

Director's Comment

PETER FROGLEY



This year is drawing to a close even as it seems to have just begun—time has passed so quickly. Our thirtieth year has gone by and we move into our fourth decade of service to the Christian education community.

Times have and are changing and unfortunately not for the better in terms of Christianity and its influence on the nation. The message of the church has in general been diluted, and equally the integrity of Christian education has seemed to decline. Fortunately, God always retains a remnant who are faithful to Him and His word and they are encouraging. So often at CHES and in visiting schools I am encouraged at the understanding and enthusiasm of many.

On the other hand, the work of LEM has continued to flourish in other parts of the world. Quite exciting things are developing in Papua New Guinea and significant progress has been made in Peru. In Africa some progress has been made and in India there is growth and development in English teaching in particular.

PROJECTS

We are completing a full rewrite of the aging *God's Plan for Me*. This is designed as the general studies component of the K curriculum and should be available for the new year.

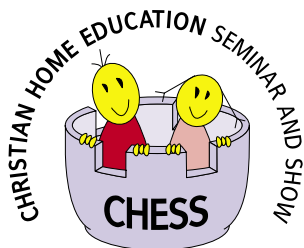
Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on in the new year.

THIS ISSUE

In this issue I have outlined some of the LEM developments in other nations, and in *Exploring Christian Education* I explore how we may change nations through education. Then we reprint an article on fear from *Christian School Builder*, followed by an exploration of synthetic vitamins in health. Our book reviews this time feature some new editions from A Beka Book as well as newer editions from Christian Liberty Press and Elva Schroeder.

It seems, writing in September, it is far too early to be thinking of and wishing you a wonderful Christmas and holiday—but anyway—Merry Christmas!

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



CHESS

2009 has been a mixed year for CHESS seminars. Whilst they have been excellent times and we have so much enjoyed the various aspects of the day, some have been sadly lacking in numbers. As a result we are not planning CHESS for Brisbane or Hobart for 2010 at this time, unless we can be convinced of their viability. We would hope we could continue in those two cities in 2011.

Phil and Carol Oster have done a great job at the Sydney and Perth CHESS this year. Carol is my daughter and as she and Phil have been home educating their five children for nearly a decade, They provide a more hands-on approach.

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

At this stage we have not decided who will be taking the various CHESS seminars. We also do not know whether Kingsley Educational will be taking part again.

DATES FOR CHESS 2010

| | |
|-----------|------------------|
| Adelaide | Sat 22 May |
| Melbourne | Sat 19 June |
| Perth | Sat 11 September |
| Sydney | Sat 16 October |

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

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

Overseas

PAPUA NEW GUINEA

Port Moresby

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

Western Highlands

The Baptist schools in Western Highlands Province have begun using LEM Phonics in their schools.

We are planning for Evelyn to travel to Mt Hagen in January 2010 to conduct further introductory training for over twenty teachers from Western Highlands Province.

Integrated Christian Schools

I conducted further Phonics training for teachers in the Highlands in Goroka, Eastern Highlands, in September. Several Baptist teachers from the Mt Hagen area attended and were able to increase their skills.

The OBE programme in PNG seems to have run into significant opposition from parents and schools, and some modifications are being made that should enable LEM Phonics to become well established after 6 years of slow planting.

EAST AFRICA

Tanzania

Rebecca Lubilanji, one of the teachers at the Joshua Foundation in Arusha, has just returned home from Australia with her husband, Patrick, and their first child, Olivia. They are now hard at work at the foundation, where they play a key role in the educational programme.

Uganda

The schools in Kampala continue teaching LEM Phonics under COME Uganda, run by Australians Frank and Michele Heyward. I am booked to visit them in mid-November to see how they are progressing in implementing LEM Phonics and to explore ways to assist them.

Kenya

Home schooler Kay Symons and her husband are working in Mbale, Kenya, and Kay is working on implementing LEM Phonics in the local school. I am hoping to visit them whilst in Kenya in November to encourage them in their work.

PERU

I will soon be en route to Peru again, this time with my wife, Kaye. We will be meeting for a few days with the Antorcha (LEM Peru) team in Chiclayo, Northern Peru, to encourage them in their work for the Lord. We are then going to take a few days holiday to visit Cusco and Machu Picchu, before returning to Lima for two or three days of conferences with a church group.

Kaye and I are then going on to the USA and will visit James Nickel as well as some other friends on the west coast before spending a day or two with Mike McHugh in Chicago. Then it's over to the UK where we hope to visit some church friends. Kaye will fly home from London, whilst I travel to Africa.

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.

Email communications

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

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

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

Please take time to send a message to be included on our email list to **asklem@lem.com.au**

Light of Life

now available in PDF

Are you tired of paper magazines cluttering your desk? Does your heart weep for the trees who gallantly gave their lives just so you could read our magazine? Do you want to help us reduce our print and post costs?

Now you can! You now have the option to receive *Light of Life* e-mailed to you in PDF format instead of a hard copy.

To sign up, please send your name and preferred e-mail address to **asklem@lem.com.au** and you will be subscribed to the email list. You can unsubscribe at any time and we will not share your email address with anyone else.

Please note that when you sign up for the electronic version of Light of Life you will no longer receive a hard copy.



Christmas Closure 2009–2010

Our last day of business for 2009 will be **Friday 18 December** and we will re-open for 2010 on **Monday 11 January**.

