

# Director's Comment

PETER FROGLEY



Another great year is underway. It's always great when we are serving our gracious Lord!

This year we begin our thirty-first year serving the Lord in Christian education and every year has been a wonderful blessing.

Many things have changed over those 30 years.

- People are different. Standards in the community have changed and Christian-based educational standards have fallen as we have become an increasingly humanistic society.
- Technology has changed (that is an understatement!). We began with old electric typewriters, but soon acquired a golf ball machine. Our first photocopier produced 8 copies a minute, single sided, of course. Our first computer had two floppy drives and later we added a 20MB hard drive for \$900.

Such changes can distract us from the call to serve God through Christian education and that which remains unchanged. We certainly have to adjust to changes whilst ensuring we don't lose the vision with which God has charged us.

## Projects

The rewrite of the aging *God's Plan for Me* has been drafted, but it will require more work than we anticipated and will not be available until later in the year. This course is designed as the general studies component of the K curriculum.

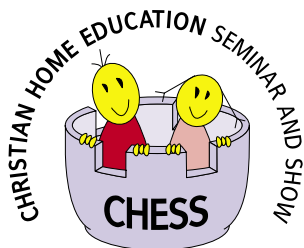
Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on this year.

## This Issue

In this issue I have outlined some of the LEM developments in other nations and, in particular, an exciting project in Peru. *Exploring Christian Education* explores the importance of biblical presuppositions in Christian education. Then we reprint an article on character development from *Christian School Builder*. Our book reviews this time are quite extensive, covering a number of new issues.

God bless you in your endeavours for the children in your care in 2010.

A handwritten signature in black ink that reads "Peter". The signature is written in a cursive, flowing style.



## CHESS

We announce our CHESS programme for 2010 and ask you make note of the dates. As we cater particularly to new home schoolers we ask that you would assist us by letting any new home educators in your acquaintance know about their nearest CHESS.

This year CHESS will be a simplified format from 10:00am to 4:30pm with one less session, to be less overwhelming in terms of content.

Phil and Carol Oster did a great job at the Sydney and Perth CHESS in 2009 and they will again be involved this year, at least in Sydney. Carol is my daughter and she and Phil have been home educating their five children for nearly a decade. They can provide a more practical, hands-on approach.

We are expecting Kingsley Educational to be joining us in Melbourne, Perth and Sydney this year.

Various local vendors may also display and sell wares and services at CHESS, by arrangement with LEM.

Home educators in regional areas are welcome to enquire about CHESS seminars or book displays in their areas, particularly if your area is on or near the route we take to a capital city.

### DATES FOR CHESS 2010

Adelaide Sat 22 May

Melbourne **Sat 19 June** (note date change)

Perth Sat 11 September

Sydney **Sat 16 October** (note date change)

### BOOK DISPLAY

Mildura Tues 1 June  
2pm–5pm

**See back cover for more details**

## Papua New Guinea

### PORT MORESBY

Mesia and Iga Novau continue their work in Hula village (about 80km southeast of Port Moresby) as well as surrounding villages, and have helped several local churches establish Christian schools using LEM Phonics as the foundation for teaching English in their schools. Mesia has been making contact with a number of leaders as far-flung as Alotau, in Milne Bay, and the Western Highlands.

### WESTERN HIGHLANDS

Evelyn Garrard, along with registered instructor Lindy Bonham, presented modules one and two of the LEM Phonics Introductory Course in Mt Hagen in January 2010.

This was Evelyn's first trip to present LEM Phonics in PNG, although earlier in her life she spent eight years living and working there. Over 20 teachers enrolled for each week, making well over 40 teachers in total. Most were from Baptist schools in the Western Highlands area, but with

the favourable reports circulating throughout PNG there are a number of other schools wanting to introduce LEM Phonics.

Peter Frogley conducted the first courses in LEM Phonics for the Baptist schools in the Highlands in May 2009 and the schools are thoroughly enjoying good success with the LEM Phonics program. With Evelyn and Lindy's recent seminars, teachers should be equipped to teach even more effectively.



*Introductory Phonics course in PNG, September 2009*

## East Africa

### UGANDA

Several Christian schools in Kampala (working under COME Uganda with Australians Frank and Michele Heyward) are achieving good success teaching LEM Phonics, considering they have access to very limited resources at this time. Peter Frogley conducted a one day seminar for the teachers in February 2009—half the day on LEM Phonics and the second half on Christian education. It was most encouraging to see the good grasp the teachers had of the elements of the LEM Phonics program.

### KENYA

Home schooler Kay Symons is working to implement LEM Phonics in the local mission school. Peter Frogley was able to spend a couple of hours with Kay and the teachers in November and gave a brief overview of Christian education. Kay reported that one teacher said he understood for the first time the potential of Christian education and the real reason for having Christian schools.

### Peru Report from Bob Relyea

Peter and Kaye Frogley's visit to Peru in October 2009 came and went all too quickly! We are always encouraged by Peter's visits, this being his fifth visit since LEM Australia began a visible presence in Peru in August 2004. But this time we were treated by having Kaye accompany her husband to our shores, and we enjoyed having her here with us. She flowed into the scene very well, even in Campfire games (in Spanish!) during the retreat we organised for our growing LEM/Antorcha Peru team. (Antorcha is the Peruvian name for LEM). Peter was the guest speaker at the retreat and he presented three messages, all vital to the growth of Christian Education.



