



# DIRECTOR'S COMMENT

PETER FROGLEY

A new year begins with many families launching out on the adventure of the formal education of their children.

For others it is a well worn path—and you are now in the expert class. Whatever the case I want to remind us all that we are really about building the kingdom of God on earth for His glory alone. LEM is available as an assistance to you, teachers and parents, in achieving this goal.

## Projects

- The LEM Phonics *Teachers Resource Kit* designed particularly for schools is well underway, but as it is a huge undertaking we are finding that it will take longer to complete than we had hoped. The kit will have articles, ideas, and many photocopiable masters for extra worksheets, etc. All photocopiable sheets will be on CD for easy reproduction. The plan is to have it available during 2008.
- *The Elements of Music Volume 3* is now available from LEM and from Wendy Hill. A great continuation in music for those who have used volumes 1 and 2.

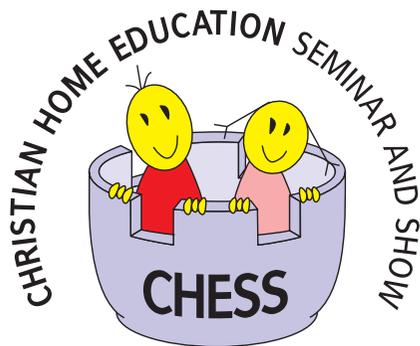
- LEM's new cursive handwriting workbook *Cursive Practice Book* is also available to provide everything you will need to teach and practice cursive writing.
- We are planning to edit our phonics readers as well as producing some early readers which we hope will be available later in 2008.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on soon.

## This Issue

In this issue, *Exploring Christian Education* is titled *The Purpose of Education*. Wendy Hill discusses the wisdom of learning a musical instrument. I check out the recommendations of the Rowe Report into literacy and in health we briefly explore weight loss. We also announce details of this year's CHESSE seminars and book displays.

Be blessed as you educate for the glory of God.

# NEWS UPDATE



## CHESS

CHESS seminars for 2008 have now been organised and are coming (we trust) to a location near you!

The future of CHESS, however, rests with you, our home educating friends, as the attendance at some has become marginal and we may not be able to continue in those locations.

We thoroughly enjoy the CHESS, meeting so many old and new friends, but we do need to see a reasonable turnout to make it worthwhile.

Locations and dates for 2008 are:

Melbourne	Saturday 7 June
Adelaide	Saturday 21 June
Brisbane	Saturday 26 July
Sydney	Saturday 9 August
Perth	Saturday 13 September

Kingsley Education will join LEM for each of the seminars in 2008 and various local vendors may also attend.

In addition to the CHESS seminars LEM will be conducting three book displays:

Hamilton (Vic)	Wed 18 June
Mount Gambier	Thurs 19 June
Mildura (Vic)	Mon 23 June

If you are living in a regional area we may be able to conduct a CHESS or a Book Display in your area on our way to one of the other capital city CHESS seminars. If you are interested and believe a seminar could be successful please contact us for our consideration.

## Overseas

### PAPUA NEW GUINEA

Mesia Novau's wife Iga continues to make excellent progress following a serious operation to remove a growth in her neck on the spinal column. With almost full recovery she should be able to return to full duties in PNG by mid year.

Both Mesia and Iga have a vision for Christian education in PNG, using LEM Phonics. The demand for LEM Phonics continues to grow throughout PNG but difficulties with training and organisation frustrate its effective development.

## INDIA

Plans are now moving for Phonics training for teachers in the first half of this year. This project is now being overseen by Raja Vundurthi, a young university graduate, who is planning to come to Australia in February to train in LEM Phonics. We are planning for Evelyn to then travel to India in May to commence teacher training.

## TANZANIA

As a result of my visit last December to Arusha, Tanzania, we have been negotiating with a ministry there to train their teachers in LEM Phonics to enhance their English program. We are planning for Evelyn to travel to Tanzania in April to train teachers there.

## PERU

Plans are under way for Peter Frogley to visit Peru in October to conduct further teacher training conferences. Likely locations will be Chiclayo in the north, Piura in the north, Arequipa in the south, Huancayo in the Andes and possibly Sucre in Bolivia. The excellent work continues with teacher training and curriculum development, with Bob Relyea having completed a revision of the LEM Diploma Course to make it more appropriate for

Peru. We thank God for the energy and competence of Bob and Frances and their commitment to the people of Peru.

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

### WHERE DO WEBSITES LIVE?

The files for every website in the world live on special computers called *servers*, which are built with reliability as the top priority. Because anyone in the world could access a website at any time, they need to be up and running 24/7, with backup systems available in case it goes down.

These servers live all across the world in fortress-style buildings called *datacentres*, which have high security and strict temperature and cleanliness controls.

A *web host* rents server space for websites, and charges anything from \$5 to \$350 per month for the privilege. There are also a lot of free web hosts around the place, but you usually have to put up with advertising banners or forum subscriptions, in addition to patchy reliability and speed.

But if you'd like to put up your own webpage (for example, to post photos or information for your overseas relatives), chances are that you already have some web space available. Most internet service providers (ISPs) offer a small amount of web hosting space when you have an internet account with them. Contact your ISP or visit their website for more information.

*Send your website feedback or computer questions any time to [john@lem.com.au](mailto:john@lem.com.au).*



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 67 The purpose of education

We discover God's purpose for education when we understand His revelation through the scripture.