We are thankful for your support and custom over the past twelve months and we wish you God's abundant blessings for the holiday period and beyond.

Exploring

Christian Education

74 Changing Nations Through Education

PETER FROGLEY

‘Righteousness exalts a nation, but sin is a reproach to any people’ (Proverbs 14:34).

CREATION OF NATIONS

God thought about the creation of nations at the Tower of Babel in Genesis 11. We are told in the biblical narrative that previously the people were of one language and speech. They were fearful of God’s command to fill the earth and were concerned lest we be scattered and they united in rebellion against God, in constructing a tower at Babel.

The Tower of Babel is believed to have been a ziggurat; a stepped pyramid, examples of which have been found in various locations around the world, all of which seem to trace back to Babel.

God scattered the people into nations by confusing their languages. It seems each group of people had a different language and could only communicate with their particular group. These nations (ethnic groups, as Bible defines nation) took up various locations around the earth, perhaps reluctantly, fulfilling God’s initial instruction to fill the earth. Today we find that nations have been defined politically, artificially, by drawing lines on maps, which has caused huge civil unrest—on all continents, but particularly in the colonial world.

GOD’S PLAN FOR NATIONS

In Acts 17:26–28 Paul writes with understanding of God’s purposes for nations:

And He has made all nations of men of one blood to dwell on all the face of the earth, ordaining fore-appointed seasons and boundaries of their dwelling, to seek the Lord, if perhaps they might feel after Him and find Him, though indeed He is not far from each one of us.

For in Him we live and move and have our being, as also certain of your own poets have said, For we are also His offspring.

We see that God’s will is expressed in the creation of national entities in time and space. Concerning the nations it is written that God has determined the times and space for each group of people. Nothing has been left to chance, or to man’s schemes.

Each nation has an identity and call that God has planned for them to outwork on the earth and in time and space. Each of us can seek the Lord concerning His particular plan for each nation and the role He has called us to play in His great plan. ‘For in Him we live and move and have our being...’ (Acts 17:28).

There is nothing that is apart from God and His plan, and His plan is not affected by anything we may plan or propose to do. The purpose of God’s plan is to be successful in bringing all nations to His feet as a fruit of His complete work on the

cross for the nations. Scriptures speak eloquently to His sovereignty:

Yes, all kings shall bow before Him; all nations shall serve Him. *Psalm 72:11*

She bore a male child who was to rule all nations with a rod of iron. *Revelation 12:5*

Ask of Me and I will give You the nations for your inheritance, and the ends of the earth for your possession. *Psalm 2:1-2*

GREAT COMMISSION

Jesus' final words to His disciples were their instructions for the future. Known as the Great Commission, we find them in Matthew 28:18-20:

And Jesus came and spoke to them, saying, All authority is given to Me in Heaven and in earth.

Therefore go and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things, whatever I commanded you. And, behold, I am with you all the days until the end of the world. Amen.

Christ already had all authority by virtue of being God. The Great Commission reflects the authority He had gained at the cross to delegate His authority to His followers.

Christ then provides a basic understanding of how His authority is to work in and through men.

The first instruction is 'go', that is, to be sent forth, which is an apostolic function indicating an action of faith in the one who sends and also in the one who goes.

The next instruction is to 'make disciples of all the nations'. This has been commonly misunderstood to mean 'make disciples out of the nations', but the focus of Jesus' instruction is the nations rather than the individuals who comprise the nations. This does not exclude personal salvation, but the

Commission of Christ includes much more than saving a few souls, as important as that may be.

Nations are to be disciplined and trained in God's ways, which of necessity is according to God's Word. This discipling is the role of God's people through His church in its role on the earth.

Jesus further develops His instruction by saying, 'baptising them [the nations] in the name of the Father and of the Son and of the Holy Spirit', which is to flood or immerse them in the persons of the Godhead, the ultimate authority, the Trinitarian God of the Bible.

'Teaching them [the nations] to observe all things that I have commanded you'. Teaching nations how to live and function in God's kingdom is the role and responsibility of God's people. This is to bring them under the authority of God. But teaching nations demands a teachable people who understand authority and submission. This is the major reason for our nations being in the perilous state they are today. Rather than teaching authority and submission, our educational authorities have taught a message based in doing your own thing (that is rebellion) for decades now, and we are reaping the rotten fruit of that message.

The road back to God's way is long and torturous; there is much ground to be recovered and we desperately need a reformation of the faith through the power of the Holy Spirit.

Jesus gave commandments to his disciples which were a repeat of the Law of God in the Old Covenant, but Jesus framed them in a fuller and more demanding manner; for example telling us that anger is as murder. Sadly, many Christians today see God's law as at best advisory, and at worst a curse; and that they are free to interpret, or even reject, God's law as they choose.

WHAT IS EDUCATION?

The Great Commission instructs us to teach, or to educate. But what does that mean? A word that God gave me a number of years ago may help.

Education is the unfolding of God—His character and His creation.

The process of education should reveal all aspects of God and His creation so that we may be able to be appropriately disciplined to fulfil His purposes in establishing His kingdom on earth—as it is in heaven.

