



DIRECTOR'S COMMENT

PETER FROGLEY

Whilst it seems we have just celebrated Christmas the reality is the new year is well underway. We pray you have had a blessed Christmas time and were able to visit with family and friends.

This is the twenty fifth year for Light Educational Ministries and *Light of Life* and we are thankful to the Lord for blessing and sustaining us for quarter of a century. In keeping with our 25th year we have done some reorganisation of this magazine. We expect in future you will receive *Light of Life* in a plastic bag and this has necessitated eliminating many of our loose flyer inserts. To accommodate this the back pages are now dedicated to informing you of upcoming seminars and providing a registration form.

Projects

- The major rewrite of our grade 6–7 physical geography text *The Earth* continues and should be available in 2–3 months.
- *Let's Teach Art* Grade K has had a thorough review. It is now housed in a bright new cover, with more illus-

trations and an optional CD-ROM with colour pictures linked to the lessons.

- *Government in Australia* is in the process of editing and should be available in the first half of the year.
- *History of Australia* has been in trial edition and a revised edition should be available by the end of the year.
- *The Elements of Music* Volume 3 is in the writing stage and should be available in late 2004.

This Issue

In *Exploring Christian Education* I explore the notion of freedom in educating our children. We have two articles from the *Christian School Builder* on Enriching Students' Vocabulary and Developing Students Interest. Being overweight is the issue of the time and I explore some aspects of this in health. In the *LEM Phonics Corner* Evelyn tells how she's been keeping busy since returning from China.

Keep educating for the Lord!



LEM Building Project

After a three month delay our project is now going before Cabinet in the ACT for the final time. The lease documentation is being prepared and we trust construction could begin this first half of the year.

Unfortunately, as the process drags on costs tend to rise and we are looking to the Lord to touch peoples' hearts to support us in this project. In the year since we launched our most recent fundraising effort we have received gifts totalling nearly \$29,000. For this we are greatly appreciative.

Our fundraising brochure and response slip are enclosed with the prayer that you consider the LEM Building Fund for your tax deductible giving in 2004.

Papua New Guinea

Our PNG representative, Mesia Novau, has now trained twenty teachers in Port Moresby. When I was in PNG in November 2003 I met many of the teachers and their Principals who were all enthusiastic about teaching LEM Phonics. The Assistant Superintendent for Port Moresby is keen to implement LEM

Phonics and an application for funding has been lodged.

We have also been working with Gabriel Waine, who is pioneering Christian schools from Lae. He has established one Christian school in Lae, as well as two more in the highlands. Andrew Maiyan, Principal of an elementary school in the settlement area of Lae, began a school in 2003 and has been using LEM Phonics since midyear.

www.lem.com.au

The website is currently undergoing a significant upgrade, with many changes being implemented as a result of your feedback.

We have removed the introductory page and created a new 'Welcome' page, which contains more detailed links for our latest news and products, as well as brief instructions on how to navigate the site.

Other changes include improved loading indicators and navigation tools, enhancements to the online order form, a comprehensive update of all LEM publications, as well as minor cosmetic changes.

We expect the updated site to be online in the next few weeks. If you have any questions or comments, please email john@lem.com.au.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

50 The Jubilee!

I noted as I was pondering about writing an article for this edition of *Light of Life* that this is the fiftieth *Exploring Christian Education*, having begun the series in August 1991.

I began this series with the idea of writing what I believed off the top of my head without footnotes or deep research. I guess that is my preferred style. I wanted to share what motivated me and the conclusions I had come to in Christian education. As a result the articles are sometimes a little disjointed and often present politically incorrect ideas. My goal has been to provoke you to consider each topic presented. Whether you agree with me or not is not really important—for me the issue is that we all need to think more about educational issues, their relationship to God and our need to make application of the biblical principles presented.

It has been refreshing to regularly have folk speak to me about articles, particularly at CHES seminars, and it has been encouraging that the vast majority have been blessed and appreciative.

Jubilee

I want to begin this article with the biblical idea of jubilee, which scripture tells us came around every fifty years. I don't want to pursue any theological ramifications of the jubilee as there are many others who could do so far more effectively. Suffice to say here that the jubilee was a time of release—of being set free. Freedom is a biblical concept—it doesn't flow from democracy!

This freedom was a precursor to the essence of the Gospel message—that Jesus came that we might be set free from the burden of sin, once for all time. The joy of that knowledge is for us who have come to know Him in Christ. Our struggle is over, having discovered the rest that is in His imputed righteousness.

What Are We to Do?

But what does that mean to be set free, apart from feeling good and believing we are going to heaven? If we don't know, we may well be left with the idea that life here on this earth is a second rate existence. Therefore, yearning to be taken away to be with the Lord in heaven is the real

focus of the Christian life. Whilst I look forward to being with the Lord in eternity—indeed that is the great hope of the Christian faith—the reason we have been set free must be understood as it determines the way we will live our lives. God has purposed to leave us here on earth and He has a very important reason to do so.

As we are concerned about our children, their futures and how we should be training and equipping them, it becomes imperative that we understand ‘what on earth we are doing here’!

The Problem

Sin was a blight on the earth and all its inhabitants, separating them forever from God, their creator. The jubilee (together with many other aspects of the Old Covenant) pointed to the coming of Christ, who has made the perfect sacrifice for sin and made it possible for the effects of sin to be reversed.

