



DIRECTOR'S COMMENT

PETER FROGLEY

It is refreshing that the call of God is without repentance.

The circumstances of life bring discouragement, often to the point of despair, but faith reminds us that our God never leaves us nor forsakes us. The reason He created us has not changed — and it was a good reason.

Maybe your school or home situation is presenting you with some challenges, so be encouraged — God is at work for good. We are still pressing on with our building programme and having gotten to what we understood to be the final hurdle, the powers that be have managed to erect yet another one! Whatever they do, however, will not frustrate the plans of the Lord.

PROJECTS

Despite our best intentions, the development of curriculum is very time consuming and it is difficult to keep to schedule. Nevertheless:

- The major rewrite of our Grade 6–7 physical geography text *The Earth* continues and should be available in 2–3 months.
- *Government in Australia* is in the process of editing for midyear release.

- *The Secret Cavern* is a delightful story of a boy and his dog in Jerusalem at the time of Christ. Written by Elva Schroeder (author of *Whatever Happened to the Twelve Apostles?*), this book should be on the shelves in the next few months.
- *History of Australia* has received some feedback in its trial edition and we expect a revised edition to be available by the end of the year.
- *The Elements of Music* Volume 3 is in the writing stage and should be available late 2004 or early 2005.

THIS ISSUE

In *Exploring Christian Education* I take a brief look at the dumbing down of our children. We have reproduced a great article on natural learning by Barbara Harrison and another excellent piece on the real nature of Christian education from the *Chalcedon Report*. In *Health* we take a look at vitamins to see if you are getting enough, and Evelyn experiments on her grandchildren in *LEM Phonics Corner*.

Keep educating for the Lord!



LEM Building Project

The lease documentation for the block of land is being prepared, but we have now been informed there is a new Board that wants to reiew all community projects in the ACT.

We have been encouraged with gifts of several thousand dollars in recent months that have raised our total for the current drive to over \$33,000.

Peru

Bob and Frances Relyea are making good headway with LEM in Peru. They recently reported the first schools joined LEM and a number of teachers have enrolled in the LEM Diploma Course. Peter Frogley is finalising details for three Christian education conferences organised by LEM in Peru during in late July and early August. He will be going on from Peru to the UK for some contacts there before finishing in Beijing, China to visit the LEM Phonics team. The team in China have also been working on a new Teachers College for teaching English by Phonics in the town of Ruicheng.

Papua New Guinea

Whilst teachers are keen and are continuing the LEM Phonics programme in Port Moresby, funding has been delayed and we are hopeful of a release in July.

Mesia Novau (our ‘man in PNG’) visited Popondetta over Easter and as a result a school there wants to become a Christian School and use LEM Phonics. We will be following up that situation to assist the school make transition. Peter Frogley will probably be travelling to PNG in September to further developments in the various fields God is opening.

www.lem.com.au

The website has now completed its major surgery, with only a handful of updates still to complete.

The most significant upgrade is the integrated ‘browse’ function in the online order form. Previously you needed to download our catalogue so you could enter codes, but with the new functionality you can now click the ‘browse’ tab and have access to all the categories of books and resources with weights and prices — just like browsing our catalogue. When you find the books under a particular category, one click will add your choice to your order. Try it soon!



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

51 Dumber by Design

We at Light Educational Ministries, amongst others, have been warning for many years that a major goal of the education 'system' across the world has been the 'dumbing down' of the people.

The educational experts, on the other hand, have been singing the praises of the present approach assuring us that the products of today's education system are much better educated as they have been encouraged to be tolerant, understanding, peace-loving, conversationally aware, etc. In summary, they are really just plain smarter than us oldies who are unfortunate remnants of a past age.

When we first began to warn of the dumbing down plan there were many who ridiculed the idea, but it seems that even the most sceptical Christian thinker is now beginning to wonder if perhaps there may be some truth to this idea after all.

In the past decade we have made the following observations:

- Text books are being dumbed down

- More students are falling below their grade standard
- The young parents of school age children are far less able to home educate than those of a decade ago
- The concentration span of children seems to be diminishing
- People, and thus children, are not reading anywhere near as much.

TEXT BOOKS DUMBED DOWN

We observe with each re-publication of textbooks there is a common trend to significantly reduce the content of the course and enlarge the pictures (which must be in colour, of course).

The texts that LEM sells are from high quality and academically high standard Christian publishers. They too are reducing content and difficulty, not because they want to lower standards, but because the children are no longer able to cope with the standard and volume of work expected ten years ago.

LEM is finding increasingly that our popular LEM Phonics programme is considered too difficult by some schools that have attempted to use it. It is more a

case of teachers being unable or unwilling to lift the standard of their teaching. Not only that, but when the programme was developed almost ten years ago it was planned as a four year programme for use in the school our staff were running. We are now finding people taking five and six years to complete the course.

naughty, but life seemed so much easier and simpler before these dread conditions were discovered. Some leading psycho-

Children supposedly in **Grade 7** at school need to go back to **Grade 2 or 3** in our materials

STUDENTS FALLING BEHIND

We have found that students coming to LEM for assistance are increasingly falling behind the state standards in core subjects. It is highly unusual for a student coming to us to be working at grade level for the curriculum we sell. It is quite common, but nonetheless distressing, for parents to find children at 12 years of age, supposedly in Grade 7 at school, who need to go back to Grade 2 or 3 in our materials.

