



DIRECTOR'S COMMENT

PETER FROGLEY

As we press on this year it is notable that many parents are finding it increasingly difficult to present a truly Christian education.

It seems to me that this is because of our declining culture and compromising church. As the church becomes more and more humanistic its message brings confusion to many Christian educators whose desire is to be faithful to the Word of God.

In this difficult environment there are two options:

1. to compromise to fit in with the direction the church is taking, or
2. to make a stand for biblical values through the way in which we educate.

I believe the second option is God's plan for us but it often leads to misunderstanding and even antagonism. But please don't give up as God's always seems to work through a small remnant who are faithful to Him.

Projects

- The first section of the *LEM Phonics Teachers Resource Kit* is being reviewed by the Registered Instructors. We hope to have the second section ready by mid

year and the subsequent two sections well before year's end.

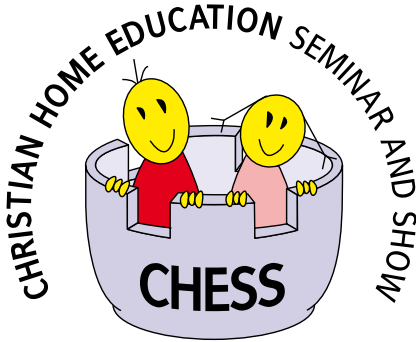
- LEM's new cursive handwriting workbook *Cursive Practice Book* is now available in full colour covers.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on in the new year.

This Issue

In this issue, *Exploring Christian Education* is titled *The Role of Civil Government in Education*, followed by a short article *Self-government in Education*, which addresses the issue of authority in education. Jere Martin explores the important topic of Bible memorisation in *Teaching Bible Memory*. In health I look at what are euphemistically called the 'Alphabet Diseases'. We also remind you of details of this year's CHES seminars and three Book Displays, with application details where necessary.

Be blessed as you educate for the glory of God.

NEWS UPDATE



CHESS

CHESS for 2008 is about to begin with our first CHESS in Melbourne.

Locations and dates for 2008 are:

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

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

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

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

Overseas

PAPUA NEW GUINEA

Mesia Novau's wife Iga continues to make good progress following her operation. The demand for LEM Phonics continues to grow throughout PNG, but the innate flaws in the infrastructure of that country make it difficult to progress with any speed or certainty.

TANZANIA

As a result of my December visit to Arusha, Tanzania, Evelyn Garrard has recently been to the Joshua foundation in Arusha, training a group of teachers. This is an exciting development and we are looking forward to good fruit in the standard of English teaching.

An orphanage and school in Kampala, Uganda, has already begun teaching LEM Phonics through the efforts of Mark Revell from Murray Bridge Christian College in South Australia and two of the teachers from that school are also in Arusha for further training.

INDIA

Evelyn has travelled from Tanzania to India, where for two months the team are planning training conferences for school teachers in Andhra Pradesh state. This project is now

being overseen by Raja Vundurthi, a young university graduate who has been in Australia training in LEM Phonics. We trust this series of conferences will establish LEM Phonics in this part of India.

PERU

Plans are underway for me to visit Peru in October to conduct further teacher training conferences. Likely locations will be Chiclayo in the north, Piura in the north, Arequipa in the south, Huancayo in the Andes and possibly Sucre in Bolivia. The excellent work continues with teacher training and curriculum development with Bob having completed a revision of the LEM Diploma Course to make it more appropriate for Peru. We thank God for the energy and competence of Bob and Frances Relyea and their commitment to the people of Peru.

HEA

The Light Educational Ministries set about developing the Home Education Assistance programme (HEA) in the mid 80s to assist a growing number of people desiring to teach their children at home in the ways of the Lord. In over twenty years we have been privileged to assist hundreds of families from all over Australia as well as a number of missionary families. It has been a great blessing to hear the testimonies of many parents as to their children's progress through to year 12 and on to university.

The HEA programme is designed to assist parents with a task that many feel is beyond them. But with a little help, you can do an

excellent job! We believe that the Bible teaches that education is a parental responsibility and our role through the HEA programme is to assist you in your God-given role.

Many children fall behind in their work without parents being aware of it, and the HEA programme can help you maintain a good and godly standard.

Visit the home education section of our website at www.lem.com.au to find out more about the HEA programme. We would be delighted to be able to assist you in the godly training of your children.

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.

SOCIAL NETWORKING

Unless you've been under a rock for the past year the chances are you've heard of the booming phenomenon known as 'social networking'. Websites like MySpace and Facebook have brought an interesting new way of connecting with people through photos, music, messages, games and chatting—along with other more bizarre things like 'online pokes' or 'pirates and ninjas'.

The basic premise of these sites is that you are required to get permission from someone before becoming their 'friend'. Once you are their friend, you can then view their 'profile', which contains information and pictures about them, and allows you to interact with them in various ways.

One of the great uses for these sites is renewing old friendships. For example, you could type in the name of an old school friend, become their friend and find out what they're up to—kind of like a school reunion without having to go!