Whilst these Old Testament principles, and indeed the law, have been fulfilled in Christ, we miss something if we dismiss them as being irrelevant. For example, it is still prudent and important to keep the Sabbath. This is not legalistic, as some suppose, but for our benefit—we need to have a day of rest! More than that, we need to be obedient to God’s law. Likewise, the idea of the jubilee is important as we all, from time to time,

need to make a fresh start, leaving that which has gone before and moving on into the new things God has prepared for us.

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New Beginning for a New Creation

In Christ, we begin again, but what do we begin? What is the goal and purpose of our existence here on this planet?

Before we get to the goal, however, let’s revisit the definition for education God gave me many years ago:

*Education is the unfolding of God—
His character and His creation.*

This has been invaluable to me in helping understand the broad perspective of education. For me the goal of education is to ‘unfold God’.

In exploring this definition it is important to consider some theological ramifications.

Firstly, in whatever we do we should begin with God—He is the Lord and creator of all things. The humanist begins with man and this is one of the fundamental errors ideological humanists (and also many Christians) make.

Secondly, it is not possible for me, or anyone else for that matter, to unfold God. We are not able to fathom Him—as Dr

Glen Martin has suggested—‘if we could, we would be God’. Fortunately, God has been so gracious as to send the Holy Spirit to dwell in and be with us. Because He is God He is able to unfold Himself to us—we call this inspiration or revelation.

The key is that we understand that we are dependent on God. We come to Him as Lord in an attitude of submission. Pride will cause us to misinterpret God’s plan and purpose, and that distortion drives education today.

Exploring the Challenge

The goal of education, then, is to unfold God to our children. This does include the activities of Christian piety: studying God’s Word, developing our character in Christ, etc., but it also means a good deal more.

Remember the definition:

Education is the unfolding of God—His character and His creation.

To a significant extent we do unfold God through our individual relationship with Him. The added dimension that brings the faith into the educational arena is that we are to unfold God in the teaching of every subject. It is in the outworking of this that will bring both ourselves and our children into the fullness of freedom in God.

The challenge to learn to think about each subject as God does and apply this to our teaching and lives is one that most people choose to ignore or set aside for a future very rainy day, because it is too hard! We

have all been trained to think independently of God. That is the essence of humanism and that is the prevailing philosophy of modern state education and, unfortunately, of most Christian educators who have been trained in humanist institutions.

To learn to think in submission to God is very hard. It is not simply adjusting a few facts in our minds—it requires a total rework of our whole mode of thinking. Anything less will ultimately perpetuate the existing humanist philosophy.

For the Children

Freedom is the release from the penalty of sin and we must learn to think from this place. The majority of adults have been corrupted in their thinking by the ‘isms’ of our day; Humanism, Marxism, Post-modernism, Hedonism, etc. Our children need not be thus corrupted—they do not need to enter into the same dimension of corrupt thinking we have. Certainly, children have been corrupted by sin but the effect of sin in their lives can be diminished significantly by parents and other adults who are able to help them learn to think and live according to God’s Word. Children can know and live in the power and freedom of the Holy Spirit from a young age. Our task then is to ensure they stay in the place of freedom and don’t become ‘entangled again with a yoke of bondage’ (Galatians 5:1). Such wrong thinking is every bit as much bondage as anything else. It would be

difficult to overemphasise the importance of the freedom that is ours when we learn to think as God does. Too many Christians live in mental bondage to the ‘beggarly elements’ of this world (Galatians 4:9).

We have been reconciled to God to be His instruments, through the church, to manifest His will on the earth. God has brought His kingdom to earth through the Holy Spirit and we have been called to establish that kingdom on earth. Now if we are looking for castles with a kingdom sign on them we will be disappointed, for

school, a sponsorship care programme or any number of other options.

2. A scientist sees that forests are being wantonly destroyed and the Holy Spirit convicts him that we are to take dominion over the world and not destroy it. So he seeks God to understand how He wants the forest He provided for us utilised and develops a plan whereby trees, a renewable resource, can be harvested and renewed.

These are simple examples of the kingdom being established.

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Every area of life needs to be approached this way that we might see the kingdom in operation. The key to seeing our children flow into kingdom function is to teach them freedom through

the kingdom is established in our hearts and minds as we think and act as children of the kingdom.

The Practics

Here are two samples of applying a biblical faith to life.

1. People see many children without families and in great need. The Holy Spirit convicts them that God cares for children so they set about to build a programme to care for the children. It may take the shape of an orphanage, a

obedience to God’s Word.

There is a clear way set out for us in the scripture to train and equip our children to do the work of the kingdom.

First, we need to do the hard work of bringing our thinking into line with the expectations of scripture, living in obedience to God’s Word.

Second, we model kingdom living in all we do so that our children, who love to copy their parents, develop the habit of obedience to God. In this place there is freedom—the true jubilee.



ENRICHING STUDENTS' VOCABULARIES

BY JOHN DALE YODER

Frenetic, fractious, deaf, dumb, and blind, young Helen Keller did not understand a word. Maybe she did not know words existed.

Her parents did not think it just to restrain or punish such an underprivileged girl; hence the behavior problems. But Anne Sullivan changed her. She thought it unjust *not* to restrain and punish Helen. And by teaching Helen the concept of words, Anne Sullivan transformed her. Though still deaf and blind, she became a genteel genius.

Imagine the challenge of teaching words to someone blind and deaf. What a feat of patience and perseverance! By sign language played into the hand, Anne taught her, word by word, a vocabulary that helped to mold her life into something useful.

