

# Director's Comment

PETER FROGLEY



As we continue in our thirtieth anniversary year I reflect on the development of Christian education during that time.

Those years have seen the proliferation of Christian schools and then home education—initiatives that had great promise and in many ways have resulted in change for the better.

Some Christian schools have and continue to do a very good job equipping a new generation to build the kingdom of God. For the most part, however, the fruits are disappointing. I perceive no improvement in the nation nor in the church. As a nation we increasingly elect ungodly governments, and as schools and home educators we are not making a significant impact on either the direction of the church or the nation.

I appreciate that this is my jaundiced opinion and quite likely some well-meaning folk will advise me otherwise. If they have a case I would love to hear it and happily change my view.

However if I am substantially right then each of us in Christian education has a great challenge and opportunity before us to set a new course for the nation. We are about Christendom: the Kingdom of God on earth.

## PROJECTS

We are currently working on a complete rewrite of our aging *God's Plan for Me*. It is looking very good and in full colour and will be a wonderful addition to the Grade K curriculum. We hope it will be available later in the year.

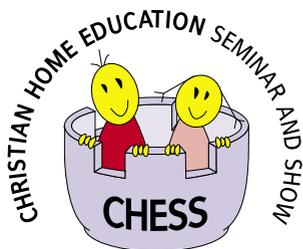
Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to begin in the new year.

## THIS ISSUE

In this issue, *Exploring Christian Education* is titled *Teaching God's World* followed by *Thou Shalt Have No Other Gods before God*. In health we explore pediatrics. We also present details of 2009 CHES seminars.

It is time for all of us to press on into God to find His plan for our families, churches and nation.

A handwritten signature in black ink that reads "Peter". The script is fluid and cursive, with a large, looping 'P' at the beginning.



## CHESS

The 2009 CHESS season is already well underway. We are excited that there will be some new blood in some of the seminars this year with Phil and Carol Oster taking seminars in Sydney and Perth. Carol is my daughter and she and Phil have been home educating their five children for nearly a decade. They will be able to provide a more hands-on approach.

Again we look forward to meeting many new home educators this year and helping to establish them in this vital ministry.

The CHESS seminars are a great opportunity to check out resources first hand, to hear good teaching on home education topics and to meet other local home educators of like mind. It is always a great day and in this time of financial constraint we have significantly reduced attendance fees. Details appear in the back of *Light of Life* and on our website [www.lem.com.au](http://www.lem.com.au)

### CHESS SEMINARS 2009

Hobart	Sat 13 June
Adelaide	Sat 4 July
Sydney	Sat 8 August
Perth	Sat 12 September
Mildura (Book Display)	Tues 7 July

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

Local vendors may also display and sell wares and services at CHESS seminars.

## Overseas

### PAPUA NEW GUINEA

Mesia and Iga Novau returned to PNG in early February and are already back at work. Unfortunately some of the work has fallen into disrepair but they are hopeful of restoring things again. Already Iga is living at her home village of Hula (about 80 km SE of Port Moresby) helping churches establish Christian schools in the area.

In April I was privileged to travel to PNG to conduct LEM Phonics training for the Baptist schools in the Western Highlands Province at the Kimininga Hotel in Mt Hagen.

The visit was providentially arranged through meeting homeschoolers Ray and Trish Bartell, who are leading the Baptist schools in PNG. I was able to train over 20 teachers in the phonogram stage of the Introductory Course with very good results. We are planning a follow-up course in January 2010.

It was great to meet and work with teachers from several isolated schools throughout Western Highlands. One group from the Telefomin area are dependent on air transport—a once a week flight. They walk to their villages from the airstrip with no vehicles or bicycles. But at least they will soon be able to speak English and read their Bibles.

## TANZANIA

Despite a decimation of staff, the teachers at Joshua Foundation in Arusha are pressing on with LEM Phonics. We are hoping that next year Evelyn Garrard can return to further train and encourage teachers. One of the teachers, Rebecca Lubilanji, is presently here in Canberra with her husband Patrick for the birth of their first child. By next year Rebecca should be back on the job training teachers in Tanzania.

## UGANDA/KENYA

The schools in Kampala which began teaching LEM Phonics a couple of years ago are continuing successfully and I am hoping to visit them in November.

Home schooler Kay Symons and her husband are working in Mbale, Kenya, and exploring introduction of LEM Phonics to the local school.

## PERU

The LEM Diploma course continues to progress and Bob Relyea is preparing certificates for the first group of graduates. Bob and Frances continue to make good progress with teacher training in schools throughout the country with both new contacts and follow up meetings. Kaye and I are hoping to visit Peru in October to meet leaders in the Chiclayo area and also speak at a large Christian teachers conference in Lima.

## **www.lem.com.au**

Anyone who has used the internet for a while will know how much free software is available out there nowadays. Think of something you'd

like your computer to do, and more than likely someone has invented software to do it! Here's a handful of my favourite freeware utilities.

### **AutoHotKey**

[www.autohotkey.com](http://www.autohotkey.com)

This is a super-powerful little program that can create a hotkey (a hotkey is a keyboard combination like Ctrl-Z) for just about anything. You can just use it to launch applications or open web-pages, but if you're really clever you can create complex procedures to automate frequent tasks.

### **KatMouse**

[www.katmouse.com](http://www.katmouse.com)

Katmouse allows the mouse scroll wheel to scroll the item directly under the mouse pointer, without having to select it first. It may seem like a small function, but don't knock it 'til you try it!

### **WordWeb**

[www.wordweb.info](http://www.wordweb.info)

If you love English and want to make sure that you always get the right word meaning, Word-Web is for you. It's a small program that lives in your system tray (near the clock) and allows you to look up any English word and get its meaning, synonyms, pronunciation and other information. The paid version also allows you to do 'wildcard' searches which are very handy for crosswords.