YOUNG PARENTS

As we speak with home educating families we are finding that many of the younger generation parents have themselves received an inadequate education which causes them to struggle with training their own children.

CONCENTRATION SPAN

In the past decade we have seen a marked increase in children suffering ADD, ADHD and various other mystical conditions that prevent them learning or behaving as orderly young people. I grew up in a generation when there seemed to be a small minority of children who were

logists consider these conditions to be figments of the imagination.

It does, however, seem that there are far more troubled young people today who seem unable to concentrate on a task for more than a few minutes.

LIMITED READING

Our observations are that children are not reading as much or as well as they were ten years ago. Reading books seemed to be a major pastime, but now it seems few children read for pleasure. We note also that fewer adults are reading serious Christian books and even fewer seem to be able to cope with what was once considered a relatively simple text.

WHAT TO DO?

It seems we have much to do as Christian educators to restore a standard of education that will equip our children to become the godly leaders of the future. Let us not be discouraged, however, as this is the call of God upon our lives. And, 'if God be for us, who can be against us.'

EDUCATION VERSUS FUN

BY BARBARA HARRISON



I have been pondering the question of ‘natural learning’ for many years.

As a new home schooling mother I thought the notion of interest-led education sounded lovely—both for my child and myself. I doubt that many parents really enjoy the task of disciplining their offspring in any area. Additionally, the current social pressure, to not build ‘negative’ impressions in the mind of the young, encourage parents to continually seek ‘fun’ activities as an insurance policy for their children’s future happiness.

However, having now home-schooled one child for five years, it seems blatantly obvious to us that, for our child, it is in those areas of learning where his parents enforced regular, disciplined practice that he now experiences the greatest sense of accomplishment and genuine enjoyment. Learning should be largely interest-led—but we still need to direct those interests and encourage responsibility and application towards assigned tasks. That is why children need parents—to train them

in good habits for life. If human nature were not basically sinful, maybe this may not be so, however, the Bible states that we are not born perfect, in any sense of the word!

My husband and I are approaching that age milestone of the half century, so have had the opportunity to observe a generation of children grow from babyhood to adulthood, and in some cases enter parenthood. Those children whose parents advocated the ‘life should be fun’ philosophy almost exclusively feel short-changed as adults. Many of those parents who commented on the great potential shown by their children in Kindergarten—by reading at an early age or completing tangrams in record time—now lament that their kids never study or help with the housework. The story of ‘The Hare and the Tortoise’ comes to mind.

So much time is wasted in a child’s life seeking ‘fun’. Schools seem to compete for the ‘most fun’ workbooks, activities, and excursions with which to entertain (rather than educate) their pupils. I am yet to read any verses in the Bible that suggest that life is about ‘fun’, but there are many

that address work, training and discipline. Isn't that what we should be preparing our children for?

Does work have to be the antithesis of 'fun'? I do not believe so. The sense of satisfaction gained from a job well done is

If parents shirk the hard stuff, children will probably do the same thing

more enduring and worthwhile than the fleeting 'high' derived from being amused. Many educational approaches have been developed to stimulate and feed the interest of students. 'School' work does not have to be 'boring' and different children will prefer different approaches. However, any real learning will take effort, and the discipline of life, for most of us, requires that we make the effort (to work, teach, wash, cook or whatever) whether we feel like it or not. This is a much harder lesson to learn as an adult than as a child.

We are not doing our children any favours for life if they do not develop a taste for the pleasure and rewards of hard work in childhood. The art of education, I believe, is to balance the genuinely 'hard' work (which will differ for each child) with those activities that they find more attractive.

There seem to be many activities in modern curricula that have been designed solely for

classroom 'busy work' but do not intrinsically teach the child anything of value. As children get older they are much more astute about the value of educational activities. It is important that they can distinguish between the 'enjoyment' and the intrinsic 'value' of any activity, and we do them a great disservice to serve up lessons in trivia in the name of education.

Educational 'experts' can help to explain products, approaches and a very wide range of non-essential 'gizmos' but your child's 'success' in life will depend not on the 'right' curriculum but on the 'right' attitude to work. And, whether we like it or not, they learn that by example from their parents. If we shirk the hard stuff, they will probably do the same thing. I believe that no amount of 'resources' spent on 'education' will significantly alter the impression that we pass on to them from the way we live.

So, why work? For money? For fame and prestige? For Christians, I believe we must work 'at whatever your hand finds to do' because it is 'right'. Does that mean we can't have any fun? No—unless we do not apply ourselves willingly to the tasks we have been assigned. But God never assigns an overload—if it feels that way, maybe we are not relying on Him to guide us.

