



DIRECTOR'S COMMENT

PETER FROGLEY

The challenge of a new year lies before us with great anticipation.

I trust your holiday season was one that allowed some refreshment in every dimension of life. Each new year sets before us a great opportunity to serve the Lord more effectively.

The greatest challenge for us as Christians is to ensure that the education we are providing is Christian presuppositionally—that it rests firmly on the centrality of Christ in all of life. This is a huge task that unfortunately not all Christians are willing to tackle. Our prayer is that in some way we are able to encourage you to make this goal central to all you do.

PROJECTS

Unfortunately our projects are taking much more time than we would like! We thus ask that you be patient and trust your patience will be adequately rewarded.

- The 3rd Edition **LEM Phonics Manual** is now complete. This edition is a significant improvement over the previous edition in its clarity of presentation and more thorough addressing of some significant aspects of the programme.

- We have begun work on a **Teacher's Resource Kit** for LEM Phonics, which will have articles, ideas, photocopiable masters, extra worksheets and other resources. Many teachers have been asking for this for some time and our Registered Instructors are busy assembling material. We expect this will be available later this year.
- **The Elements of Music Volume 3** is underway in the layout stage, and we do trust it will be available in 2007.

THIS ISSUE

In this issue *Exploring Christian Education* begins a new journey, exploring a Christian view of education. We present an article on dumbing down kids and in the health section respected naturopath Dr Michael Sichel explains the scientific basis for alternative therapies. And of course there is a large range of new and revised products to keep you updated.

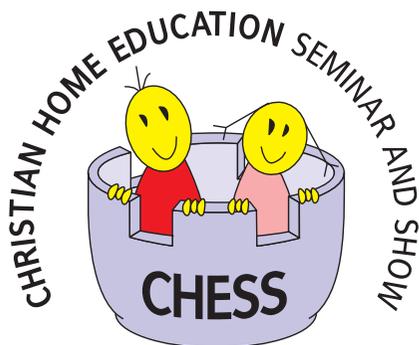
We trust your new education year has begun well in the Lord and that the Lord's blessing will be upon your endeavours for Him this year.

NEWS UPDATE



CHESS

This year a series of secular home education conferences are planned for various locations around Australia. Unfortunately LEM will not be attending — we simply do not have the finance, staff or time to commit to the program they have organised.



So to avoid conflicting with these conferences, at this stage we are planning just four CHESS seminars in 2007:

- | | |
|-----------|-----------------------|
| Hobart | Saturday 9 June |
| Perth | Saturday 15 September |
| Sydney | Saturday 13 October |
| Melbourne | Saturday 27 October |

If you would like a CHESS seminar in your area this year and you are not near one of the above cities, please contact us and we will consider adding a CHESS in your area.

We hope to return to a full round of CHESS in 2008 and we invite your input on how we can best present the seminars.

If you are in Melbourne and would be willing to act as contact person organising for the venue, morning teas, etc. please contact LEM on (02) 6259 3944 or Kingsley Educational on (03) 9544 8792.

LEM Building Project

We are delighted to report that the reimbursement we finally received recently from the ACT Government for the over-run in off-site works has enabled us to pay out the outstanding loan, which means the LEM building is now debt free. For that we thank our many generous friends and praise the Lord for His faithfulness!

Overseas

My recent trip overseas with a fellow pastor, Andrew Waiblinger from Adelaide, proved to be a wonderful time of both Christian ministry and Christian education. We visited six countries, experiencing an enormous range of contrast in people, climate and circumstances.

ENGLAND

On the ministry side I was able to attend and participate in a church conference in Chelmsford, which was a valuable experience. Tracy van den Broek, a leading UK home schooler, organised several visits with leaders in Christian education and even provided her 16 year old son as my able companion and navigator. I first visited Roger and Ruth Slack in Manchester who run a school where parents do the teaching, thus eliminating the need for fees. It is interesting that there is much greater freedom in the UK—we would not be allowed such an operation in Australia.

I then travelled over a lovely range of hills to Dronfield (near Sheffield) to meet Steve and Lyn Richards; educators who have been working in the field of Christian education for many years. That afternoon I drove to the village of East Leake, (near Loughborough) to visit Steve and Carol Sherwood, a retired teacher and pioneer of Christian education. We had a great time talking late into evening.

The next day we drove on to Taunton, Somerset (actually to the village of Nynehead) to visit Stephen and Susan Perks. Stephen and Susan are home schoolers who also run 'The Kuyper Foundation', aiming to teach on the application of the Bible to all of life.

AFRICA

We travelled to Uganda in late November with Pastor Rick Murrill from the UK as he needed to inspect developments in their project 'Cherish Uganda'—a project to

build an orphanage on the model of *Watoto* for children with AIDS. Whilst in Uganda I met an old acquaintance from South Australia who together with her husband is running a ministry for children with schools and churches. We discussed using LEM Phonics in their schools. In Kenya we ministered at a large Pastors' conference which was a great privilege.

We then spent two encouraging and inspiring days in Arusha, Tanzania, visiting Rebecca Bell, a young woman from our church who has been training teachers with The Joshua Foundation for several years.

INDIA

On the way home we called into India to spend three days with **Samuel Babu** in Hyderabad planning and discussing the next phase of developing LEM Phonics in India. Developments are thorough and it is planned to begin training courses in the first half of this year. We are praying God will be pleased to bless this endeavour.

