in the past three years we have been plodding through a most convoluted process to build on a nominated piece of land.

In the past six months or so we have engaged an architect, Murray Coleman,

who has done an excellent job preparing drawings and liaising with authorities. The current news is that we have had a pre-ap meeting which has cleared the way for the Development Approval. If we can navigate the red tape, we are 'reliably' informed that we may be able to begin construction of the first stage in the second half of this year, with another stage planned as soon as funds allow.

We are very pleased with the site made available to us and trust negotiations can be successfully concluded. The site overlooks quite a major roundabout (see picture above) and is thus easy to find for those who come from interstate to explore our educational offerings.

This new building will enable us to operate more efficiently and to provide excellent facilities for you to come and peruse the books in our larger display room, which will be the centrepiece of the building.

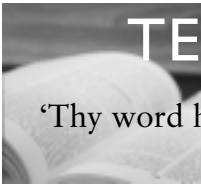
We have accumulated over half the expected cost already and we are believing for another \$150,000 to come in to minimise any borrowings.

We are looking to the Lord for volunteer or discounted cost tradesmen and local volunteer labour to help keep costs to a minimum. If you are able to help in any way we would love to hear from you.

Since our last issue we have been blessed with many donations. We appreciate that for most of you it is a sacrifice to give anything and we thank each one who has given. As with all such endeavours there are still many who have not yet participated and we would be most encouraged if you would consider helping, even if the amount you could afford may seem small. If everyone gave a small amount our needs would be met.

There is a response slip enclosed with this *Light of Life* and we trust you will use this opportunity to assist us with this project.





TEACHING BIBLE MEMORY

‘Thy word have I hid in mine heart, that I might not sin against thee.’

PSALM 119:11

The value of Bible memorisation

Bible memorisation is a Bible-commanded activity. In Joshua 1:8, the Lord was speaking to Joshua as he began his responsibility of leading the children of Israel into the land of Canaan. He said, ‘This book of the law shall not depart out of thy mouth; *but thou shalt meditate therein day and night*, that thou mayest observe to do according to all that is written therein: for then thou shalt have good success.’ One cannot meditate in the Word of God ‘day and night’ (constantly) without having *some* of it memorised. A Christian must meditate on the Word in order to be able to do ‘according to *all* that is written therein’.

If scripture memorisation is so important for the Christian, it would follow that (in our educational program) we must train our children in the practice of Scripture memorisation. It is a great advantage to a young Christian to have vital Scripture passages become a part of his life. Times of temptation often come when a written copy of the Scriptures is not handy. But if the Word of God is implanted in the *heart*, it will be there for the Holy Spirit to use in times of testing, especially for those strong temptations in the early Christian experience.

Also, if the habit of memorisation is established early, the child is given a heritage that will help him considerably in future memorising. Many adults claim that it is difficult for them to memorise. Whether that is true in every case is open to question. It may be that they have never been taught to memorise—either at home or at school.

How can eagerness to memorise be developed?

To teach memorising effectively, we need to realise that *memorising is hard work*—some of the hardest there is. Therefore, we need not be too surprised that our students will not at first be overly enthusiastic at the suggestion of memorising. This means that you as a teacher must develop an enthusiasm for memorising yourself before you can inspire enthusiasm in your children.

The most effective way to inspire enthusiasm for memorisation is to get an individual to see the need for memorising, and then have him set goals for himself. An adult will more readily see the need for memorising, and this will cause him to set goals in relation to which passages he wants to learn and how fast. But since a child will be slower to see the need for memorising,

the teacher must explain to him why it is important, must set goals for him, and see that he meets them.

Emphasise to the children that when they memorise Bible verses and passages, they are memorising the message of God to man. The words they are learning are the most important words they will ever read, hear or learn, because they are the words of God. Explain that only the words of God as recorded in the Bible can help them to live good and happy lives and can show the way to heaven.

Try to explain each passage learned as well and as meaningfully as possible so that the Scripture being memorised is not just dry words to them.

How can we teach memorisation effectively?

No doubt, effectively teaching memorisation frequently fails for want of comprehension of how best to do it. Is it best to give the children the passage to learn as an assignment for the next class period? Should the passage be memorised in class? Should repetition be used on a class level? How and how often should review be conducted? What is the best way to test the children's memorisation of the passage? Following are some points which may help you teach Bible memorisation effectively.