### **E-sword**

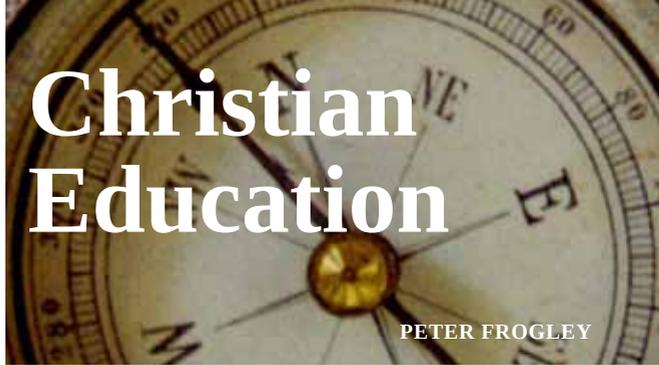
[www.e-sword.net](http://www.e-sword.net)

E-sword is fully functional bible software which also includes a plethora of reference material like Webster's dictionary, Strong's concordance and Henry's commentary. The uncopyrighted bible versions (KJV etc) and other resources are free, but you need to pay licence fees for some of the copyrighted Bible versions.

*For questions or comments about our website or indeed anything computerish, please email [john@lem.com.au](mailto:john@lem.com.au)*

# Exploring Christian Education

## 72 Teaching God's World



PETER FROGLEY

Whilst God is one He is also a diversity—as in the Trinity. That diversity outworks in every area of creation and includes the diversity of knowledge.

This diversity of knowledge gives rise to subjects or disciplines of study. Some have suggested that subjects are a human construct, but in fact they are the identification of various aspects of God's diverse creation. The whole is too much for us so God has divided it (diversification) to assist us in grappling with the enormity of His truth. It could be seen in the same light as God's instruction to Adam to name (categorise) the animals in Genesis 2:19–20, dividing into categories the various parts of His creation.

There is such a wealth of knowledge in God's creation that we can be confident we will never know all that there is to know, or even know exhaustively about any one area of knowledge. Teaching God's world is such a huge field for learning and understanding that could embrace science, geography, history and much else. For the purposes of this article I would like to briefly explore aspects of history and geography.

### NATURE OF THE STUDY

History and geography are the study of the planet Earth, and its peoples in the outworking of the great plan of God. As we teach this great plan we inspire understanding, appreciation and worship for the God who created all things. Without God, any such study is meaningless. The fruit of this is the boredom many students suffer at school.

In the latter part of the nineteenth century, American educator George Counts developed a new discipline: Social Studies. In the course of time Social Studies has itself degenerated to SOSE, Studies of Society and the Environment. At least, that is what it was called last time I checked; as the education industry seems to be built on changing names so as to appear productive.

Social Studies was the fruit of a self-conscious attempt to study man and his world without reference to God. This is a mammoth task as the evidence of God's presence is everywhere.

Counts was a disciple of the much-admired (in Humanist circles) John Dewey and as such agreed with Dewey in wanting to see the knowledge of God expunged from the curriculum. It was felt that Social Studies provided an ideal framework in which to achieve that goal. You see, society (social) is to do with man—and social studies is the study of man. As Dewey and his comrades

believed there is no God, there can be no ultimate purpose for any studies and that atheistic belief expresses and encapsulates Dewey's education theory. What folly it would be to embrace Dewey's philosophy of education, when God has presented us with truth in His Word.

### BUILDING THE BASE

Having been subjected to Deweyism (Progressive Education) for nearly a century, educators and their students (all of us) have never had an opportunity to know what constitutes godly, biblical education. It is thus necessary for us to return to the Bible and build an understanding of God's World from His perspective. Fortunately, God always keeps a remnant for Himself, who seek to glorify the Lord in all their doings including their thinking and writing. It is this remnant that God always uses to rebuild Biblical understanding, which lays the godly foundation for our children's future.

Rosalie Slater, writing in *Teaching and Learning America's Christian History*, presents a summary of geography which applies to history equally well. This reveals to us the subtle danger Christian educators face when not only the content, but the very disciplines themselves are changed to suit the prevailing philosophy:

One subject which has become integrated into the social history of the Social Studies program is geography—a subject of endless fascination, information and knowledge of the globe, the theatre of man's activities. Again,

what has happened in the curriculum in our state schools is part of the political philosophy which teaches that to achieve one world we must eliminate differences of individuality. By removing geography as a distinct subject the students of today do not study God's world—they study the world of man.

True education is the study of God's world. In all we do we should attempt to begin and end with God.

### BIBLICAL UNDERSTANDING

The Bible provides the undergirding and purpose for all of life and this is certainly true when it comes to education. We can learn to read the scriptures with this overall purpose of God in mind. For example, Paul writes:

And we know that all things work together for good for them that love God, to them who are called according to His purpose. For whom He did foreknow, He also did predestinate to be conformed to the image of His Son.

*Romans 8:28–29*

# Social Studies attempts to study man and his world without reference to God

That in the dispensation of the fullness of times He might gather together in one all things in Christ, both which are in heaven, and which are on earth; even in Him: in whom also we have obtained an inheritance, being predestined according to the purpose of Him who worketh all things after the counsel of His own will...

*Ephesians 1:10–11*

We commonly interpret such passages in a totally spiritual context, focusing on the climax of time at the second coming of the Lord. Such

interpretations have no consequence for our present lives, as we live in a real, physical world over which Christ is King—a world that has been predestined according to the purpose of Him. Such passages declare the Lordship and Providence of our God in all things, which must include the studies of history and geography.

Part of the reason for humanistic thinking becoming so prevalent in our day is that churches have lost sight of their call to build the kingdom and have thus become increasingly humanistic. The gospel message has become focused on man and his needs as opposed to God and His glory. With that the church has become increasingly pietistic and other-worldly; unable to relate to the fullness of the sovereignty of our Lord Jesus Christ. By way of contrast we will explore fundamental aspects of a biblical approach to history and geography.