PAPUA NEW GUINEA

Mesia Novau in Port Moresby has come under significant opposition to his work with his wife Iga being diagnosed with an abscess on her spinal cord. This has forced her to leave her work as a teacher and we request your prayers and support for her recovery. She is to travel to Townsville for an MRI scan to determine if surgery is possible or necessary. We are believing for a full recovery so that she can work with Mesia in the cause of Christian education in PNG.

I am planning to go to PNG in April for a teachers conference in Lae and then further phonics training and various other tasks in Port Moresby. This will be an important mission and I request your prayers as this is a critical time for PNG. The Australian Government through Ausaid has spent many millions of dollars over several years endeavouring to establish outcome-based education in PNG. Interestingly there is quite a reaction amongst teachers and parents which seems to be greater than any resistance experienced in Australia. This project has frustrated our attempts to establish LEM Phonics and Christian education in PNG and we need God's wisdom to know how we should proceed in our efforts to bless that nation through Christian education.

PERU

We have been blessed to have Bob and Frances Relyea visit whilst on furlough from Peru to visit family in Australia. It was most encouraging to see them again and for our church to meet them and hear from them of their work in Peru.

They have been reviewing their work and believe it is time to move from Lima, the capital to the northern city of Chiclayo where they have been invited to work with a group on Christian educators. This will allow them to spread the ministry throughout the north of Peru and even into the Amazon basin. Victor and Sandra Alvites will continue the work of LEM in Lima and at present they are busy planning for a conference in August.

Bob reports that there are now over 300 teachers enrolled for the LEM Diploma Course, which trains teachers in a Christian approach to education, in Peru.

In August I plan to return to Peru with James Nickel (author of *Mathematics: Is God Silent?*) who will join me as a speaker at the LEM conferences we are planning in Chiclayo on the north coast, Lima, the capital and in the Andes at Huancaayo.

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Lately we have been encouraging everyone to switch off 'pop-up blockers'—software which prevents extra windows being displayed whilst surfing. However, we continue to hear reports of online orders not coming through, despite pop-up blockers being switched off in some cases.

Pop-up blocking software is now being included and activated with new version browsers like IE7, virus software like Norton and even search engines like Google. This means that it's actually becoming very difficult to switch them off because in some cases there may be three different programs, all blocking pop-ups!

So to avoid further ordering headaches we have altered the way our online order form submits information which will hopefully combat the pop-up blocking issues.

Remember that we will send email confirmation of your order within one business day—if you don't receive it please phone.

We always welcome website feedback (good or bad)—email john@lem.com.au.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

63 Developing the Mind of Christ

A number of people have commented how helpful our recent articles on humanism have been.

We have now developed an understanding of what has been going on in educational circles over the past hundred and more years to rob us of our Christian heritage. In the next series of articles I plan to explore how we can go about structuring a Christian approach to education.

THE MIND OF CHRIST

A biblical Christian approach to education will be the product of the outworking of the *mind of Christ*, in the person who has been trained in the ways of God and His Word, rather than the way of man. To use the Biblical term we would say we should operate in the spiritual mind rather than the natural mind (see Romans 8:5–8). In discussion the word *philosophy* is used to describe the conclusions of our thinking, but this word is only used once in the Bible where it refers to the philosophy of the Greeks:

Beware lest anyone cheat you through **philosophy** or empty deceit, according to the tradition of men, according to the

basic principles of the world, and not according to Christ.

Colossians 2:8

Paul's warning is against our taking on board the thinking of men which he says is empty and vain being built upon the sinfulness of man and not the righteousness of Christ. The philosophy of the world is for Christians, particularly those involved in education, to avoid. That does not mean we should not be aware of what men think and believe, but that we should take care not to allow such thinking to direct our educational endeavours.

Webster in his original 1828 *American Dictionary of the English Language* defines philosophy literally as 'the love of wisdom'. In modern usage philosophy is a general term denoting and explaining the reason of things; or an investigation of the causes of all phenomena both of mind and of matter. There is a clear difference between Webster's biblical thinking which points us to God and His wisdom and current secular thinking which points us to the efforts of man.

To many Christians, the very idea of philosophy is considered dangerous as it implies the use of the mind which they

consider to be in opposition to the Holy Spirit. This can certainly be the case, but if we do not appreciate that our minds have been given to us by God to be developed to their full potential we will hinder our overall *spiritual* development as human beings and as subjects of God's Kingdom.

Bear in mind, too, that the mind functions biblically when in submission to the indwelling Holy Spirit.

Carl Henry clearly articulates this matter in a March 1981 *Christianity Today* article entitled *The Concerns and Considerations of Carl F H Henry*:

Against any view that faith is merely a leap in the dark, I insist on the reasonableness of the Christian faith and the 'rationality' of the living, self-revealed God. I maintain that God creates and preserves the universe through the agency of the Logos, that man by creation bears the moral and rational (as opposed to irrational) image of his Maker, that despite the fall, man is still responsible for knowing God. I believe that Divine revelation is rational, that the inspired Biblical Canon is a consistent and coherent whole, that genuine faith seeks understanding, that the Holy Spirit uses truth as a means of persuasion, that logical consistency is a test of truth, and that saving trust in Christ necessarily involves acceptance of certain revealed propositions about Him.

SACRED-SECULAR DICHOTOMY

As a result of the confusion over the role and importance of the mind in some sections of the church, there is a crisis in applying a philosophy of life to our Christian faith. This creates the unfortunate dichotomy, or divide, between what Christian philosophers call the sacred and the secular. For the biblical Christian there

is no such division—everything is spiritual because Christ is Lord of all. Unfortunately, many Christians presuppose that philosophy is secular but the Christian faith is sacred. To see Christianity impact our world as the Lord intends, we must set aside the sacred/secular divide and see everything under the Lordship of Christ.