HAVE SHORT CLASSES FREQUENTLY

Classes do not need to be long and drawn out each time. Neither should our memorisation projects become self-defeating by allowing too much time between classes. For example, if classes are held at week-long intervals, many children will procrastinate until almost the deadline

they are memorising the message of God to man

(or after?), because it is human nature to put off hard work. Also, if classes are infrequently held, you will tend to assign a longer passage to learn each time. This further increases the child's tendency to procrastinate, and this will more than likely discourage him.

On the other hand, frequent classes give the child little chance to procrastinate. With the frequent deadlines to meet, he *has* to be 'on his toes'. Also, the continual review provided by frequent classes will help him to retain the material much better.

VALUE OF REPETITION IN MEMORISING

Repetition is one of the primary keys to effective memorising. Repetition is re-enactment. The child needs to re-enact the material several times before it will really stick.

To be effective, this re-enactment must include thinking about the meaning and sequence of thoughts and words in the passage each time they are repeated. Without meditation on the meanings and relationships of thoughts, repetition soon loses its value.

FOLLOW A SYSTEM

It is important that you give the children a system of guidelines to follow in memorising so that they do not become frustrated. You should not simply tell the children, 'Memorise John 3:16 for tomorrow's class', without helping them to understand the principles of memorising. Children can no more *automatically* memorise than they can *automatically* do anything else. They must be taught *how*.

The *how* of memorising can be taught best through class memorising. Here the children are learning both by participation and by example. Have the children follow these steps with you, and explain to them that they should follow this pattern when memorising by themselves also:

1. Read silently over the passage to be memorised.
2. Starting with the first verse in the passage, 'break off a chunk' of the verse so that it is small enough to be retained easily.
3. Read that small portion audibly from five to ten times (whispering or under the breath will do also).
4. After having read the portion a specified number of times, raise your head and endeavour to repeat it from five to ten times without looking.

5. If it can be repeated from five to ten times without looking, leave that portion, and select the next.
6. After the second portion is learned, associate it with the first portion learned and say both together several times.
7. Learn one verse at a time. As each verse is learned, say it together with the preceding verses in the passage.

Normally, even the longest verses will not have to be broken into more than three or four smaller portions. Some verses will be short enough to learn all in one portion. Each portion should end at some mark of punctuation and each should be a well-defined segment of thought.

Of course, when teaching small children who are not able to read well enough to memorise on their own, you will need to repeat the verse aloud to them rather than have them read it with you. Have them start saying the portion with you as soon as they can. If they listen carefully, this should adequately take the place of reading.

HAVE A GOOD REVIEW SCHEDULE

When passages are learned in the manner above, you established a good basis upon which to help to build the rest of the memory structure. However, the retaining part is just as important as the original learning foundation. To assure proper and adequate review, make out a schedule of learning and review that will tell you, each time you have a Bible memory class, just what needs to be learned and what portions should be reviewed.

Since forgetting sets in almost immediately after learning, the

sooner a passage can be reviewed after the original learning, the better. Therefore, what has been learned should be reviewed once or more each day for several days after the original learning.

In planning your memory schedule, divide the class time into two or three divisions, depending on the ability of your children. If you feel the children are capable, new material can be learned each day. This could be the first part of the class period. The second part could be the daily reviews—reviewing the portions learned over the previous several days. The third part could be reviewing the passages learned earlier in the year or in previous years. This time could also be used for testing.

If you have only two divisions, you do not need to learn new passages each day. In the first part, you can alternate the learning of new material with a review of ‘older’ passages. As the second part, have your daily reviews. Whatever plan you use, your overall emphasis should be not only learning new passages, but also a solid retention of older ones.

METHOD OF REVIEW

What method of review should be used: individual recitation, class recitation, or writing the verses on paper? Possibly class or individual recitation could be used most of the time. However, the children should

they must be taught **how** to memorise

know that at times they will be asked to say or to write the verses by themselves. The younger students should say the material, and the older students, at the discretion of the teacher, can either say or write the material. Grade-taking is easier if the material is written.

Cutting corners

Someone will say, ‘But I don’t have time to do all this work in memorisation!’ In most school settings, time *is* limited. If that is your case, try to cut down on the time spent in class, and at specified times have the children (especially the older ones) follow those methods on their own. From fourth grade up, much of the reviewing can be done by individual students on their own in just a few minutes each day. The teacher can say at some appropriate time, ‘Fifth, sixth and eighth graders, while I begin seventh grade math, I want each of you to practice the two verses you learned yesterday until you can say them three times in succession without looking in your Bibles’. This will accomplish the job of reviewing while also saving time. But class learning should never be cut out altogether.