Social networking is also great when your family and friends are distanced. It provides an easy way to tell everyone all around the world what you're up to.

There are some things to be wary of, however. Because all your friends will not necessarily hold the same Christian values as you, there's a chance that you may be sent pictures or messages that you wouldn't be happy being associated

with. Facebook and MySpace both have options to block requests, hide information, and other settings to help with peace of mind, however children should always have their activity monitored to ensure they are not striking up inappropriate friendships with strangers.

Disney's *Club Penguin* is a social networking site designed for children. Kids create their own personalised penguin and relate to other kids all across the world in an online environment. The penguin colony has all the facilities you'd expect—shops, pets, sports, recreation, etc.—and you can even get a job! Interaction is controlled through predefined menu commands and activity is monitored, offering good protection against things like bullying or unsavoury conversation.

Some may feel that online social networking is an affront to privacy and just another 'thing' to clutter and distract our lives, but let's keep seeking the Lord for ways in which we can use it to further His kingdom.

For questions or comments on all things computer, email john@lem.com.au



The town in *Club Penguin*



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

68 The role of civil government in education

Since the mid 1980s LEM has championed the biblical idea of parental responsibility for education.

This idea has increasingly become novel in the Christian community in Australia. Over the last twenty or so years the church has lost most of its understanding of a Christian society. What we have been warning for thirty years has tragically become the reality in our nation. The church has been thoroughly humanised—that is, we have come to think humanistically with man as the centre and God on the periphery.

Most of the Christian school community in Australia has happily embraced the idea that the state has a compelling interest in education and that to ensure education for all, the government must be in authority. For some obscure reason many have come to believe that the highest authority is civil government and that it has the capacity to ensure that all is well in education. Thus schools have willingly embraced humanistic ideas in every area of education—administration, policy and classroom practice. Many involved in Christian education have, and often unwittingly, become part of the ‘education

industry’ a huge bureaucracy dedicated to perpetuating itself.

Beyond the idealist philosophical principles which may be argued for many hours, the real reason Christian schools have accepted governmental control is that governments have been willing to buy their favour by offering very attractive financial rewards in the form of capital and recurrent grants, which total thousands of dollars per annum for each student in the school. This coupled with remuneration legislation for teachers and staff has created a situation in which it would be impossible to operate a Christian school without government grants.

Now rather than a unique Christian school movement representing and building for Christ the King we have a preponderance of Christian schools that amount to departments of state education. This was not the original vision for Christian schools in Australia. Friends we have been distracted from the vision by financial gain and have lost our way. It is time to return to that to which God called us.

Many will consider that I am taking an extreme position, but I would contend we have moved so far from the Christian model that

we scarcely recognise it. Here is my understanding of a biblical rationale for Christian education separate from state control.

God the governor

The sovereignty of God demands an acceptance that all authority and power is found in Him. It follows then, that whatever we do as Christians we must be built upon this doctrine of sovereignty. Hence, a biblical understanding of government, is vital to understanding Christian education. To understand the roles of the institutions God has created it is helpful to point out that simplistically the Bible divides authority between the individual, the family, the church and the civil government.

Role of civil government

In understanding the role of civil government we need to explore the Bible's teaching. The classic passage is found in Romans 13 and outlines the delegated authority civil government holds. It is important to read this chapter in the light of God's Lordship over all things. Essentially it teaches that God creates civil government under the authority of the Lord Jesus Christ to be His servant in matters relating to justice—the maintenance of law and order.

The specific task of civil government is defined in verse 4:

But if you do evil, be afraid; for he does not bear the sword in vain; for he is God's minister, an avenger to execute wrath on him who practices evil.

The civil government then is to bear the sword, that is administer justice on those who do evil, which is itself defined according to the Word of God, the only authority competent to define good and evil.

It is difficult for me to see how the training and educating of children is part of maintaining law and order! If, as I maintain, education is not a civil governmental responsibility then governments are out of order in becoming involved. In that case we would expect the blessing of God would not rest on their endeavours. Rather than building obedient servants of the Lord to establish the kingdom of God on earth, the government trains godless servants of the almighty State.

Role of family

It is rightly said, from the Bible, that the family is the basic institution of the nation. The family is God's creation and comprises a husband, a wife and their children—a governmental entity. The Bible appoints certain governmental responsibilities to the family, one of which is the training of their children. Deuteronomy 6:6–7 declares:

And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down and when you rise up.

Teaching is the responsibility of parents, but the context in this passage is of the nation, or better, the church. This would seem to indicate that the responsibility does not necessarily mean that parents have to do it all themselves. The church and the extended family all have

a role to play in the education of children. It could perhaps be argued that the state has a role to ensure parents do educate their chil-

children to an acceptable standard. This role for the state was the one still held to in Victoria until recent law changes. In practice parents could educate their children as they saw fit. If the state believed children's education was being neglected they could institute legal action which would require parents to demonstrate that they were educating their children to an acceptable standard. Such action was seldom taken.