To 'parent' and educate our children requires much wisdom. I have found that the best source of wisdom, customised for my family, has come from my Maker, and

sought through earnest prayer. When days start to unravel, I find it useful to remind myself that God is in charge of the ‘Big Picture’—I just have to take it one day at a time.

And, no, His goals may not be the best ever exam result for your child. We all know children who have acquired

impressive results in various tests, but lacked the motivation to apply themselves later in life. He has a bigger picture than isolated tests of scholastic progress. I now believe He desires that we educate, first and foremost, with the goal of producing men and women with His character.

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■ OPINION

HUMILITY ALONE WILL DO

A Call for Teachable Teachers

BY WILLIAM BLANKSCHAEN



The wounded general crumpled to his knees on the muddied field, clutching his bloodied side. Slowly he turned, straining to straighten, to face his ferocious foe towering above him.

As a painful breath wracked his throbbing ribs, he squinted through the sweat and blood to peer up at the massive warrior striding confidently toward him.

‘You miserable worm,’ the fierce warrior thundered as if from on high, ‘I told you I have the superior army, technology, and

strategy, and still you foolishly thought you could defeat me!’ He stopped with a grin to enjoy the triumphant moment and the pained expression on his fallen foe’s face.

Click. The smile slipped away. As the brute’s face stiffened in surprise, the wounded general’s face cracked into a smile barely visible through the pall of fog hovering over the muddy field.

‘Yes,’ the battered lips lisped in response, ‘yes, you were superior, but,’ a bloodied cough shook his failing frame, ‘but, my friend, you’re the one who just stepped on the land mine.’

The Threat of Superior Knowledge

Knowledge puffs up. And in the world of education, such puffing can be hazardous to a teacher's spiritual health. Like the overconfident warrior above who thought he had, and in fact did have, the superior strategy, weaponry, and army, educators are often tempted to trust in their superior knowledge to their own destruction. It is an easy trap to miss. An educator knows that he teaches precisely because his knowledge is greater than that of the student. An educator knows that his strategy in handling the truth must be greater than the student's, or the teacher is unnecessary. Likewise, an educator's understanding of the *untruth* must be superior for the teacher to expose the works of darkness. Thus it is that the educator finds himself in a relationship that is, by tautology, defined by his own superiority. Right about then — click.

'Know the truth; know the untruth.'¹ Such should be the mantra of everyone who desires to teach. But in acquiring that knowledge, there is a two-fold danger. First, the teacher will be tempted to trust in that knowledge. St. Augustine correctly diagnosed his own malady as a teacher when he noted, 'For without you what am I to myself but the leader of my own destruction.'²

Second, the educator may be tempted to arrogantly stray too near the fires of Mordor and find himself enchanted by the powers of

knowledge alone is not enough to qualify one as an able teacher

the dark lord. 'It is perilous to study too deeply the arts of the enemy.'³ Hence, knowledge alone is not enough to qualify one as an able teacher.

Would it bring anyone comfort to know that the person with the most thorough understanding of nuclear devices was an egotistical, self-centered, macho-man with long ambitions and a short fuse? Certainly not! But if knowledge is power, my friends, should it bring us any comfort to know that an educator who possesses an unfathomable knowledge of his field is unwilling to admit errors or appear imperfect before his students? Or what of the teacher who, with the best of intentions, studies the untruths of the works of darkness yet seems to think only of his own interests and not of the well-being of his students? Are not both of these educators headed for the same ill-fated landmine? Pride does go before a fall for a reason. It is the blind spot concealing the selfish motivations of any and every teacher.

That's right, *every* teacher. So many teachers strive to seem perfect when seeking to educate like Christ when, in fact, what the

student most needs to see is the difference between Christ and the fallen-though-sanctified teacher. For example, Paul often contrasted himself to Christ, acknowledging that there was a difference between himself and the Master Teacher. Yes, he was earnestly attempting to imitate Christ, but, no, he had not and would never completely attain that goal. Perhaps embracing this paradox is the most fundamental of qualifications for teaching — the teacher must ever be a humble pupil willing to admit his own insatiable and eternal need to learn.⁴

Before being made an apostle, Paul was a prime example of a teacher set ablaze by selfish ambition. By his own admission, no other educator could claim to have surpassed his extensive knowledge of Scripture, philosophy, and any other topic a critic might name. But this knowledge led only to his being consumed with destroying the people of God. Why? The truth had not transformed him. For it is not enough to know the truth; we must be transformed by the truth for the process to be complete. Consequently, it was not until the Spirit of Truth transformed Paul on the road to Damascus and humbled him through blindness that Paul could truly begin becoming one of the greatest teachers ever to walk this world. The lesson Paul learned, and the lesson every successful educator must grasp, is that *one cannot teach unless he is first willing to be taught.*

Learning How to Think

A teacher must first be willing to be taught how to think. *One cannot think until his mind has been renewed by the ultimate Thinker.* Here is where it all begins — in our minds. ‘As a man thinks in his heart, so is he’ (Prov 23:7). And ‘out of the abundance of the heart, a man speaks’ (Matt 12:34). Scripture is clear that it all starts in our minds, our souls, our hearts, or wherever our thinking takes place. Wherever and whatever your mind is, it must be renewed, gutted, stripped and refashioned to reflect the mind of Christ.⁵ For some, that means leaving behind the humanistic methods and doctrines of an atheistic educational system. For others, it means discarding the preconceived naivetes of educating in a fallen world. For still others, it means admitting that they do *not* have it all figured out. As educators, we must check *our* thoughts at the door and put on the mind of Christ

it is **perilous** to study too deeply
the arts of the enemy

before we dare step into a classroom.