There are growing pockets in the Christian community where the sacred/secular dichotomy is recognised, but seldom is there an adequate expression of a self-consciously Christian philosophy that applies to education. As Edward L Hayes points out in *Reconstruction in Christian Education—A Problem of Purpose*:

Evangelical Christian education is proceeding into the late summer of the twentieth century without clearly defined statements of purpose. Local church educational endeavours, at best, tend to revolve around a simplistic set of objectives which utterly failed to denote theological intent and educational methodology. Devoid of comprehensive statements of educational objectives, evangelical church education is in danger of being driven further and further into frantic activism.

INTEGRATED KNOWLEDGE

The great need in structuring and presenting a Christian philosophy of education is to see all knowledge as an integrated whole. Frank Gaebelein in *The Pattern of God's Truth* says:

Christian education does not need to keep looking for the integrating factor; it already has this factor.

Christians believe all knowledge comes to man by revelation from God. Knowledge comes to us through the Bible, the inspired

Word of God; and we accept such truths as creation, the lost condition of man, the atonement, justification by faith, the resurrection of the dead and the fellowship of believers in the church. This faith gives rise to an absolute belief in God's sovereignty over all things. It is upon this sure foundation that we build a Christian philosophy of education. The non-Christian does not have this solid, absolute foundation upon which to build his philosophy of life and as a result he will make comments such as this from Dr Scott Buchanan, a leading American educator in the 1920s and 30s:

We do not know what we ought to learn in education. We have not been able to discern the pattern in our knowledges which would make them one knowledge.

Dr Buchanan apparently did not know the God of creation who integrates all things through Christ. Christians personally know this Integrator of all things, and now need Him to teach them the application of that integration through all of education. As someone once said, 'All truth is God's truth'.

LOVE OF WISDOM

Noah Webster's definition of philosophy as the love of wisdom is in line with that found in the Word of God—that Jesus Christ is often personified both as the wisdom of God and the love of God. The Bible's teaching on wisdom is particularly notable in the first four chapters of Proverbs and also in 1 Corinthians:

But to those whom God has called, both Jews and Greeks, Christ the power of God and the wisdom of God.

1 Corinthians 1:24

We could therefore, re-define Christian philosophy as the love for Jesus Christ. Paul Jehle in *Go Ye Therefore and Teach* writes:

Our love for the Truth, Jesus, would constitute the reason for teaching and His Word would govern the explanation of why we do what we do.

THE PURPOSE OF CHRISTIAN EDUCATION

A Christian philosophy of education enables the construction of an educational programme which will unfold God in Christ, developing children of God through the 'nurture and admonition of the Lord' (Ephesians 6:4). The Christian philosophy of education grows out of vision or faith and revelation received from God through His Word. If we are to participate in this most privileged calling we must be thoroughly renewed in our minds through the Word of God.

The overall aims in Christian education on a personal level are:

1. To have such an influence on each life that each person will come to know God personally, through Jesus; to love Him, serve Him and love His fellow man (see Mark 12:29–31)
2. To enable each person to fulfil God's will and purpose for their lives (see Romans 12:2b)

Dictionary definitions of education have changed significantly over the years. Consider the 1971 *Universal English Dictionary* definition:

Education: Bringing up, training.

1. Discipline, development and training of the mind, character and faculties.
2. Specifically, instruction and training of the young or an organised system of instruction.

And compare it with Webster's 1828 *American Dictionary of the English Language*:

The bringing up, as of a child; instruction, formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth and fit them for usefulness in their future stations.

Webster puts a much greater emphasis on building of character.

To provide children a good education in manners, arts and science is important; to provide Christians a Christian education is indispensable. Biblically, an immense responsibility rests on parents and guardians to fulfil the instructions of the Bible and hence there is a penalty for those who neglect this duty.

Interestingly the emphasis in both definitions is on the words *discipline* and *instruction*, terms curiously neglected in many modern dictionaries. But discipline and instruction are words commonly found in the pages of scripture, particularly in Proverbs (e.g. 22:6, 23:12–15). It is imperative for Christians to return to the practical usage of these words.

Both definitions I have given above focus on the method and scope of education rather than providing a basic definition.

The Christian philosophy of education must place God at the centre—as must a Christian definition. He is the creator of all! All Truth comes from Him; all life emanates from Him, all abilities are gifts from Him. He is *all* things to *all* men.

GOD'S DEFINITION?

Whilst in prayer and asking God for His definition of education the following sentence was impressed on me:

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

I believe that defines education—education is to reveal to men who He is and what He has done.

In Christian education we endeavour to build on the foundation that all knowledge and all truth belongs to God, and that revealing Him will lead us to truth.

With this definition of education we are confronted with concepts of education that will be refreshingly new for most of us.

We can see that the education the world offers our children is an 'empty deceit' (referring back to Col 2:8). That is strong language that stirs negative response from the world, but provides us with a contrast that should drive us to our knees to seek the Lord for His education. We need to put aside our human(istic) concepts of education and begin to unfold education with God and His word—*alone*. The truth is that all we have is God, and He is *all* in *all*. This is the starting point that confronts us with the enormous challenge to conform our minds to God's Word (Romans 12:2).

DUMMING DOWN OUR KIDS

PETER FROGLEY

On a regular basis the media raises the hackneyed old issue of ‘dumbing down’ in our educational system.

Those who have read this magazine for any length of time will be aware that we have often written of this. Indeed it astounds me that so many people, including teachers who should know better, continue to insist that educational results (I should say ‘outcomes’) today are better than ever. These people have also believed the idea that education is not about academic results but about social skills and the like. The problem is that social skills seem also to be on a similar decline to academic achievement.