To return to the point, we find in Ephesians that Paul understands the training of children to be the responsibility of parents:

Children, obey your parents...Honour your father and mother...bring them up in the training and admonition of the Lord.

Ephesians 6:1-4

I have not found anything in scripture that suggests that children are the property of the state; nor that the state has a role to play in education.

What about a dream?

What if government were to limit their role in education to ensuring parents fulfilled their responsibilities in educating their children? Would the nation collapse or would it become more prosperous?

What if I had a dream? What if some changes were made? Did you know that a major portion of government expenditure is spent

the government trains godless servants of the almighty state

on 'non-government' functions, particularly, health, education and welfare. Thus a significant percentage of government spending is in education—maintaining a huge educational bureaucracy, building schools, training teachers, paying teachers and ancillary workers, etc. Without this enormous burden governments could remove various taxes, such as income tax.

But how would children be educated you may ask? The same way they were prior to the advent of compulsory state-controlled education in the mid 1800s. Parents would take up their responsibilities for their families, but it may take time to restore the idea of responsibility to citizens of the 'nanny state'. The refrain 'government should do something about it!' or 'there should be a law', may become statements of the past.

What a wonderful reformation this would be. Christian churches would expand their schools and would be able to make them truly Christian. Parents and communities would set up schools and insist their children be taught as they wished. Good teachers would get jobs and poor ones would need to seek other employment. Armies of bureaucrats would be able to seek productive work.

But then I awoke and nothing had changed—but it could if we Christians were to embrace these biblical values and demonstrate their veracity in our communities.

SELF-GOVERNMENT IN EDUCATION

PETER FROGLEY

Having explored aspects of government in society as it affects education I now want to turn to the governance of education.

Government, according to Webster's 1828 definition, is *control, restraint ... the exercise of authority; direction*

Nature of Government

Government is controlling, restraining, exercising authority, directing, steering, and regulating every area of life according to Christ and His Word.

Christ is the king, or governor of all things by virtue of His victory on the cross. In the Great Commission Jesus declares that all authority has been given to Him. He then instructs His followers to 'go you therefore', indicating that He delegates His authority to His followers. That being the case we conclude that the scripture teaches us how and to whom authority is given.

In researching the scriptural idea of government we find that it operates in two spheres in our lives, the internal and the external, that which is within us and that which is without. The Scripture teaches that the internal is causative to the external, for 'as he thinks in his heart so is he' (Proverbs

23:7). Therefore, the primary idea in the government of man is that it works from the internal. When we accept the Lordship of Christ, we accept His government within; for it rests on 'his shoulder'. The key is that as Christians, we have been given a new nature to flow forth from us as a river of life. This is internal Christian government; Christ controlling and regulating us according to his Word under the power of the Holy Spirit.

And the government will be upon His shoulder. *Isaiah 9:6-7*

Keep your heart with all diligence, for out of it spring the issues of life.

Proverbs 4:23

He who believes in Me as the scripture has said, out of his heart will flow rivers of living water. But this He spoke concerning the Spirit... *John 7:38-39*

...Christ in you, the hope of glory.

Colossians 1:27

The Christian idea of man and government is central to our ability to understand the child and the teaching/learning process. Our view of man will determine our view of government, and consequently our educational philosophy, and methodology.

Christian Idea: God created man in his image, and desires to work from within the man out to his external world.

Pagan Idea: Man has evolved over millions of years, and is a higher order of animal. Man's highest goal is to serve the State and adapt and conform to the dictates of the environment (Genesis 1:26; Psalm 8; Hebrews 2:6–10; Romans 13:1–5).

The proper flow of governmental authority is from Christ in the teacher to Christ in the child

Implications of Christian Government

When teaching from a Christian governmental position, the key question is, 'Who is in control?' As Christians we should answer that it is Christ who is to be in control. Since He is not here physically, the question becomes, 'How will He exercise His control?' The answer is that He exercises his control through men.

Teaching is a form of government in that it is an exercise in power and authority. Christian teaching must seek to reflect the biblical governmental philosophy of internal control and regulation through the power and authority of the Holy Spirit—the Bible calls this self-control. The proper flow of governmental authority is from Christ in the teacher to Christ in the child; or a heart to heart instruction, from the living to the living.

Every time teachers step into a classroom, it should be obvious that they are God's authority. It is only by the teacher being governed within by Christ and modelling this daily before the students that they can

begin to be governed from within; inspired by their discipler.

God's authority flows from Christ through the teacher, and not books or curriculum (John 1:18; Colossians 1:25–29; Matthew 7:29). Someone has suggested that if God did not think we needed a teacher he could have mailed us the Bible instead of sending his Son, the personification of the Word (2 Corinthians 3:1–6)!

Our governmental philosophy of who is in authority will determine our educational philosophy; that is, who will be in control of training and who will have the authority to train (Matthew 28:18–20).