## HISTORY

History was once well-understood to be the chronicle of God-ordained events. The Rev S W Foljambe wrote in 1876:

The events of history are not accidents. There are no accidents in the lives of men and nations. We may go back to the underlying cause of every event, and discover in each God's overruling and intervening wisdom. It has been said that history is the biography of communities: in another, and more profound sense, it is the autobiography of Him 'who worketh all things after the counsel of His own will' (Ephesians 1:11), and who is graciously timing all events in the interests of His Christ, and of the kingdom of God on earth.

This delightful quote lifts our eyes beyond human matters and kindles our vision for the purpose of God for our lives. Foljambe encourages us to carefully consider the supreme role of our Lord in the affairs of men and in this case the history and geography that shapes our lives.

# history demonstrates the centrality of Jesus Christ in all things

It is for us to work with the Lord to restore this thinking in the church and Christian schools of our day. In Foljambe's writing we see a Christian heritage which is seldom found today. It seems we

have squandered our Christian heritage of godly thought and action, which has consigned our nations to the godless, who are only able to lead us into further ungodliness. Our task is to rebuild the wall that has been broken down—return to the understanding of the great men of the past and build upon that to see the kingdom of God established on the earth. Noah Webster, compiler of the dictionary named for him, well understood this in the early nineteenth century when he wrote:

Almost all the civil liberty now enjoyed in the world owes its origin to the principles of the Christian religion. Men began to understand their natural rights, as soon as the restoration from popery at the dawn of the sixteenth century; and civil liberty has been gradually advancing and improving as genuine Christianity has prevailed.

This was the common understanding at that time—today it is considered a radical and extreme position, because we have lost our biblical underpinnings.

History demonstrates the centrality of Jesus Christ in all things. History, on the one hand, looked forward to the Incarnation of Christ coming into the world as a man; and on the other, looks back to the Incarnation and the cross as the defining moment in history.

Paul Jehle, writing in *Go Ye Therefore and Teach* says:

History is God's story of redemption, God as the sovereign and primary cause (both directly and in allowance) of every event, exercises both foreknowledge and power to direct the acts of men and nations.

In the second instance, history demonstrates the outworking of the Dominion Mandate—man fulfilling his destiny in time and on the earth.

## GEOGRAPHY

Modern geography is without root or purpose because its Creator is ignored and geography has been relegated to a second rate discipline; being overshadowed by sociological disciplines. To find the context for geography it is instructive to return to the writings of the nineteenth century Christian geographer, Arnold Guyot, who wrote:

...the entire globe is a grand organism, every feature of which is the outgrowth of a definite plan of the all-wise Creator for the education of the human family and the manifestation of His own glory.

*Physical Geography*; 1873

As a foundation to developing a geography curriculum Paul Jehle writes:

Geography is the setting for God's Great Story. All the features of the globe were made in such a way as to prepare for the fulfilment of the plan of God, as if the earth were a giant theatre, with all the props in place at the right time for the performance of His Great Work. The boundaries of the nations, continents and races, were foreordained of God, to fulfil His purposes.

Geography is a study of the earth and all its beauty and wonder; such that it is difficult to pursue the study without being wondrously confronted with the One who put it all in place.

## CHRISTIAN RESOURCES

Fortunately we are no longer bereft of resources that unfold the wonder and glories of history and geography in a Christian perspective. There are resources available for both primary and secondary levels. Each of the publishers we represent have commendable curriculum in both history and geography that consistently draw our attention to the Creator. LEM are working on a much improved *God's Plan for Me* for Kindergarten level, *God's Plan for Creation* for Grades 1–2, as well as having a mid-primary *History of Australia* text.

There is no need to succumb to the godlessness Social Studies usually provides when God has seen fit to provide materials that seek to glorify His name—which, after all, is our ministry, or service to God.

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# Thou Shalt Have No Other Gods Before God

BRET McATEE

‘Every child entering school at the age of five is insane because he comes to school with certain allegiances to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It’s up to you as teachers to make all these sick children well—by creating the international child of the future.’

*Psychiatrist Chester M. Pierce, addressing 1973  
Childhood International Education Seminar*

Despite the pagan educator’s explicit intent to indoctrinate children into a worship of the state, Christians continue to send their children to government schools. Some Christians believe that their local schools are different because the teachers there are ‘nice’ and maybe even ‘smart’. What they fail to realize is that ‘nice’ and ‘smart’ are buzzwords used in service of the reprogramming of children—often without the nice and smart teachers being themselves aware of the

malevolent design of government schooling to program and indoctrinate their children into a pagan statist religion.

The most effective reprogramming is done with a smile on the teacher’s face. The Christian community has to realize that the Christian teachers in the school system to which they are sending their children have yoked themselves to a system that is at war with Biblical Christianity. Further, we must realize that the Christianity of ‘Christian’ teachers is either a Christianity that is in abeyance or a Christianity that has been reinterpreted to fit the mold of the humanistic agenda of the government schools in which they are employed. A Christian teacher who taught his subject matter from a Biblically Christian worldview in a humanistic school system would be fired in weeks if not days. Government schools are not populated by the kind of Christians who can help your children think God’s thoughts after Him.

Government schools are committed to the religion of humanism, where man considered either individually or collectively as the god of that system. The man-centered idolatry of humanism is so obvious that government schools really ought to be considered churches. Just as Christian fathers in concert with Christian churches are charged with teaching children to think as Christians through catechesis, so the government schools are charged with teaching children to think as humanists through their lessons.

In the church of humanism, the teachers are the ministers. In the church of humanism, the curriculum of its schools is the equivalent to the catechism in the church of Christianity. In the church of humanism, there are high holy days, which its adherents celebrate, just as Christian churches have their own high holy days that they celebrate. In the churches of humanism, people can be expelled for sinning against humanistic rules of political correctness just as in Christian churches people can be excommunicated for sins against the Christian faith. All the dynamics that one finds in Christian churches and in the Christian faith are present in government schools. Government schools are the temples of humanism where the initiates are indoctrinated in the ways of a false religion. Don't let anyone say that Americans don't have an established religion.