I have just concluded a series on the effect of humanism on our education system and those who have followed that series of articles will understand how this current absurd situation has come about.

The debate in the media is a little like ships in the night with one side expressing their concerns at the dumbing down and demonstrating them statistically whilst the education lobby persist in presenting their

ideas, never coming to grips with the very legitimate criticism of the fruits of their system.

While the humanist lobby controls the educational bureaucracy there is little hope of any significant change. We find government ministers trying hard to bring change, which is many cases is commendable, but we seldom see much evidence of this actually changing classroom activity.

This is the major reason people are escaping the public school system at an alarming (for the humanists) rate. But they often find themselves in a private system that is little better than the one they have escaped.

With the government controlling and financing all education, there are few who have been able to escape the tentacles of modern humanist thinking.

To change the system we have to reintroduce proper discipline—discipleship. Children need to be trained in the ways of God. The Bible is very clear in its teaching on discipleship, especially for children. We must not deprive our children of the training and discipleship they so desperately need.



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NATUROPATHY: SCIENCE OR SIN?

DR MICHAEL SICHEL, DO ND PHD

Dr Michael Sichel is a former Olympian and naturopath. He has carried out significant research into children’s learning and behavioural conditions. We present his article for your interest and information.

Naturopathy (using natural therapies) has been successfully around for millennia.

Natural therapies can include acupuncture, eye diagnosis, nutrition and special diets, hydrotherapy, specialized massage and acupressure, homeopathy, poultices, herbs and knowledge of peak organ function timing. Some are the results of Eastern discoveries (such as acupuncture and peak organ function timing), others from Western discovery (such as eye diagnosis and homeopathy).

These therapies all have one thing in common: They are not man-made and profit driven, but are *laws of life* (as I will prove), given freely for all to use by our Father in Heaven—our Maker.

It has dismayed me that some Christians still regard, or have suspicion

that, some of these legitimate therapies and diagnostics may be ungodly or even satanic. Let me share with you a brief history of the most suspect therapies and some scientific evidence for their authenticity.

Diagnosing from the eye

In the 17th, 18th and 19th centuries, writings and works on iris markings and their meanings were recorded, mainly by medical practitioners.

One of the earliest was Dr Ignatz von Peczely, a Hungarian doctor. While a child he accidentally broke the leg of an owl. He noticed a black mark appearing in the owl’s eye, which over time changed in form and shading.

Von Peczely qualified in medicine at the Vienna

**I will praise thee; for I
am fearfully and
wonderfully made:
marvellous are thy
works; and that my soul
knoweth right well**

Psalm 139:14

Medical College in 1867. He had ample opportunity to study the irides of patients before and after surgery, systematically recording, correlating and publishing his research in the book *Discoveries in the Realms of Nature and Art of Healing*. His 'Iris Chart' was established in 1880.

Independently, at about the same time in the 1860's, a young Swedish boy, Nils Liljequist became ill as the consequence of a vaccination, followed by doses of quinine and iodine. He noticed the changes in colour of his formerly blue eyes, as the drug spots appeared.

In 1870, he published a paper describing his experiences called *Quinine and Iodine change the Colour of the Iris*, and in 1893 published *Om Oegendiagnosen*, which included his 'Iris Chart'.

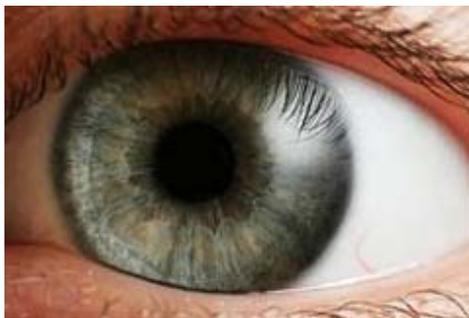
The charts of both men, although prepared separately, were very similar.

Modern medicine recognizes some of these 'finger-prints' in the eye—among them the *arcus senilis*, a chalky thick line around the iris periphery that denotes atherosclerosis.

THE SCIENCE

In the fifth week of pregnancy the first tissue structure formed in the foetus begins to grow into what becomes the spinal chord and brain. By the eighth week the eyes begin their formation and later become an 'extension' or 'stalk' of the brain. These are connected to the thalamus, the sensory part of the brain.

There is input into the brain from all parts of the body. Thus the brain becomes (among many other functions!) a 'tell-tale' depository of information. Some of this information is manifested in the iris (the color part of the eye). The iris has been 'mapped' over time, and today we know that certain internal events of the body are reliably manifested by various indicators (as Liljequist & von Peczely found).



For example, this iris has some 'mousy' discoloration around the pupil. The upper digestive functions are reflected in this area (particularly the stomach). We know from over 100 years of experience that this 'mousy' color equals chronic hypochlorhydria, which means insufficient production of gastric juices and enzymes. This problem assails most people from the fifth decade onwards and leads to poor digestion, belching and bloated stomach.

This is only one example of several we can see in this particular iris. So you can see that iris diagnosis can be a very useful tool. I have used it for 35 years.

Acupuncture

Many thousands of medical doctors use acupuncture, and in Australia there is a medical acupuncture association. There are also thousands of alternative practitioners who are trained in acupuncture, and many osteopaths use it to relieve muscle spasm. I also use it.

THE HISTORY

This therapy was first used in China and, as with iris diagnosis, the body was slowly ‘mapped’ and certain points discovered (by trial and error) by many Chinese physicians.