What does that mind look like? The mind of Christ is a mind marked by humility. It is a mind that ‘made itself of no reputation’ when it had every right to do so (Philippians 2). It is a mind marked by servitude, ‘despised and rejected’ by men

(Isa 53). Perhaps most importantly and most willingly forgotten, it is a mind marked by ‘sorrows, and acquainted with grief’ (Isa 53:3). Furthermore, because it is a mind truly committed to humility, no place is made for any ‘high thing that exalts itself against a knowledge of God’ (2 Cor 10:5).

Because every thought has been brought into captivity, there are no rogue thoughts calling for a revolution of self-interests. But to keep a sin-plagued mind in submission, the educator must study God’s laws of logic and learn how God’s mind works so that he may continue to think God’s thoughts after Him. As Calvin and others have so accurately observed, we may only think because God has already thought. J.R.R. Tolkien wisely noted that we are but sub-creators, essential to the process, but only able to be creative because God first created all things then taught us how to be creative in His image.⁶ Thus as teachers, we are but storytellers committed to uncovering His story and not to telling our own. Consequently, the moment you think that *you* are worth hearing, you stop teaching and start proselytizing to the Cult of Me.

Finally, because this mind of Christ recognizes the frail and sinful human condition and its own natural tendencies toward weakness, there is constant attention given to training to wield the weapons of warfare so essential to classroom success. The educator immerses himself in Scripture each day and invests

additional time in focused studies, never content with where he is, never disillusioned by where he is not. The teacher marks out and courageously protects daily time in prayer for he knows he dare not attempt to think on his own and ‘prayer is the hand that moves the hand of God.’⁷ Because he has been humbled by God, he knows he lacks wisdom and therefore asks daily, if not moment by moment, for wisdom from above to direct his feeble thoughts in a manner pleasing to the Creator. ‘My voice you shall hear in the morning, O Lord; in the morning I will direct it to you, and I will look up’ (Psa 5:3).

Learning How to Speak

A teacher must be willing to be taught how to speak. *One cannot speak effectively until he has been silenced by the voice of God.* Isaiah is one educator who learned this lesson well. He was indeed an educator, attempting to inform the Israelites of God’s impending judgment and urging them to use that knowledge to change their culture. But he had a problem. God desired not Isaiah’s words but rather His own. One prophetic glimpse of God’s holiness and two scorched lips later, Isaiah emerged a man dumb to his own thoughts but an eloquent orator for the message of God (Isa 6).

Augustine again complained of his own inability to hear and speak the words of God as one of the reasons for his adolescent sinfulness:

‘Do I dare say that you, my God, remained silent when I departed still farther from you? Did you in truth remain silent to me at that time? Yet none of [your words] sank deep into my heart, so that I would fulfill them.’⁸

One reason teachers struggle to hear the voice of God is that they are too busy talking themselves. Scripture diagnoses this linguistic addiction to hearing

oneself speak and prescribes the following antidote: ‘Let everyone be swift to hear and slow to speak’ (James 1:19). Perhaps this biblical injunction may be summed up as follows: Shut up. Sit down. Let God speak.

One other crucial reason too many teachers struggle to hear the voice of God is that there is something missing from their daily routine — the sound of silence. In our hectic culture, the educator must constantly carve out daily sessions of silence to collect his thoughts and be open to the leading of the Holy Spirit. Waiting on God is an art neglected by any teacher at his own peril.⁹ Every teacher must take time to ‘be still, and know that [He is] God’ (Psa 46:10). We must become as Nathaniel, of whom it has been said that ‘he was a man much addicted to habits of devotion.’¹⁰ Failure to do so will result in a frustrated teacher frenetically failing to accomplish a divine task never intended for frail and finite fingers.

Learning How to Act

A teacher must be willing to be taught how to act. *One cannot act effectively until he has been set in motion by the*

one reason teachers struggle to hear the voice of God is that they are too busy talking themselves

hand of God. It simply will not do, not if we are serious about transforming culture for Christ, to teach one thing and live another. I will never forget the sage bowling advice received from a helpful uncle who, after explaining the correct bowling technique, promptly added, ‘But make sure you do as I say, not as I do!’ Such hypocrisy we already have; it’s sincere actions our students seek to see.