Let's briefly examine some of these claims and see if we can find evidence from those who are associated with government education to support this premise.

#### MORE THAN READING, WRITING, AND ARITHMETIC

When considering whether government schools are committed to the religion of humanism, we read from Charles Potter, a former honorary president of the National Education Association:

Education is thus a most powerful ally of humanism, and every American school is a school of humanism. What can a theistic Sunday school's meeting for an hour once a week and

teaching only a fraction of the children do to stem the tide of the five-day program of humanistic teaching? (Charles F. Potter, *Humanism: A New Religion*, 1930.)

When considering whether teachers are the ministers of humanism, we learn from humanist John Dunphy:

I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers that correctly perceive their role as proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call divinity in every human being ... The classroom must and will become an arena of conflict between the old and new. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing the classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level—preschool day care or large state universities. (*The Humanist*, Jan/Feb 1983)

When we combine Dunphy's quote with a quote from the father of outcome-based education, Benjamin Bloom, we begin to see that Dunphy's vision fits well within the vision of those who are 'shaping' public education:

By educational objectives, we mean explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings, and their actions. (*Taxonomy—Handbook I*, pg. 26)

## Christian teachers have yoked themselves to a system that is at war with Biblical Christianity

When considering how the nature of the curriculum serves the ends of religious humanism, we have only to read from Dr. John I. Goodlad, former director of research and development at the Institute for Development of Educational Activities, who many years ago wrote that future curriculum 'will be what one might call the humanistic curriculum.' Looking forward to the future, Goodlad could say that his humanistic curriculum would 'become significantly evident by 1990 or 2000.' (*NEA Journal*, 'Directions of Curriculum Change', March 1966)

## OUTCOME-BASED EDUCATION AND ITS ROTTEN FRUIT

The idea that government schools are in reality government churches is not only supported by the quotes I've provided thus far, but perhaps the best support for this claim can be seen by the overall structural methodology that informs the world of government education. This structural methodology is named Outcome-Based Education (OBE).

OBE is anchored in anti-Christian behavioral psychology and is committed to inculcating a particular socio-political agenda that guides the student to adopt an anthropocentric value system based upon the precepts of pagan humanistic psychology. This stands in contrast to a Christian worldview, or a worldview based upon historic categories arising out of Western civilization. When the government schools use OBE as the methodology that structures their teaching, the result is to indoctrinate

students who favor group-think over individualism, socialism over free market competition, and subjective oriented ethics over ethics that are transcendent. The end is the humanist 'new man' who has been taught to prefer egalitarian conformity and is prone to faulting individuals oriented toward industry and achievement. All of this is accomplished by manipulating students by means of emotive control. In OBE mind control, solid academics are thrown out in favor of pursuing self-esteem, being 'self-directed,' and achieving 'process skills.' OBE is dedicated to creating a culture of slavery.

In light of this very small sampling, and given that the first commandment forbids us to serve other gods, why do Christians send their covenant children to government schools?

Why do Christians send their and God's children to an institution where they are immersed in learning the covenant ways of a false religion? Further, why are Christians surprised when their children, upon maturity, abandon the Christian faith? Having saturated them in the belief system of humanism, why would we expect them to be unfaithful to humanism? One reason why our children leave the

church is because by placing them in government schools, we train them to be pagans.

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## ANTICIPATED OBJECTION #1 — EDUCATION IS A-RELIGIOUS

Most 'Christian' teachers employed by government schools are not self-conscious about their contribution to building an anti-Christian culture

in the way that they are teaching children. These teachers are too often Christians only in the sense of embracing a particular religious brand identity. Unfortunately, these 'Christian' teachers have never had the opportunity to probe and examine the presuppositions that inform the curriculum they are teaching and have accepted as their own.

Some would object to this by positing that education does not need to be specifically Christian since education is not spiritual but only intellectual. The objection reasons that education is not religious: that education is one of the disciplines that falls within a 'creational common realm' where both Christians and non-Christians labor together, in spite of significant differences in presuppositions. These folks insist that education is to be done not by the standards of God's Word, but rather by the standard of natural law. They believe that God's Word doesn't teach anything with regard to the disciplines one might expect to find in a liberal arts education. The truths of these disciplines, in their view, are taught by natural law and are self-evident.

But this is a peculiar minority reading raised only by some Reformed Christians. Other adherents of other faith systems understand perfectly well the importance of an education in keeping with their faith. This is why we can find people of other non-Christian faiths insisting on the importance of an education that is in keeping with their beliefs.

He alone, who owns the youth, gains the future.

*Adolf Hitler*

Give me your 4-year-olds, and in a generation  
I will build a socialist state.

*Vladimir Lenin*

**Give me your  
4-year-olds,  
and in a generation  
I will build a  
socialist state.**

*Vladimir Lenin*

Even were we to concede that education is not a spiritual discipline, we still have to come to grips with which metaphysical, epistemological, teleological, and axiological starting points should be presupposed in the educational process. Education always presupposes some theological order as standard. So even agreeing that education belongs to a spiritually undifferentiated common realm, we must still ask, in the midst of many disputes in a pluralistic culture, which starting points will be presumed as the context in which the various educational disciplines find their meaning? The real issue is determining which regime's creation order will be presupposed. Obviously, if Christians agree that education is an 'undifferentiated common realm project,' then all Christians absolutely must agree that that project will explicitly and implicitly center on no other God than the God of the Bible who alone can provide the starting points that can render the educational disciplines rational.

#### ANTICIPATED OBJECTION #2— KEEP THE SCHOOLS SECULAR

A second objection by Christians who do not object to placing their children in government schools is that public schools do not teach humanist beliefs any more than they teach any other belief. The schools, so the thinking goes, are simply secular and neutral, neither promoting

nor demeaning religion. Therefore, any calls for Christians to pull their children from government schools are unwarranted.