*Peter and Kaye Frogley with the Antorcha team*

Following the Frogleys' visit to Chiclayo for the retreat, we had a brief interval and then caught up with them again, this time in Lima where we joined to give a couple of mini-conferences to the dear folk of one of the Lima churches. Later in the week we participated in a full-day education conference in a nice 5-star hotel, where Peter was the principal speaker.

Apart from the visit from the Frogleys, we finished 2009 on a high note. The monthly training workshops that we commenced proved to be popular and successful in initiating the training of prospective LEM/Antorcha team members in the principles of Christian education and Creation science. Our dreams of many years are starting to come to fruition! These monthly training sessions will be amplified during 2010 and will involve the participation of our Peruvian counterparts.

## MINISTRY CENTRE NEEDED

In Peru, organisations have to have an official 'seat'. We are praying for funds to set up LEM/Antorcha so that our Peruvian colleagues will be able to continue, independent of foreign funds, when our time in Peru is over. Two things need to be accomplished for this to happen:

1. The establishment of a fully equipped 'Ministry Centre', which will double as the 'seat' for Antorcha. To my knowledge, there is no multimedia Christian Education and Creation Science resource centre of this nature in all of Chiclayo, a city of 530,000 people (the third largest in Peru, located in the north of the country). It would be a very valuable tool for training the locals, forming a team of educators, and for spreading the Gospel of Jesus.



*Proposed site of the Antorcha ministry centre (second floor to be added to existing building)*

We estimate the cost to be \$33,000AUD to establish and fully equip a centre. Please pray with us that this centre comes to fruition. We would like to start construction this year.

2. Provide a way that Antorcha can have a constant source of (local) income to cover ministerial costs. There are several possibilities and we ask that you pray for us that we may know the Lord's mind in this matter and to have the funds provided to accomplish the task.

Finally, we come to the area of resource materials. We are in the middle of translating some valuable creationist materials into Spanish and we need the Lord's wisdom in this.

Additionally, this year, several of the Antorcha team members will be working on biblically-based curriculum outlines for use in Christian schools, and our authority for doing so not only comes from God's Word, but also on an 'elastic clause' provision in the Peruvian government curriculum guidelines. This will ensure that the materials can be used with government sanction in any educational setting. Your prayers on our behalf would be appreciated.

If you are able to contribute, donations can be made through LEM Canberra at [asklem@lem.com.au](mailto:asklem@lem.com.au)

On behalf of Antorcha, Peru, we would like to thank all of you for praying and supporting the ministry. It cannot help but to reap dividends in eternity.

## Email communications

Whilst we have been operating our website with online ordering for some years, we have not developed our email capacity.

We are presently working to build email address lists of customers and friends so that we can communicate with you quickly, efficiently and economically. We will be making contact with you to seek your permission to include you on our emailing list so that we can more easily and economically keep you informed.

We are beginning to send *Light of Life* via email and plan to gradually reduce the number of hard copies we send out. Our plan is to send *Light of Life* to all on our email list. You would receive *Light of Life* as well as news and special offers we have from time to time.

Please take time to send a message to be included on our email list to [asklem@lem.com.au](mailto:asklem@lem.com.au)

## 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.

# Exploring

## 75 Educational presuppositions

# Christian Education

PETER FROGLEY

Education, like every other aspect of life, is built on our presuppositions.

Whether we realise it or not we all operate from presuppositions—the values we hold which direct our mind's thinking processes leading it to conclusions and thus decisions. Christians have quite different values to non-Christians so it is important for us to understand that biblically-based presuppositional thinking is fundamental to Christian education.

The great need is for Christians to develop a Christian education founded in biblical presuppositional thinking. If Christian education is going to have any significant and lasting impact on the lives of students and indeed on our nation then Christian educators must work on their presuppositions. That is a huge task as it begins with presupposing that the Christian faith is central to all things. Thus Christ and His Kingdom must be the focus of all our thinking about the disciplines we are going to teach.

## Think beginning with God

Having biblical presuppositions is learning to think beginning with God alone. If we believe the Bible to be the inerrant Word of God then the priority reference point is the Bible. This reference point coupled with the sovereignty of God provides us with an appropriate starting point. It is very good to read and study the Bible, but if we have not self-consciously developed biblical Christian presuppositional thinking we will of necessity interpret the Bible from our human perspective, rather than from God's. It is this factor that has given rise to humanistic thinking in Christian circles which is perhaps the greatest issue in Christian schools and churches.

The Christian who practices biblical presuppositional thinking is developing the capacity to read and interpret the Bible from God's perspective. Basically they are recognising that God is sovereign! That is why Peter writes:

Knowing this first, that no prophecy of the Scripture came into being of its own private interpretation. For prophecy was not borne at any time by the will of man, but holy men of God spoke being borne along by the Holy Spirit.

*2 Peter 1:20–21*

The Bible is not for the private interpretation of man, but for interpretation by the Holy Spirit. As we submit to Him we are trained to think presuppositionally.

## Presuppositional basics

Foundationally the Biblical Christian presupposes:

- That God is God—that He is sovereign and Lord of all

- That He created all that exists
- That the Bible is God's revelation of Himself to us and is inerrant
- That the ideas we think of have consequences and those consequences ultimately produce our actions.

It is difficult to find anyone whose default position is not presuppositionally humanistic as a result of their training. It follows then that if we don't understand the presuppositional thinking that undergirds our actions we will continue on our default of humanistic understanding.