It is significant to ponder what Jesus taught us to pray. After acknowledging God as Father, Jesus instructs us to pray:

Your kingdom come, your will be done on earth as it is in heaven. *Matthew 6:9–13*

Education in its broadest sense is training people to fulfil the will of God, which according to Jesus' prayer is to bring heaven to earth. That is, to bring the rule and authority of the King of the Kingdom to the nations of the earth in our day. Jesus coming to earth and His work in the victory of the cross was to enable and equip God's people to pursue this Kingdom goal.

The call of God on our lives is great and far beyond our capacity, necessitating us to live by faith in the power of God working in and through us.

Many times when confronted with such seemingly daunting challenges, we default to the ways of man. We believe that if we could only influence our political leaders then we would see change and we could bring God's plan to bear in the nation. I sometimes jest that if I were Prime Minister I would initiate dramatic changes, and then add that I would be assassinated within a

week because I would have upset a large number of people who have become reliant on government for their livelihood. The point of the jest is that that is not and never has been God's way of bringing change. God's way, as always, is quite simple—obey God.

To do that, there are a number of initiatives God has set out for us in His word.

God's way is quite simple— obey God

TRAINING

Train up a child in the way he should go, and when he is old he will not depart from it.

Proverbs 22:6

Biblical training is a discipling to God's will. This is

at odds with modern educational practice which aims to develop independent people with a 'good self image'. That is, we train children to be self-centred and selfish, which is the essence of sin: it is independence from God rather than discipling to Him.

Christianity by its very definition is the antithesis of modern godless thinking; we are followers of Christ. We need to be acutely aware of this philosophical difference or we will, even if inadvertently, find ourselves following the ways and methods of the world.

The sad truth is that the majority of Christians think as the world thinks, because the world has trained them; as the late Dr Glenn Martin has said, 95% of evangelical Christians are Marxist philosophically.

Paul writes for our benefit in this matter:

Children, obey your parents in the Lord, for this is right. Honour your father and mother, so that it may be well with you, and that you

may live long on the earth. And fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord.
Ephesians 6:1–4

This passage is most important and along with Ephesians 5:22–33 provides instruction to wives, husbands and children. Each party is given the key word for their lifetime success. For children the word is ‘obey’.

That is, children are to do what they are told by their parents, who are to act in God’s authority. To many in our day, obedience is inhibiting of children’s freedom. The neglect of this commandment has brought untold misery to a generation of children — who deserve better!

The scripture goes on; ‘Honour your father and mother’ — by obeying them, not just thinking nice thoughts about them.

This comes from the Ten Commandments, and is the first commandment with a promise:

...that it may be well with you and you may live long on the earth.
Exodus 20:12

Fathers are then instructed not to frustrate their children — and the way not to frustrate is to bring them up in the training and admonition of the Lord. This is specifically an instruction for training in the knowledge of God and His Word — teaching them to obey the knowledge of the Word of God.

It is a nurturing and training that flows from the relationship we as parents are expected to build and nourish with the child. Our goal is to make the child like us. Our living the Word of God teaches the child to live the Word to the glory of God.

THREE KEY AREAS

Experts tell us there are three key areas through which to change a nation. We could attempt to tackle these three areas, but rather let us define them in light of God’s word:

- *Religion* — the love and worship of God — the first commandment
- *Politics* — the governance of life — Isaiah 9:6–7
- *Education* — knowing God and His ways.

Christians must always tackle the issues of life from the foundation of God and His Word. So often Christians are deceived into trying to engage the world in terms of the world’s standards and definitions. Thus rather than bring changes, they are themselves changed to embrace

the very ideas they were attempting to stand against and indeed bring down.

The fear of the Lord is the beginning of knowledge.
Proverbs 1:7

The fear of the Lord is the beginning of wisdom.
Psalms 111:10

God is both at the centre of and in and through all areas of life; and education is a long-term, generational, project requiring a family vision.

Where there is no revelation the people cast off restraint, but happy is he who keeps the law.
Proverbs 29:18

Revelation — vision, better prophetic revelation; that is God’s revelation of His Word.

Cast off restraint — live lawlessly.

Keeps the law — importance of understanding that the law is God’s standard for right and wrong and is applicable today in every area of life.

The Bible must interpret all other disciplines

Attacking the world's ideas of religion, politics and education is a fruitless activity. Rather, we must look to the principles such as the fear of the Lord and revelation of God's Word to provide our direction in changing the nation.

TEACHERS

Teachers must be trained to teach from a biblical world view as their task is to 'equip the saints for the work of the ministry' (Ephesians 4:12–14).

Education is a means to the end; it is not an end in itself. The end is the establishment of God's kingdom on earth as it is in heaven.

HOW TO CHANGE THE NATION

Nations are changed through the righteousness of God. 'Righteousness exalts a nation' (Prov 14:34). However, if we educate unregenerate sinners in a godless system, we make them more effective sinners. It is not coincidental that university graduates are amongst the most perverted and rebellious people in society.

Our responsibility begins with our families, but our natural tendency is to endeavour to change structure—get elected to parliament, protest, lobby officials. We prefer a quick fix to following godly order, for as we get our own homes in order the nation will ultimately follow.

In any case it will take a long time to turn a nation around, so we recognise the need to train the next generation in obedience to God.

There are four key areas that need to be coordinated and each is critical.

Family

Parents need to disciple their children to Christ and His kingdom. We need to provide effective biblical training for parents, that is not contaminated by worldly, humanistic thinking and values.