If God's authority is to be outworked in the classroom, it requires a Christ-like teacher, whose own discipleship to Christ inspires obedience and submission in the student towards the teacher which in turn results in the internal (character) growth of the student.

A disciple is not above his teacher, nor a servant above his master. It is enough for a disciple to be like his teacher, and a servant like his master. *Matthew 10:24–25*

My little children, for whom I labour in birth again, until Christ is formed in you. *Galatians 4:19*

The entire school, from Principal to the most junior student, needs to understand God's authority structure and submit to godly order under the government of God.

Let all things be done decently and in order.
1 Corinthians 14:40

...rejoicing to see your good order and the steadfastness of your faith in Christ.
Colossians 2:5

Christian Education to the World

Whilst our philosophy and practice of Christian education and government is founded strongly in the Bible it also needs to be related to our nation. In Acts 17:26 Paul declares the historic intent of God, making it clear that He has preordained the time, location and identity of each nation. On this basis we need to teach our students to understand the timing, flow and purpose of God for the flow of His authority to our own nation.

This understanding enables the student to make application of God's authority in every area of life beginning with him as an individual, then moving to his community, his nation, and the world (Acts 1:8).

God's purpose is to have a spotless bride, His Church, demonstrating the authority of Christ in and through every nations highlighting the individuality of nations that flow together to show the diverse expression of the one true bridegroom, Jesus Christ (Matthew 25:32; Revelation 21:21–22). There is

not greater privilege for our students than to understand and be motivated by this great vision for the kingdom of God on earth.

The Challenge Ahead

The liberty and freedom we enjoy is a direct result of the internal liberty that the Gospel of Jesus Christ brought to our forefathers. This was the foundation for the social order of our western nations. We need to remind our nations that the freedom, progress, and liberty we have enjoyed has direct correlation to the impact of the Word of God in the lives and practices of its people. We have come to the kingdom for such a time as this, (to coin a phrase), as the Christian social capital of the West is almost exhausted. We still enjoy the crumbling framework which in part disguises the truth from many that our nations are on a slippery slope to the oblivion of any form of coherent society. Barbarism is around the corner—just watch the daily news.

Christ brings an internal freedom through the new birth which transforms the individual from a life of external bondage to sin, to the liberty of Christ. This freedom is not only internal, but it expresses itself externally, bringing wholeness to life.

He has delivered us from the power of darkness and conveyed us into the kingdom of the Son of His love, in whom we have redemption through His blood, the forgiveness of sins.
Colossians 1:13–14

TEACHING BIBLE MEMORY

JERE MARTIN

‘Son of man...eat this scroll, and go speak unto the house of Israel’ (Ezekiel 3:1).

All Ezekiel had to do was open his mouth. Although the process of Bible memory takes quite a bit longer, the goal is the same—to receive, retain and recall God’s Word.

Our student’s attitudes about this goal will largely reflect our own. If we view Bible memory class as the ‘five minutes of peace’ between devotions and math class, the student will find it uninteresting and tedious. On the other hand, if we approach it with enthusiasm, mastering the passages along with our students, they will more likely follow our example.

The greatest motivation, of course, should come from the text itself. Emphasise that they are memorising the most important words on earth. Even first graders can understand the tremendous privilege of learning words from God.

Many people find memorization difficult. The information just does not stick, and they conclude that they have a bad memory. Thankfully a ‘stickier’ memory is not something bestowed upon a fortunate few. It can be acquired through a learnable process.

The first basic key to Bible memory is meaningful input. Can you remember what happened on the morning of March 11, 2001? You probably have no clue. How

about September 11, 2001? Our long term memory only retains information that is particularly significant to us. Therefore, the more you engage the students, the more you explain the text and the more you recite the material, the better chance you have of their remembering.

Meaningful input can be broken down into two parts. The one is spiritual and the other academic.

The spiritual benefit in memorising comes from students understanding the meaning of Scripture and how it applies to them. Perhaps you could dedicate a devotional period to studying the memory passage. Look at the verses within their context. Pick out the big words and examine them. Younger and older alike may not understand the exact meaning of words like *redemption* or *propitiation*. A child reciting Hebrews 9:22 told his teacher, ‘without the shedding of blood their is no missionary’! Thought-provoking perhaps, but not exactly accurate.

Memorising requires organised, hard work. Children should be taught these basic steps of memorisation through class practice so that they can begin to employ them on their own in the upper grades.

1. Starting at the beginning, break off a small portion and repeat it over and over again until you have it solidly memorised.
2. Proceed through the passage one step at

a time, rehearsing old phrases with new ones.