The concern then is that it is highly probable that much that is called Christian education is not presuppositionally based in God and the Bible. The fruit of such education will not be representative of Christ and His Kingdom. If this is true then it is imperative that all of us involved in Christian education need to deliberately undergo a crash course in biblical world view, for if we don't, Christian education (so called) will be no more than a warmed-over state program with perhaps a few Bible verses attached.

## Humanistic training

The vast majority of us have been trained in homes, churches and schools where the ways and standards of Christ are not central. In place of the centrality and lordship of Christ we have placed man and his aspirations. This is a humanistic presuppositionalism.

In many homes, parents have been persuaded to train their children through the principles and practices of psychology. Children have been taught they have their 'rights' and we are to help them become independent adults who make their own decisions, not those foisted upon them by religious bigots.

# Christian education will be no more than a warmed-over state program with a few Bible verses attached

In too many churches we learn Jesus came to make us happy, to provide eternal security and to make us prosperous—not that we are sinners who have offended a holy God, and whose only hope is through repentance and a new life in Christ.

In the schools we have embraced child-centred education that of necessity focuses on man (or child

in this case) rather than on the teaching that we are to be obedient to Someone who knows better than we do, that is, God. And that children are to honour and obey their parents.

In a brief simplistic way I have tried to outline the problems we face in society today. These are, however, theoretical principles. Whilst our understanding of such things is vitally important, we must also be able to make application to life for these principles to be relevant to our children's education.

## Running a home

The home is the fundamental educational institution. The family is God's idea. God has a plan for family which He presents to us in His Word. His plan is not a suggestion but it represents God's expectations of us as parents.

The family is a covenantal institution created by God, mainly for the propagation of the species. Parents are to build their lives together as one (Genesis 2:24), demonstrating the character of God as He presents it to us in the Trinity—in unity, submission and obedience. As children come to the family, they too are part of the covenant. They are to fill the earth for the glory of God. Thus our task as parents is to train children to serve God and His Kingdom for the glory of the Son, who is King and Ruler of all that exists. The child's happiness, sense of worth and fulfillment are the *fruit* of bringing glory to the Son—they are not the *goal* of education.

Humanism is limited to man and thus will emphasise those things relating to man, or in this case child. Humanism does things well, however it ignores God, and thus what it does well produces bad fruit. By that I mean human beings are important only in terms of relationship with God.

In our child training we look to the scriptures which teach us to train our children in the nurture and admonition of the Lord. They teach us that obedience is primary, not the pleasing of our own feelings. The child that pleases God is the obedient child.

## Running a school

This is not a point to endorse schooling, nor to endorse in any way the notion of 'unschooling'. Whatever one may think, schools are here to stay and thus I address some of the issues as I see them.

Whilst I do not see the school as an institution established by God—in the way He established the family, the church and the state—it is still an important entity. Some say it is an extension of the home, others an extension of the Church.

Whatever is true, it is an institution to assist families in training their children to serve the Lord. As such it should bear similarities to the

home. It should function on the same standards (with obedience the key end) and aim to produce the same fruit. A Christian education is much more than being equipped for a job—it is about living from biblical presuppositions.

# in place of the centrality and lordship of **Christ** we have placed **man** and his aspirations

## Teaching subjects

Every subject (or discipline) needs to be taught from its biblical presuppositions. Disciplines are not self-existent. Every one has been created by God and functions under the authority of Jesus Christ the creator and maintainer of each discipline, that each might bring glory to Him through serving His purposes on the earth.

If we have studied any discipline without Christ (i.e. without due consideration of its divine origins), we have studied without foundation and must of necessity arrive at man's perspective. What then can we do with such knowledge that would in any way be pleasing to God? As we consider some of the disciplines, let us allow the Lord to open our understanding and be enriched.



## MATHS

Man, without God, believes he has created mathematical principles, not realising he is studying the language that describes the function of God's creation. Maths for him can only ever be a truncated version of the real discipline. Maths is found everywhere in God's creation and a biblical presuppositional teacher will teach maths from God's creation.

## HISTORY

In history we study what man, the evolutionary animal, has done. Without God, life and the history of man is meaningless; and so our inevitable conclusion must be that history is irrelevant. Consequently there is no point in studying history. If there is no God to create and plan the events of time then all is a chaos, a huge accident, and there can be no purpose for history. That, of necessity, is what we are taught in humanistic institutions, even if only implicitly!

Christian presuppositions lead us to believe that in studying history we are growing in understanding of the providential hand of God in the affairs of man. That means that history is a most important discipline as it instructs us how God treats men on the basis of their behaviour and His sovereign purposes.

## SCIENCE

In science we study God's creation, yet humanistic man believes the creation is a random entity—an accident, which creates a distorted perception of science. Rather than bringing glory to God it glorifies man and his cleverness. The biblical Christian understands that they are presenting God's creation and sees God's creative genius in all they teach. In addition, they ask God why He has created as He has and what

He would want man to do with the knowledge entrusted to him.

## The conclusion

Without biblical presuppositions we can at best present but a shadow of God's intent. That is not good enough—our children deserve to be taught in a manner and with an understanding that will draw them to a love and appreciation for the great God we serve. Humanistic teaching can serve only to enhance godless rebellion and antagonism against a loving and gracious God. The fruits of such teaching are all around us.