After all, any educator must recall that while we are preparing our students for eternity, we ourselves are being prepared for the same destination. Jonathan Edwards put it well when he stated:

‘The glorious excellencies and beauty of God will be what will forever entertain the minds of the saint... That which they shall enjoy in the angels, or in each other, or in anything else whatsoever that will yield them delight or happiness, will be what shall be seen of God in them.’¹¹

What exactly is seen in you? Any motion other than what reflects God in us is superfluous and downright dangerous for it obscures the true purpose of any education — communication of the knowledge of God. Self-illuminations simply distract from the eternal shore and cause the student instead to fixate on the lighthouse. Thus Pharos itself becomes an idolatrous threat to the spiritual safety of the student.¹²

*To teach a student it takes a teacher
and one degree.*

One teacher and a degree

And humility.

The humility alone will do

*If degrees are few.*¹³

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References

1. See my article 'Teaching Apologetically: Getting Down and Dirty for Christ' *Chalcedon Report* October, 2002 for a more thorough treatment of this concept.
2. St. Augustine, *The Confessions of St. Augustine* (New York: Doubleday, 1960), 93 (Book IV, Chapter 1).
3. The Elvish lord Elrond's explanation of why the once wise Saruman turned to evil in J.R.R. Tolkien's *The Fellowship of the Ring*.
4. It may be wise to note here that a paradox is an apparent and not an actual contradiction. Furthermore, our task of learning is an eternal one that will engage us throughout eternity. Scripture does not teach, as many Christians seem to think, that when we arrive in Heaven we will be like God, knowing all things.
5. Clearly implied in this statement from Romans 12:2 is the truth that one cannot truly know and, therefore, cannot truly teach anything if his mind has not been renewed by the Holy Spirit. This truth has staggering implications for an atheistic educational system.
6. Bradley J. Birzer, *J.R.R. Tolkien's Sanctifying Myth: Understanding Middle Earth*. Wilmington: ISI Books, 2002). See especially Chapter 2 entitled 'Myth and Subcreation.'
7. Often attributed to E.M. Bounds in one of his landmark works on prayer, although I am quite certain several authors have expressed this same sentiment.
8. Augustine, 68 (Book II, Chapter 3).
9. To aid in acquiring this silent art, may I suggest a brief but classic booklet by Andrew Murray simply entitled *Waiting on God?* If you can find it, grab it. It's a good one.
10. A. B. Bruce, *The Training of the Twelve: Timeless Principles for Leadership Development*. (Grand Rapids: Kregel, 1988), 7.
11. Jonathan Edwards, *Jonathan Edwards on Knowing Christ*. (Carlisle, Pennsylvania: Banner of Truth Trust, 1997), 42.
12. The lighthouse at Pharos near the mouth of the Nile River was one the Seven Wonders of the Ancient World. Legend says that on a clear night it could nearly be seen all the way across the Mediterranean Sea.
13. Paraphrase of an Emily Dickinson poem entitled 'To Make a Prairie.'



V IS FOR VITAMINS

BY PETER FROGLEY

We have all been informed of the importance of vitamins.

Many of us have or do take vitamin pills with an expectation that they are working small miracles in our bodies that will give us more energy and stop us getting sick. For most people vitamins are some mystery pill that does something good in our bodies.

WHAT ARE VITAMINS?

Vitamins are organic compounds (that means they contain carbon) that are mainly protein in structure. Vitamins of themselves are neither food, nor something that has any food value as such. Our bodies use vitamins as catalysts to make possible the various chemical activities that take place in our bodies to maintain life.

Our bodies use the various vitamins in their normal functioning. The vitamins do not act on the body to make it function.

WHERE DO THEY COME FROM?

Vitamins occur naturally in all fruit and vegetables. Even today scientists have not yet isolated or identified all the vitamins found in raw foods. Raw, whole foods are our only source of complete vitamins. Most pills only provide us with incomplete vitamins. Only a few vitamins can be manufactured by the body and thus vitamins are essential for life, that is they must be supplied to the body from an external source — food.

VITAMIN REQUIREMENTS

A diet of raw fruits, vegetables, sprouts, seeds and nuts will provide all we need for a properly functioning body. Such a diet will also meet or exceed the Recommended Daily Allowances (RDAs) set by governments.

With those RDAs we need to bear in mind that they have been established on the basis of a meat eating diet and the influence of politics and money. The vitamin requirements on a vegetarian diet are much less than is the case for a meat

eating diet, because vitamins are used by the body to neutralise and eliminate the toxins and acids found in meat.

CATEGORIES

There are two main categories of vitamins.

Fat soluble vitamins are absorbed and processed as it would a fat. The excess and used fat soluble vitamins are excreted mainly through the bowel. Fat soluble vitamins are stored longer and more easily than water soluble vitamins. Some of these are vitamins A, D, E and K.

Water soluble vitamins are excreted mainly through the urine and can only be stored for short periods of time. Some of the water soluble vitamins are: vitamin C, B complex, B1, B2, niacin, and B12.

VITAMIN DEFICIENCY

Whilst it may be said someone has a vitamin C deficiency in reality they are deficient in a number of vitamins.