Younger students need to do most of their memorising in class, though they can do some review on their own. But older students must do much original learning in preparation for leaving the classroom setting.

Failure to recall

What do you do if you find during a review that one or more of the children does not remember what he (supposedly) had learned? Have him read and repeat the passage as in the original learning of the passage, until he can repeat it accurately again. Have the child select larger portions of each verse than in the original learning, unless his mind has simply gone blank. This does not have to be done on a class basis, unless a sizable number of children cannot recall the passage.

Help the children connect thoughts between different words, phrases, clauses and verses by emphasising the meanings of the thoughts and how they are related to each other. You can do this by asking the children questions about different verses. For example, with John 3:16: 'What did God do because He so loved the world? What will those who believe in Jesus have? What will not happen to them? The children will think of these things as they are reviewing, and it will help them to remember what comes next, as well as the meaning of the verse.

Differences in memorising ability

How does the teacher cope with differences in ability to memorise? One answer to that problem is to require certain basic passages, within the capabilities of all, to

which you would devote the most class time and energy. Then strongly encourage the faster students to learn other passages. Provide incentive for them to do so in such a way as not to reflect unfavourably on the slower student.

Many times the teacher will also need to discern between the truly slow memoriser and the lazy memoriser. The lazy memoriser will frequently make the excuse that he just cannot memorise. Remember that few people of average intelligence lack the

forgetting sets in almost immediately after learning

ability to memorise, if memorisation is approached in an organised and systematic manner. Insist that all students memorise at least the basic passages, and be sure that those passages are within the ability of the whole group, both maturity-wise and intelligence-wise. However, the child who memorises easily needs a further challenge, or he will soon lose enthusiasm. Enthusiasm must be maintained, or the child will be found doing less than his ability.

We again emphasise that you become enthusiastic yourself. Your enthusiasm for memorisation will do much to help your students become enthusiastic about it. One teacher was able to get a student so involved in memorisation that he began talking about learning the entire New Testament.

Which passages should be memorised?

Establishing a school schedule of memory passages for each grade has several advantages. A primary advantage is that material learned in previous years can be easily reviewed. A frequent failure in memorisation is that what is learned at one point is not retained. So, apart from good mental exercise, memorisation was not too beneficial.

Memorisation of entire books of the Bible is also valuable, in that it helps to give some extra incentive over simply learning isolated passages. There is a sense of accomplishment in having learned an entire book of the Bible. But to avoid losing interest, you will be wise to choose the shorter books (they can learn the longer books on their own).

One of the blessings of Scripture memorisation is that meditation on the memorisation helps one resist temptation. Therefore, we need to choose passages of Scripture that will increase the child's knowledge and comprehension of spiritual principles, emphasising such areas as trust, obedience, faith, the nature of God and so forth. For example, you would not usually assign a portion like Leviticus 11 (clean and unclean animals). Although there is value in that passage for study, it does not have as much value in memorisation as other Bible portions. As a rule, Bible stories would not have first priority, either. They also are valuable, but since they are stories, the

children likely already know the basic elements of them. Memorisation time in school is valuable enough that (with some exceptions) the Gospels, Epistles, and Psalms should have first priority.

Rewards for teaching Bible memorisation

Since most school subjects contain some memorisation, we may see improvement in other subjects as a by-product of Scripture memorisation. Memorisation is good mental exercise that makes it easier for a child to use his mind in other areas. In math, for example, a child needs to know the division facts before he can use them to perform the reasoning of long division. Encourage the children to use the principles of memorisation when there are things to be remembered in other subjects.

Much of our reward for helping to instill the Word of God into young hearts is seeing the Word bear fruit in their lives. To see his students blossoming spiritually, bringing forth 'some a hundredfold, some sixty, some thirty' for the Lord, should thrill the heart of any Christian teacher.

If we can help our children have an enthusiasm for memorisation, we are coming close to instilling enthusiasm for the Word of God itself. Let us use our Bible memory efforts to help inspire our students with the great principles of the Word which will benefit them for both time and eternity.