Analysing the structure of the passage is helpful for older students. Point out similarities and anomalies and introduce other tips that will make it easier to remember. For example:

- **Group the thoughts.** Psalm 46 consists of three sections with somewhat parallel thoughts. Each ends with the word *Selah*.
- **Read by syllables.** Read slowly, paying attention to each word and punctuation mark. Did you ever discover, thirty seconds after meeting a stranger, that you had already forgotten his name? It is probably because you did not pay attention when you first heard it.
- **Associate the unknown with the known.** If you are getting stuck at the same spot every time, fabricate a connection that will help trigger the next words. As a second grader reciting the books of the New Testament, I would always get stuck at First and Second Corinthians until my mother told me about Corrine, an unknown cousin in faraway Missouri.
- **Memorise beginning words.** Memorise the beginning of each verse and use it as an outline to guide you through the passage.
- **Pinpoint prepositions and connecting words.** ‘Therefore will not we fear, *though* the earth be removed and *though* the mountains be carried into the midst

of the sea; *though* the waters...*though* the mountains...’

- **Add acronyms to your list of tricks.** ‘I exhort you therefore, that, first of all, supplications, prayers, intercessions and giving of thanks, be made for all men.’ It is easier to keep 1 Timothy 2:1 in the correct order if you remember SPIGOT. Sometimes even an acronym that does not make sense is better than none at all. GRAMPA is not a standard spelling, but it would help you remember this bulleted list.

The second basic key to Bible memory is ample review. New information can be learned rather quickly, but it is not established in the long term memory until reviewed many times. Some research suggests that within twenty four hours, the average person forgets about 80% of the new material learned. But if the material is reviewed in twenty four hours, it will take approximately seven days before 80% is forgotten. If it is reviewed in seven days, it takes approximately thirty days before 80% is lost.

Ample review is probably the weak spot in many of our schools. First, review takes a lot of time; and, second it requires a detailed plan. We tend to study one passage after another with little more than a passing glance behind us, accumulating a lot of passages in our brains that we cannot seem to quite remember. This kind of study has limited value.

Where do you find the time to review? It will most likely need to come from time that would normally be dedicated to learning new material. This will require slowing

the pace. Because passages that have already been reviewed frequently require less attention, this may not be as time consuming as it first appears.

If your memory curriculum does not already provide you with a review plan, pencilling a basic one in your plan book at the beginning of the year will help make the process easy and thorough. You could try dedicating every Monday to review. The class period should cover the passage just completed, those completed seven days ago, thirty days ago and perhaps even ninety days ago. As the year progresses, you will accumulate passages that you no longer review regularly. These can be revisited in lieu of new material during revival week or at any other time you want to lighten their assignment load.

What about testing? Should students recite it or is it acceptable to have them write it? Perhaps you could alternate. Writing requires no class time for the teacher and it is easy to grade. It cannot be mumbled or slurred together at the difficult spots. It can even double as a penmanship assignment. Recitation, however, is a better test of how fluent students are. They should be able to recite the assignment clearly and with little hesitation. If they can hardly say it today, they will have forgotten it by tomorrow. This is also good practice for the self-conscious student who may need to stand before a group on future occasions.

Perhaps you can recall the thing you memorised first ‘Now I lay me down to sleep’ or ‘Our Father which art in heaven.’ That is because you learned it at a young impressionable age and repeated it often. Probably one of the best things we can do for our children is to help them memorise Scripture. It will condition their thinking, facilitate their Bible study and aid them in evangelism. It is a tool that the Holy Spirit can use for many years to come.

*Reprinted from ‘Christian School Builder’
March 2008*

YOUNGER CHILDREN

Because of their shorter attention span, it can be difficult to keep younger students from being distracted. You might consider using one of these exercises to add variety.

Use pictures. Did you ever see four-year-olds ‘read’ a book that they had memorised? They could do it because of the pictures, which trigger the words for that page.

Remove a word. Write the verse on the board, and recite it four or five times. Allow a student to erase any two words and recite again two or three times. Follow this routine until the verse has been erased from the board and instilled in their minds.

Echo. After reciting the verse four or five times, divide into three groups—the ‘loud’ group, a regular group and a ‘whisper’ group. The loud group begins with the first phrase and the other groups echo it in turn. Gradually add phrases until the passage is complete.

KILLING THE KIDS

PETER FROGLEY



We have had some interesting current affair programs recently—some on reading and some on health.

It seems more people are becoming aware of the dangers of preservatives and colourings used in food and their effect on children's behaviour and perhaps learning.

ASD (Autism Spectrum Disorder) has become the generic term for a wide range of childhood problems, including ADD and ADHD. For many of us it seems hard to believe the number of troubled children in our midst today.

Alphabet Diseases

Michael Sichel in *Good News for the Alphabet Kids* writes:

In 1990 only one or two per 10,000 children suffered from an autistic disorder. Today, more than one in 150 suffer from regressive (late onset) autism, plus hundreds of thousands more with lesser but often similar symptoms.

Sichel claims that most, if not all, of the learning/behavioural problems are closely related and form what Sichel calls 'alphabet diseases'.

The rapid rise in these diseases *could not be attributed to genetic causes*—there has been huge escalation in allergies, asthma, autism, speech and hearing problems.

Recent research indicates that these diseases are functional disorders (body functions which affect the brain's function) rather than brain damage or genetic problems.