It is our knowledge and understanding of Him who is the sum of all things. To educate Christianly is to educate from God's perspective, through a personal knowledge of God. To merely understand and use His principles may be no more than rationalism; which was the error of the Deists and their fellow travellers. We must know HIM as a precursor to being able to represent Him educationally. The scriptures speak eloquently to this.

He made known His ways to Moses, His acts to the children of Israel.

*Psalm 103:7*

Yet indeed I also count all things loss for the excellence of the knowledge of Christ Jesus my Lord, for whom I have suffered the loss of all things, and count them as rubbish, that I may gain Christ and be found in Him, not having my own righteousness, which is from the law, but that which is through faith in Christ, the righteousness which is from God by faith; that I may know Him and the power of His resurrection, and the fellowship of

His sufferings, being conformed to His death.

*Philippians 3:8-10.*

As we learn to renew our minds through our dependence on the revelation of the Holy Spirit through the study of scripture, we learn to function in conjunction and cooperation with God. We begin learning to think His thoughts after Him, and to explore the creation both seen and unseen, in His wisdom and ability.

Biblical Christian education has two major purposes:

1. to progressively reveal God, and
2. to bring students' lives into conformity to the revealed will of God.

This will enable students to progressively exhibit the character and nature of God through their redeemed personalities.

### UNFOLDING GOD

During a time of prayer in 1976 God gave me the following definition: *Education is the unfolding of God—His character and His creation.*

God has chosen to reveal Himself and thus truth to us through His person and

character. This most beautiful character of God is most clearly revealed in His Son through the Scripture. Christ's work of Redemption has revealed to us the perfect character of God, in Christ. It is this nature and character that gave us His creation, both seen and unseen, as shown in Colossians 1. A study of this passage will give rise in our understanding to the various disciplines of study.

## OBEDIENCE

The fundamental quality we seek to engender in children; which I suggest is a foundational purpose in education, is obedience.

Children, obey your parents in the Lord: for this is right. Honour your father and mother; which is the first commandment with promise; that it may be well with you, and you may live long on the earth. And you fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord.

*Ephesians 6:1-4*

Obedience is the foundation for all learning and the key to learning is in the child's submission to the teacher. This principle of obedience has been neglected in our psychology driven, my rights, society where independence is paraded as a virtue. A vital benefit of obedience and submission is the suppression of pride, which after all was the trigger for our initial downfall.

Obedience must be taught by the parents in the home; as the responsibility of the school is only to maintain what parents have already inculcated. Respect for

God's ordained authority must be taught and upheld in the home and the school at all times.

Fathers are given the oversight of and responsibility for every aspect of the children's life including their educational training. Children are to be nurtured; (from the Greek *paideia*—education and training, especially by tutorage) and admonished; (from the Greek *nouthesia*—to call attention to, a mild rebuke or warning to alert the mind). Paul makes the roles of the father and child clear—the child is under authority as would be a servant and this not only to his father but to those appointed by the father.

Now I say that the heir, as long as he is a child, does not differ at all from a slave, though he is master of all, but is under guardians and stewards until the time approved by the father.

*Galatians 4:1-2*

Education in the home is characterised by obedience, a training of the mind, personal tutorage and rebuke through loving discipline. There is no biblical warrant for the modern ideas of raising children and the fruits of these methods is plain for all to see. Fathers, however, should guard against unjust punishment administered in uncontrolled anger. Such abuse of children is a major cause of behavioural problems. Anger is not wrong of itself, it is how we handle it that determines whether it is wrong.

## FULFILLING THE GREAT COMMISSION

The Commission given to the church by

Jesus Christ, following His victory on the cross, summarises the reason why we are still here on the earth. That Commission includes and indeed demands, teaching for obedience. It is given in the context of the nations and our training of children is to be part of that equipping nations—it is to be much more than personal, family or even church.

Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you and surely I will be with you always, to the very end of the age.

*Matthew 28:19,20*

The development of obedience is through the process of discipleship and discipleship demands learning. A disobedient scholar is a menace to himself and to society. Jesus' Commission is to disciple and the first aspect of teach is *to disciple, or make a scholar through instruction*; (teach all nations). The second aspect of teach is *to learn doctrine*; (teach to observe, implying a learning in order to do). It is interesting that modern education teaches doing in order to learn rather than vice-versa—the biblical pattern. The point being that the individual determines what is to be learnt, rather than seeing a body of knowledge and understanding that exists because God exists. From a biblical perspective it is clear that education is discipling to a goal of godliness where obedience and submission are paramount virtues.

This is reflected in the church which educates for discipleship and where formal instruction is given for the express purpose of teaching obedience to the commands of Christ.

Discipleship is bringing the Christian under the discipline of obedience; that is the building of Christian character. Too often in our day Christianity is seen as little more than a 'salvation experience' to ensure a heavenly eternal destiny—or 'fire insurance' as some may say!

But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness so that the man of God may be thoroughly equipped for every good work.

*2 Timothy 3:14-17*

## FORMAL EDUCATION

Education conducted by those outside the home is a continuation of that which has begun in the home. Timothy had been instructed by his mother (2 Timothy 1:5), and this had grounded him not only in the faith, but in the whole of life.

Christian education rests on:

1. the covenant grace of God in the salvation of the child,
2. the inspiration of Scripture as the one, true, infallible textbook for life and living.