We all know that words have meanings, and we take for granted that every object and idea is named by a word. Your vocabulary must include the words of this article for you to understand it. If there are some words you do not understand, your comprehension will be affected. Thankfully, many words can be understood simply by their context. But

too often we forfeit understanding something fully because of our otiosity: the dictionary is at the other end of the living room, and we are in the easy chair. To read much of anything and benefit from it, we must know the meanings of many words.

We are hopelessly attached to words. We tell each other what we need, want, are, hope, see, smell, feel, think, and enjoy—all with words. Learning the meaning of an unfamiliar word helps us to think in a new way about the concepts surrounding that meaning. There is even evidence that a man's financial success is affected by the size of his vocabulary. We people of God, of course, have a far greater incentive for enriching our vocabularies than that of financial gain. We have the Gospel to present. We have souls to win for the Lord. And we want our children also to become able to do that effectively. That is why we want to enrich our students' vocabularies.

How do you get your students interested in words? The way to get them interested is to teach them.

Teach them to relish perusal. Thrill their fledgling minds with stories of children

from far away and from long ago. Promote the wealth of the encyclopedia. If they do not enjoy reading, somehow provide incentive so they learn to enjoy it. As they read, their vocabularies will automatically swell. As they find new words, they will learn them by their contexts. But what about the words whose contexts do not clarify their meanings?

Teach them to exploit the lexicon. Do it by your example. How well I remember where my eighth grade teacher kept her dictionary! Any time a word was in question, out came the dictionary to conclude the discussion. Encourage your students to dig into the dictionary on their own. Do not stoop to being an ever-ready, walking dictionary. They need to stir those pages themselves to learn the skill of it—and the thrill of it.

Teach them to circumvent enervated locutions. Weary words promote oscitancy in your readers or listeners. Teach your students to replace tired, overused words with crisp, meaningful ones. *Very, thing, nice, bad, good, get, and take* are fine words, but excellence demands better ones. When something is indeed *very*, see if you can use a word that includes ‘very’ in its meaning. (Instead of ‘very happy,’ try *ecstatic*.) What, exactly, is the *thing*? If it is *nice*, is it *lovely*, or *delicious*, or *thrilling*, or what? *Bad* is really a bad one, considering the alternatives: *vicious, evil, nasty, ill, ominous, dying, misbehaving, crippled, decayed, wicked, inexpedient, dangerous*, and lately even *excellent*. What is better than *good*? *Valid* or *virtuous*;

healthful or *heavenly*; *tasty, trusty, true, or triumphant*; *godly* or *guileless*; *genuine, generous, ingenious* or *just*; why settle for *good*? *Get* is a fine word in ‘get the best of’ and ‘getting ahead.’ But how about getting rich because you get up early? Or getting some clothes when you get to the store? We can get a better word than *get* in such situations. How about *take* (in the sense of ‘require’ or ‘need’)? It takes effort to weed out these very worn-out words and get used to replacing them with novel, piquant words.

That is only a sampling of tired words. Challenge your students to avoid overusing such words in their writing. Stress the need for fresh, vigorous, exact words that tell the whole story. Teach them about thesauri; they list a host of words with shades of meaning to tell exactly what we want to tell.

Teach them by felicitous didactics. Use Pathway’s vocabulary series. Have an occasional oral vocabulary class. Make it a game, much like a spelling bee. Make worksheets to teach synonyms, antonyms, and homonyms. Make worksheets of sentences drooping with fatigued expressions, and have the students rewrite them in a fresh style. Or do it on the board, and have the students take turns coming up with something better. Expand your students’ ability to use words by having them write definitions for words. You supply the word, and have each student write a definition. Next, compare the definitions, and choose the best one. Then compare it with a dictionary

definition. Teach your children the meanings of prefixes. *Re-, un-, inter-, ambi-, im-, ante-, anti-, auto-, post-*; how many others can you come up with? Teach them about idioms, those sayings that make no sense taken word by word, but taken together, help to make the language colorful. Teach them what slang is—language in the making—but that it is often cheap and undignified and sometimes

vulgar. Find more ideas in Appendix B of *Handbook for Creative Teaching* [available from LEM].

Thank God that most, if not all our students have eyes that see or ears that hear, and the great majority have both. How uninhibited we are in our efforts to teach them words! Are we doing the best we can?

Christian School Builder, January 2003



DEVELOPING STUDENT INTEREST

BY STEVEN MAST

Smiles beget smiles. Inspiration begets inspiration. Interest begets interest.

It is but the simple law of sowing and reaping. In developing writing interest in your students, your interest and your enthusiasm are the key to theirs.

Did I hear you say, ‘But *I’m* not a writer. How can *I* get enthused?’ Here, then, is where we must begin, for your enthusiasm begets theirs.

Perhaps you love to read. Do you have a favorite book of poems, a favorite book of essays, a favorite book of stories? Many teachers have that special literary trove that

fires their minds and makes them salivate mentally. You have one? Good! Read it! It may be reading on your mental level, or it may be gems written by students of another school. But the point is, *read*. And read for stimulation.

Teachers often have precious little time for leisure reading. But you are not reading for leisure. You are reading with passion, chewing each piece carefully, hungrily — thinking, meditating, pondering. ‘Why does this appeal to me?’ ‘How did the author achieve his end?’ For many teachers, reading what others have written and reading it with a searching, inquisitive mind, dredging its very depths, is stimulating. It makes us overflow. And perhaps if we direct that overflow properly, it can be the stimulus for creative writing, both our own and that of our students.