DEALING WITH THE INATTENTIVE

LAWRENCE MARTIN

The trite expression ‘in one ear and out the other’ so aptly describes some frustratingly inattentive students.

This is not only a problem with certain handicapped children, but is also a general condition afflicting many students. Even we as adults have the innate tendency to rely on such weak excuses as ‘Oh, I am sorry; I must not have heard you’ or ‘Could you please repeat that? I wasn’t paying attention’. As with all other human problems, some people have a greater problem with inattention than others do.

So how can we help our students who have a chronic problem with inattentiveness, daydreaming, or simply forgetting what was told them? This great responsibility lies first with the parents and then secondly with the teacher.

First, in general, we must remember that children will be what we allow them to be. If we allow an inattentive child to slip by with a ‘That’s just him; he can’t help it’ attitude, then that is probably what he will be. Do not imagine that there is a special problem when a child is simply showing usual signs of immaturity. And do not fall into the trap of just dealing with symptoms.

Look for basic problems that may be causing the child to be attention deficit. Consider it a situation to overcome, to an obstacle to cope with. Reference sources note that daydreaming results when a child wants to temporarily escape reality, overcome a present frustration, or satisfy a hidden wish. If the problem is quite chronic, having the child write down or tell his thoughts during such periods could give you the key to the solution for this problem.

WHAT CAN PARENTS DO?

One of the important things parents can do for their children in avoiding this problem is providing them with an organised homelife. This includes regular times for meals, family devotions and chores. The child must learn that when it is time for family devotions, he must pay attention to the Bible reading and discussion. Later he can focus his attention on eating or some other activity. He is at rest when he is willing to do what is expected of him.

Parents can also help their children develop their ability to pay attention by reading short storybooks with an abundance of pictures in them. Next, progress to longer stories, all the while requiring children to sit quietly and listen. Even a church service can aid in taking care of this problem. As a child becomes accustomed to sitting for

long periods of time for the sake of reverence to God, it instills in his mind the importance of listening, even if it does not relate directly to him.

Children also realise that inattention is a poor habit when parents consistently hold them responsible for what they were told to do.

Parents who listen to their children's small concerns and show an active interest in their life will usually be able to inspire attention in their children. They then will have children who are ready to be attentive in situations beyond home.

WHAT CAN TEACHERS DO?

How can we deal with inattentiveness in our students? First look at yourself critically to determine why a child may not want to pay attention to you. An important underlying concept to consider is that a child usually pays attention to something interesting and understandable. A teacher can make something interesting only if he is genuinely interested in it himself. Be enthusiastic in your own personal way. Students will catch this and think that it must be something worthwhile. They become engrossed in what you are presenting because they do not want to miss anything.

Letting yourself become involved in the lesson to keep their attention does not mean becoming an actor. That kind of attention is motivated by self, not by an interest in others. At the same time, be plain and concise, starting on their level of understanding. Intentionally impressing a

child with your knowledge will only dampen his enthusiasm and consequently his attention. Keep your class with you as you lead them on to deeper concepts. Keep moving in discussions, especially review. Give each child the impression that if he does not pay attention, he may get lost. It will also prompt attention when he realises that it will not really take that long.

children will be what we allow them to be

Use practical, at-hand illustrations. Illuminating the abstract ideas will help keep each child's attention.

Require participation by all students. This will encourage the inattentive to listen so that he has something to share. Dreamy eyes, vacant stares, or restless movements indicate that it may be time for an unexpected question, an intriguing side note, or some sort of brief diversion like a run outside for fresh air. Students should realise that you expect good posture and eye contact during discussions. A kind reprimand is certainly in order when they fail to meet these conditions. Also, seek for ways you can improve your public speaking ability. Although this is not most important, it can help inspire attention.

A proper classroom atmosphere goes a long way to eliminate the inattention problem. Keep the school environment as

calm, quiet and structured as possible. Use wisdom in seating arrangements, remembering that students at the back of the classroom tend to be less attentive. Keep your schedule orderly, and abide by it as consistently as possible.

Be willing to give some individual attention to each child as needed. You may need to plan and direct his study times. This gives him the mindset that that is what he should be paying attention to at that time. An occasional break such as reading a storybook for five minutes could be considered. Break down complicated

assignment directions into bite-size morsels. Do one thing, and then go on to the next step.