Christian Schools

Christian schools need to disciple students to Kingdom thinking and living—which implies teachers trained in biblical thinking and the use of godly curriculum. Teachers need to be able to reinterpret every discipline in the light of Christ (Colossians 1:15–18).

Universities

Equip universities to teach from the basis of the unity of knowledge—for all knowledge is of God and needs to be understood and appreciated through the 'eye' of scripture. The core discipline is theology—the study of God. We must know the Bible better than we know our major discipline as the Bible must interpret all other disciplines.

Church

We must understand the importance of the ministry gifts of Ephesians 4 and of developing ministries that understand their role in equipping the saints for the works of service. The goal of this is to take dominion of the earth (Genesis 1:28; Matthew 28:18–20).

WORK OF THE SAINTS

It is through the avenues mentioned above that we train the saints to be able to minister in the kingdom of God. Those trained saints are to be sent out to—'go and disciple all the nations' (Matthew 28:18).

These saints will be able to go into all areas of life bringing a sweet savour of Christ. Illustrations of that Kingdom activity are shown below.

Governance

Isaiah 33:22 provides the three arms of governance:

For the LORD is our judge,
the LORD is our lawgiver,
the LORD is our king;
it is he who will save us.

The Lord is our Judge—the legal system of lawyers and judges. We see this first modelled by Moses, but the foundation is judgment on the basis of God's Word.

The Lord is our Lawgiver—legislator. In our biblically-based system, our representatives are elected to represent God and His law before their constituents. That, incidentally, is the major issue with the promotion of and even proclamation of Australia as a democracy today. Australia is a Constitutional Monarchy, where the ultimate authority is in the Monarch and thus God's Word. Democracy, government by the people, makes the people the authority and determiners of right and wrong.

The Lord is our King—ruler—executive of government. In our system it is the Monarch, represented by the Governor-General who holds significant power, even though it is not often wielded as it might be!

We need to train our children in this understanding of governance which is strongly at variance with the position taught in most of our schools and universities. The LEM senior secondary text *Government in Australia* is designed to assist in this training.

Energy

God has provided the basic source of energy in the sun. From the sun God has produced wind, tides, magnetism, water, wood, coal, oil, gas and even nuclear energy. The God who provided the resource will also instruct his people in its most efficient use in taking dominion of the creation.

Consider how God created coal, oil and gas as a 'bi-product' of the Great Flood.

Forestry

Why God created trees and how they are to be used in the process of taking dominion should be a lifetime call to a number of Christians. The various

types have different uses, appearance, strengths, masses, etc. The process of dominion has discovered many uses for trees and their timber—construction, furniture and paper to name a few.

Food supply

What food has God designed us to consume for our nutrition and energy? Can that food be enhanced successfully without damaging its nutrient value? That is a great challenge for Christians called to this area of study, for our healthy future is dependent on it!

WE CAN DO IT

And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God. *Romans 12:2*

Here, potentially, we have an army with renewed minds, ready to tackle the great challenges of our day, bringing every aspect under the dominion of our Lord, King Jesus.

As God has created each nation with a particular time and location we need to be asking the Lord how our nation contributes to the commonwealth of all nations given its resources: people, animals, climate, minerals, soil, water, etc.

All this is possible—indeed it is God's will to bring the Kingdom to earth as it is in heaven. The challenge is for us to build our own Christian character so that it can accommodate the task; build our families according to God's blueprint and make our churches places for training the saints for the work of ministry—that is dominion!

It is a team effort—schemes of self aggrandisement are not necessary. Selfless service to the King is the requirement.



Casting Out Fear

LEONARD E. SENSENIG

Fear paralyzes. But it is not incurable. Fear is native to us all. Fear can also be learned. It can prevent us from rising to our greatest potential.

But perfect love casts out fear—provided that the fear of Ecclesiastes 12:13 is dominant: ‘Fear God, and keep his commandments: for this is the whole duty of man.’

We all make mistakes. A wise person acknowledges their mistakes, learns from them, and is thus made stronger in character.

‘It is only an error in judgment to make a mistake, but it shows infirmity of character to adhere to it when discovered.’

‘No persons are more frequently wrong than those who will not admit they are wrong.’

‘Exemption from mistake is not the privilege of mortals; but when our mistakes are involuntary, we owe each other every candid consideration; and the man who, on discovering his errors, acknowledges and corrects them, is scarcely less entitled to our esteem than if he had not erred.’

Let us consider five areas of fear, primarily relating to the fear of being wrong, and why that fear may be present. We will also consider how we may be causing fear and why this should not be.

REASONS THE STUDENTS FEAR THE TEACHER

The teacher is perceived as a cold, unemotional image lording over the classroom. Young students may become upset with fear when it is time to get out of the van at school. Should not a teacher try to help such students enjoy school? Parents and teachers need sensitive hearts.

The teacher’s response to the student is inconsistent, unpredictable, or childish. To respond to a student’s continual difficulty with ‘I just can’t take it anymore!’ will bring fear and tears. A teacher should avoid even hinting at impatience.

The teacher’s discipline is capricious or extreme. To keep a first grader in for three consecutive recesses because they broke their pencil by pressing too hard is extreme.