In order for your enthusiasm to strike a chord in your student's minds, you also need to know what to expect of them. What are your students capable of? What *should* they be able to accomplish? What are realistic goals to pursue in producing creative writers? What should you assign? Not knowing where you are going tends to wick away your enthusiasm, so have a definite plan.

Set goals for your students. Make them specific. '*This* is where they are. *This* is where I want to take them. And *this* is how I plan to do it.' In future installments of this series, perhaps we can give some age-specific tips on realistic expectations and some suggestions for achieving them. But interest comes first. Technique must follow.

In order for you to inspire within your students an interest in writing, *you* must be involved. Writing class is not a period to occupy the students so that *you* can check math papers or tests. If anyone works in writing class, it is you, the teacher. In writing class, you are a salesman. It is both privilege and duty to pass on to others the thrill within you. A good salesman does not set out his wares on your kitchen table and then sit down with a nod and relax while you peruse his products. Oh, no! He is a bundle of energy. He pulls out bottles of this and little samples of that and puts them together in the most intriguing way. He uses little

contraptions you never saw before, and talks a mile a minute, and shows you all you wish to know out of little pamphlets pulled from his amazing briefcase. He asks you questions about how you do things around the house and then shows you a 'better' way to do them. You are sitting on the edge of your seat, totally amazed at what he has to say and show. You talk about his visit for days, and he goes home and sits down and tells his wife, 'That was a hard day's work. But they are excited about using my products now too! I am going back next week for follow-up.' He is amply rewarded.

Too many teachers approach writing class like a salesman who walks in and announces (to everyone's chagrin), 'This will cost you only \$457.32 plus tax.' He might as well have stayed home. Enthusiasm comes first. Costs must come later. Costs mean but little when enthusiasm runs high. But introduce the costs first, and enthusiasm never arrives.

Begin your class by telling them about something that really amazes you. It might be a story. It might be a fact. It might even be a question—one whose answer eludes you. Whatever it is, talk about it. Get them involved in it. Get their minds thinking. Show them a picture or two or even three or four. Ask them questions and do not always stop for answers. Few classrooms struggle to keep conversation or discussion going. But be sure *you* lead the discussion. Depending on the nature of your students, you might even try leading the discussion fast enough that they are on the brink of losing it. Be like the salesman who presents wonder after wonder with nearly dizzying speed. Let your

forethought and plan serve to motivate them and develop within them a keen interest in what you are talking about. Then when interest is high and hands are waving for recognition, present the ‘costs.’ Outline the assignment and channel the interest, behind waving hands, into written expression.

It might go something like this. You are teaching fifth grade. You have a wonderful mix of students—slow, fast, bright, dull, and even a few average ones. You hold up a picture of a boy standing by a sink loaded with dishes. He stands by himself, holding his head in his hands. (Some of you have seen this picture, surely!) But instead of tears on his cheeks, his face is a picture of disgust. You walk around the room so that everyone can see the picture. Then you open your ‘briefcase’ and start fielding questions. ‘Does this boy have a problem?’ *No pause.* ‘I remember a time when I felt like that. Know why?’ *Still no pause.* *One hand is raised eagerly.* ‘Why isn’t his sister helping him?’ *No pause.* *Three hands are raised desperately.* ‘Isn’t there something he could do about his problem?’ *Now everyone has a thought. Some are about to talk before their hand is answered.* ‘Okay, Bethany, what do you think?’

Bethany: ‘I think he had to stay in and wash dishes while the rest went out to bale hay. That’s what my brothers look like when they have to stay in to wash dishes.’

Teacher: ‘Joseph, what do you think?’

Joseph: ‘I think he was washing dishes for a long time, and then his sister brought a

bunch of dishes over from her baking project and added them to his pile to wash. That is so disgusting!’

Teacher: ‘But notice that his sleeves are not even rolled up yet. Why is that?’

Now, there are too many hands up at once. ‘One at a time, we will let each share one thing we get from the picture. Then I want everyone to sit and write out the whole story for us. Look at the picture carefully as you write so that you get the details right. Okay, Jerry, you be next. What do you get out of that picture?’ And they are off.

Their stories likely will all reflect elements that others shared, but that is okay. That is how they learn, and it is part of learning to be creative. Group participation is contagious and yields great dividends of enthusiasm.

As classroom salesman, remember, though, that mere enthusiasm is not enough. You must strive to sell usefulness too. Inspire their interest in the familiar, common, and comfortable rather than in the sensational and odd. Strive for realism, even with younger children, rather than fantasy. Strive for vivid, accurate, and picturesque pieces rather than startling, off-beat, and unnatural creations. Cultivate interest in the common experiences of life. Teach your students to observe real life with the eyes of a writer and see beauty around them like a good artist. A creatively done but unrealistic piece of writing misses the mark of practicality that we need for kingdom usefulness.

Christian School Builder, November 2003



WORTH THE WEIGHT

BY PETER FROGLEY

It seems the great revelation for the politically correct in our society today is that many people are overweight.

The evidence for this phenomenon is not difficult to find—just sit in the local shopping mall and watch the people walking by!

CHECK YOUR WEIGHT

If you are not sure how you fare in the weight stakes simply talk to your doctor and ask for the chart that tells whether you are skinny, OK, overweight or obese. Whilst you may not agree with the various categories, it is a helpful guide. Anyway, if you are not happy with the chart, simply make your own and you can be sure you are OK—but be careful, the doctor's chart may have been correct!