Suggested Causes

Some of the apparent causes of these diseases seem to include (according to Sichel):

1. **Auto-immune reaction** (often vaccine induced, usually masked but in my experience can be obvious in 26% of cases).
2. The burden of **antibiotic treatments** used for infections (themselves often triggered by immune weakening reactions to vaccination e.g. middle ear infections, now in 80% of children, represent 75% of second visits to paediatricians, yet were comparatively rare before 'herd' immunisation began).
3. Environmental **chemical and heavy metal pollutants** (e.g. mercury, in vaccines and maternal dental amalgams,

lead and cadmium from industry, arsenic in the playground).

4. Low levels of **essential immune system nutrients**.
5. **High levels of sugar** in diet—with subsequent disruption to immune and endocrine functions plus disruption of important mineral level ratios.
6. Function of **inherited immune defences** such as liver detoxification efficiency.
7. **Birthing problems** lie behind some autism and also ADD.

Whilst some of these points are a little technical it does give an idea of the causes of the alphabet diseases.

Guided Experiments

Research in America has shown some amazing improvements from changes to diet. For example, removing all dairy from the diet saw 48% of children get better. Removing milk and gluten saw 64% get better. Even removing chocolate saw 49% of ASD children improve. The same results are routinely experienced by naturopaths in Australia. With those results it is certainly worth ‘having a go’, for the many parents who are at the ‘end of their tether’. Incidentally, if parents also change their diets in similar fashion they will also note significant improvement to their health and well-being.

You may need help

Many children have suffered major breakdowns in bodily functions and these are not always remedied just by changing diet.

If diet change does not bring full results I recommend you consult a good naturopath. Sometimes repairing ASD/ADHD damage requires skill and experience.

Even if you don’t have your own children, children in your families and amongst your friends could well be blessed by this information. There is only space for a few highlights here in this article but I refer you to two books written by Michael Sichel that we have found very helpful for many parents and their children.

GOOD NEWS FOR THE ALPHABET KIDS

Sichel offers realistic, non-drug lifestyle adjustment recommendations for ‘alphabet kids’ — children suffering from ADD, ADHD, ODD and other autism spectrum disorders. 285 pages, soft cover. **\$35.00**



HOW TO REPAIR CHILDREN DAMAGED BY MERCURY, MEDICINE AND POLITICS

Sichel contends that heavy metals are the major cause of ADD, ADHD, ODD and other autism spectrum disorders. He covers the political aspects of things like vaccinations, and outlines natural procedures for removing heavy metals. Soft cover, 225 pages. **\$38.00**



Cursive Practice book

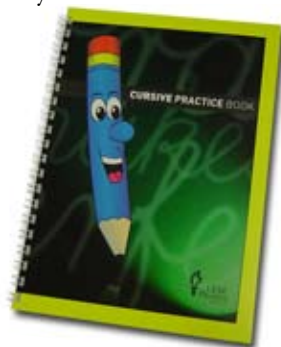
A write-in penmanship booklet which can be used in conjunction with the LEM Phonics programme, or as a stand-alone resource. It provides practice in the steps of teaching cursive writing, including the connecting strokes and special cursive letters. Students then proceed with practising multiple phonograms,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

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

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

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

Order online at
www.lem.com.au



Learning Made Easier

Christine Killey from Melbourne has recently become an LEM Phonics Registered Instructor. We now have available some of her self-produced materials which feature elements of the LEM Phonics programme.

Grammar Magic is a multi sensory, colour-coded approach to grammar. Each book contains over 70 reproducible games, easily varied to cater for all ages, that help teach and reinforce grammar. Also included are blank game templates, excellent reference sheets, graded grammar word lists for P-6 and a glossary of terms. The first book contains games for 4-9 year olds, and the second for ages 9-12. The books come with special colour-coded dice to use with the games. 80 pages each, wire bound.

Grammar Magic 4-9 **\$33.00**

Grammar Magic 9-12 **\$33.00**



Price changes on USA publications

As a result of the depreciating US dollar we are able to **decrease prices** on most items sourced from the USA. This includes Rod and Staff, A Beka, Bob Jones, Christian Liberty, and our other US suppliers. Check our website at www.lem.com.au for the latest prices and ordering, or request a catalogue.

Bob Jones University Press

GRADE 7 LIFE SCIENCE

The new third edition is titled *The living world from a biblical perspective*. It contains updated content on organic classification, cellular biology, and genetics.

The **student text** is presented in two volumes that include extensive student activities. **\$63.40**

The **teacher edition** is two spiral-bound volumes which feature full colour student pages with suggested teaching schedule, ideas, chapter overviews, and answers to all questions. Also includes a useful CD of visuals, quizzes and other supplementary material. **\$68.75**



Tests **\$17.90**

Answers to tests **\$11.00**

GRADE 10 WORLD HISTORY

New third edition helps students see world events in light of scripture. New first and last chapters, new photographs and feature boxes, greater biblical integration and questions to enhance higher order thinking skills.