Without biblical presuppositions there can be no effective Christian education. As parents and teachers we must learn to think God's thoughts after Him.

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# Character Development

BY LUKE MARTIN

The word *character* does not appear in the Bible.

However, the words *integrity* (in the Old Testament) and *virtue* (in the New Testament) have the same basic meaning. 'The integrity of the upright shall guide them: but the perverseness of transgressors shall destroy them' (Proverbs 11:3).

*Integrity* simply implies an upright life, being the same all the way through, and the ability to control oneself in a time of crisis. Good character has been defined as the ability to recognise what is right, kind, decent, wise, and loving in every situation; having the desire to be virtuous and acting consistently in accordance with this knowledge and desire.

Character is the prevailing nature of a person. It involves moral strength or weakness. The special ways in which a person feels, thinks, or acts, whether they be good or bad, make up their character. Good character therefore is the expression of moral firmness and self-control.

Proper character development is important to ensure a good foundation for congenial relationships in the home. Good character provides a safeguard that helps a child cope with peer pressure. It is youth with sound character who come through the crisis experiences of life successfully. This is especially true when their lives are subjected to the control of the Holy Spirit.

Parents bear the primary responsibility for the development of proper character. Good character does not develop spontaneously. Children have to be taught what is right and then be required to do it consistently.

When we really get serious about building character into the lives of our children, we may need to go through a school of rehabilitation ourselves. Why? Because the deficiencies we see in our children probably reflect our own. Some parents are blind to their children's character deficiencies because they are blind to their own. Within a church body of faithful believers, such a situation will be less likely to develop if parents are open to the counsel and observation of others.

Let us consider several specific character traits.

## OBEDIENCE

True obedience entails doing what an authority figure asks us to do. It means doing it immediately, respectfully, joyfully, and completely. It is the opposite of doing our own thing.

Obedience requires the submission of the child's will to those who are in charge. The child must be taught this submission through the process of love and law. Because a child's will is set to do their own thing, they must be taught very early the meaning of the little word *no*. To learn this, they will of necessity experience pain and correction. Disobedience should always be understood

to equal pain, suffering, and regret. Of course, the opposite will also be true: obedience brings happiness, approval, and satisfaction.

Obedience should have top priority in the parents' scale of values. No one can experience salvation apart from obedience. It is God who commands us to obey Him first of all. He also commands that we obey those to whom He has delegated authority, such as government officials, church leaders, and the boss on the job. Obedience is essential if a child is to attain their highest usefulness in God's kingdom.

Obedience helps children to see love behind authority. As long as children are allowed to challenge authority, they will see only what the authority is denying or requiring. Both they and the parents will be unhappy. Once children are taught to submit their will promptly, they will be able to come to rest in their spirit and to respect discipline. They then will be able to enjoy the protection and security that come from being under authority.

To teach obedience effectively, the parents should seriously consider their own obedience. Does the child see you bowing before the authority of heaven as you face your responsibilities? Do they see you going to the Word of God for direction? Do you consistently obey those who are called to shepherd the flock of God? Expecting wholehearted obedience from the child is futile if our own obedience is in question.

Teaching obedience requires that the parent be reasonable. They can require only what is within the child's understanding and ability to comprehend and perform. What is required must not go beyond safe boundary lines, so that the child can come to realize that his parents have their best interests in mind.

Consistency in this process, coupled with daily communication, will rivet indelible impressions

and establish a mutual relationship between parent and child.

## REVERENCE AND RESPECT

Reverence is a deep respect for God, for others, and for oneself. The little child should be taught very early to think of God with esteem because He is the highest authority. As the child's understanding continues to mature, this esteem should develop into a wonder mixed with love and fear. A proper reverence for God will also produce respect for those to whom God has delegated responsibility to teach knowledge and wisdom. Those authorities are you as the parents, the Sunday and day school teachers, the pastor, the employer, civil officers, and anyone else who is commissioned to maintain order.

Children who are not taught to respect others usually develop little regard for themselves or their peers. They will not care for their own appearance, dress, or speech. Besides manifesting unkindness and discourtesy for others, such children often fall into abuse of their own bodies and persons.

Lack of respect for others causes real problems for the teacher when the child starts school. Disrespect lies at the heart of many of the academic difficulties children experience. This is explained in the proverb 'The fear of the LORD is the beginning of knowledge: but fools despise wisdom and instruction' (Proverbs 1:7).

Respect should be given to the property of other people as well as to their persons. All property is owned by someone whom God has made. When children are allowed to abuse or destroy another's property, they to some extent destroy the owner's well-being and rob God by doing so.

By their attitudes and behavior, parents very early convey a sense of reverence or the lack of it.

Parents who lose their tempers, raise their voices, or holler and scream at their children place those children at a tremendous disadvantage. Unless a sincere apology is made when this happens and an effort is made to relate honorably, permanent damage will be done to the child's spirit. In contrast, parents who demonstrate appreciation for each other and for others—their inlaws, pastors, teachers, employers, and neighbors—plant seeds of proper respect in the child's frame of reference.

Parents should strictly forbid teasing, belittling people, jesting, and gossiping. The saying 'If you can't speak well of a person, you should not speak at all' is worth practicing.

Conversely, the use of honorary titles, such as *brother* and *sister*,  *aunt* and *uncle*, and  *sir* and  *madam*, will establish a sense of relationship that enhances appreciation for authority.