It seems to me that the focus on whether one is 'under proportioned' or 'over proportioned' is not a good one. Some people have the dilemma that whatever they do they stay in the same category.

The focus on weight seems to be more driven by appearance, and appearance—be it good or bad—is in the eye of the beholder.

CHRISTIANS CARE FOR THEIR BODIES

As Christians we have a responsibility to keep our bodies in good health, and weight is but part of the issue.

I would think many of us have seen current affairs programmes recently which have warned us about being overweight. Many and various claims are made by this researcher or that university as to what we should do, so much so that most of us can legitimately claim to be confused to the point of advocating chocolate-coated carrot sticks.

The serious side of all this is that even with all these 'wonder diets', we are increasingly unhealthy and are succumbing to degenerative diseases at younger ages. The media do, from time to time, raise some good and interesting points from research and frighten many people. Seldom do they present good

alternatives for us, partly because of conflicting views and partly because few health professionals see a clear connection between diet and health.

EATING DISASTERS

Recently I saw a report from the *New York Post* which made some interesting claims, which, if true, raise major concerns for many of us.

Great news for trial lawyers eager to shake down restaurants for 'making people obese': Scientists now claim that a burger and fries are as addictive as hard drugs.

Scientists at the University of Wisconsin say high doses of fat and sugar in fast and processed foods act the same way as nicotine, heroin and other substances in becoming habit-forming,

Lead researcher Matthew Will said, 'A high-fat diet alters brain biochemistry with effects similar to those in powerful opiates such as morphine.

When lab rats had their high fat diet revoked, they showed withdrawal symptoms like those of a hophead denied a fix, the docs found. A steady diet of slop changes the brain so much that it's nearly impossible for a junk-food junkie to start eating a healthful diet, they said.

New York Post, Monday 14 July 2003

As a society we have been conditioned to consume fast foods, and for too many people it is their staple diet. Not only that, but as this article points out these foods are addictive beyond the point of being habit forming.

HEALTHY LIFESTYLE

I think all of us would want to be in health as John wrote:

I pray that you may prosper in all things
and be in health, just as your soul
prosper.

3 John 2

No one can guarantee good health as that is in God's sovereign hand, but we can

processed foods act in the
same way as nicotine, heroin
and other hard drugs

live in such a manner that we will feel better and have more energy for life. Your responses to these articles have testified that many have changed their lifestyle and are feeling better and enjoying life more. A number have testified to quite remarkable healings. The way to health requires significant changes for most. If you are addicted to fast foods, you will find the change a challenge.

If you and your family are presently quite healthy, I suggest you make changes to your diet over a time frame that you and your family can agree to, even as much as six months or even a year. If you are suffering a life threatening disease it would be wise to make the change as quickly as possible.

ACHIEVING GOOD HEALTH

What are the changes that will make this difference?

Things to remove from your diet.

1. Animal products
2. White flour
3. White sugar
4. Salt
5. Alcohol, and all drugs.

Things to include in your diet:

1. Fruit
2. Vegetables
3. Some unrefined grains
4. Water

Try to eat up to 70–80% raw food.

Extras you will find very helpful in your new diet are vegetable juices and food supplements such as green barley.

The foods recommended above are the foods God created for us. When we eat the foods God has given us, our bodies (which were designed by God) recognise these as foods and they are put to work providing nutrition for our bodies. Many of the things we eat are not foods and our body does not recognise them as food. Thus our body, faithful to God's design, tries to eliminate these things to prevent them causing damage or even death.

Remember, too, it is important to exercise to keep your body in shape.

OVERWEIGHT?

To return to our overweight problem in the nation—its major cause is eating the wrong foods. Try beginning to eliminate the wrong things from your diet and replacing them with the recommendations above and see what happens. In the vast majority of cases you will lose weight. Thousands have already tried and can testify to the effectiveness of this eating regime. Not only is this good for weight control, but it also helps prevent disease and increases your energy and sense of wellbeing.

If this seems too good to be true—be an Aussie and give it a go. Here's the plan for you—try it for 3 weeks.

Have fruit or juice for breakfast, salad for lunch and either salad or steamed, even stir fried vegetables (don't use oil) for dinner. Drink mainly water and eat as much of the above as you want.

After three weeks, let me know how you are doing! For those of you who are spiritual, it's just like a 21 day fast, except you can eat as much as you want.

If you are serious about your health, we have an excellent range of resources that will help you bring health and vitality to your family—and we would be pleased to talk with you.

Email us at health@lem.com.au.

Light Educational Ministries

LET'S TEACH ART

Let's Teach Art Grade K has now been revised from its trial edition and is available with a new cover and binding. Lessons have been edited and many more illustrations included. To enable you to see all the illustrations in colour there is an easy to use CD-ROM available.



Let's Teach Art K Teacher's Manual **\$19.95**
Let's Teach Art K CD-ROM **\$6.00**

LEM PHONICS WORKBOOKS

Workbook 4: Reading On is now printed in saddle staple format and is **\$7.95**

Workbook 9: Spelling and Vocabulary Exercises now has a new cover and is wire spiral-bound for longer life. **\$9.85**



LEM PHONICS RULES CHARTS

We have taken the major rules of LEM Phonics and designed wall charts to assist children in their remembrance of them. These twelve A3 size, full colour, laminated charts are a must for the classroom and great for the home study room. **\$59.95** a set



LEM PHONICS HANDWRITING PRACTICE BOOK

This new book replaces the Handwriting Practice Sheets and is a far superior, more practical tool. The book has space for practising the letter shapes and a double page for each single phonogram. An indispensable aid for beginning students.