The teacher is unfeeling toward the struggles and weaknesses of the student. ‘Oh, you big baby!’ will terrify the child. One student penned this thought: ‘Our teacher loves us in spite of...’ May our students ever feel that love.

The teacher creates a tense atmosphere by lacking a comfortable sense of humor. In a relaxed setting, Merlin, who stumbles on the playground and soaks his shirt in a puddle, is not scolded for being clumsy. Choosing the lesser of two embarrassments, he dons Brother John’s extra shirt,

though it is several sizes too big. He, with his classmates, enjoys the humor of his appearance.

The teacher unduly exposes the student's faults or bad habits. Take time in private, at recess, to discuss and work out a solution.

REASONS THE TEACHER FEARS THE STUDENTS

The teacher is ill-prepared for the day's lessons. Admit it before class time, and do better tomorrow.

The teacher lacks confidence in their authority. New teachers especially can be troubled with this. Having been under authority for twenty years, the new teacher may sometimes find the concept of having authority difficult to grasp.

The teacher has unrealistic goals and fears that the students are not learning what they should. Actually, the students are learning what the teacher is teaching them. As the years blend together, the teacher must remember that what was taught to last year's sixth graders was not learned by this year's new sixth graders. Learning these things will take work and time. Most students do want to learn.

The teacher wants too badly to be liked. Be yourself, and be fair. Children and young people do want and will appreciate directions and restrictions.

The teacher may know less than the students in some areas. But that is normal and to be appreciated. How children light up when the teacher sincerely says, 'I didn't know that!'

The teacher may lack support from the parents. Stories are taken home that are out of proportion and out of context, and there is a reaction. Follow the board's direction so that you do not stand alone.

REASONS THE TEACHER FEARS THE SCHOOL BOARD

There is not a visible response from a board member during their school visit. Teachers and students would enjoy response and involvement, although this may vary with teachers.

There is slow response to the teacher's questions and requests. It is difficult to go days, waiting for an answer to classroom problems, not knowing what the board is thinking.

There is inconsistent direction. Good records and thought-through direction generally prevent this. Instant responses from board members may eventually be found to be inconsistent with each other.

There is second-guessing about the board's expectations. Both board and teachers need to be transparent. Regular faculty meetings with an understanding and supportive principal is encouraging to the teacher.

There is lack of board unity. Such a situation is picked up by teacher and students alike. It makes difficult school days and produces tension, strained relationships, and fear.

The teacher makes mistakes during the board's visit. 'Exemption from mistake is not the privilege of mortals.' The board member should remember that

young people want and will appreciate directions and restrictions

every day is unique. To limit a visit to a fifteen-minute window may not give a true picture of the school year. Remember the six blind men who thought they discovered what an elephant is.

REASONS THE TEACHER FEARS THE PARENTS

Parents expect special consideration for their child. But often a teacher knows better than the parent does what a child can do in school. A teacher cannot have as many sets of rules or methods as there are students or families.

Parents are too straight-faced and uninvolved when in touch with the teacher. The teacher may then think, 'What am I doing wrong that the parent is so dead serious and formal?'

Parents do not invite the teacher for a meal or other social activities. Such informal fellowship can contribute to mutual understanding and appreciation.

Parents are too ready to suggest, 'I would do it this way.' Yes, each parent, teacher, and board member would do something differently; but let this teacher teach.

Parents do not express support and appreciation for the work even though they do support and appreciate it. A teacher can go for several weeks on a sincere compliment from a parent. Such expressions remind the teacher that the parent is standing solidly behind them.

REASONS THE PARENTS FEAR THE TEACHER

Parents perceive unfair or unjust discipline. More likely, not all the facts are in or not all the facts are accepted. Do not our Christian teachers truly have the greatest good of our children at heart?

Parents see the teacher wrongly influencing their child. Let the board decide that. Of course there are variations of convictions in our homes, and the teacher must respect those differences. But let opinions rest.

The teacher does not have enough contact outside of school with the parents. Visits by the teacher to each student's home can be a highlight of the student's day and be an opportunity for parent-teacher

contact. One teacher visited his students, unannounced, over summer. Just a twenty-minute touch is enough. A father expressed appreciation for it and suggested that the teacher do it again the following summer.

Parents know that the teacher learns much about their home. This is true and inevitable but also a reminder of how nearly alike we all are in our homes.

Parents may not be as academically proficient as the teacher. Really, every teacher has academic flat spots too, and parents may relax with that fact. One parent consented to join the class to take a one-minute speed test of one hundred math facts. He scored 8 percent! The students enjoyed hearing that as they worked for their 100 percent!

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Parents think they have the proper understanding of their child. That is basically correct, but parents are biased. The teacher, in a different way and in a different setting than the home, may have a different perspective of the child, but they do have the same vision.

May our relationships never discourage others, even though unintentionally, by causing students, parents, board, or teachers to fear or to be intimidated by our 'superior righteousness.' Do not let relationships be strained by your mistakes or those of others. 'Exemption from mistake is not the privilege of mortals.' Accept errors, acknowledge them, learn from them, and we all will be strengthened in the bonds of Christian love and unity. Be trustworthy and be trusting of others. They are not set on damaging the school's efforts.