This is because vitamins are not used individually by the body, but they have a synergistic relationship with other vitamins and they do not occur naturally as one vitamin. For example, an orange does not just contain vitamin C.

Some causes of vitamin deficiency are:

1. **Lack of vitamins in foods consumed.**
This can be as a result of:
 - a. **Processed or fragmented foods** not only add very little to the

‘vitamin pool’ but they consume vitamins stored in the body.

- b. **Minerally deficient soil** which grows vitamin deficient foods.
 - c. **Chemical fertilizers and insecticides** lower vitamin content.
 - d. **Picking fruit and vegetables ‘green’** can decrease the vitamin content of the food.
2. **The body is unable to utilise the vitamins provided** for one of the following reasons: Poor digestive and assimilative ability, bad food combining, drinking with meals, overeating, not chewing food properly, eating whilst under stress or a body that is too toxic to metabolise vitamins.
 3. **Overabundance of specific vitamins can create a vitamin imbalance.** This is a reason why it may not be advisable to overdose on a particular vitamin.
 4. **Vitamin binding compounds and foods that restrict the effectiveness of vitamins** such as drugs and medications, tobacco, food preservatives and additives and chemical fertilizers and insecticides.
 5. **Physical and emotional stress**
 6. **Consumption of inorganic or synthetic vitamins**, which need to be eliminated from the body as unusable substances.

Vitamins are vitally important for our wellbeing, so be sure to eat plenty of raw fruit and vegetables and enjoy good health.

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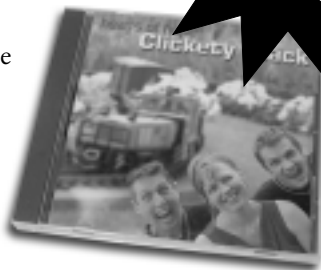
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A new updated and revised edition of Paul Jehle's book, this is probably the best title available on developing relationships with the opposite sex. Much has been written in recent years, but this book is highly recommended because of its focus on sound biblical standards without going to extremes. **Was \$19.95, now \$16.95 until 31 July 2004**



Special
\$16.95

LEM PHONICS CORNER



Joshua, my granchild, is five.

He is a very creative little boy, meaning that he loves to make things out of boxes and other junk. He can spend hours concentrating on this kind of activity. And his artistic ability is advanced for his age, especially in concept. Of course all this requires the need to label things and write signs etc. etc. So he has been ripe for phonics for quite some time.

Grandma gives him at least one lesson every week.

It is a delight to teach him because he responds very well and learns quickly.

But because he is so creative he also likes to follow his own inclinations. I have had to weigh up his age with his ability and his particular inclinations and decide how I can best teach him.

On the one hand I don't want to stifle his creative instinct, but rather use it to give meaning and purpose to his phonics learning. But he still needs to realize that he must pay specific attention for the period of time in which he learns, in a structured and sequential way, the skills which will allow his creative ability to develop more. So I insist on him

reviewing the phonograms, learning the writing and practising it and having practice in sounding simple words. He must complete the two pages of his phonogram workbook each lesson with a short break between for drawing or a game.

The written test has also been important for his writing, concentration and remembering which phonogram is which.

Joshua likes to take the lead in an activity. He will think up his own games. If the game is of benefit to his work we include it in the lesson. For example, one day I gave him some pictures and asked him which phonogram each one begins with. He immediately got down the phonogram chart and began to place the pictures on the correct phonograms. This was a time when his own inclination fitted in well with what we were trying to achieve. So he benefited from being able to work out a good game himself and from the review it gave.

But often his leading will take him away from the purpose for which he is with me. So he needs to be trained to focus on his task and complete it. He also needs to learn the important character traits of obedience and patience. Usually once he

complies, he finds the activities challenging and interesting. I tell him that what he is learning now will later help him so much with all the projects he loves to do. Because his particular interest is illustration and he is quick to do it, I often give him time to illustrate more than what is given in the book.

Joshua is left handed, therefore at first he wanted to write everything backwards. It was necessary for me to insist that he hold the pencil correctly. Then I had to teach him to hold his hand *under* the line, because the tendency is to curve the hand above the writing and obscure the previous print. Training Josh to write from left to right as well as forming the letters in the correct way was of ultimate importance.

Underlining the phonograms in the workbook was one key which really helped him. I insisted he do it from left to right every time and now he does that automatically.

It took a while for him to remember to begin circle letters at number one on the grid because as a left hander his tendency was to go the opposite way, but he listens to what I say and with practice it is now becoming automatic. How important is practice and review!



Josh loves the challenge to join the word to the correct picture in his workbook. Just sounding words where there is no challenge following he didn't find so interesting at first. But it is necessary to have lots of sounding practice for deciphering to become almost automatic.

So I appealed to his love of challenge by using 'sleeve cards'. I made little flash-card cards with a picture and word on each. The picture is covered by a cardboard sleeve bent around the pile of cards.