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## children must **first** see **obedience** in our lives

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The Bible should be at the centre of the teaching process; as the truth of the Word will expose sin in a child's life and set the child on a straight path.

The example set by the teacher, and the curriculum, are to instruct the student in the way of righteousness; the right way to live. Thus, the teacher is to fully 'equip' the child 'unto all good works'. This includes the fact that the Bible's teachings should be integrated with every discipline; including maths, science, reading, history, etc.

Paul Jehle in *Go Ye Therefore and Teach* draws the following scriptural conclusions regarding Christian Education:

Christian education cannot be neutral with respect to one's philosophy of life. It will be either guided by Humanism (deity of man), "trapping" the mind and correcting and forming the character of Socialism, or it will free the mind and renew it, helping to build it under the discipline and obedience to Christ, forming the character of Christ (2 Corinthians 10:5, Colossians 2:8).

Christian education is edification, primarily (where one is built up in Christ), rather than evangelistic (where one is brought to Christ). The basic function of discipleship is to disciple the children of Christian families; (on the Junior-Senior high level it should include the student also), to the ways of God. (Matthew 28:19-20, 2 Timothy 3:14-17).

Although there are many other aspects to the purpose of education it is my contention that if we fail to instruct and

demonstrate the way of obedience in the submission we have missed the point and education will be simply knowledge or information. Christian education must be build around the character of Christ, 'who humbled Himself and became obedient to the point of death' (Philippians 2:8).

Upon the foundation of obedience the Lord is able to build a godly young person who not only is a blessing to family and church, but also to the nation.

In military circles there is a popular saying: 'Obedience alone gives the right to command'. That is worth pondering, for if we are to see obedience in the children we teach they must first see it in our lives. It is tragic to see so many young people growing up as rebels who have been well taught by parents and/or teachers. Their lives are potentially ruined as they seek the best for themselves, their rights, and the like. They may have degrees and excellent employment prospects, but they are unusable in the Kingdom of God.

It is worth the effort even with the criticisms to pursue the biblical course of discipleship and obedience for the young people in our care as the alternative is not attractive.

# SHOULD MY CHILD LEARN A

# Musical Instrument?

BY WENDY HILL

‘Should my child learn a musical instrument?’ may appear to be a simple yes or no question.

As a music teacher my bias should bring an automatic ‘Yes’. However, the answer is not so straightforward. I have been teaching music for over thirty years. One half was spent as an unbeliever trained in humanistic philosophies and constantly wondering exactly why I was teaching music; and the other half has been spent discovering the truth of Isaiah 55:8:

For my thoughts are not your thoughts,  
neither are your ways my ways.

There is enormous pressure on parents to start their child on an instrument. Seeing others’ children play may inspire, ‘I want my child to do that.’ Some may have guilty feelings and think, ‘I’d never be able to afford that and my child will be deprived of a musical education.’ Others may reason, ‘I learned music so my child will too.’ Not many would consider, ‘Is this what God wants for my child?’

## THE WORLD’S REASONS

Over the years I have taken many teaching courses including a Diploma of Education, Yamaha and Suzuki training, each with their own rationale. All of the

courses were essentially humanistic, emphasising man and not God. Here is a summary of their thinking about music.

Music:

1. develops sensitivity, imagination, creativity and aesthetic awareness.
2. has great impact on the brain and improves spatial awareness for learning maths and science.
3. relates to other subjects such as science, physics, maths, language, history, physical development and body co-ordination.
4. develops memory, concentration and discipline.
5. is a means of personal expression, emotional release and relaxation.
6. helps develop character eg. diligence, perserverence, obedience, patience.
7. provides a wide range of career opportunities.
8. can improve family relationships by involving parents in child’s activities such as practices.
9. adds greater quality to one’s life.
10. may produce a better generation than the present one.
11. may even save the world. This was quoted from a famous cellist, Pablo

Casals, who said ‘Perhaps music may save the world’. The ‘perhaps’ has since been removed.

12. replaces the need for religion. A famous composer, Terry Riley, claimed that ‘Music replaces the need for religion’. Obviously he doesn’t know the difference between religion and a relationship with Christ. But his message is the same—if we have music we don’t need God.

Most of these reasons for learning an instrument are interesting, but they reveal the humanistic basis from Rom 1:25—

They exchanged the truth of God for a lie and worshipped and served created things rather than the Creator.

Today many worship the god of music and consequently the focus shifts to man’s abilities and commercialism.

While I don’t agree with the last three, the first nine justifications can be achieved by leading a Christian life. The same physical, intellectual, emotional, creative, social, character and educational benefits are also found in Christian fellowship, worship, Bible study and growing in Christ.

## THE PROS OF LEARNING AN INSTRUMENT

**The rewards of learning music are enormous but hard to measure and value.**

Music differs from the more intellectual subjects like maths, reading and writing because it has artistic value. We must

know how to read, write and use numbers. However, music is more spiritual, artistic and creative and is harder to assess and value. Thus it is often set aside in the educational process.

**Music is an intricate and vital part of God’s design of man.**

God designed us in His image to be creative. Music flows from the spirit and is one of the features that differs us from animals, plants and rocks. Music touches the heart/spirit and brings a desire for beauty and truth.

**Music is an intrinsic part of our lives.**

Many parents want a musical experience for their children without understanding why. My family was not Christian but decided to send me to an Anglican boarding school for two years so I could have weekly lessons. For my family music was more important for entertainment than worship, but God designed us to worship Him and music is one of the instinctive ways that we do that.