The presence of acupuncture ‘points’ was first discovered in China from 2696–2598 BC in the time of Huang Di, ‘The Yellow Emperor’. The surviving document is the *Yellow Emperors Classic of Internal Medicine* translation by Ilza Veith, University of California Press, Berkeley, California 1993.

Acupuncture reached Europe in 1683, when Willem ten Rhijne wrote *Dissertatio de Arthritide*. Dr Rhijne was a Dutch East Indian Company fleet surgeon in Japan who provided further delineation of acupuncture treatment. Then in 1758 Lorenz Heister wrote *Chirurgie*, a handbook for surgery. He was the first surgeon to recommend acupuncture.

THE SCIENCE

Acupuncture points are found in set locations (called *meridians*) through the body. Such a point is one millimeter

square and has an Ohm resistance of about 85 ohms, compared to normal skin resistance of some 120 ohms (ohms are the measure of electrical resistance). In this modern world it is this feature that makes it possible to locate meridian points with an electronic meter (I use one).

Of course, the dampness of the skin-point plays a role too, but this variation is also a standard deviation for the surrounding skin.

By treating these points (using either needles or electronic negative or positive frequencies) certain ailments can be alleviated with a high degree of predictable outcome—the certain sign of a natural biological response.

Homeopathy

THE HISTORY

Samuel Hahnemann was the founder of homeopathy. He was a German physician who earned his Doctor of Medicine degree in 1779. The treatments of the day, such as purgatives, mercury and arsenic, bleeding, blistering plasters, and emetics lacked a rational basis and were more harmful than effective. Hahnemann recognized this and wrote critically of what he described as ‘charlatan practices’.

He was a ‘very bright’ doctor and became well-known as a translator of medical texts from many languages into German.

While translating William Cullen’s *A treatise of the materia medica* into

German, Hahnemann was intrigued by a passage that dealt with cinchona bark, used to treat malaria. Cullen described its mechanism of action as a function of its stomach-strengthening properties. Hahnemann did not accept this explanation and took ‘four good drams of Peruvian bark, twice a day for several days’ to attempt to characterize the action of the quinine-containing bark. He then began to develop symptoms identical to those of malaria. He deduced from this that effective remedies for a certain condition must be able to reproduce similar symptoms in a healthy person. Today this principal is known as the ‘Law of Similars’ and is the basis for the use of the term *homeopathy* (‘similar suffering’).

Hahnemann and other physicians began testing various substances to determine the types of symptoms they produced. Any positive results (sometimes by heroic trials by individual physicians) became part of the *materia medica*—the list of good remedies.

THE SCIENCE

A paper is about to be published in the reputable journal *Physica A* claiming to show that even though they should be identical, the structure of hydrogen bonds in pure water is very different from that in homeopathic dilutions of salt solutions. Could it be time to take the ‘memory’ of water seriously?

Swiss chemist Louis Rey is using thermoluminescence to study the structure of

solids. The technique involves bathing a chilled sample with radiation. When the sample is warmed up, the stored energy is released as light in a pattern that reflects the atomic structure of the sample.

When Rey used the method on ice he saw two peaks of light, at temperatures of around 120°K and 170°K. Rey wanted to test the idea, suggested by other researchers, that the 170°K peak reflects the pattern of hydrogen bonds within the ice. In his experiments he used heavy water (which contains the heavy hydrogen isotope deuterium), because it has stronger hydrogen bonds than normal water.

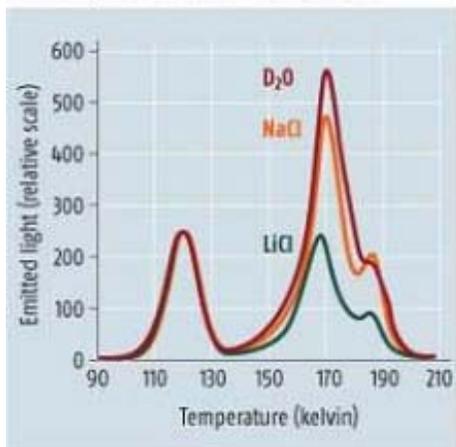
Aware of homeopaths’ claims that patterns of hydrogen bonds can survive successive dilutions, Rey decided to test samples that had been diluted down to a notional 10^{-30} grams per cubic centimetre—way beyond the point when any ions of the original substance could remain. ‘We thought it would be of interest to challenge the theory,’ he says.

Each dilution was made according to a strict protocol, and vigorously stirred at each stage, as homeopaths do. When Rey compared the ultra-dilute lithium and sodium chloride solutions with pure water that had been through the same process, the difference in their thermoluminescence peaks compared with pure water was still there (see graph).

‘Much to our surprise, the thermoluminescence glows of the three systems were substantially different,’ he says. He

UNEXPLAINED RESULTS

Heavy water (D_2O) and highly dilute solutions of sodium chloride and lithium chloride behaved differently in thermoluminescence tests



believes the result proves that the networks of hydrogen bonds in the samples were different.

UNDERSTANDING THE MARVELS OF GOD'S HANDIWORK

Homeopathy can also be more clearly understood when the physics of matter is simply explained. At the molecular level nothing is 'fixed'. Even your bones, surely the most dense part of us (except on occasion, our brains!), literally vibrate at 3 Hz (3 times per second). The earth vibrates at about 10 Hz. In fact, every tree and its leaves vibrates at its own frequency. A good friend of mine (a CSIRO scientist who came to faith in the Lord initially through our live-in naturopathic hospital in 1985) has a world wide patent on a machine that 'bombards' bacteria and viruses with their own special frequency. To do this he had to find those frequencies.