But teachers can't teach in a presuppositional vacuum; they must educate according to some perspective, worldview, or philosophical paradigm—and this paradigm, because it descends from a theological system of belief, is inherently religious. As we have noted, the worldview of government schools, regardless of any insistence to the contrary, is humanism.

#### THE END OF THE MATTER

Christians are commanded to set no other gods before them. When American Christians send their children to those schools—in spite of what they know about their humanist indoctrination—they are worshipping at the altar of humanism. There is simply no other way to put it. There may be rare exceptions, but as a whole, government schools are committed to sanitizing the Christian faith of those who enter their doors.

Many Christians have been praying for reformation and religious awakening. If we genuinely

desire this, we must immediately stop sending our children to government schools. Looking for

reformation in our culture while at the same time immersing our children in a belief system that is at war with Christianity is a very odd way to prepare for reformation and religious awakening. Indeed, it is extraordinarily difficult to understand how prayers for reformation and awak-

ening will be answered by God as long as God's people continue to disobey God and poison their children's minds against Christ by sending them to government schools. Certainly we can say that one sign of reformation and awakening in the church will be Christian parents removing their covenant seed from humanist schools, thus taking the first commandment seriously again.

*Bret McAtee lives in Charlotte, Michigan where he pastors a small Reformed Church and dwells in familial contentment with his wife, Jane, and their three children. Pastor McAtee's other writings can be found at **www.ironink.org**.*

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<http://www.chalcedon.edu>*

## government schools are the temples of humanism

# Pediatrics

PETER FROGLEY, ADAPTED FROM JOEL ROBBINS



Pediatrics, or the care of young children, traditionally entails the care of the child from shortly after birth until about age sixteen.

It is important not to be too stressed about a child developing 'according to the book', as children develop at their own unique pace. Being aware of this can prevent much parental anxiety.

Development charts have their place in identifying blatant developmental deficiencies to allow proper care to be taken as early as possible. As all parents are aware, there are unique health issues that seem to strike all or at least most of our children.

## Normal Childhood Diseases

There is really no such thing as a 'normal' disease, regardless of how common it is. A better description would be 'common childhood diseases'. The body is not designed to be sick, but due to wrongdoings and other influences experienced by a majority of the population, many illnesses are common. In too many cases our diseases are well-earned.

If we are honest with ourselves and look at the research that has been expended on behalf of these 'normal childhood diseases' and the great strides medical science has made, we must ask the same question as Harry Beiler, MD:

Why then are the offices of the country's thousands of pediatricians and general practitioners filled with runny-nosed, tired, allergic, feverish, rundown, anemic, bespectacled, acne-ridden, too thin or obese children?

If the childhood diseases are normal, why doesn't every child get them? Why do they bypass some only for those children to fall victim to cancer, diabetes or some other degenerative disease?

## From the Production Line

Children should be born with a totally healthy and toxic-free body (bearing in mind that there is no perfection in this sin-ridden world).

This health should remain as their mother nurses them while consuming only a naturally right diet. As children begin consuming naturally right solids their body will remain in health.

Unfortunately, many mothers, often unwittingly, have developed faulty eating habits and their child is born toxic. Often the newborn's intestine is full of meconium—a black, oxidised, toxic bile.

This tells us that the child's liver has already had a good workout and is in the beginning stages of toxicity.

A far too common scenario is that as children begin to grow they are fed poisoned mother's milk, or an artificial substance that resembles milk only in appearance. When they begin eating solid food, they are fed toxin-laden substances having little or no nutritious value.

The body of this child, which is still full of vitality, will attempt with all its might to push these toxins out of its system using any vicarious avenue it can.

It is this situation we have come to accept and thus call various conditions 'normal childhood diseases'!

## The List of Diseases

Dr Robbins lists and then describes what happens with each disease.

### MEASLES

*A contagious viral disease affecting mucous membranes and skin.*

Measles is the vicarious elimination of toxins via upper respiratory and sinus membranes as well as skin. The measles virus sets up housekeeping in the toxic debris of the mucus membranes, setting the fever mechanism in motion.

### CHICKENPOX

*An acute illness thought to be contagious and caused by a virus affecting mainly the skin, producing eruptions.*

Chickenpox is the vicarious elimination of toxins via the skin, primarily the oil producing glands of the skin. The chickenpox virus sets up

housekeeping in the toxic debris, putting in motion the fever mechanism.

### MUMPS

*Infection and inflammation of the salivary glands, usually the parotid gland.*

Mumps is caused by toxic accumulation in the salivary glands which gives licence for the infective virus to set up housekeeping, resulting in fever and the accompanying febrile symptoms.

### EAR INFECTIONS

*Infection of the middle ear causing pain and fever.*

Toxins are vicariously eliminated via the mucus membranes of the middle ear. Because this mucus is laden with toxins it is thicker than normal and as a result it does not drain efficiently through the eustachian tube into the throat. The mucus builds up inside the middle ear, putting pressure on the ear drum and causing pain.

*Dietary advice: Eliminate all dairy products (except butter), eliminate wheat and corn.*

### SINUS INFECTIONS

*Mucus drainage on a chronic basis usually with no fever or other acute symptoms.*

Caused by the vicarious elimination via mucus membranes of the sinus cavities. In some cases bacteria set up house in which case the thicker white to yellow mucus is produced. The presence of the scavenger may set off the fever mechanism. If mucus is thinner and clear an infective organism is not present. The buildup of mucus and inflammation of the mucus membranes can produce pressure in the sinus cavities, causing a sinus headache.

## TONSILLITIS

*Inflammation of the tonsils and throat area resulting in a sore throat.*

Tonsillitis is caused by the tonsils and adenoids becoming enlarged when the lymphatic system becomes congested. Congestion of the lymphatic system results when the liver is too congested to process the waste products and toxins the lymphatic system has picked up from the cells of the body. In an effort to overload the blood stream and liver the lymphatic system accumulates the toxins in the lymph nodes. These temporary storage sites become inflamed. Because of the stagnant accumulation of toxins in the lymph node (tonsils) bacteria can set up housekeeping, resulting in an infection.