Student text: 2 volumes with Student

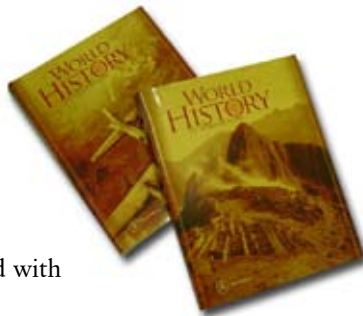
Activities **\$64.60**

Teacher edition: 2 volume spiral bound with

CD **\$70.10**

Tests **\$17.90**

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A Beka Book Upgrades

Grade 3 Abeka books have been upgraded in four subjects—but only in terms of layout and illustrations. You can still use previous edition books with these new books as the content is the same.

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- Arithmetic 3 student text
- Science 3 student text
- Health 3 student text



YWAM Publishing

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| Jim Elliot | Jonathan Goforth |
| Lottie Moon | Mary Slessor |
| Nate Saint | William Carey |



PRICE REDUCTIONS

These other popular YWAM series have also had price reductions:

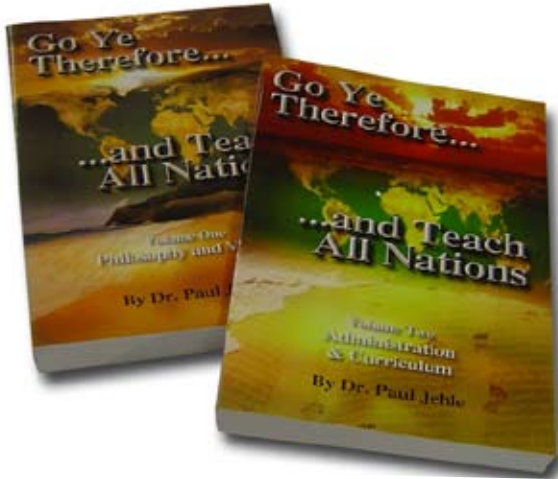
Christian Heroes Then and Now
were \$13.20, now **\$11.60**

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International Adventures
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Plymouth Rock

GO YE THEREFORE AND TEACH ALL NATIONS



Paul Jehle's definitive work on biblical Christian education in the context of the Principle Approach. A great reference for Christian teachers. This new greatly expanded edition comes in 2 large volumes of over 600 pages each.

Volume one: Philosophy and vision

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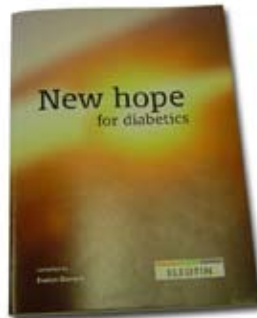
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Evelyn Garrard has assembled excellent material to help anyone with diabetes among their family and friends to understand the disease and what can be done about it. **We have upgraded this booklet with a full colour cover and updated details.**

22 page booklet **\$3.30**



LEM PHONICS CORNER



Evelyn is currently overseas, training LEM Phonics teachers in Africa and India. Here are some excerpts from her emails.

Wow, my life has been rather interesting since I left Canberra.

First of all I went to Mumbai in India. The hostess said 'airport assistance' would be waiting for me when I got out of the plane, but nobody seemed to know about it. Then I saw my name on a board, so I pointed that out to them. They decided to put me in a wheelchair and wheeled me to customs, even though I tried to tell them I didn't need to pick up my case or go through customs because I was just transferring. But it was useless trying to tell them anything. So I went through the process, waiting for five hours swapping between sitting in the wheelchair and walking up and down the corridor like a frustrated elephant in a cage, until the counter opened for me to get my case back on its merry way. At least I had had the necessary exercise for the day. After that I was able to go down to the gates and enjoy a kind of sofa bed seat, which was much better.

I left at three in the morning for Nairobi and ended up having another interesting neighbour on that plane. I thought he was just a mediocre, unassuming little African until I asked him about his work. He was airport manager of

the airport in Zimbabwe, and I spent much of the trip hearing about his interesting job.

In Nairobi I had the misfortune (through lack of signs and a miscommunication) of missing my plane to Kilimanjaro, and while I was waiting I witnessed a totally ineffective airport staff at work and wondered however it could be as bad. Some people were just up to the neck with frustration, bordering on rage. One Dutch boy missed his connection to Johannesburg because his plane was late. He waited all day to try and find an answer to his problem, with no lunch voucher, and no hotel if he had to stay overnight. They kept him hanging on an answer till almost the end of the day, and when he tried to put his case before them again, they said he could go to Johannesburg if he paid for the flight again! He and I chatted throughout the day while we waited.

About noon, after I'd been kept waiting to find out my plight, I decided to go back to the gate where my luggage had already gone through. A man had been kind to me there and he spied me again. I told him what was (I mean wasn't) happening and he felt somewhat responsible for me missing the flight. He promised me he'd fix things up for me and he did, very quickly. I couldn't believe it. I'm sure he was God's angel for me.