Respect others in their ways, in their feelings, and in their mistakes. Apply the Golden Rule always in every situation. Ask yourself, 'How would I respond? How would I want to be approached? How would I want to be treated? What would be the most redemptive and gentle way? Do I have a patient and forbearing spirit? Are not others forbearing with me in my failures and weaknesses?' Humility enables us to appreciate

each other with our various opinions because we serve the same gentle Shepherd and have the same eternal goals.

If I am tense and fearful in my relationships, something is amiss. There may be sin in my heart, or the brotherhood may not be experiencing and

expressing the Spirit of Christ. When perfect love is controlling our spirits, we will not fear or cause fear in others. Perfect love in our relationships will cast out fear.

'Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, what-

soever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things' (Philippians 4:8).

To strive for the blessing of God as outlined in Matthew 5:3-9 will produce a restful and profitable school. 'Blessed are the poor in spirit... they that mourn... the meek... they which do hunger and thirst after righteousness... the merciful... the pure in heart... the peacemakers.' So lived, our lives will be useful, constructive, peaceful, and a blessing, without causing fear in the lives of those we touch.

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same gentle
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Synthetic Vitamins

PETER FROGLEY, ADAPTED FROM JOEL ROBBINS



In the last issue we looked at the use and value of food supplements, concluding with some information on synthetic vitamins.

As vitamins have become a huge industry, this is an area that is of interest to many people. In this article we will explore the nature of synthetic vitamins and how they work.

Anecdotal evidence assures us that a great variety of supplements and health products are curing everything from hangnails to cancer. How can this be if the products consumed are nutritionally deficient? There are three possibilities as to why one may feel better when taking a so-called health product when it is deficient in nutrition:

Placebo effect

We imagine we are feeling better simply because we are taking something.

Provides some nutrition

Applies primarily to the crystalline form of supplements, which do contain some residual amount of co-factors and have dextro-spin (spin in the right direction to allow assimilation). The mechanism works thus: you are dying of thirst and hunger and someone offers a cola drink.

The glucose content makes you feel somewhat revived, relative to how you felt. You sing the praises of cola drinks, but your enthusiasm soon fades since your overall nutrition needs are not met.

As in the analogy, many products have some nutrients, as fractionated as they may be, and if the body is starved of nutrients it will welcome any offering however small. This will not, however, restore the body to health and soon any problems will return.

Joel Robbins comments:

I often ask vitamin pushers if they felt better when they first began taking their product. The response is usually an emphatic affirmative. I then ask if they have been able to reduce the amount of supplementation and experience the same level of well being. Logic would dictate that if deficiencies were being eliminated they should be able to take less product to maintain health. The usual response, however, is that they need to continually increase the dosage and then add other products.

Unfortunately, many health product companies do not stress the need for healthy lifestyle. If people do not change poor eating habits they will not see dramatic improvement no matter how good the food supplement. This is because of the need for the body to repay the debt of

years of poor nutrition, which it is not able to do unless the person reduces the amount of non-food consumed.

Causes stimulatory reaction

If the body had a lack of several thousand milligrams of vitamin C and an orange contained 50 mg it would be impossible to consume enough oranges in a year, let alone a day to meet the need for vitamin C. The solution is to supplement, but the vitamin C complex from 20 oranges would produce 1000 mg and would make a tablet the size of a softball.

However, this tablet would not be just ascorbic acid but the whole complex, and would be so rich the body could not process it and it would at least cause diarrhea, as the body attempted to eliminate this needed but nonprocessable supplement. God has not created a food that contains high doses of isolated complexes as the fibre, fluid and other nutrients in foods keep us from consuming more than the body can assimilate.

By producing supplements at low cost and pandering to the average person's philosophy that if a little is good a lot is better, vitamin manufacturers have synthesised isolated nutrients in high concentrations to quickly eliminate the body's deficiencies. Thus the advent of crystalline and synthetic vitamins.

The problem is that these synthetic vitamins are in far too high concentrations of isolated substances which are either not recognisable by the body or are out of balance for the body's

nutrient chemistry. They are thus a threat which causes the body to go to extraordinary measures to maintain homeostasis (balance in the systems).

This process of elimination actions the adrenals, giving a sense of euphoria. Adrenaline is an analgesic, anti-inflammatory and anti-histamine. All the body's systems are enhanced, including the immune system, and the person misinterprets this feeling as health. Joel Robbins says you may as well have a coffee for a similar effect; and it is cheaper.

It is often said that high concentrations of nutrients are not harmful because the body eliminates what it cannot use. That may be true

but these compounds don't just pass through, they must be transported from the body and that takes energy and uses other nutrients that should be used for the person's well being. The saying goes: you don't buy synthetic vitamins, you rent them.

**we imagine we are
feeling better
simply because
we are taking
something**

LABELLING PLOYS

The label on synthetic vitamins will list only the chemical name of the single vitamin. There is no legal requirement to list the source of the product.

Manufacturers are allowed to attach the word 'natural' or 'organic' on synthetic vitamins, implying they are food-sourced products. This is because the authorities consider 'natural' as anything that comes from nature—including chemicals. 'Organic' is anything that contains a carbon molecule—not an organically grown or chemically free product. Food supplement

manufacturers who produce from a food source will generally list the actual foods from which the vitamins were derived.

Another ploy uses the word 'pure' to describe synthetic vitamins. This is legal because the vitamins are the pure essence of the organic nutrient. The phrase 'vitamin complex' often appears on the label of fractionated crystalline vitamin products because they are derived from food sources and usually contain minute quantities of the co-factors.