\$3.45

**HEARTS OF HOPE—CLICKETY CLACK**

A new CD of the nursery rhymes from the Single and Multiple Phonogram workbooks. This professionally produced CD has 48 nursery rhymes, delightfully rendered by *Hearts of Hope*. Children will be able to sing along with their favourite nursery rhymes as part of their phonics programme. Comes with full colour 8-page booklet containing all the words. A great gift. **\$19.95**

**Sounds Serious: An Emergency**

Australian teacher and author Anne Elcock was concerned that children know how emergency services operate and how they can be accessed in Australia. This book does that for your children. Simple text with full colour illustrations.

\$9.95

Rod and Staff

To complete the Grade 9 and 10 *Building Christian English* course, *Communicating Effectively: Book One* has now been released. This book covers the Mechanics of Writing, Listening and Speaking Skills, Sentence Grammar, Outlines and Bible Reference Books, a Glossary of Usage, Writing an Argumentative Essay, Substantives, Paragraphs, Verbs, Sentence Effectiveness, Modifiers, Poetry, Connecting Words, Interjections, Idioms, Letters and Short Compositions and Reviews.



Student Text **\$33.15**

Teachers Manual **\$42.00**

Test and Editing Sheets **\$5.65**

Preston Speed

G A HENTY

Three new titles of G A Henty are now available:

The Treasures of the Incas—A Story of Adventure in Peru

When London Burned—A Story of Restoration Times and the Great Fire

With the Allies in Peking—A Tale of the Boxer Rising

These titles in hard cover **\$37.25** and quality paperback **\$26.60**



THE LITTLE DUKE



The Little Duke tells the story of Richard the Fearless. Written from a Christian world view by the 19th century author Charlotte Yonge.

Hard cover **\$26.00**

Christian Liberty Press

THE PEARL MAIDEN

From H Rider Haggard, the author of *King Solomon's Mines*, comes the classic adventure of Miriam, a young Christian living in the first century Roman Empire. A wonderful story of faith. **\$17.65**



Bob Jones Storybooks

MIDDLE PRIMARY

The Case of the Sassy Parrot

UPPER PRIMARY

Charlie, the story of an Arctic missionary

More Tales from Dust River Gulch

The Mystery of the Indian Carvings



COLTON COUSINS ADVENTURES

1. *Suzannah and the Secret Coins*
2. *Daniel Colton Under Fire*
3. *Suzannah Strikes Gold*
4. *Daniel Colton Kidnapped*

Bob Jones Storybooks **\$13.25**



Dating vs Courtship

A new updated and revised edition of Paul Jehle's book, this is probably the best title available on developing relationships with the opposite sex. Much has been written in recent years, but this book is highly recommended because of its focus on sound biblical standards without going to extremes. **\$19.95**



LEM PHONICS CORNER



For this edition of LEM Phonics Corner I thought you may like to hear some of what I am doing now that I am back in Australia.

Upon my return I visited with most of our LEM Phonics Registered Instructors to have a better picture of what is going on around Australia.

First I travelled to Melbourne, where I spent valuable time with Marilyn Bradbury and Di Hooper. Marilyn is powering on with LEM Phonics and is making good contacts in the Catholic school system. Di has had involvement with speech pathologists, who are urging their schools to take on LEM Phonics. Following a death in the family she will be taking a break from conducting conferences for a time.

From Melbourne I flew on to Adelaide and (after discovering my driver's licence had expired!) had a great visit with the SA Registered Instructors. Chris Joy and I spent some time looking over the new Intermediate Course, and then I had a quick catch up with Michelle Ochse.

Margaret Cameron and Jacqui Munro are working busily with Sunrise Christian

School in Adelaide, promoting and using it at their own school and the surrounding Christian schools. Margaret has been instrumental in creating the Intermediate Course, and it was invaluable to discuss and review it with her.

Not content to stay in one place, I had a few hours with Margaret Pond in Newcastle while we were on our family holiday, and then in December I travelled to Queensland where I spent a very profitable time with Greg O'Keefe.

Greg is now leaving his teaching position to take on full time LEM Phonics activity, doing conferences and promotions across Australia and abroad. We look forward to seeing the effects of such a move.

In general I am extremely happy with the progress and effort that our Registered Instructors are making — it has been particularly encouraging to see that more schools have been taking on LEM Phonics.

The new Intermediate Course has been created to bridge the gap between the Introductory and Advanced Courses. We found that many participants in the Advanced Course were not well-versed in the rules, and a certain amount of 'catching up' had to be done before they

could begin learning how to train teachers.

The Intermediate Course can be done by correspondence, so it is a ‘first of its kind’ in many ways. The course reviews the Introductory work but focuses mainly on gaining a deeper understanding of rules and their application. It can be taken by anyone who has completed an Introductory Course and it means the Advanced Course can now focus more strongly on how to instruct teachers.

At the time of publication I will be in Victoria to trial the new format for our Advanced Course.

One of my delights since returning to Australia has been the ability to speak with many parents who have been teaching their children LEM Phonics. I have been encouraged to hear their positive reports about their children’s progress and to see how the good news is being spread around to more and more homeschoolers.

After working in China for two years, the ESL programme has also become an interest close to my heart. There are so many people here and across the ocean wanting to learn English. So, in between everything else, I am working on an adult ESL course which should have potential for use around the globe.