The other poor bloke was almost crying by the time it was mid afternoon and still no solution. We had been talking about Christianity in quite some depth and I had spoken about the power of prayer, and ways in which I'd experienced it in my life. He didn't agree that God can answer prayer. He told me that the people in Holland would just hate me for believing and standing on the Christian values I do! But when his frustration reached boiling point I said, 'Look, let me pray for you'. He consented. Not long after that he came racing back with a ticket in his hand, without having to pay for it. He said, 'I know what you're going to say—your prayer worked!' At least the chatting and watching this incredible scenario with dozens of frustrated passengers being treated so mercilessly broke the boredom some, while I waited another eight hours for my flight to Kilimanjaro.

I'd been told I should catch the airport shuttle bus from Kilimanjaro to Arusha. But when I arrived there, there was no shuttle. I had to catch a taxi. The amazing thing was that I didn't get fazed. I somehow knew that God was going get me through whatever happened. And He did!

So there I was at the Joshua Foundation, a wonderful place full of godly people who are training Africans to become church leaders. The projects going on here are manifold— pastor training; teacher training; agriculture; building, and others. There is a good sense of community and the leaders have really done a great job.

My job is to train the African and Western teachers from here and the villages around in LEM Phonics. I have just loved it from the start. These Africans are so diligent, so friendly, appreciative and really are doing a good job as well as having a lot of fun!

Having four weeks to train them is wonderful, because I feel I can really get them a long way. They encourage me all the time in their comments about my teaching and the actual programme—both westerners and Africans.

I have spent quite a lot of time with Rebecca, daughter of a friend from our church, and her African husband Patrick. On Saturday they took me with them to be part of distributing maize to the poor people in one area. I also visited a maize farm in the village and we were welcomed into the farmer's very basic mud home. They have also taken me into the nearest town for shopping and lunch, and to the market.

I'm picking up a few words in Swahili, but haven't the time to learn much. I don't think it would be too hard though. They have fellowship dinners, prayer meetings and Sunday evening devotional, and besides all that I have been giving some students extra coaching, so haven't had too many spare minutes. But I'm loving every minute of it.

The teaching is going very well, I think. The students are still loving it, although a few are feeling somewhat overwhelmed with the amount of stuff they are learning. But I hope that next week things will all fall into place

for them. They are so delightful to teach. Life has been very easy here, really. The weather couldn't be better, people are great, although they have their little idiosyncrasies as we all do, and the load is not too hard.

The school was inspected by the Tanzanian Education Board, and of course my lesson was watched. Apparently the fellow was so impressed with the way I included 'participation' of the students in it, that it scored 100%. The overall mark for the school was 84%, a big rise from the previous year's 70%. Lynda and her staff were very pleased.

I was asked to say a few words in an African church service, so after having a go at greeting them in Swahili (but getting a bit mixed up halfway through) I spoke about what I was doing in Africa and extended greetings to them from our church. The church serves a very poor area, and the pastor has done so much work in many areas—AIDS victims, sewing classes, pre-school, and beginning business ventures to help the economy of the church and its people and other things.

It has certainly been a beautiful experience here. The other night when I went for a walk, I met groups of students on the way and they are all saying, 'Bibi [the Swahilian title for an older person], we are going to miss you so much. We love the way you have taught us, and we really want to take this programme further into Africa. Please come back again.' At this point in time I really hope I can.

It takes much longer to teach the African people because it takes a while to get them to know how to say the sounds of the phonograms properly. But we got a long way and they have been so enthusiastic about what they have learned. They are teacher trainees and will start almost immediately using it in the schools where they do their teaching practice. It will be interesting to hear how it follows through. One of the Western teachers is going to do the Intermediate and Advanced course, so she can keep helping them when they need help.

The first thing I did when I arrived in India was have a rest day. Apparently my first two weeks will be spent in doing promotional talking, before starting any conferences. I'll be talking with different people individually who want to be convinced of the value of phonics before commencing a conference.

It is very hot over here but I am feeling very well, and had a great sleep in spite of the honking of horns, screeching of brakes, mooing of cows, and people talking outside of my window.

Breathing can be a little hard here when outside in the smog, too, so I would appreciate prayers for general health. It appears to be going okay so far.

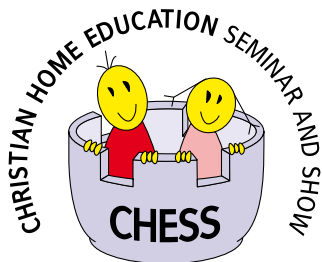
Bless you,



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



2008 Programme

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

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

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

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

CHESS Seminars 2008

01 MELBOURNE

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

02 ADELAIDE

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

03 BRISBANE

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

EVENT CALENDAR

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04 SYDNEY

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

05 PERTH

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

Book Displays

No registration required

HAMILTON, VIC

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

MOUNT GAMBIER, SA

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

MILDURA, VICTORIA

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



LEM Phonics Seminars

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



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