Another ploy is to label Vitamin C 'from natural sources', which is allowable as the natural source is corn sugar. The label may further contain the note 'with bioflavonoids and rutin', which are usually synthesised versions of some co-factors found in the natural vitamin complex. These additives allow the manufacturer to add, 'Vitamin C Complex'.

CHECKING THE FACTS

In general the label is not the most reliable place to look in determining origin of vitamins. The better companies are proud of their products and

will list the food sources. If the label is not clear as to the food source the only sure way is to contact the manufacturer and ask: 'What is the food source of the nutrients in your product?' and the follow up question: 'What was the method of extracting the vitamins from the food?' If they suggest that information is proprietary it is quite likely they don't want to answer.

A test, which is not very scientific but can be helpful, is to check the colour of your urine after taking vitamins.

If vitamins were synthetic the urine usually turns bright yellow and often takes on a chemical odour. This is because the synthetic compounds are being washed out, unused.

POTENCY

Food source supplements are not so popular because milligram levels of the key nutrients (RDAs) listed are low (relative to synthetic vitamins) and they are more expensive. Hence synthetic vitamins are more popular because they provide higher concentration of nutrients, lower cost and almost indefinite shelf life; however they do not provide any significant nutritional benefits.

you don't buy synthetic vitamins, you rent them

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

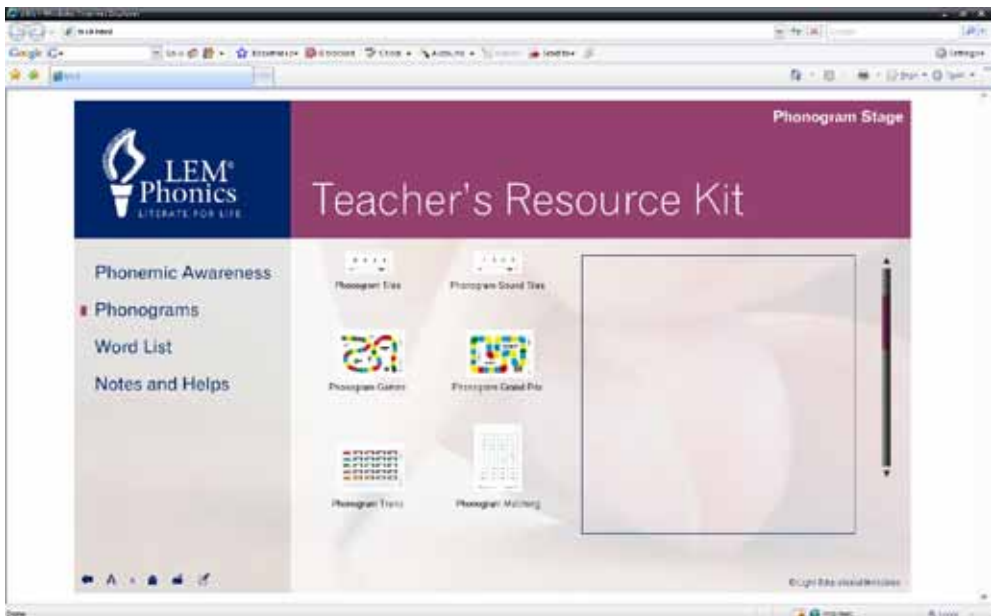
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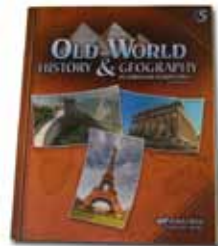
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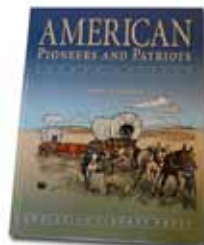
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The American Dollar Again

PRICE ADJUSTMENTS — MOSTLY DOWNWARDS

Once again the Aussie dollar has been on the move up against the American dollar. As most of our suppliers are American, we need to make periodic adjustments to prices. From October 2009 there has been a price decrease on most imported materials. Some publishers have adjusted their prices so changes will not necessarily be uniform. Check our website for the latest prices or phone and request a catalogue.

LEM Phonics Corner

EVELYN GARRARD



Phonemic awareness is the skill of hearing and manipulating the sounds in words. It is an essential prerequisite to being able to learn through phonics.

Given a rich language environment in early years, a child will usually become phonemically aware automatically. Developing phonemic awareness in the home can be a very enjoyable game which can be played with the children at any time of the day, whether toilet training, baking biscuits, hanging out the washing or when your child is sitting on mother's knee with a book.

Here are some activities and hints which will help develop phonemic awareness from as early as birth:

1. *Sing, say or play nursery rhymes* (LEM has a CD available for this).

Nursery rhymes are full of alliteration and of rhyming words which occur at the end of a verse line. The children feel and enjoy the meter and the rhythm as well as the sound relationships.

2. *Read stories to children starting from very young.*

This is an opportune time to introduce more vocabulary to the children and to also input good wholesome content. Discuss the content with the child so that they have training in thinking

about what they hear, making mental images and learning to express thoughts in an accurate and interesting way.

3. *Play sound games*

For example, when hanging out the washing say, 'Get me a p-e-g-, please? This peg is r-e-d.' Association with the thing being sounded is important at the beginning.