Despite all that a teacher may strive to do or to be, some situations may need discipline to bring about the desired results. Remember our Master Teacher and His patience with our own lack of attention. Ask God for wisdom and patience to deal kindly with those who struggle with inattention.

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■ HEALTH



THE SILENT KILLER

How stress affects our bodies

PETER FROGLEY

Stress, according to the dictionary, is mental, emotional or physical strain or tension.

Stress is what we do to ourselves that makes us sick. It is common these days to hear of folk who are on 'stress leave'. The pressure of living is apparently too much for some people to handle. The antidote

for stress is rest. For the Christian this is better defined as faith—faith in God.

In January my wife and I were privileged to visit Dr Joel Robbins in Tulsa, USA. Dr Robbins' materials have provided the basis for the articles I have been presenting on health. Robbins is a doctor of chiropractic, naturopathy and medicine and is a committed Christian. It was great to share

with him and see the depth and reality of his faith in Christ. This understanding of God and His Word is evident in the materials Dr Robbins presents. I can thoroughly recommend his books and tapes which can now be purchased separately through our health catalogue.

Now back to stress! Dr Robbins asserts that stress is the only cause of disease. Disease is defined as a lack of health and results when any cell is not functioning to 100% of its designed duty, whether due to trauma, toxicity, lack of communication or a combination thereof. These are bold claims, but I think as we explore further you will see the wisdom of this analysis.

There are three major types of stress to which we humans are subject.

PHYSICAL STRESS

There are five areas of physical stress.

1. Trauma, or tissue damage
2. Lack of exercise, which results in decreased oxygen and nutrition to the cells and an increased buildup of metabolic wastes. It also decreases muscle tone, resulting in decreased efficiency.
3. Lack of sunshine
4. Lack of cleanliness, which allows surface and external toxic buildup
5. Lack of sleep and rest, which robs the body of replenishment time and adequate detoxification time for our bodies to prepare for the new day. These processes are twice as efficient during sleep.

EMOTIONAL OR MENTAL STRESS

- Lack of a positive mental outlook, through the harbouring of wrong attitudes. How important are the teachings of the Bible here!
- Internal conflict—doing the opposite to what we know is right—that is, deliberate sin.

CHEMICAL AND NUTRITIONAL STRESS

Now I think most of us would be nodding (not off, I hope) in agreement of the above points, but the following things create stress in an manner we tend not to recognise as stress:

- Chemicals taken internally, which includes all drugs and medications, are harmful to our bodies. They are not foods and thus our bodies recognise them as toxins to be removed as quickly as possible. They create a stress for our bodies, whilst most of us think they are making us better.
- Food additives, the majority of which are chemicals, which cause stress to our bodies as they are not food
- Impure water, which may be contaminated with chemicals like chlorine and fluorine, or inorganic materials and bacteria
- Inhaled toxins from the air and from pollutants such as tobacco smoke
- Herbs and condiments, which generally act as irritants to our bodies
- Improper diet, where the main culprits

are processed or fragmented foods, acid residue foods (which upset the pH balance of the body), and fermented foods and drinks.

What Stress Does

Physical and chemical stress results in an electrical imbalance in the cells, which hinders the cells communication with the rest of the body. If the cause of this stress is not removed, changes take place that we recognise as disease.

A cell can be out of electronic balance without being toxic or damaged, which can be caused by emotional stress.

Stress causes electrical imbalances that manifest in the body as disease because the

areas cut off from communication from cells do not receive instructions on how to maintain themselves. This results in such areas becoming susceptible to either trauma or toxic deposit.

Disease is the cells' response to stress and these changes to the body are to allow the body to survive as it is programmed by its Maker to maintain optimum health.

When the cause of the disease is removed the body can go about returning to its normal function, which is to be in health.

So the moral of the story is—don't get stressed—it is bad for your health!

The writer is indebted to Dr Joel Robbins for the material used in this article.

ONLINE ORDERING

The internet revolution has seen the number of Australians using the internet reach 5 million and beyond. Traditionally the majority of our orders are taken over the telephone, but there are many benefits to ordering over the internet. We encourage you to try it at www.lem.com.au.

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LEM PHONICS WORKBOOKS

Previously we had a Christian and general editions of our Single and Multiple Phonogram Workbooks (1 and 2), but there is now one edition of each. The Christian version used Bible verses from which students simply identified certain phonograms. The new workbooks contain nursery rhymes, many of which carry Christian sentiments. We will soon be releasing a CD of the nursery rhymes, which will allow the children to sing along. Because we are producing them in greater quantities, we have been able to reduce the price from \$8.55 to **\$7.00**.