Josh's task was to find out what is under the sleeve by sounding the word being viewed. When I pull out that card he can check if

his sounding is right. Most of the pictures are cut from catalogues or old books. I used only words which fit the known phonograms. Through this exercise and the sounding of the phrases in the Workbook, Josh's speed at deciphering words increased dramatically. Now he is quite happy to quickly read the lists of sounding words in his workbook without even sounding them aloud.

When he got to about halfway through the multiple phonograms, I began to write out little cards with short sentences on them. I also gave him about five cards with 'yes' on them and five with 'no'. The text was

always within his known phonogram range.

An example set of sentences may be:

A bird can fly.

A bird can swim.

A bird has a nest.

A bird sleeps in a cot.

We sleep in a nest.

I would hold the cards splayed in my hand so he could pick one without seeing the text. He would read it and put ‘yes’ or ‘no’ next to it. He loved doing this so his reading speed has improved.

Josh writes prolifically and uses his phonogram knowledge to the best of his ability — so he once wrote ‘newspaper’ as ‘NYOOSPAIPUR’. He has automatically taught himself the capitals of each letter.

We have simply let him write like this for now, but now that he has almost finished the phonograms, his spelling and reading will benefit so much from gradually learning the rules for which he is so ready.

Another ‘extra activity’ Josh enjoyed earlier was building words with tile cards. I photocopied the phonogram charts in his Phonogram Workbooks and laminated them, then cut out the squares to make the tiles. He can do this activity at anytime experimenting with making words, or it can be a directed activity.

I sometimes ask him to substitute one letter for another and say the resulting new

word, or simply add or subtract a phonogram to make a new word. These exercises are excellent for developing phonemic awareness. At this stage if the children makes *bed* instead of *head*, let it be. It is the stage for developing the alphabetic principle, not the formal spelling stage.

The tiles are really good value when teaching the multiple phonograms. It is so easy for the child to see that two or more letters make one sound. We hope to have some produced for sale in the not too distant future.

Some time ago Joshua was trying to invent labels for certain pictures he had drawn as part of his ‘video production’. He wanted to write ‘John’, but he struggled with the fact that the way he saw his father’s name was different than how it was spelt phonetically. At this stage I did not tell him that the name *John* comes from the German name *Jo-hann* and that is why the *h* is left in John!! I just told him it can be spelt both ways, *Jon* or *John*, but he can write it the way his father’s name is spelled.

In the same activity Josh was struggling over the name *Piglet*, so I used the opportunity to tell him about syllables. Once he grasped the idea that short ‘words’ can be joined to make longer words, *Piglet* no longer posed a problem, except that he thought *let* should be written *lt* (without the e).

With that I realized he may well be able to relate to the rule that every syllable needs a vowel, so I propose to give him more practice with vowels and consonants and then explain that every syllable must have a vowel. It is really good to 'catch the moment' to teach something. But we should be careful not to burden the child with more than he can handle at one time.

I really like this time between 4½ and 6 years old. It is not a legal requirement that a child attend school before six in most states. If the child is ready to learn at 4 or five years, let him have the opportunity, but there need not be any pressure. You can proceed gently, helping the child to learn patience and obedience and extend his attention span, but when he is genuinely tired, let him rest.

I am giving a weekly phonics lesson to another grandson, Joshua's cousin, who has also recently turned five. He is a totally different personality and different learner. I think it will be interesting to compare these two, but you will have to wait for Jaedin's story until the next edition.

Please write and tell me if you would buy 'sentence cards' as I described above if LEM produced them.

God bless you all,

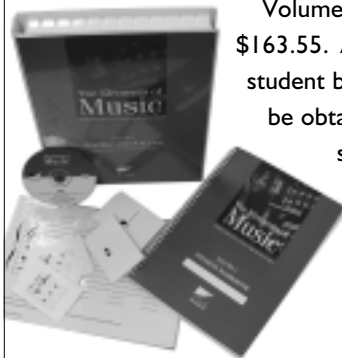


The Elements of Music MISUNDERSTANDING

It appears that some have understood that a teacher is necessary for *The Elements of Music* Volume Two. This is incorrect. The whole course is designed to be used without a trained teacher. It is written for parents and students who have little or no music knowledge as well as those who do.

Volumes One and Two of *The Elements of Music* are now in all states of Australia, Singapore, Malaysia and New Zealand. Thank you to those who have sent back such positive and encouraging reports about the Biblical perspective and the ease of use of the course.

To gain full benefit of the course, however, the full set of materials needs to be used. The full set for Volume One is \$123.50 and Volume Two is \$163.55. Additional student books can be obtained for siblings.