After many years laborious work with microscopes and trial and error, he met a University geneticist who was able to mathematically work the frequency of any pathogen he wanted—as long as its gene make-up was known.

Homeopathy uses many substances, highly dilute, to obtain its results. Some seem very dangerous, but their dilution is so weak that only the frequency is retained in the solution. For instance, we use cobra venom to reduce benign tumours! Yet, you could swallow a thousand bottles of homeopathic venom and remain healthy.

Homeopathy is very useful in reversing the effects of known pharmaceuticals. This is because they are usually single molecular structures, and their frequency can be matched by high homeopathic dilution (for example 'the hair of the dog that bit you').

I once reversed the severe problems and pain of a woman who had been in intensive care for two weeks after an overdose by a doctor using cloxicillin, a penicillin drug. She 'came good' in only two weeks and two doses of eight drops of cloxicillin under her tongue. Even after the first dose, her pains began to subside. Some will say this is a placebo effect, but placebo is better understood now—and her gradual, dose related, improvement shows otherwise. Besides, we use homeopathics on children who have no idea what they are being given, as it is given in their evening water.

HOMEOPROPHYLAXIS—USING HOMEOPATHY TO PROTECT OUR CHILDREN

Homeoprophylaxis is the term given to immunisation using homeopathic methods.

In 1974, during an outbreak of Meningococcal disease in Brazil, 18,640 children were given homeoprophylaxis for protection against Meningococcal infection, and 6340 were not. The following results were obtained:

- 18,640 protected homeopathically—4 cases of Meningococcal infection.
- 6340 not protected—32 cases of Meningococcal infection.

Based on the infection (attack) rate in the unprotected group, 94 cases of infection would have been expected in the homeopathic group. Instead there were only 4 cases of Meningococcal infection, showing that the homeopathic option was 95% effective against Meningococcal disease.

The results of this first study led to the Brazilian government funding a larger study in 1998. The study was conducted by medical professionals from Blumenau, Brazil—two professors of medicine from the university foundation, a specialist physician, and the health city secretary.

A total of 65,826 people between the ages of 0–20 were given homeoprophylaxis for protection against Meningococcal disease while 23,532 were not. Over a 12 month period, the following results were obtained:

- 65,826 protected homeopathically—4 cases of Meningococcal infection.
- 23,532 not protected—20 cases of Meningococcal infection

Based on the infection (attack) rate in the unprotected group, 58 cases of infection would be expected in the homeopathically protected group. Instead there were only 4 cases of infection. Statistical analysis showed that homeopathy offered 95% protection in the first 6 months and 91% over the year.

Both of these studies used only low to medium range potencies of Meningococcinum for protection and only one oral dose per person was given.

Conclusion

We have copious scientific and medical references for naturopathic remedies. Unfortunately, politics plays too large a role in all this and the pharmaceutical companies (who lose sales every time we improve children or take them off drugs) wield considerable clout with the media.

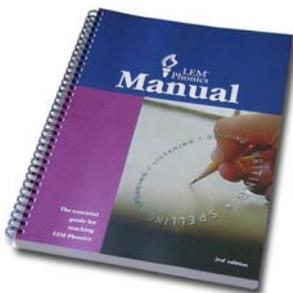
For many of us involved in functional medicine, our greatest desire is to ‘Build a fence at the top of the cliff—rather than placing an ambulance down in the valley (treatment)’. This means education as to causes—and the causes may surprise you.

Visit Michael Sichel's website at adhd-specialist.com for more informative articles, books and news.

LEM Phonics

LEM PHONICS MANUAL

The third edition of the *LEM Phonics Manual* is now available. We have taken on board many helpful comments over recent years in an attempt to make the Manual even more user friendly. We are confident that both new and old users of the LEM Phonics programme will appreciate the clarity and precision of the material presented. The teaching of the programme has been clarified and simplified, together with new sections on brain research and phonemic awareness, plus improvements in the presentation of the rules. The Manual still comes with a CD of the phonograms and the price remains unchanged at **\$39.95**.



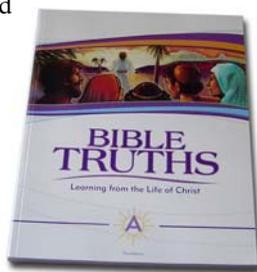
Bob Jones University Press

BIBLE TRUTHS A—LEARNING FROM THE LIFE OF CHRIST

The upgrades of the primary grade levels of this excellent programme have been completed and work on the secondary levels has commenced. The first secondary book (for Grade 7) entitled *Bible Truths A—Learning from the Life of Christ* is now available in a new third edition.

Student Text **\$23.55**

Teacher's Manual **\$70.70**



MATHEMATICS

The third edition *Math 1* is now available and is significantly reorganised from previous editions.

Student Worktext **\$24.35**

Home Teacher Edition **\$77.00**

Manipulatives Pack **\$18.85**

Teachers Visual Packet **\$71.50**

Tests **\$15.70**

Answer Key to Test **\$9.40**



SCIENCE 5

Continuing the revision of the Primary Science series, the third edition of Grade 5 is now available.

There is a significant price reduction over previous editions.