## ACUTE RESPIRATORY DISORDERS — CROUP, BRONCHITIS AND PNEUMONIA

These all involve the same basic mechanism as far as their cause; the symptoms varying slightly based on which part of the respiratory tract is carrying out the vicarious elimination.

**Croup** involves the mucus membranes of the throat, larynx and bronchial tubes.

**Bronchitis** is the inflammation and toxic mucus production of the mucus membranes of the bronchial portion of the respiratory tract.

**Pneumonia** the vicarious elimination via the mucus membranes in the alveolar or air sacs in the lungs.

These conditions are caused by the vicarious elimination of toxins via the mucus membranes of the respiratory tract. With the resultant inflammation of the mucus

membrane the air passages are hindered, resulting in difficulty in breathing.

The cough reflex is set in motion as a result of the abnormal mucus production in an effort to eliminate it from the lungs. Should a bacteria or virus set up housekeeping in the toxic debris, the fever mechanism will be

engaged.

The liver can become involved in the elimination process resulting in nausea, vomiting and/ or diarrhea.

## Conclusion

Most parents will be well aware of these conditions in their own lives as well as the children. If we accept Dr Robbins' diagnosis it is clear that these conditions are not just something we catch from outside but a response of our bodies to that which has been put into them. It is worth seriously considering how we can change what we allow to enter our bodies—the result may well be significantly improved health not only for ourselves, but particularly for our children. Most children's diseases are not inevitable, but are often caused by poor eating habits.

*Adapted from notes compiled by Dr Joel Robbins, Tulsa, Oklahoma.*

if the childhood diseases are normal, why doesn't every child get them?

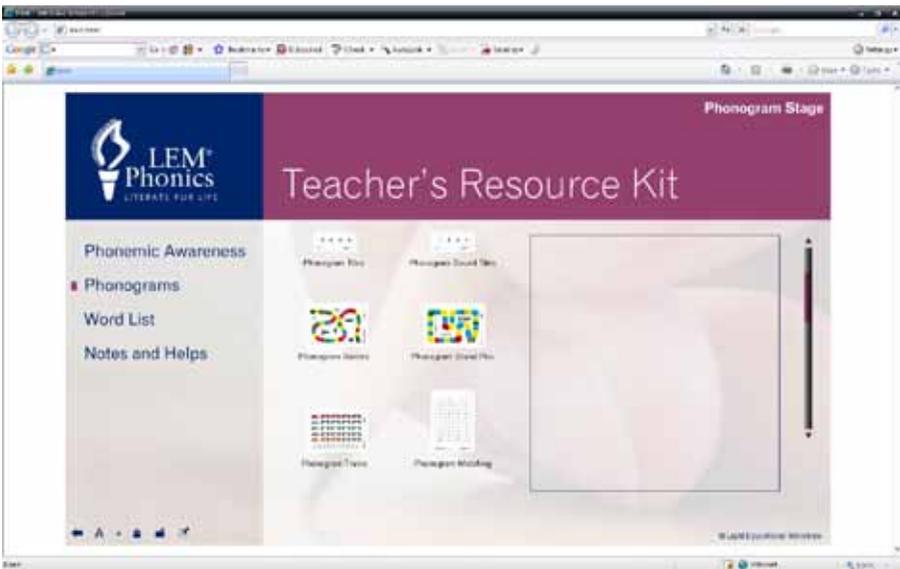
## LEM Phonics Teacher's Resource Kit (for schools only)

The long awaited LEM Phonics Teacher's Resource Kit is now available as an online resource. At the time of release only the phonogram section is available, but this already contains over 250 pages of worksheets and activities. Other sections for phonemic awareness, the word list and extra notes and helps are currently being prepared for use with the kit. Having the kit online allows us to add to the kit regularly and advise when new materials are uploaded.

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

When you purchase access to the TRK your school will be issued with a certificate containing your access address and password. Your initial user fee of **\$149** allows you to use the TRK until 31 December 2009, when you will have the option to renew your subscription and continue access and updates. When you renew at a cost of **\$99** you will receive a new access certificate and password. The old password will expire after 31 December and will no longer access the resources.

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



## Sounds Sheet

These two colourful A4 charts show vowel sounds and their phonograms on one and the consonant sounds and their phonograms on the other. Very useful for students in the word building phase of the LEM Phonics program. **\$2.50**



## Phonogram Rulers

The ideal desk aid for students in learning their phonograms. This 30 cm flexible polypropylene ruler shows each of the 75 phonograms. **95c**



## Let's Teach Art: now in colour

The *Let's Teach Art* Grade K Teacher's Manual is now available with full colour illustrations. This has enhanced the usefulness of the book and eliminated the need for the extra CD-ROM of colour pictures. **\$29.95**

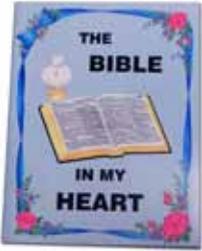


## You Can Be Another Great Australian

Margot Ogilvie, a long time home schooler from Victor Harbor in South Australia, has produced a book of 40 short vignettes on Australian history. Some are well known, others you may have never heard of, but together they make a lovely study of God's hand on a selection of his Australian people. Margot's book presents in such a way as to encourage you and your children to recognise we too are part of the making of God's history of Australia.

A good companion book for *History of Australia*.  
106 pages, large format. **\$16.95**





## Rod and Staff

THE BIBLE IN MY HEART

A large format book of lovely short stories from the Bible with a full page drawing to colour for each story.