## FORGIVENESS

Teaching your child about forgiveness is essential to sound character development. Forgiveness is the voluntary choice to pardon, excuse, and forget others' wrongs against us. It is the full, heartfelt release of any bitterness or resentment aroused against someone who trespassed against us. It requires relinquishing every desire to get even or to return the hurt.

Forgiveness also involves confession and restitution on the part of the individual who hurts and offends another. The child must learn not only to forgive others, but also to seek forgiveness by making confession, apology, and restitution when he wrongs them.

Unforgiving attitudes are the cause of many home relationship problems. Parents who fail to deal redemptively with their child's disobedience by correction and forgiveness immediately place a wall between themselves and their child. Guilt and negative attitudes that are not brought out into the open, cleared up, and forgiven will fester like hidden sores and will continue to erupt and worsen with time.

Children must be taught and shown by parental example that confessing wrongdoing is honorable and right. Every child should be privileged to hear their father and mother say, 'I'm sorry.' Children must also witness the peace that forgiveness

brings when pardon is expressed and the matter forever closed and forgotten. To dig up the past or to rehearse offenses that have been properly cleared does a terrible injustice to any child.

The child who cannot feel forgiveness will not learn to forgive others either. Thus begins a course of life that will lead to many strained and broken relationships. Children run away from home, marriage partners divorce, youth turn to rock music and drugs, all in efforts to escape the condemnation that comes from guilt that is not cleared and forgiven.

The Lord Jesus set the example for forgiveness. When hanging and suffering on the cruel cross, He looked down in pity upon His persecutors and said, 'Father, forgive them; for they know not what they do'. We who have received forgiveness from God will forfeit that forgiveness if from our hearts we do not forgive our brothers their trespasses (Matthew 18:35). Children need the assurance of their

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parents' forgiveness. They also need the example of parents who refuse to hold any accounts against another even if they have been hurt or offended by that person's thoughtlessness.

## TRUTHFULNESS

Without being truthful, a person will never be able to seek forgiveness from God and others or to enjoy the forgiveness that depends on truthfully acknowledging the need to be forgiven. Without truthfulness, a person is doomed to having their word questioned and scrutinized—or simply ignored—even when they are telling the truth.

To escape the tragedy of living a life of deception later, a child must learn to be truthful early in life. Truthfulness is a way of earning future trust by accurately reporting facts and events. A child needs to learn to gain the approval of others without misrepresenting the facts. For children to be truthful, they must be taught to face the consequences of mistakes. Lying to avoid punishment will lead to other distortions of character and moral ruin.

The child must learn that 'truthfulness must start with me'. Unless children can be completely honest with themselves, they will never be able to accept themselves as they are. Without truthfulness, they will never be able to seek help to strengthen the weak areas in their life, because they will not be able to face their needs honestly.

Being completely honest with oneself is a most difficult step. But it must be taken and then followed by a determination to be totally and completely honest with God and others. Unless he is truthful, the child will grow up making excuses for himself, covering up, and exaggerating. He will isolate himself from others by a wall of falsehoods and distortions that he erects to hide behind. He will live with the constant fear that

the lies he told to avoid the consequences of mistakes and failures will be exposed.

Teach the child early that "lying lips are abomination to the LORD: but they that deal truly are his delight" (Proverbs 12:22). Make your own life an example of truthfulness. Tell the truth when you are questioned about possible errors you may be guilty of, such as missing prayer meeting because something else seemed more important at the time. Be honest with your child and apologize when you misjudge or falsely accuse him.

Reduce punishments for offenses when the child tells the truth immediately after being caught in wrongdoing. Let your child know that an honest confession is always more honorable than lying in order to escape consequences. Praise truthfulness.

Above all, start early to teach what the Bible says about truthfulness and the evils of lying. Read stories about characters who were honest and refused to lie even when doing so seemed costly. Help your child to realize what the end of all liars will be (Revelation 21:7,8), in contrast to the reward of those who are truthful.

Parental example in all the character traits mentioned is immeasurably important and valuable. Their actions often mirror our own character. The more we express the divine nature of our Lord Jesus, the greater will the advantage be to our children.

In this perilous and permissive age, let us as parents rise up and shoulder the responsibility and the privilege that are ours, so that the generation that follows us may be able to say, 'Thank You, Lord, for parents who loved me, cared for me, and brought me up in the nurture and admonition of the Lord.'

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(Rod and Staff Publishers, Volume 30, No. 1)*