**Music is an extension of language and is part of our worship and communication with God.**

Our voices have inflections, rises and falls and accents, without which our voice is a monotone and uninteresting. Spoken words are the basis of melody, harmony and rhythm. In singing we exaggerate the distances between pitches of words. Melody comes from this greater range of higher and lower sounds/notes. Harmony is when two voices sing different melodies with notes which agree with each other.

When we speak we accent or emphasise certain words and make some syllables longer or shorter. This is the basis of rhythm.

Music is a beautiful, creative, artistic and spiritual extension of our speech and prayers.

## THE CONS OF LEARNING AN INSTRUMENT

### **We don't need music to be reconciled with God and get to heaven.**

1 Corinthians 1:19 and 27 tell how God uses the foolish things of the world to shame the wise and he frustrates the intelligence of the intelligent. Exams, competitions and music knowledge about theory, playing, history and composing do not guarantee salvation.

I am not against instrumental lessons. It is OK for your child to learn. The Bible values instruments and Psalms is full of references to skilful playing. I have written a Biblical piano course and train teachers for it. But God wants to give a bigger, balanced, eternal perspective of music.

### **God does not want everyone to be a musician.**

In David and Solomon's time the Levites were set apart to be trained musicians for the Temple. The musicians had no other duties and even lived in the Temple. This still left eleven tribes, the majority of the Israelites. Most people were not trained musicians. If we look at a church service, are there more musicians or people in the congregation? A minority are trained musicians.

Exodus 31:3 tells how God gifts us differently. He filled Bezalel 'with skill, ability and knowledge in all kinds of crafts'. Verse 6 tells how the people who built the tabernacle had skills and abilities according to God's gift.

Proverbs 22:6 says, 'Train a child in the way he should go and when he is old he will not depart from it.' Some translations say in the way 'he leans' or 'is bent.' God does not give everyone equal musical gifts. All the piano students I have had have been different—from the musically gifted to those with little sense of rhythm, and everything in between.

### **God gave everyone a free musical instrument—the voice.**

Not everyone needs to play an instrument but everyone can sing, whether in tune or not. The Bible says to 'make a joyful noise'.

## KEEPING PERSPECTIVE

There are enormous rewards in learning a musical instrument, but we need perspective from the Lord so that the music god does not lure us into the worldly trap of exams, performance, competitions, feeding the music industry and humanism. Here are some challenging questions to help provide perspective.

1. How much time and effort is spent practising an instrument compared with praying and memorising scripture?
2. Which does your child fear the most: the exam, the examiner and making a mistake in front of the teacher? Or

God, knowing we are accountable for every thought and deed?

We need to know our motivation and develop a desire to glorify God and know Him.

Performance is impressive because it is so visible and audible. The world judges success based on the outward appearance of performance, but we know that God looks at the heart (1 Samuel 16:7).

Without acknowledging the basic fact that God is the Author of all knowledge, we are lost. Education is a consequential blessing from God, a bonus to enable us to know Him more. God created our brains, intelligence, sensitivity and creativity to appreciate and love Him more.

Music is as important as any other subject in that they are all tools to understand God's world. We can learn much about an author, composer or painter through their writings, compositions and pictures. But the musical instrument should not become more important than God. There is the danger of the instrument becoming an idol (Habakkuk 2:18–20).

#### SO SHOULD MY CHILD LEARN A MUSICAL INSTRUMENT?

Ultimately it is the parents' decision after weighing up the justifications and facts. The answer will depend on your relationship with God through Christ. It took me over thirty years to understand that it all comes down to knowing God and obedience to His will. Here are five points to consider.

#### 1. **You need a firm belief and conviction from God.**

Weigh up the pros and cons presented. If you go down the music path, save and prepare for a long expensive journey. We plan for at least twelve years for a basic education. Music is no different.

#### 2. **If you can afford it, commit yourself long term.**

Be prepared for much expense in time, effort, discipline, transportation, expense of one-to-one lessons, books and instruments. The blessings and rewards will outweigh the cost.

My programme *The Gift of Music* has a biblical piano course which can be done with trained teachers. Details are at [www.thegiftofmusic.com.au](http://www.thegiftofmusic.com.au)

#### 3. **If you can't afford it, don't feel guilty.**

Your children are not missing out. Encourage them to sing, sing, sing using the free instrument God has given them.

#### 4. **If you cannot afford it but have a very strong desire, then keep praying and God will open doors.**

Where there's a will, there's a way and when it's in accordance with God's will, it *will* happen.

#### 5. **If you are still not sure about instrumental lessons but would like your child to have a biblical perspective of music, *The Elements of Music* course may be the answer.**

This will help you assess whether or not your child is interested and willing to commit to instrumental lessons.

## THE ELEMENTS OF MUSIC COURSE

*The Elements of Music* course (EM) is a do-it-yourself complete Bible-based music course providing spiritual foundations for each music element, basic keyboard skills, theory and history. If your child is already learning an instrument, EM provides the supporting theory course. Instrumental lessons often focus on merely learning pieces. EM can be part of a homeschooling program and no previous music knowledge is required. For a more detailed description, visit [www.thegiftofmusic.com.au](http://www.thegiftofmusic.com.au).