One of my hobbies now is learning Chinese—for my own enjoyment and the possibility of needing it again—but also for the insight it gives me as to what is involved in learning a second language as an adult.

I don’t know why it is that the most useful language to me is also the hardest one in the world to learn, but in spite of slow progress I am enjoying it and can only hope that the exercise will help to prevent Alzheimer’s!

Being back in Canberra finds me taking up the responsibility of being a hands on Grandma in greater measure. I’m using this opportunity to teach my oldest grandchild some phonics—LEM variety of course! Next time I will share some of my experience with you in the hope that it may help some of you in your own teaching of the phonics programme.

What about the future? I hope I can delegate other people to do most of the conferences from now on.

There are so many projects which are in my mind, such as developing a phonics dictionary especially for ESL students, writing an adult programme for mother-tongue students, and creating more supplementary material to support the basic phonics programme we already have. But time limits me.

God has blessed my life richly and He will direct the future. I just desire to be a willing vessel.

God bless you all,

A handwritten signature in cursive script, appearing to read 'Evelyn', with a horizontal line underneath it.

EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

Note the number of the seminar you are interested in and tick the corresponding box on the registration form inside the back cover



Christian Home Education
Seminar and Show

2004 Programme

9:00 **Registration**

9:30 Future of Home Education
Peter Frogley

10:30 **Morning Break**

11:00 **Elective sessions** for remainder
of day:

Curriculum Summary
Peter Frogley

Teaching Geography
John Angelico

12:00 **Lunch**

2:00 Curriculum Summary
John Angelico

Preparation for Tertiary
Education
Peter Frogley

3:00 Keeping Organised at Home
John Angelico

LEM Phonics
Peter Frogley

4:00 **Book Browse and Buy**

5:00 **Close**

*Minor adjustments may be made to the
programme on the day*

CHESS Seminars

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

01 GEELONG, VIC

Date Friday 5 March

Venue Waurrn Ponds Community
Church, 48 Waurrnvale Dr
Highton (off Princes Hwy)

Cost Single/Family: \$25/\$40
Earlybird (by 13 Feb): \$15/\$25

Send to Craig and Jane
Stuart-McDougall
PO Box 2070
Grovedale Vic 3216

Phone (03) 5241 5154

02 GLENROWAN, VIC

Date Monday 8 March

Venue Glenrowan Recreation
Reserve Hall, Daniel's Lane
(off Woolshed rd), Glenrowan

Cost Single/Family: \$25/\$40
Earlybird (by 16 Feb): \$15/\$25

Send to Kerryn Moore
Lot 1, Greta West Rd
Glenrowan Vic 3675

Phone (03) 5766 2351

EVENT CALENDAR

03 TOWNSVILLE, QLD

Date Thursday 20 May
Venue John Calvin Presbyterian Church, Carthew St, Kirwan
Cost Single/Family: \$25/\$40
Earlybird (by 29 Apr):\$15/\$25
Send to Phil and Alison Peachey
PO Box 1570
Thuringowa Central Qld 4817
Phone (07) 4750 3423

04 BRISBANE, QLD

Date Saturday 22 May
Venue Presbyterian Church, 176 Waller Rd, Brown's Plains
Cost Single/Family: \$25/\$40
Earlybird (by 3 May):\$15/\$25
Send to Richard Wilson
16 Cassatt Pl
Ellen Grove Qld 4078
Phone (07) 3271 4119 ah
(07) 3372 1400 bh

05 MELBOURNE, VIC

Date Monday 14 June
Venue TBA
Cost Single/Family: \$25/\$40
Earlybird (by 24 May):\$15/\$25
Send to Kingsley Educational Pty Ltd
PO Box 310
Mt Waverley MDC Vic 3149
Phone (03) 9544 8792
Fax (03) 9544 2328
Email enquiries@kepl.com.au

06 HOBART, TAS

Date Saturday 19 June
Venue Salvation Army Hall
Blackman's Bay
Cost Single/Family: \$25/\$40
Earlybird (by 29 May):\$15/\$25
Send to Lorraine Ward
7 Jessica Ct, Howden Tas 7054
Phone (03) 6267 2359

07 ADELAIDE, SA

Date Saturday 3 July
Venue Sunrise Christian School
95 Wattle St, Fullarton
Cost Single/Family: \$25/\$40
Earlybird (by 12 Jun):\$15/\$25
Send to Michael and Sue Whitrow
PO Box 123, Belair SA 5052
Phone (08) 8278 7300

08 PERTH, WA

Date Saturday 4 September
Venue Presbyterian Church, 32 Bull Creek Dr, Bull Creek
Cost Single/Family: \$25/\$40
Earlybird (by 14 Aug):\$15/\$25
Send to Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170

09 SYDNEY, NSW

Date Saturday 2 October
Venue Condell Park Christian School
29 Lancelot St, Condell Park
Cost Single/Family: \$25/\$40
Earlybird (by 11 Sep):\$15/\$25

Send to Leanne Glen
6 Blackwattle Grove
Narellan Vale NSW 2567

Enquiries LEM, (02) 6259 3944

CHESSE Book displays

Book displays provide an opportunity for 'hands-on' browsing of LEM's books and resources. Unfortunately Kingsley will not be attending the book displays.