Student text **\$29.10**

Teacher Edition **\$62.10**

Student Activity Book **\$26.70**

Teacher Activity Book **\$34.60**

Tests **\$15.70**

Test Key **\$9.45**



FARMER DILLO PAINTS HIS BARN

A bright, colourful, easy-to-read book about a hard-working Armadillo. Suitable for ages 2–6. **\$10.70**



THE GIRL IN THE MIRROR

Reflections for teenage girls, centred around the book of Proverbs. Godly advice for maturing young ladies. **\$11.75**



Rod and Staff Publishers

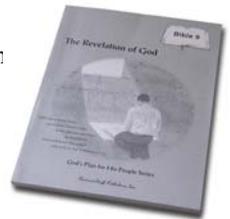
BIBLE GRADE 9—THE REVELATION OF GOD

Explores the attributes of God, and His revelation through the law, His Son, the Apostles and the Church.

Student Workbook **\$15.90**

Teacher's Manual **\$18.75**

Tests **\$3.05**



SOCIAL STUDIES 3—UNDERSTANDING OUR COMMUNITY

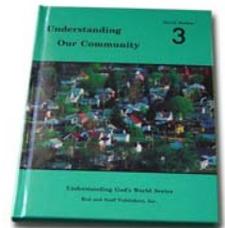
A completely revised new edition featuring many full-colour photos and maps.

Student Text **\$17.30**

Teacher's Manual **\$18.95**

Student Workbook **\$5.40**

Tests **\$3.85**



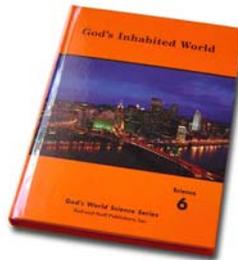
SCIENCE 6—GOD'S INHABITED WORLD

A thoroughly revised textbook with colour illustrations and photos.

Student **\$26.20**

Teacher's Manual **\$24.15**

Tests **\$3.85**



Shepherd Press

SHEPHERDING A CHILD'S HEART—SECOND EDITION

This excellent child raising book, newly revised and updated. **\$21.90**

HEAVEN AT HOME

Ginger Plowman's new title on establishing and enjoying a peaceful home. **\$21.90**

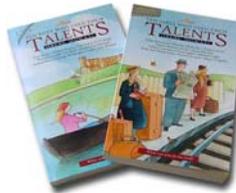


Light Keepers Series

We have stock of two new titles of this popular series by Irene Howard. Suitable for mid to upper primary.

Ten Boys who Used their Talents **\$9.40**

Ten Girls who Used their Talents **\$9.40**



Apologetics Group

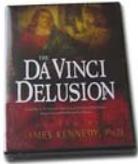
High quality DVDs and books for use at home, school or church.

AMAZING GRACE

This excellent history and theology of Christianity is one of the best programs of its type available.

DVD **\$47.10** Study Guide **\$23.50**





THE DA VINCI DELUSION

Hosted by Dr James Kennedy, this program provides solid facts to answer historical fictions that have deceived many. **DVD \$39.20**

HELLS BELLS 2

A two disc program that defines the power and spirit of popular music. **DVDs \$47.10**



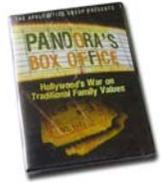
SOUNDS OF WAR

Insights into rock, rap and the spiritual world, hosted by Teron Carter from the hip-hop group GRITS.

DVD \$39.20

PANDORA'S BOX OFFICE

A five-part documentary series examining Hollywood's war on traditional family values. **DVD \$39.20**

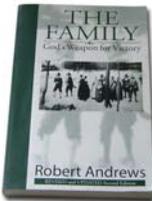
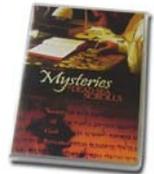


RED PILL FORUM VOL 1

Each 'pill' (5-7 minute topic) is designed to stimulate robust discussion and debate on the issues of the day—such as genetic engineering, the origin of man, sexual ethics, and capital punishment. **DVD \$39.20**

MYSTERIES OF THE DEAD SEA SCROLLS

Three scientific presentations on the Bible's origin and translation—*Dead Sea Scrolls* with Joel Lampe, *Hebrew Word Pictures* with Dr Frank Seekins and *The Forbidden Book* with Dr Craig Lampe. **DVD \$39.20**



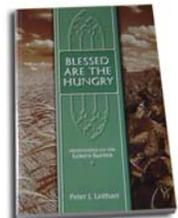
THE FAMILY: GOD'S WEAPON FOR VICTORY

Robert Andrews book is one of the better books on the family. Not a light read but a comprehensive presentation. Highly recommended. **Book \$35.00**

Canon Press

BLESSED ARE THE HUNGRY

A series of meditations on the Lord's Supper. **\$17.30**



LEM PHONICS CORNER



2007 has begun and I wonder what the year holds in store for us all. I think for the LEM Phonics team it will be a lot of hard work!

But we are rejoicing that we have finally completed the third edition of the *LEM Phonics Manual*.

Although it essentially contains the same material as the second edition, we have added, subtracted and made refinements to various sections to help readability and useability.

PHILOSOPHY AND METHODOLOGY

The second edition included only our LEM Phonics philosophy, which is based chiefly on how children learn. In the new edition we have inserted a section addressing the question ‘Why phonics?’, which covers the two opposing methodologies for teaching literacy skills, how phonics fits the structure of English, and how the brain perceives language. The section finishes by describing the distinctive attributes of the LEM Phonics programme.

THE PHONOGRAMS

The section on vowels and consonants has been updated to include new information

about vowel and consonant phonograms and their vocal formation. Symbols for the IPA (International Phonetic Alphabet) have also been included—relating these to the phonograms can often help the ESL student make the transition from traditional methods of learning to LEM Phonics.

TEACHING HANDWRITING AND THE PHONOGRAMS

‘Preparing the pre-school child for reading’ at the back of the previous edition has been replaced by a section ‘Phonemic awareness—the precursor to reading, spelling and writing’.