Completing all four volumes of EM will do the following:

1. Relate the subject of music to God.
2. Help build faith in Him.
3. Develop an awareness of how music evidences God's creativity and design.
4. Teach what each of the fourteen music elements reveals about their Maker with simple definitions and supporting scriptures.
5. Develop an understanding of how composers and hymnwriters use their God-given music gifts to organise the elements.
6. Teach basic skills in keyboard, theory, ear-training and simple composition.
7. Teach history of music from Creation to present day including church and general world history.
8. Not focus on performance but present a balanced coverage of all areas of music in a biblical perspective.

We live in a world of 'specialists' with some teachers focusing on learning pieces, others on theory, still others technique, some encourage learning by ear whilst others by reading.

The Biblical perspective of music is of prime importance and EM sets the foundation for all other music study, giving a big picture from a godly perspective before going into details. It is designed to build faith in God using the tool of music. EM is very economical compared with one-to-one instrumental lessons, about \$3.50–4.00 per week depending on the level.

I close with a quotation from the *Encyclopedia of Bible Truths for School Subjects* by Ruth Haycock.

If we actually believe that the Bible is authoritative in every area in which it speaks, in history and science as well as salvation and prayer, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of the subject, we shelter pupils from the truth and give them only part of the story. [If we only teach instrumental skills, students are missing out on most of the music story. WH] What we do teach may be purely humanistic and opposed to the truth in the Bible, or it may be true as far as it goes but is incomplete. In either case, pupil thinking is being shaped according to the world's pattern. God asks for transformed lives, not conformed to the world, but based on renewed minds able to prove what is good and acceptable and the perfect will of God.'

*The full version of this and other articles by Wendy Hill are available at [www.thegiftofmusic.com.au](http://www.thegiftofmusic.com.au).*

# THE ROWE ENQUIRY

## Recommendations into literacy teaching in Australia

Some years ago now a group of well over twenty qualified experts wrote to the then Federal Minister of Education, Dr Brendon Nelson, on the state of reading instruction in Australia.

As researchers, linguists and educators who have studied the process underlying the development of reading, and who are familiar with the scientific research literature related to the acquisition of reading, we are writing to you to express our concern with the way in which reading is typically being taught in Australian schools... We believe the time has come for a review of the approaches to reading instruction adopted in our schools...

The result was the *Rowe Enquiry into Literacy Teaching* commissioned in December 2004. The findings of the enquiry support what LEM have been saying for many years about the superiority of intensive phonics in teaching reading.

### KEY ELEMENTS

The report suggests that a successful school is one

- that believes each child can learn to read and write regardless of the background
- with an early and systematic emphasis on the explicit teaching of phonics

- with strong leadership and management practices, involving whole-school approaches to the teaching of reading and writing.

### TEACHERS

The committee found that many teachers do not use (and are not aware of) objective, standardized diagnostic tests that assess the essential alphabetic, decoding skills required for reading proficiency.

...direct systematic instruction in phonics during the early years of schooling is an essential foundation for teaching children to read. ...research evidence indicates that ALL students learn best when teachers adopt an integrated approach to reading that explicitly teaches phonemic awareness, phonics fluency, vocabulary knowledge and comprehension.

It was clear however that systematic phonics instruction is critical if children are to be taught to read well, whether or not they experience reading difficulties.

The inquiry found strong evidence that a whole-language approach to the teaching of reading on its own is not in the best interests of children:

...where there is unsystematic or no phonics instruction, children's literacy progress is significantly impeded...

### SOME RECOMMENDATIONS

The report recommended that:

- teachers provide systematic, direct and

explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency.

- literacy teaching continue throughout schooling (K–12) in all areas of the curriculum.
- successful teaching of reading occurs best where there is a consistent and comprehensive whole-school approach that is clearly specified in a literacy plan.
- teachers put in place an explicit, literacy planning, monitoring and reviewing process in collaboration with school communities and parents.

## TEACHING PRACTICES

The report was not kind to the whole language method:

Whole-language...reflects a constructivist philosophy of learning in which children are viewed as inherently active-self-regulating learners who construct knowledge for themselves, with little or no explicit decoding instruction....a strong body of evidence exists that whole-language approaches are not in the best interests of children experiencing learning difficulties.

In contrast, code-based approaches focus on explicit teaching of the structure and function of written and oral language in ways that allow children...to reflect on and consciously manipulate the language.

## WHICH TYPE OF PHONICS?

Reading researchers have come up with a number of approaches and given them ‘educationese’ titles:

**Analytic phonics** uses a ‘whole to part’ approach, that avoids having children pronounce the sounds of a word.

**Synthetic phonics** uses the ‘part to whole’ approach, teaching children to sound the phonograms to blend the words.

**Embedded phonics** teaches children letter sound relationships with context clues (as they don’t use rules).

**Analogy phonics** uses parts of words already known to identify new words.

LEM Phonics, according to the experts, is a synthetic or intensive approach. It uses phonics through spelling to link reading, spelling and writing in an overarching phonetic approach to literacy.

Our many years experience has taught us that this approach is the most successful one available today—not only for teaching phonics, but as a comprehensive English programme.

The Registered Instructors in LEM Phonics are now working with hundreds of home educators and over 100 state and Christian schools in Australia.

The LEM Phonics programme is available in a Christian and general version using the writing styles for different states.

In addition, LEM Phonics is in various stages of development in a number of other nations.

Contact LEM for information as to how you or your school could introduce this superior method for teaching English or check out the website at [www.lem.com.au](http://www.lem.com.au).

# A WEIGHTY ISSUE

PETER FROGLEY



We see so much today about weight—weight of people that is!