Make the sounds very close together at first and gradually draw them apart more when the child can recognize the whole word from the sounds. Then let the child try to divide an easy word into sounds themselves, e.g. l-igh-t, c-u-p. At this stage it doesn't matter about knowing **igh** as a written phonogram. Only sounds are being used. You could sound *kite* just the same way (k-igh-t), even though it is spelled 'kite'.

The same game can be played with syllables. Syllables and phonogram sounds (phonemes) are the two ways a word can be orally divided into 'chunks' of sound. Usually children can 'hear' a set of broken syllables (hel-i-cop-ter) more easily than broken phonogram sounds (p-e-t).

Another fun game is to have children repeat nonsense words. It sharpens their awareness of sound. Tell the child you are going to speak in an unknown language. It doesn't matter how you pronounce the following nonsense words as long as the student repeats exactly what you said.

Create more of your own words:

| | | |
|---------|----------|----------|
| dag | lobate | mip |
| noif | dookle | pog |
| parflip | folsheck | gad |
| havlish | quendle | weglamp |
| haik | bibe | blowberg |
| feek | moosh | shacben |

There are some children who may not ‘hear’ the sounded word at first because they do not understand what the game is about. So it is best to begin by you, the parent or teacher, sounding the word and saying the word yourself after sounding it. You could even create a little song to make it more interesting, e.g.:

| | |
|-----------------|------------------------|
| c-a-t says cat, | m-a-t says mat, |
| h-a-t says hat, | the cat is on the mat. |

Remember to use the *sounds* of the letters, not the letter names (‘k’, ‘a’, ‘t’, not ‘see’, ‘ay’, ‘tee’). I do not recommend teaching children the alphabet before children begin school. I have met a good many children who confuse the sounds with letter names if taught before the sounds. It is better to first work orally with the sounds. Letter names will ‘come’ easily enough as the child progresses with phonics.

Perhaps you are one of the parents who are tempted to use the children’s programmes on TV as a learning time for your children. During most TV viewing time, children are NOT getting the same quality of phonemic awareness training that mother, father or teacher can give. Some fast-moving sophisticated programmes which use initial sounds of words, such as *Sesame Street*,

may actually have detrimental side effects. If a programme moves too fast for a child to have time to process the thought and make response to it, the child can easily become what is called a ‘passive learner’.

Listen to this warning from Jane Healy, author of *Endangered Minds*:

Good learning and good problem solving require active involvement and persistence. Failures at this level are related to many types of learning disabilities. Many people intuitively feel that exposure in early childhood to a great deal of television may create passive learners who give up too easily.

She quotes one prominent researcher, Dr. Jennings Bryant of the University of Alabama, who is personally convinced that TV certainly changes things as far as active learning is concerned:

“One thing we do know,” he explained, “Is that it reduces what we call ‘vigilance’ (the ability to remain actively focused on a task). If they watch lots of fast-paced programmes and then we find them things to do afterwards such

as reading or solving complex puzzles, their stick-to-it-iveness is diminished...”

Dr Bryant, who served on a research and planning committee for *Sesame Street*’s sibling *The Electric Company*, now believes that choosing such a fast-paced format for both programmes was a mistake.

Unfortunately I don’t think that *Sesame Street* is one of the good examples. We worked so hard to grab the child’s attention in the competitive media environment, that sometimes we forgot the learning. We may have been teaching the wrong thing—learning externally instead of

We worked so hard to grab the child’s attention that we forgot the learning

internally. We may have created a child who was so reinforced to go after the excitement, the blazing stars, etc., that the learning was almost secondary.

When consciously teaching phonemic awareness in the beginning, do not sound just any word which comes into your head. Rather, give the child a crutch. Put two or three items or pictures on the table such as a fork, knife and spoon. Sound the word *knife* (n-igh-f). Because there are only three choices, the child is more likely to grasp the concept. Later broaden the spectrum, until the child can easily hear any word sounded without the crutch.

Can we teach phonemic awareness along with the phonics programme? Yes, we can and do. If a child has missed out on acquiring phonemic awareness before beginning phonics, the phonogram stages can be adapted to help the child in this area.

The first 15 pages of the *Single Phonograms* workbook have pictures with words, but the children

have not learned more than a few phonograms during that period. The teacher should sound a word which names one picture on the page, and let the child find that picture. Repeat the procedure with the other pictures. For longer words, say the syllables. Never sound a whole multi-syllable word. It will be too much for the child to grasp. Divide into syllables first and then each syllable into sounds.

When you reach the part of the book where children must sound a word and marry it to the picture, if the child cannot hear his own sounding, first sound the word for the child, until they are able to sound and say it for themselves.

Do feel free to contact me if you are having any problems in this area. We may be able to provide you with more helpful material.



Attention South Australians

We invite South Australian schools, home educators, teachers or tutors to register their interest in an LEM Phonics Introductory Course in December 2009 or February 2010.

The Instructor

Chris Joy has been teaching children since 1987 and homeschooling since 1987. She became a registered instructor in 1998, pioneering LEM Phonics in South Australia. Chris believes LEM Phonics is an invaluable tool to impart to students the gift of literacy, and takes great satisfaction in equipping teachers, parents and tutors in the LEM Phonics programme.

Interested parties should contact Chris on (08) 6259 3944 or email cjoy@lem.com.au.