LAUNCESTON, TAS

Date Thursday 17 June
11 am – 3 pm

Venue Seabrook Christian School,
Waring Street, Ravenswood
(ex Ravenswood High)

Cost Free

Enquiries Alison Blackberry
305 Frankford Rd
Exeter Tas 7275

Phone (03) 6394 4936 or
0408 173 450

SWAN HILL, VIC

Date Thursday 1 July
2–5 pm

Venue Presbyterian Church Hall,
Swan Hill

Cost Free

Enquiries Martin and Kalene De Pyle
9 Mortoo St
Swan Hill Vic 3585

Phone (03) 5032 9074



Level I Seminars

The **LEM Phonics Introductory Seminar** is designed to equip teachers and parents to effectively teach the LEM Phonics programme to their children. Successful participants will be awarded with a Level 1 (Introductory) Certificate in LEM Phonics.

10 MELBOURNE, VIC

Instructor Marilyn Bradbury

Dates Sat 13 Mar 9 am – 4 pm
Sat 20 Mar 9 am – 4 pm
Tue 23 Mar 4 pm – 6 pm
Tue 30 Mar 4 pm – 6 pm
Tue 20 Apr 4 pm – 6 pm
Tue 27 Apr 4 pm – 6 pm

Venue Great Ryrie School, Heathmont

Cost \$330 per person including the
LEM Phonics Manual and
Word List K; deposit of \$50
per person required with
registration

Meals Morning and afternoon tea
provided but please BYO lunch

Reg. by 8 March 2004

Send to Marilyn Bradbury
3 Ramsay Court
Sunbury Vic 3429

Phone (03) 9740 6562

Email mbradbury@lem.com.au

11 BRISBANE, QLD

Instructor Greg O'Keefe

Dates Sat 13 Mar 8.30 am – 5.30 pm
Sat 20 Mar 8.30 am – 5.30 pm
Sat 27 Mar 8.30 am – 5.30 pm

Venue TBA

Cost \$385 per person including the *LEM Phonics Seminar Pack* (Manual, Phonogram Cards, *Word List K* and tests); deposit of \$50 per person required with registration

Meals Tea/coffee/biscuits provided, meals are the responsibility of participants

Reg. by 27 February 2004

Send to Ark Educational Consultancy
'Ardlui', c/- PO
Greenmount via Toowoomba
Qld 4359

Phone (07) 4697 1411

Email gokeefe@lem.com.au

12 WESTERN SYDNEY, NSW

Instructor Lindy Bonham

Dates Fri 26 Mar 8.45 am – 3.00 pm
Sat 27 Mar 8.45 am – 3.00 pm
Fri 2 Apr 8.45 am – 3.00 pm
Sat 3 Apr 8.45 am – 3.00 pm

Venue Coverdale Christian School
Regent St, Riverstone

Cost \$330 per person including the *LEM Phonics Manual*, *Word List K*, and stationery; deposit of \$60 per person required with registration

Meals Morning and afternoon tea will be supplied, meals are the responsibility of participants

Other Child-minding is available on request

Reg. by 19 March 2004

Send to Lindy Bonham
Locked Bag 777
Riverstone NSW 2765

Phone (02) 9627 4144

Fax (02) 9627 4637

Email lbonham@lem.com.au

Name

Address

Phone

Email

I AM REGISTERING FOR:

CHESSE Seminars

Tick the box of the seminar you wish to attend and return to the address listed in the event calendar

Cheques payable to *CHESSE* for all seminars

- 01 Geelong**
- 02 Glenrowan**
- 03 Townsville**
- 04 Brisbane**
- 05 Melbourne**
- 06 Hobart**
- 07 Adelaide**
- 08 Perth**
- 09 Sydney**

LEM Phonics Seminars

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

10 Melbourne

Cheques payable to *Marilyn Bradbury*

Do you already have the *LEM Phonics Manual* and *Word List K*? yes no

11 Brisbane

Cheques payable to *Ark Educational Consultancy*

Do you already have the materials in the *LEM Phonics Seminar Pack*? yes no

12 Sydney

Cheques payable to *Coverdale Christian School*

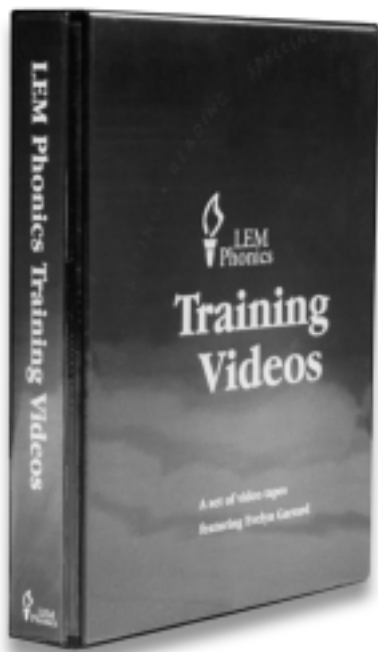
Do you already have the materials in the *LEM Phonics Seminar Pack*? yes no

Ever tried to rewind a teacher?

With the LEM Phonics Training Videos, learning the Introductory Course is as easy as pushing buttons on the remote control.

The set of 4 videos gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

Home schooling parents will benefit as they can review sections for greater clarity and move through the course at their own pace.



Training Videos (School use) **\$1095**

Training Videos (Personal use) **\$549**

LEM Phonics Complete Kit
(includes videos) **\$599***

LEM Phonics Complete Kit

Includes the LEM Phonics Manual, Phonogram Cards, all 10 Workbooks, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, two halfsize exercise books and the complete set of LEM Phonics Training Videos.

Total Value \$805.75 for only **\$599***



* Individual customers only. Not available for schools.