**For more details phone
(02) 6259 3944 or (03) 8802 7650
or order online at
www.lem.com.au**

EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



Christian Home Education
Seminar and Show

2004 Programme

- 9:00 **Registration**
- 9:30 Future of Home Education
Peter Frogley
- 10:30 **Morning Break**
- 11:00 **Elective sessions** for remainder of day:
Curriculum Summary
Peter Frogley
Teaching Geography
John Angelico
- 12:00 **Lunch**
- 2:00 Curriculum Summary
John Angelico
Preparation for Tertiary Education
Peter Frogley
- 3:00 Keeping Organised at Home
John Angelico
LEM Phonics
Peter Frogley
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

Minor adjustments may be made to the programme on the day

CHESS Seminars

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

01 MELBOURNE, VIC

- Date* Monday 14 June
- Venue* Blackburn North Baptist Church
Cnr Springfield & Middleborough Rds,
Blackburn North
- Cost* Single/Family: \$25/\$40
- Send to* Kingsley Educational Pty Ltd
PO Box 310
Mt Waverley MDC Vic 3149
- Phone* (03) 9544 8792
- Fax* (03) 9544 2328
- Email* enquiries@kepl.com.au

02 HOBART, TAS

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

03 ADELAIDE, SA

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

04 PERTH, WA

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

05 SYDNEY, NSW

Date Saturday 2 October
Venue Condell Park Christian School
 29 Lancelot St, Condell Park
Cost Single/Family: \$25/\$40
 Earlybird (by 11 Sep):\$15/\$25
Send to Leanne Glen
 6 Blackwattle Grove
 Narellan Vale NSW 2567
Enquiries LEM, (02) 6259 3944

CHESS Book displays

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

These displays are free and do not require registration.

LAUNCESTON, TAS

Date Thursday 17 June
 11 am – 3 pm
Venue Seabrook Christian School,
 Waring Street, Ravenswood
 (ex Ravenswood High)
Cost Free
Enquiries Alison Blackberry
 305 Frankford Rd
 Exeter Tas 7275
Phone (03) 6394 4936 or
 0408 173 450

SWAN HILL, VIC

Date Thursday 1 July
 2–5 pm
Venue Presbyterian Church Hall,
 Swan Hill
Cost Free
Enquiries Martin and Kalene De Pyle
 9 Mortoo St
 Swan Hill Vic 3585
Phone (03) 5032 9074



Level I Seminars

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

Two Brisbane seminars will be held in June/July 2004, with a combined first day but different dates for subsequent days.

06 BRISBANE, QLD (JUNE)

Dates Sat 19 Jun 8.30 am – 5.30 pm
Thu 24 Jun 8.30 am – 5.30 pm
Sat 26 Jun 8.30 am – 5.30 pm

07 BRISBANE, QLD (JUNE/JULY)

Dates Sat 19 Jun 8.30 am – 5.30 pm
Sat 17 Jul 8.30 am – 5.30 pm
Sat 31 Jul 8.30 am – 5.30 pm

Instructor Greg O'Keefe

Venue TBA

Cost \$396 per person including the *LEM Phonics Seminar Pack* (Manual, Phonogram Cards, *Word List K* and tests); deposit of \$50 per person required with registration

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

Reg. by 11 June 2004

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

Phone (07) 4697 1411

Email gokeefe@lem.com.au

08 ADELAIDE, SA

Instructor Chris Joy

Dates Tue 11 – Fri 14 Jan 2005
8.45 am – 3.00 pm

Venue Sunrise Christian School
95 Wattle St, Fullarton

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

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

Reg. by 23 December 2004

Send to Chris Joy
RMD 635
Victor Harbor SA 5211

Phone (08) 8552 3755

Email cjoy@lem.com.au

Name

Address

Phone

Email

I AM REGISTERING FOR:

CHESSEMINARS

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

Cheques payable to *CHESSE* for all seminars

- 01 Melbourne**
- 02 Hobart**
- 03 Adelaide**
- 04 Perth**
- 05 Sydney**

LEM Phonics Seminars

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

06 Brisbane (June 2004)

Cheques payable to *Ark Educational Consultancy*

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

07 Brisbane (June/July 2004)

Cheques payable to *Ark Educational Consultancy*

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

08 Adelaide (January 2005)

Cheques payable to *Christian Home School Association*

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

Please order me a set of Phonogram Cards @ \$24.95 (payment enclosed)

Ever tried to rewind a teacher?

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

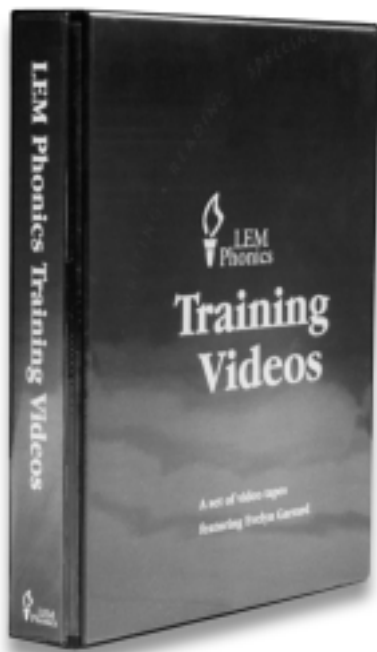
The set of 4 videos gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

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

LEM Phonics Complete Kit

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

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



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

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

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



* Individual customers only. Not available for schools.