For Lower Primary students

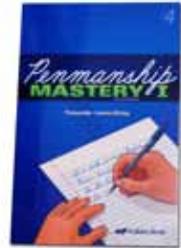
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## A Beka Book Revised Editions

A Beka's ongoing revision of books continues:

### GRADE 4: PENMANSHIP MASTERY I

A revised penmanship book for Grade 4 in smaller format. **\$21.15**



### GRADE 4: ARITHMETIC 4

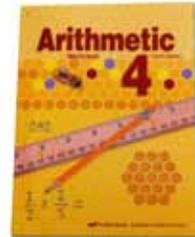
New revised fourth edition with upgraded illustrations and layout

Student Worktext **\$31.00**

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Test and Speed Drills Key **\$20.45**



### GRADE 7: GRAMMAR AND COMPOSITION I

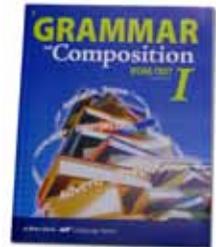
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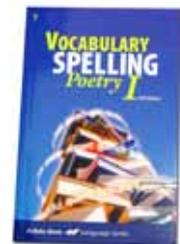
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## Christian Liberty Press

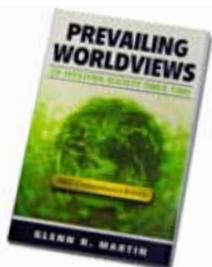
Christian Liberty have released new answer keys for the second edition of their popular Nature Reader set.

Books 2 and 3 **\$2.55**

Book 4 **\$3.40**

Book 5 **\$5.10**

## General Reading

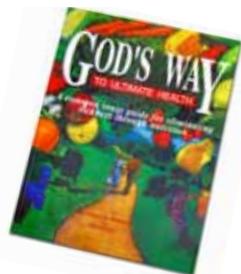
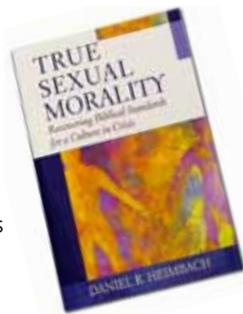


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# LEM Phonics Corner

EVELYN GARRARD



## Phonics and whole word. What's wrong with having a bit of each?

The two basic methods for teaching reading are diametrically opposed.

The whole word method teaches the student to remember the word through the pictorial configuration of the letters, or through guessing from cues given by pictures or context. The process of guessing becomes a conditioned reflex which is very hard to break. The child guesses a word or remembers some words by their shape and letters, but there is no mechanism set in place for the child to know for sure if the word is correct or to attack intelligently any word which has no picture or coherent context to it.

In learning intensive phonics, the students are learning to read through a perfectly normal process, which decodes the sound symbols upon which written English has been designed. This allows the transference of the same principles to decode many different words, including unseen ones.

If this decoding process is interfered with by imposing upon it another totally conflicting strategy having nothing to do with the sound code, in the hope that the two strategies can work together, the child is bound to be confused. Samuel Orton, a neuropathologist who worked with Romalda Spalding in developing the Spalding method of

phonics, said: 'To impose a pictorial method of learning upon an alphabetically designed system causes neural confusion.'

The whole word method has been labelled a 'psycho-linguistic guessing game' by one of its own proponents, Professor Kenneth Goodman. Even if the guessing game is introduced in small measure together with phonics, the child can quickly develop an automatic reflex for guessing. To free the child from this takes much longer than it took to develop it, and needs a special remedial tactic to do it. LEM has developed a special programme, *Pathway to Literacy*, to address this problem.

There is much evidence to suggest that learning to read with a 'pictorial' emphasis causes the right hand side of the brain to develop dominance for literacy. But the left hand side of the brain processes the higher literacy skills which involve grammar and use of good syntax when composing sentences:

The left hemisphere is best organized for temporal analysis, abstract conceptualization, detailed feature detection, linguistic coding, and phonological analysis. In short, it is best organized for conceptual organization... Linguistic material is of course sequential, and letters and words are best processed sequentially.

*Pamela Protheroe, 'Vexed Texts'*

Studies have shown that a person who has developed early dominance in the right side of the brain (through the overuse of using pictures with the learning to read process) will have difficulty in learning the finer language skills (if indeed the basic skills have been mastered), because changing the superiority of the hemispheres is very difficult to achieve.

Studies on dyslexia by Edward Miller indicate that we develop either a whole word or a phonic reflex from the way we are first taught to read. The whole word reflex, if sufficiently developed, will conflict with the phonic reflex that is necessary to advance in reading. This conflict of two opposite stimuli in the brain causes confusion, frustration and dyslexia. If introduced to phonics first, however, students progress naturally from the phonic reflex to viewing words holistically and go on to become fluent readers.

It is imperative that workers with LEM Phonics know the difference between the two methodologies and explain that difference to the parents of the children they teach. Teachers become bound by the system, which expects children to go through certain 'reading levels' based not on phonics, but on whole word reading. Parents have learned to expect readers to be brought home from school. Most of these emphasise pictures which are designed to act as an expected cue for the word. Taking books home is no problem. If the student has enough skills to read the level of text in the book, let the student read it. But if children have to guess from pictures to read the words, they should *not* be forced to read the text themselves. This encourages the conditioned reflex which is so hard to break.

Frustration often sets in when children bring home library books after having their phonics lesson in school. Children who are expected to

tackle the text themselves come across words which they cannot decipher phonetically at their current stage of development. After failing with phonics they must move on to the next mechanism, guessing, using either context or the pictures.

According to the 'National Reading Panel' research on reading, children become frustrated when one in ten words are too difficult. The conditioned guessing reflex will not take long to set in.