## **LEM Phonics Teacher's Resource Kit**      **designed for schools**

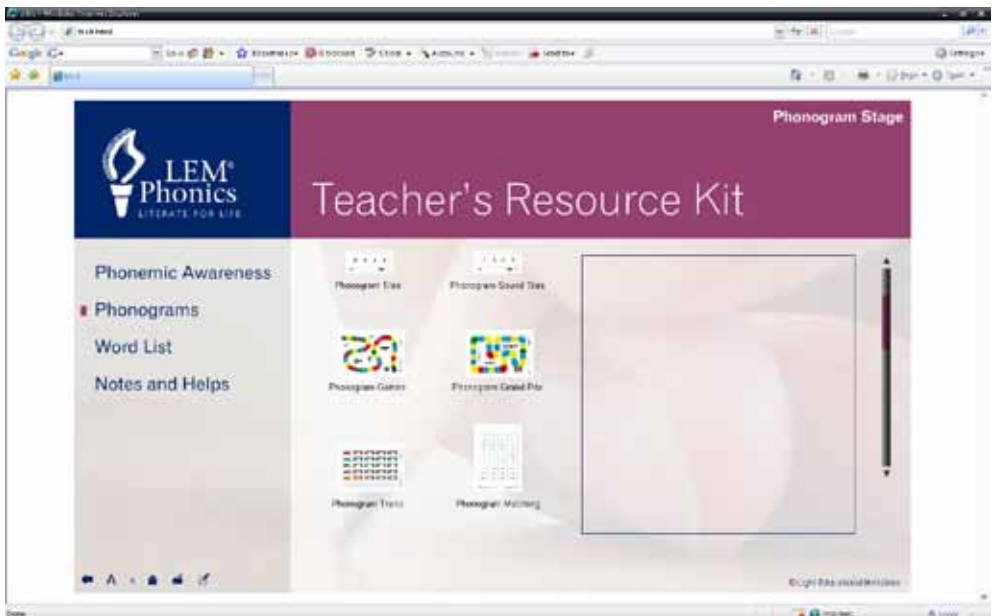
The LEM Phonics Teacher's Resource Kit has now been upgraded with new materials covering the Word List. We will continue adding to the kit regularly and advise when new materials are uploaded to your kit.

The TRK is only available on its own website with an access address and password exclusively dedicated to your school. Resources are easily printed from PDF files and duplicated for your class.

When you purchase access to the TRK your school will be issued with a certificate containing your access address and password. Your initial user fee of **\$149** allows you to use the TRK until 31 December 2010, when you will have the option to renew your subscription and continue access and updates. When you renew at a cost of **\$99** you will receive a new access certificate and password. The old password will expire after 31 December and will no longer access the resources.

Initial purchasers who purchase the TRK after 1 August each year will have access until the following year's end.

23167 Teacher's Resource Kit Initial    **\$149.00**



## 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. The book demonstrates how to convert print to cursive and then provides many pages of practice. Lots of little pieces of information about writing adds extra value to the book.

23058 Cursive Practice Book **\$13.95**



## A Beka New Editions



### SPELLING VOCABULARY & POETRY 4: 5TH EDITION

34 selected word lists and 6 poems for memorization; small format.

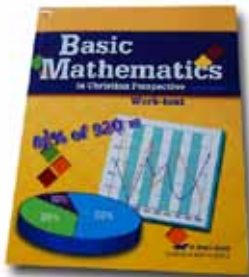
32416	Student text	<b>\$13.15</b>
32494	Teacher Edition	<b>\$46.40</b>
32496	Test Book	<b>\$9.30</b>
32497	Test Key	<b>\$16.60</b>



### ARITHMETIC 5: FOURTH EDITION

Covers whole numbers, fractions, decimals, measurement, algebraic equations and basic geometry. Homework problems assigned three days a week.

32817	Student text	<b>\$25.20</b>
32818	Teacher Edition	<b>\$77.90</b>
32819	Test and Speed Drills book	<b>\$10.55</b>
32820	Test and Speed Drills Key	<b>\$16.60</b>



### GRADE 7 BASIC MATHEMATICS: FOURTH EDITION

Gives a strong review of all arithmetic concepts and skills. Emphasis is on mastering and applying percents, along with practical topics such as banking, adjusting recipes, and reading an electric meter.

Helpful features include Problem Solving, Strategies, charts, glossary, and index.

32831	Student Text	<b>\$40.10</b>
32832	Teacher Edition	<b>\$61.90</b>
32835	Curriculum Guide & Solution Key	<b>\$52.70</b>
32833	Test and Quiz Book	<b>\$12.05</b>
32834	Test and Quiz Key	<b>\$17.20</b>

## Bob Jones University Press

### GRADE 3 MATHEMATICS (THIRD EDITION)

An interactive, inductive approach using manipulatives to present place value, multiplication and division plus common fractions, decimal fractions, graphs and other concepts.

35330	Student Worktext	<b>\$23.35</b>
35331	Teacher Edition	<b>\$72.20</b>
35332	Student Manipulatives Packet	<b>\$17.85</b>
35336	Tests	<b>\$18.55</b>
35335	Test Key	<b>\$11.90</b>



## For the Serious Reader

### THE CATHEDRAL BUILDER

Jeffrey Ventrella explores our culture with a sober and thorough analysis of the important issues facing Christians today. An inspirational book for Christian world view students. Ventrella is the keynote speaker at this year's Daniel 2:44 conference. Soft cover, 389 pages.

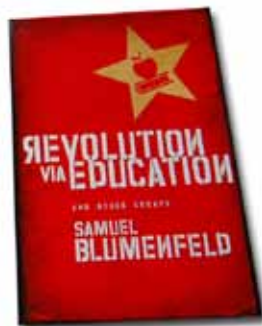
63014	The Cathedral Builder	<b>\$27.45</b>
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### Revolution via Education

Samuel Blumenfeld shows how the West has been in the throes of a socialist revolution since the turn of last century. He examines the men, methods and means of the socialist project to transform the West. Soft cover, 178 pages.