This phonemic awareness information is now included in the main teaching section. It stresses the importance of phonemic awareness as a developmental stage of phonics and traces through the developmental stages in the transition from ‘learning to read’, to ‘reading to learn’.

A comprehensive phonemic awareness test is also included in the supplementary materials section.

The sections on teaching writing and teaching the phonograms have been combined into a new section titled ‘Teaching handwriting with the phonograms’.

Because the three skills (reading, writing and spelling) should be taught simultaneously, we have combined the writing instruction with all the other notes on teaching a particular phonogram.

General principles for teaching phonograms are given at the beginning of the section, with the specific teaching points for particular phonograms following.

THE RULES

The basic charts with the rules of position for each phonogram have been kept. However, most of the detailed explanations which followed in the old edition have been replaced by replicas of the LEM Phonics Rules Charts, which succinctly and graphically express the essence of the rules.

A section outlining the foundational rules as taught in word lists K and 1, with example words and exceptions, should be helpful to the teacher for quick reference.

More guidelines are given on the methodology for teaching of rules.

GENERAL CHANGES

Additional resources produced since the last edition of the manual, such as phonogram and rules charts, have rendered the need for some of the former text obsolete.

This version of the manual also includes links and references to our updated resources such as the *Handwriting*

Practice Book, The Book of Rules and Pathway to Literacy.

Our registered instructors across Australia have had good involvement in the production of this third edition and are now using it for their training courses.

TEACHER'S RESOURCE KIT

The registered instructors are also helping to assemble material for a *Teacher's Resource Kit* for LEM Phonics. The present vision is to provide a larger scale kit for schools, but to also make the individual items available for home schooling parents.

The kit will include extra work sheets for the different levels of LEM Phonics, tips and ideas for teachers, as well as hands-on games and activities. This project is going to require a good deal of work and time to complete.

Please pray for us as we work to build upon what we already have to make our wonderful phonics programme an ever better one. We continue to seek God for wisdom in providing for the needs of different sectors, without compromising the foundational philosophy.

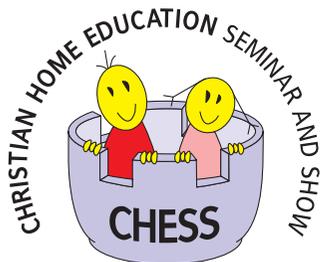
Blessings,



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



2007 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 1:00 **LEM Phonics**
- 2:00 **Elective sessions**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

Details and registration forms (when finalised) for all CHESS seminars are available as PDF downloads on our website at www.lem.com.au. Just click 'CHESS' in the 'Quick Links' box on our homepage.

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

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

CHESS Seminars 2007

01 HOBART

- Date* Saturday 9 June
- Venue* Salvation Army Hall
Blackmans Bay
- Cost* **By donation**
- Send to* Lorraine Ward
7 Jessica Pl, Howden Tas 7054
- Phone* (03) 6267 2359

02 PERTH

- Date* Saturday 15 September
- Venue* Presbyterian Church
32 Bull Creek Dr, Bull Creek
- Cost* Single/Family: \$25/\$40
Earlybird (by 25 Aug): \$15/\$25
- Send to* Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170
- Phone* (08) 9524 2505

03 SYDNEY

- Date* Saturday 13 October
- Venue* Condell Park Christian School
29 Lancelot St
- Cost* Single/Family: \$25/\$40
Earlybird (by 22 Sep): \$15/\$25
- Send to* CHESS
c/- 6 Blackwattle Grove
Narellan Vale NSW 2567
- Enquiries* LEM, (02) 6259 3944

04 MELBOURNE

Date Saturday 27 October
Venue TBA
Cost Single/Family: \$25/\$40
Earlybird (by 6 Oct): \$15/\$25
Send to Kingsley Educational Pty Ltd
PO Box 310
Mt Waverley MDC Vic 3149
Phone (03) 9544 8792
Email enquiries@kepl.com.au

05 SYDNEY

Instructor Lindy Bonham
Dates Sat 10 – Mon 19 Mar 2007
Venue 250 George St, Windsor
Cost \$350 per person including the
LEM Phonics Manual, *Word List K*, and stationery.
Deposit of \$60 pp required with registration.

Prerequisites

Learning the 75 phonograms before the seminar will enable attendees to gain maximum benefit.

Send to Lindy Bonham
PO Box 5602
South Windsor NSW 2756
Phone 02 9627 4637 or 0421 907 343

06 ADELAIDE

Instructor Chris Joy
Dates Mon 9 – Thu 12 July 2007
Venue Sunrise Christian School
288 Sturt Rd, Marion
Cost \$380 per person including the
LEM Phonics Manual, *Word List K*, and Phonogram Cards.
Deposit of \$50 pp required with registration.
Send to Chris Joy, RMD 635
Victor Harbor SA 5211
Phone 08 8552 3755



Introductory 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.

Details and registration forms for all LEM Phonics seminars are available as PDF downloads on our website at **www.lem.com.au**. Just click 'LEM Phonics' in the 'Quick Links' box on our homepage.

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 Hobart

02 Perth

03 Sydney

04 Melbourne

LEM Phonics Seminars

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

05 Sydney

Cheques payable to *Lindy Bonham*

Do you already have current editions of *LEM Phonics Manual* and *Word List K*? yes no

06 Adelaide

Cheques payable to *Christian Home School Association*

Do you already have current editions of *LEM Phonics Manual* and *Word List K*? yes no

Please send me a CD of the 75 phonograms for pre-seminar learning