Other workbooks will follow in the new style and we will be retaining Christian and general editions of Workbooks 3 through the Reference.

LEM PHONICS WORDLIST BOOKS

You will notice over the next few months the Word List books featuring new full-colour covers. The content will remain the same.

LEM PHONICS PHONOGRAM CHARTS

These popular charts featuring the Single, Multiple and Successive Seventeen Phonograms are being reprinted and should be available by the time you read this magazine. The three charts are laminated, printed in full colour and A2 size. **\$24.95 + freight**

Rod and Staff

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Peter's
EVELYN GARRARD'S

LEM PHONICS CORNER

Evelyn has returned to Beijing to begin another year's work finishing the ESL version of LEM Phonics as well as overseeing work being done in the schools.

Whilst Evelyn was at home we held our annual Registered Instructors Conference. It was a very busy and productive time, coinciding as it did with the Canberra bushfires.

The LEM Phonics Training programme was a major topic of conversation and from those discussions the following decisions were made. Those planning to undertake further training in LEM Phonics should carefully note the changes.

You will also note that after many years we have increased tuition costs marginally. These listed costs are minimums and some instructors may charge more at their discretion.

There are now four levels of training available.

LEVEL 1: INTRODUCTORY COURSE

The Introductory Course in LEM Phonics is preferably five days, with 24 hours minimum

instructional time. It is assessed by way of a Final Test with a result of 80% or higher qualifying for an Introductory Course Certificate. Participants not wishing to sit the Final Test may be issued with an Attendance Certificate. The Introductory Course will be taught by Registered Instructors.

Content This course concentrates on materials taught in the first two years of LEM Phonics.

Cost The cost of this course is \$330 (including GST) and includes an *LEM Phonics Manual*, *Word List K* and an exercise book.

Prerequisites None, although a knowledge of the 75 phonograms is a distinct advantage.

LEVEL 2: INTERMEDIATE COURSE

This new course has been introduced because there has not been time to thoroughly cover all the content of LEM Phonics in 24 hours.

The Intermediate Course in LEM Phonics is a five day course of 24 hours minimum instructional time. It is assessed by way of a Final Test with a result of 80% or higher qualifying for an Intermediate Course Certificate. Participants not wishing to sit the Final Test may be issued with an Attendance Certificate.

The Level 2 Course will also be taught by Registered Instructors.

Content This course concentrates on the third and fourth years of the LEM Phonics programme and is also designed to prepare students more adequately for the Advanced Course.

Cost The cost of this course is \$330 (including GST) and includes *Word List 2*, *The Reference* and an exercise book.

Prerequisites Level 1 Course Certificate.

LEVEL 3: ADVANCED COURSE

This course has been modified from ten days to eight. Successful completion includes passing a comprehensive test. Included in this course is a two-day Registered Instructor's training programme to equip franchisees in LEM Phonics. The Advanced Course will be taught by at least one Advanced Instructor and a Trainee Advanced Instructor.

Content This course allows students to qualify to apply as a Registered Instructor in LEM Phonics and thus conduct Level 1 and 2 courses.

Cost The cost of this course is \$1,100, plus a non-refundable \$55.00 registration fee.

Prerequisites

- Level 1 and 2 Course Certificates
- Minimum 24 months experience teaching the LEM Phonics method
- Recommendation of their Level 2 instructor

- Addresses and phone numbers of two character references.

LEVEL 4: ADVANCED INSTRUCTOR'S COURSE

With Evelyn travelling so much we have needed to have people trained to conduct Advanced courses, so we have introduced the Advanced Instructor's Course.

Content Successful completion of this course gives Registered Instructors an Advanced Instructor's Certificate, which must be held to instruct an Advanced Course.

Cost The cost of this course is \$1,100, plus a non-refundable \$55.00 registration fee.

Prerequisites

- Level 1, 2 and 3 Course Certificates
- Conducted at least ten Level 1 and 2 courses
- Two years as a Registered Instructor in the LEM Phonics method.

This course is already being undertaken by Greg O'Keefe and Di Hooper.

We are excited at these changes and the potential to raise the standard of teaching of LEM Phonics—keep an eye out in *Light of Life* and on our website for details on specific seminars.