Certainly being overweight is a problem as far as our health and wellbeing are concerned. It seems, however, that many who are concerned about weight are not so concerned about health problems as they are about appearance. As a result we have seen a proliferation of weight loss diets and exercise programs which may not always consider the overall health of the person. For example, high protein diets can stress the body, causing weight loss, but at the cost of overall health.

Most weight loss programs seem to be helpful only if they are accompanied by self-discipline—in fact most have in their fine print something to the effect of ‘this only works with proper diet and exercise’.

So firstly we need to consider physical exercise. Let me ask you, what possible attraction is there to riding a bike that goes nowhere or running on a revolving mat and never leaving the house? Try going outside and enjoying God’s creation.

I take my walks by attempting to play golf—walking amongst the trees looking for my ball is much more fun than following that narrow fairway anyway!

Secondly, food intake—the idea is to not eat those things that add unwanted weight. The problem is that if you aim only at *weight loss* you will probably miss the importance of *healthy* weight loss. However, if you aim to eat *healthily*, you will almost certainly lose weight.

To lose weight healthily, gradually increase your intake of vegetables and fruit until they become the main part of your diet. As you do that also increase the raw food component (a good ratio to aim for is 70–80% raw diet).

On the other side commensurately reduce animal products, white flour, white sugar, salt, alcohol and drugs of any kind.

Consider children’s diet too—if you feed your children only healthy food from the beginning they are less likely to acquire a taste for unhealthy foods.

It’s simple, but it’s a challenge! Remember Rome was not built in a day so begin slowly, adding more healthy food and removing the unhealthy. It is a good idea to have, for example, a six month plan to change your eating habits. You’ll be amazed at the changes for the better.

## The Elements of Music Vol 3

Order online at  
[www.lem.com.au](http://www.lem.com.au)

After much hard work from Wendy Hill and the LEM staff, EM3 is here! Volume 3 of this comprehensive, completely bible-based music appreciation course builds on the foundations laid in volumes 1 and 2. It encompasses music theory, composition, history and keyboard skills, as well as general world history and philosophy. Four new music elements are learned.

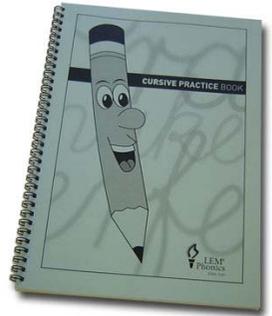


The books are enriched with many music examples, tables, maps, timelines, detailed diagrams and illustrations.

Teacher's Manual <i>including 2 CDs and flashcards</i>	233 pages	<b>\$69.95</b>
Student Workbook	178 pages	<b>\$49.95</b>
Student Test Booklet	38 pages	<b>\$20.95</b>
Keyboard Arrangements Book	44 pages	<b>\$21.95</b>

## Cursive Practice book

A write-in penmanship booklet which can be used in conjunction with the LEM Phonics programme, or as a stand-alone resource. It provides practice in the steps of teaching cursive writing, including the connecting strokes and special cursive letters. Students then proceed with practicing multiple phonograms, words, capital letters, and finally full sentences.



Illustrated 'did you know' sections about the history of writing are featured throughout the book.

This new volume replaces the two previous and very old editions *First Cursive Copy Book* and *Cursive Capitals*. It teaches a cursive style designed to flow easily with the LEM Phonics print style, not a 'linked script' style as is often taught in schools.

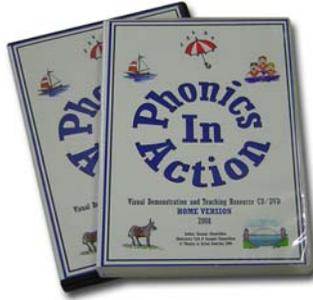
A4 format, wire bound, 52 pages. **\$13.95**

## Phonics in Action

This DVD uses hand and body actions to help students remember the phonograms—a fun and active approach to learning. Includes a CD of teacher resources.

Home version **\$39.95**

School version **\$99.95**



## Third Millennium Press

We are now stocking Third Millennium's lavishly illustrated, full colour charts which fold out to double sided panoramas of history. These beautiful resources for schools and home schoolers are sure to become favourites now and heirlooms for the future.

### THE TIMECHART HISTORY OF THE WORLD

Unfolds to a 4.5 metre long wall chart chronicling world history from 4004 BC to 2004 AD. **\$34.95**

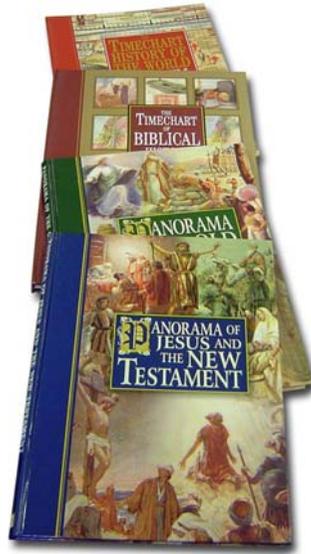
### THE TIMECHART OF BIBLICAL HISTORY

This 4.8 metre fold-out chart shows Biblical history from 4004 BC until 100 AD. Includes maps and summaries.