41076	Revolution via Education	<b>\$27.50</b>
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## THE RETURN OF THE VILLAGE ATHEIST

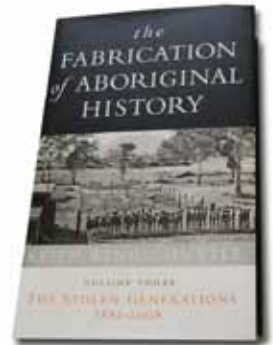
Joel McDurmon tackles the growing body of atheistic literature aimed at the man in the street. He tackles popular atheism in a popular, but cogent way. Soft cover, 128 pages.

63015 The Return of the Village Atheist **\$15.05**

## THE FABRICATION OF ABORIGINAL HISTORY VOLUME 3: THE STOLEN GENERATIONS

Christians interested in the plight of Aboriginal people at the hands of the Aboriginal Industry will find Windschuttle's detailed response most enlightening. Hard cover, 650 pages.

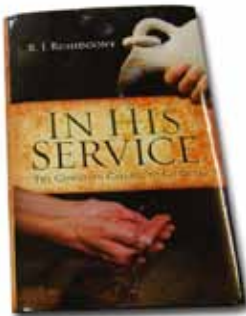
45035 The Fabrication of Aboriginal History Vol 3 **\$59.95**



## IN HIS SERVICE

Another recent release of Rushdoony's which elucidates the Christian's call to charity and its implications for godly dominion. Hard cover, 220 pages.

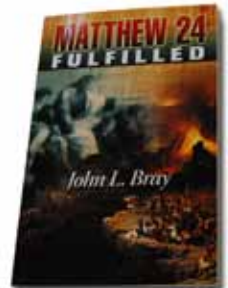
61011 In His Service **\$31.60**



## MATTHEW 24 FULFILLED

John Bray's book has recently become available to us again. Bray examines the issues related to the popular endtimes hysteria and counters with a view consistent with scripture. Soft cover, 348 pages.

51166 Matthew 24 Fulfilled **\$27.45**



## General Reading



### CATHY

New from Elva Schroeder is the story of Cathy Gray, who arrived in the Eastern Highlands of Papua New Guinea as an idealistic young missionary. Based on the author's own experience as a missionary with her husband. Quite a lovely story to open young people's hearts to the mission field. 278 pages, soft cover.

14028 Cathy **\$15.95**

### AUSTRALIAN WOMEN OF COURAGE

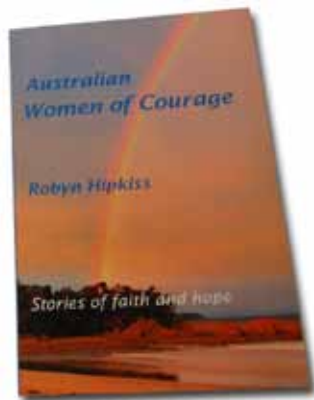
Evelyn Garrard, founder of LEM Phonics, has had her story included in Robyn Hipkiss's new book *Australian Women of Courage*. The book features five Australian women who courageously pushed through personal barriers to conquer new horizons.

In her story Evelyn reveals many details about her life before LEM Phonics—her struggles with inadequacy and trials in her relationships—and shows how unshakeable faith in God is the greatest asset anyone can possess.

The stories of Hildegarde Mendoza, Kay Brien, Tamra Wilson and Kerrie Levinson tell of four other women who saw God turn obstacles such as anorexia, ill health, separation and blindness into triumphant and fruitful lives.

The stories in *Australian Women of Courage* will inspire and challenge you to trust God despite circumstance. Soft cover, 300 pages, with photos.

41026 Australian Women of Courage **\$22.95**



# LEM Phonics Corner

EVELYN GARRARD



It feels like the new year is moving along very quickly already. I hope you have all enjoyed the holidays and are now slipping back easily into the school year again.

It appears that I will be travelling a good deal this year. My first trip has been to Papua New Guinea with LEM Phonics registered instructor Lindy Bonham. We worked with teachers from the Baptist Mission schools in the beautiful Western Highlands in Mt Hagen, where it rains every night and the sun shines by day.

In the first week we introduced the first module of the ESL Introductory Course to a group of nine students coming from different Baptist schools from the districts around Mt Hagen. The course concentrates mainly on learning the phonograms and their properties and the methodology of teaching them, as well as the philosophy which undergirds the LEM Phonics programme. There greatest challenge is to get the sounds correct.

In the second week we worked with a group of twenty teachers who had completed module one and were ready to begin on the second module (the rules and word list). Passing that second exam earns them the full Introductory Course certificate.

The module two students found their course much more challenging, with the majority feeling a sense of 'overload' by the end of it. Most of them passed the test, but I encouraged them all, whether they passed or not, to continue to work gradually through the word list to help them grasp the rules more clearly.

All of the teachers were so excited about the training. They are aware that they are pioneers in a new field of teaching English and are eager to get started. I was really amazed at their level of response and questioning—even though the concepts were very new to them and we had to have a lot of practice at getting the sounds right.

I would love to go out and visit their schools if I am able to go again. The classes are large (over forty children sometimes) but through the good work of the Baptist Mission and an organisation which has helped to fund the training of the teachers, the students will be able to use the LEM Phonics workbooks for the early stages, as well as their slates!

Already there are a few places in PNG where LEM Phonics is being used, and the results have impressed the school inspectors. A concise database of test results is being kept at the headquarters in Mt Hagen so that the improvement can be tangibly measured.