Some phonics proponents have tried to solve this problem by designing reading text to fit the phonograms, for use in the stage when children are still learning only single phonograms. Needless to say this restricts the text to very stilted language. How much better if children could learn to read flowing, syntactic text right from the beginning, even if it comes in small chunks of prose—a sentence or short paragraph. If teachers and parents can be educated to realise that children do not have to read as soon as they hit school, and instead embark on a concentrated time of learning both the single and multiple phonograms, together with the skills of sound blending and deciphering single words, it will equip them well to move on to real reading, not guessing. LEM has designed sentence cards written with normal text which can be used progressively with learning the multiple phonograms, and can be used in a game context which encourages correct comprehension. They contain no pictures, so guessing is taboo.

LEM's first book with sentence context is 'Reading with the Phonograms'. It has simple, sensible text, kept within the phonogram structure, with only one or two words which don't quite fit it. Those words have enough phonogram structure for the child to be able to use phonograms,

together with the context, to make an intelligent deduction of what the word is. This is very different from guessing using either the pictures or the configuration of the word.

The child is asked to make a written or pictorial response to the text—circling the correct word, or joining a sentence to the applicable picture. In this way the student is developing reading skills, and comprehension skills at a maturity level which the child can handle,

Children should not be stopped from ‘having a go’ at reading text which may catch their eye, even it is too hard for them at their stage. This self-exploratory type of reading is not at all bad. The teacher or parent has not forced it on the child so there is no expectation for them to learn to read it. In such reading it is perfectly okay for the parents or teachers to give help with the text, and, where it is expedient, take the opportunity to teach the child a new phonogram or even a simple rule.

When the student reaches the word list stage, it is time to begin formal reading, because at this stage we begin to add the extra element which can launch them into reading many, many words which they have never seen before. This wonderfully helpful element is ‘The Rules’.

The question then arises, ‘What do we do with the tricky words such as *the* and *one*, which are not properly phonetic and don’t appear to have any rules telling why they are spelled as they are?

These are dealt with by linking the word to the phonetic principle wherever possible. For example *the* is technically meant to sound as ‘th-ee’, but in rhythm of speech e sounds as the schwa, ‘thuh’. We tell the child to sound it as ‘thee’ for spelling. Then we teach the rule: **e** is usually used to say ‘ee’ at the end of a syllable. After

writing the word, the children read it in rhythm of speech. This process, besides giving them a bite into understanding the ‘schwa’ principle which will be pursued in more detail later, helps them how to remember the spelling of a word which does not seem phonetic.

The word *one* sounds like ‘wun’ but if we link it to the related phonetic words ‘lone’ and ‘alone’ it helps the child to see why *one* is written as it is—and acts as an intelligent memory aid for spelling.

I have personally come across victims of the ‘mix’. When a concerned parent approached the child’s teacher about the difficult text in the readers sent home, the teacher defended the practice by saying that children have different learning orientations and every child should have the opportunity to learn through the style which suits them.

It is true that the senses are avenues to learning and children may respond to learning through one sense more than the others. But this fact cannot be addressed by the imposing of two ideologically conflicting methodologies one upon the other.

The different learning types mainly concern which senses are dominantly used. LEM Phonics promotes a multisensory approach, which uses every sense which can be applied to the acquisition of literacy skill without going outside the boundaries of phonics.

We can see from the above that we do not *have* to mix whole word with phonics, indeed it should be avoided where possible.

A handwritten signature in black ink that reads "Evelyn". The signature is written in a cursive style and is underlined with a single horizontal stroke.

# LEM Phonics friends all over the country.

Light Educational Ministries has a number of people throughout Australia who are formally qualified and endorsed as Registered Instructors in the LEM Phonics method.

Each of these instructors is trained to competently conduct the LEM Phonics Introductory Course. We encourage you to contact the person nearest to you for assistance or for purchase of LEM Phonics materials.

**Lindy Bonham** *Sydney*  
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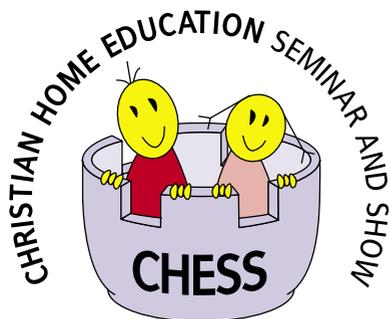
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ph (03) 9844 2471  
email bsoutter@lem.com.au



**For more info ring (02) 6259 3944  
or visit [phonics.lem.com.au](http://phonics.lem.com.au).**



## 2009 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 for all CHES seminars are available as PDF downloads on our website at **ches.lem.com.au**.

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

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

## Registration

Pre-registration is no longer required for CHES seminars, simply show up on the day. As such, early bird discounts are also no longer available.

## Seminar Locations 2009

### HOBART

- Date* Saturday 13 June
- Venue* Salvation Army Hall, Blackmans Bay
- Cost* Single/Family: \$10/\$20
- Phone* (02) 6259 3944

### ADELAIDE

- Date* Saturday 4 July
- Venue* Sunrise Christian School  
286 Sturt Rd, Marion
- Cost* Single/Family: \$10/\$20
- Phone* 0439 847 246

### SYDNEY

- Date* Saturday 8 August
- Venue* Condell Park Christian School  
29 Lancelot St, Condell Park
- Cost* Single/Family: \$10/\$20
- Phone* (02) 6259 3944



## PERTH

*Date* Saturday 12 September  
*Venue* Bull Creek Westminster  
Presbyterian Church  
32 Bull Creek Drive, Bull Creek  
*Cost* Single/Family: \$10/\$20  
*Phone* (08) 9524 2505

## Book Displays

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

## MILDURA

*Date* Tuesday 7 July, 2–5pm  
*Venue* Living Waters Community Church  
*Phone* (03) 5024 3668

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

## LEM Phonics Seminars

Details and registration forms for all LEM Phonics seminars are available on the LEM Phonics website at **[phonics.lem.com.au](http://phonics.lem.com.au)**.

If you would like to arrange a seminar in your area please contact the Registered Instructor closest to you. Contact details for Registered Instructors are listed on the previous page and also on the LEM Phonics website.

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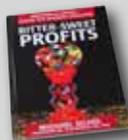
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