**\$34.95**

### PANORAMA OF THE OLD TESTAMENT PANORAMA OF JESUS AND THE NEW TESTAMENT

Beautifully produced 2.5 metre fold-out charts of the major events of the Old and New Testaments. **\$29.95 each**



## Rod and Staff Publishers

### UNDERSTANDING THE PAST FIVE CENTURIES: YEAR 9 HISTORY/GEOGRAPHY

The Mennonite version of the period from the Renaissance to today. A comprehensive history and a good addition to the range of history/geography courses available.



The student text is a 555-page hard cover with many colour illustrations. **\$45.45**

The teacher manual contains facsimiles of each student page with teacher notes, and answer key. 603 pages. **\$55.75**

A test booklet is also available. **\$3.55**

## G A Henty

These new Henty story books are printed on acid-free paper in sturdy hard covers. **\$32.25 each**

### THE SHORT STORIES OF G A HENTY VOLUME I

Contains four stories: *The Sole Survivors*, *A Frontier Girl*, *The Ranch in the Valley* and *On the Track*.

### THE CORNET OF HORSE

Rupert Holliday is a protege of his paternal grandfather, an old Cavalier, and is taught to be a fine swordsmen. Follow Rupert and the War of Spanish Succession through Spain, northern Italy, southern Germany, and the Spanish Netherlands.



### CAPTAIN BAYLEY'S HEIR

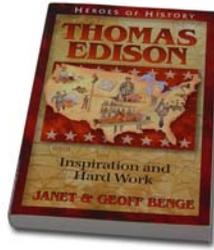
After being swindled of his inheritance by his cousin, Frank Norris travels to America and the Californian Gold Rush of 1849. Here he encounters wagon trains, Indians, stagecoach robberies, buffalo hunts, ambushes, and more!

# YWAM Publishing

## HEROES OF HISTORY

*Heroes of History* is a unique biography series from YWAM publishing that brings history to life with the remarkable true stories of fascinating men and women who changed the course of history. **\$13.20 each**

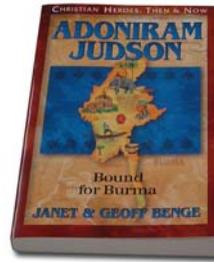
Thomas Edison	George Washington
Christopher Columbus	George Washington Carver
Clara Barton	Harriet Tubman
Daniel Boone	Laura Ingalls Wilder
Douglas MacArthur	Orville Wright



## CHRISTIAN HEROES THEN AND NOW

Be inspired by the exciting life stories of these heroes and witness the drama of faith and character being tested under the most extreme circumstances. Most suitable for ages 9–15. **\$13.20 each**

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Amy Carmichael	Jim Elliot
John Wesley	Brother Andrew
C S Lewis	Jonathon Goforth
Lillian Trasher	Cameron Townsend
Clarence Jones	Lottie Moon
Mary Slessor	Count Zinzendorf
David Livingstone	Rachel Saint
Rowland Bingham	Florence Young
George Mueller	Wilfred Grenfell
William Booth	Hudson Taylor

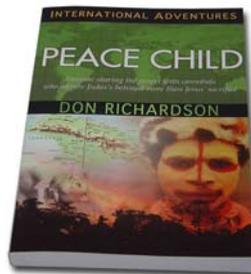


Betty Greene
John Williams
C T Studd
Loren Cunningham
Corrie Ten Boom
Nate Saint
Eric Liddell
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## INTERNATIONAL ADVENTURES

On every continent, in every nation, God is at work in and through the lives of believers. From the streets of Manila to mysterious Albania to the jungles of Ecuador and beyond. **\$19.20 each**

Peace Child	<i>Don Richardson</i>
Lords of the Earth	<i>Don Richardson</i>
Torches of Joy	<i>John Dekker and Lois Neely</i>
The Man with the Bird on his Head	<i>John Rust and Abbie Anderson</i>



## New Eleotin Products

Eleotin is now available in pre-brewed tea form, for those who prefer to take it in a drink rather than capsules. Also new in both tea and capsule form is the Mb weight loss formula, which uses two afternoon formula tablets and one night formula.

### ELEOTIN® PLATINUM TEA PLUS

- Pre-brewed (20% more potent than regular tea) plus booster capsules
- for advanced diabetes
- one month supply—30 tea bags and 90 capsules
- should be taken for a minimum 6–12 months

1 month supply **\$220.00**



### ELEOTIN® MB WEIGHT LOSS FORMULA CAPSULES

- one month supply in three bottles—2 afternoon and 1 night
- for weight loss

1 month supply **\$110.00**



### ELEOTIN® MB WEIGHT LOSS FORMULA TEA

- Pre-brewed (20% more potent than regular tea)
- for weight loss
- one month supply—30 tea bags
- should be taken for a minimum 6–12 months

1 month supply **\$110.00**



### NEW HOPE FOR DIABETES

Evelyn Garrard has assembled this excellent material to help anyone with diabetes among their family and friends to understand the disease and what can be done about it. 22 page booklet. **\$3.30**



# LEM PHONICS CORNER



In the last month of the year I had what you may call a very ‘active rest’, with visitors from China in my home—a family of three.

Mother and Father could not speak English, so it was a great opportunity to improve the level of my Chinese. It definitely did that!

We had a marvellous time together, staying in my brother’s lovely home on the shores of Victor Harbor in South Australia for a week, visiting my relatives in the Barossa Valley, back to Canberra to enjoy a flight in a hot air balloon together, as well as a very multicultural Christmas!

Now it is back to work in earnest.