Some women from the Baptist church in Hagen prepared food all day long for the conferees and trainers: huge bowls full of kau kau (sweet potato), mixed vegetables and chicken (brought in live from the market in the morning, and cooked on the plate by lunchtime!). Then there was luscious paw-paw, pineapple and banana! Everyone except Lindy and I ate a massive plate full of food which included half a chicken each—you can imagine that in the afternoon period the students were feeling a bit sleepy!

Each course ended with a graduation ceremony, where students were presented with their results and the applicable certificates, handed to them by people who worked in education in various capacities or with other connected organisations. The speeches generally reflected the great respect given to the Baptist Mission for its leading work in education, as well as much positive interest in the potential of LEM Phonics.

Previously the PNG government had banned the teaching of English in schools because it was felt that every child had the right to learn to read and write in their mother tongue before learning English. Teachers and parents, however, have been in disagreement with this policy. They realize that over 700 different mother-tongues in one small nation poses a definite problem to national and international communication.

I worked with the Lutheran Mission in PNG over 40 years ago in a place called Banz, only about an hours drive away from Mt Hagen in the beautiful Whagi Valley. I was privileged to take a trip back there. The mission is now run by nationals and the buildings were still standing as they used to be, albeit somewhat deteriorated.

I remembered a dream I once had, long ago, after leaving that area. I was in the Whagi valley cutting

unkempt grass with a sarif, the kind of scythe they use in PNG. Suddenly I heard these words: 'You will be cutting through virgin territory!'

Could this have been God speaking to me so long ago about a new work later being done in this area—LEM Phonics?

Let us pray for these, God's people, who have already moved ahead from the primitive life they led when I was there in the 1960s, but are now forging ahead to take their place in an international society. Perhaps LEM Phonics has a salient part to play.

My next trip is to India, for five weeks. By the time you receive this I will be there. When last in India, things didn't turn out well, but I am confident in God that it will be better this time. The Presbyterian Church will be organizing the conferences with the help of an Australian, Pastor Richard Wilson, who spends part of his time in India each year as the Pastoral Coordinator of the Indian Reformed Fellowship in Australia.

For some of the time we will be high up in the mountains of Sikkim, near the Tibetan border, and the biggest problem there could be the cold temperatures! I have been told to bring a down sleeping bag.

These five weeks could be our opportunity to establish an LEM Phonics base in India. We would appreciate your prayers that God would bless this venture.

May God bless your efforts in the coming year as you seek to implement God's way in nurturing and training your children.

A handwritten signature in black ink, appearing to read 'Evelyn', written in a cursive style with a long horizontal line underneath.



# ELEOTIN.

## Rejected by the TGA

Light Educational Ministries has been making the Eleotin range of products available for some time now.

Recently, in their wisdom, the Therapeutic Goods Authority have decided the Eleotin products need to be registered as a therapeutic good although they are herbal and basically a food supplement. It seems that originally the TGA declined to register or recognise the products on the basis they were a food supplement—they were not drugs.

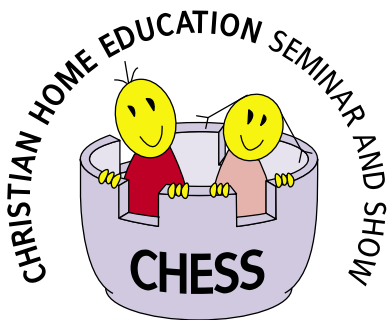
For some reason there appears to have been a change of heart and the TGA have now insisted the products be registered. The Canadian company that manufactures Eleotin have not wished to fund such an expensive exercise and we have been advised that Eleotin products can no longer be marketed in Australia.

We are very disappointed as many people have been helped—some quite dramatically—in overcoming their diabetes.

We apologise to all our customers for this inconvenience, but our authorities believe they have a responsibility to protect us! Eleotin products are still available from overseas sources through the internet.

We thank all our customers for their patronage and trust you are able to find another source for this excellent product.





## 2010 Programme

- 10:00 Registration
- 10:30 Keynote Address
- 11:30 Morning Break
- 12:00 Elective session One
- 12:45 Lunch
- 2:30 Elective Session Two
- 3:15 Book Browse and Buy
- 4:30 Close

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

Morning and afternoon tea is provided. You make your own arrangements for lunch, but there will be tea and coffee available.

Details for all CHESS seminars are available on our website at [chess.lem.com.au](http://chess.lem.com.au)

Cost is \$10 single and \$15 family (cash only please).

For more information phone **02 6259 3944**.

## Seminars 2010

### ADELAIDE

- Date Saturday 22 May
- Venue Sunrise Christian School  
Sturt Rd, Marion

### MELBOURNE

- Date Saturday 19 June
- Venue Ashburton Presbyterian Church  
cnr. High St and High Street Rd,  
Ashburton

### PERTH

- Date Saturday 11 September
- Venue Bull Creek Westminster  
Presbyterian Church  
32 Bull Creek Rd, Bull Creek

### SYDNEY

- Date Saturday 16 October
- Venue Condell Park Christian School  
29 Lancelot St, Condell Park

## Book Displays

LEM Book displays provide an opportunity for 'hands-on' browsing of LEM's books and resources. Registration is not required, but a gold coin donation is requested to cover costs.

### MILDURA

- Date Tuesday 1 June, 2–5pm
- Venue Living Waters Christian Centre  
118 Orange Ave, Mildura

*Home educators in regional areas are welcome to enquire about CHESS seminars or book displays in their areas.*