## TEACHER’S RESOURCE KIT

I have been working with John on what will be a Teacher’s Resource Kit, containing support materials for LEM Phonics. The material is all ready but the work of combining it, refining it, making the layout consistent and categorizing all the items takes a long time to accomplish, especially when there seem to be so many other things tugging on John’s time as well.

The kit will be available as printable resources on a CD, but there is the possibility that many of the charts, exercises, activities and games will be made available as hard copies for those home schoolers who would like to use them.

## THE TRAVEL BUG

After having a relatively free several years from travelling around, it seems that God is again launching me into uncharted waters.

We have one new candidate from Melbourne planning to become a Registered Instructor this year. So in March I’ll spend a couple of weeks in Melbourne training her.

Hard on the heels of that I shall be leaving for Africa to train teachers working in the primary school at the Joshua Foundation Bible College in Arusha, Tanzania, for four weeks.

From there, all things falling into place, I will travel to India where Samuel Babu hopes to have teachers in the Educational system in the state of Andhra Pradesh trained to teach phonics. He hopes that this can serve two aims—the first to improve the teaching of English skills in

India, and the second to make a profit from this business to help fund his orphanage of 300 or so homeless children.

At present we have Samuel's nephew Raja here, who is joining him with the LEM Phonics work. Raja is learning as much as he can about the programme so he can be a help to the teachers in implementing it into their schools.



Teaching Raja

To begin a new LEM Phonics company in India will be a big challenge requiring a lot of work and wisdom, and for this we would covet your prayers.

I would covet your prayers, too, for continuing health and strength, under conditions which may be different at times from the normal, and for wisdom in helping these people adapt the teaching of the LEM Phonics programme to their unique situation.

We continue to receive positive and encouraging reports about LEM Phonics from many schools and homeschoolers.

May God continue to bless it and the people who use it, and to spread it even further to the ends of the world.

## THANKS DEREK!

**DEREK KELLY** is a local Christian printer who has, in addition to printing *Light of Life*, generously offered us much of his time and equipment use since we moved to Canberra in 1990. Derek has now retired and we wish him every blessing.

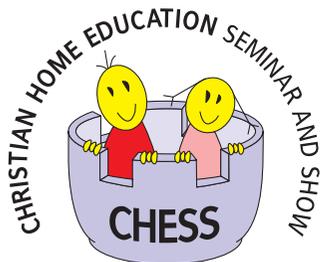
## OVERSEAS ENGLISH TEACHERS

One of the great needs in China, India, PNG and other non-English speaking nations is for native English speakers who can instruct in the LEM Phonics programme. We would be pleased to hear from anyone who feels a call to teach and be trained in LEM Phonics to be able to serve the Lord in one of these nations.

# 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



## 2008 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 for all CHESS seminars are available as PDF downloads on our website at [www.lem.com.au](http://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 2008

### 01 MELBOURNE

- Date* Saturday 7 June
- Venue* Ashburton Presbyterian Church, cnr High and High St Rd Ashburton
- Cost* Single/Family: \$25/\$40  
Earlybird (by 9 May): \$15/\$25
- Send to* John Angelico  
PO Box 310 MDC  
Mt Waverley Vic 3149
- Phone* (03) 9544 8792

### 02 ADELAIDE

- Date* Saturday 21 June
- Venue* Sunrise Christian School  
286 Sturt Rd, Marion
- Cost* Single/Family: \$25/\$40  
Earlybird (by 6 June): \$15/\$25
- Send to* Sue Whitrow  
PO Box 123, Belair SA 5052
- Phone* 0439 847 246

### 03 BRISBANE

- Date* Saturday 26 July
- Venue* St John's Presbyterian Church  
23-33 King St, Annerley
- Cost* Single/Family: \$25/\$40  
Earlybird (by 4 July): \$15/\$25
- Send to* LEM Office  
200 Florey Dr  
Charnwood ACT 2615
- Phone* LEM Office (02) 6259 3944

# EVENT CALENDAR

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

## 04 SYDNEY

*Date* Saturday 9 August  
*Venue* Condell Park Christian School  
29 Lancelot St  
Condell Park  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 18 Jul): \$15/\$25  
*Send to* CHESS  
c/o 6 Blackwattle Grove  
Narrellan Vale 2567  
*Phone* (02) 6259 3944 (LEM Office)

## 05 PERTH

*Date* Saturday 13 September  
*Venue* Bull Creek Westminster Pres.  
32 Bull Creek Drive  
Bull Creek  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 23 Aug): \$15/\$25  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Phone* (08) 9524 2505

## MOUNT GAMBIER, SA

*Date* Thursday 19 June  
*Venue* Mt Gambier Christian Centre  
15–27 Stafford St  
Mount Gambier  
*Time* 1–5 pm  
*Cost* Gold coin donation  
*Contact* Kylie Mullen, 0418 882 500

## MILDURA, VICTORIA

*Date* Monday 23 June  
*Venue* Living Waters Community  
118 Orange Ave, Mildura  
*Time* 2–5 pm  
*Cost* Gold coin donation  
*Contact* Dale Vaughan, (03) 5022 8319



## Book Displays

*No registration required*

### HAMILTON, VIC

*Date* Wednesday 18 June  
*Venue* South Grampians Life Centre  
38 Kenny St, Hamilton  
*Time* 1–5 pm  
*Cost* Gold coin donation  
*Contact* Sonia Gellert, (03) 5577 4378

## LEM Phonics Seminars

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