



# DIRECTOR'S COMMENT

PETER FROGLEY

I trust that by now we are all in full swing in our educational programs for the new year — a year that brings great hope and potential in the Lord!

The privilege we have as educators is immense. It is without doubt one of the most important tasks anyone can have. The shaping of the new generation will produce the quality of the next. As Christians our task grows greater each year as our society and even civilisation continues to deteriorate. Our light should shine brighter each year as darkness encroaches on our land.

## Projects

Progress moves slowly for our production department, but we do have quite a few revisions under way at present

- The LEM Phonics workbook for older students, *Pathway to Literacy* is now available in a student workbook and teacher's manual.
- LEM Phonics activities in the form of mini phonogram cards and word cards are being developed and will soon be available.

- The LEM Phonics *Book of Rules* for teachers and parents will soon be available and is mentioned in our book news section.
- We have revised the Alphabet Sheets with a view to update our penmanship materials.
- *The Elements of Music* Volume 3 is in the writing stage and should be available late in 2006.

## This Issue

*News Update* brings reports on our building project and overseas developments, as well as some more tips on using our website. In *Exploring Christian Education* I continue the study on Humanism with an article on Outcome Based Education. We reprint parts of a newspaper article on phonics and the health section looks at the biblical instruction on diet and relates it to our understanding of the body.

Keep educating for the Lord!

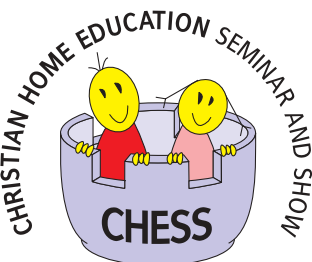
# NEWS UPDATE



## CHES 2006

Arrangements have already been made for CHES Seminars in 2006 in all state capitals and several regional cities. Details and application forms are found in the event calendar at the back.

If you are interested in hosting a CHES in your area in 2006 please contact the LEM office.



## LEM Building Project

As we reported last issue, we are now established in our new building at 200 Florey Drive, Charnwood. We praise God for His faithfulness to us in being able to achieve this goal.

We are currently in negotiations with the ACT Government to procure a refund on

all or some of the offsite works, which amounted to around \$100,000 over original estimates. When this matter is settled we are believing God that the building will soon be debt free.

If you would still like to assist we would welcome further tax deductible gifts to help reduce our debt.

## Papua New Guinea

*Report from Mesia Novau in Port Moresby*

In November the Principal of Coronation Primary School found out that her senior students in Grades 5, 6 and 7 were not performing at the level of expectations. She asked me to meet with parents and discuss the issue of LEM Phonics tutorials. On Monday 9 January 2006 I started with ten students and the students are just enjoying LEM Phonics. A teacher told me this afternoon that more children will be coming in the next two weeks.

Fr James Uravil is the President of the Catholic Theological Institute. He invited me to his office and told me the sad story of the Grade 12 students who are enrolled at the Institute for Studies. He told me

that the level of competence in English among his students was very low indeed.

Fr James asked me if I could do Diagnostic Tests in Vocabulary and Grammar to be given to the new intake of students in February.

In February I have been invited to address the parents at Eki Vaki Primary School to talk to them about LEM Phonics.



Teaching students in Ruicheng, China

Gabriel Waine (in Lae) has informed me that some of the professional teachers and parents in the Chimbu Province Schools are dropping the OBE Curriculum and want their children to be enrolled in schools using LEM Phonics. He said one of the officials in their graduation ceremony told the gathered crowd that all children must enrol in LEM Phonics now.

*Peter Frogley is planning a visit to PNG in April for further LEM Phonics teacher training.*

## China, India, Peru

*Report from Peter Frogley*

In November I visited the teacher's college in Ruicheng, China and made a quick visit to the LEM Phonics office in Beijing. Schools in China seemed to have slowed somewhat as a result of policies, but the team there are doing good work in education. There are plans to increase the

tutoring aspect of English training and this project is proceeding well.

The development of LEM Phonics in India continues to move in a positive direction. I had good discussions with the leaders and began to formulate a plan whereby LEM Phonics could be established in India. Evelyn Garrard has just returned from five weeks in India where she worked with a group of teachers assisting them to teach the LEM Phonics program. One of the needs in China, India and PNG is for native English speakers who can instruct in the LEM Phonics program and we would be pleased to hear from anyone who feels a call to teach LEM Phonics in one of these nations.

On 3 February I leave for Peru, where I will be involved in three LEM Christian education conferences — in Arequipa (southern highlands), Trujillo (north coast) and Lima (the capital). Bob Relyea has



A warm reception at the orphanage in Rajahmundry, India

been busy organising these conferences where we hope to build on the ones we held in 2004. I will also conduct a brief LEM Phonics seminar in Lima as part of introducing LEM Phonics to Peru.

It is more economical to continue round the world on these trips, so I plan to visit James Nickel who now lives in Wenatchee, Washington, where he is working almost full time developing a math curriculum. I trust I can bring back a positive report on progress in that most important project. I will also visit Mike and Karla McHugh who spoke at our Melbourne and Sydney CHESS last year.

From there I will visit churches in the UK and perhaps meet up with some home educators there for the first time. On the way home I will stop off in India to spend some more time in planning for LEM Phonics in India.

[www.lem.com.au](http://www.lem.com.au)

At some stage whilst surfing the internet you may have been assaulted by small pop-up windows advertising anything from software to internet casinos to prescription medications. Some of these windows even pose as error messages with 'OK' and 'Cancel' buttons — which are actually links to the advertiser's website.

In an effort to combat this onslaught, many internet browsers such as Internet Explorer now install pop-up blocking software which prevents these windows from appearing on your screen.

However, LEM's catalogues and other downloadable material are designed to open in a new window, which may trigger your pop-up blocking software and present you with little more than a blank screen.

The best way to prevent this happening is to change your settings (usually just a matter of clicking a button on your browser's toolbar) to always allow pop-up windows on [www.lem.com.au](http://www.lem.com.au). This will ensure you always have access to our resources.

So don't forget to keep visiting our website for all our current promotions, up-to-date catalogues, resources and online ordering. If you have any questions, suggestions or comment about anything to do with the internet please email [john@lem.com.au](mailto:john@lem.com.au).



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 59 Toward Outcome Based Education

Following the pain and destruction of World War II people were looking for a new hope for the future.

Nations wished to avoid future conflict and as a result there was an increasing emphasis on brotherhood. This resulted in the formation of the United Nations, (which by its very nature is humanistic, recognising no god but man himself). After the establishment of UN a number of agencies were created, including the educational agency UNESCO.

UNESCO has become a major promoter of internationalist, humanist educational material committed to the ideal of universal brotherhood. One of the thrusts in these materials is the destruction of national allegiance.

Soon after the creation of the agency the following appeared in the 1949 UNESCO publication *Toward World Understanding*:

As long as the child breathes the poisoned air of nationalism, education in world-mindedness can produce only rather precarious results. As we have pointed out, it is frequently the family that infects the child with extreme nationalism. The

school should, therefore, use the means described earlier to combat family attitudes that favour jingoism.

*'Toward World Understanding', page 58, book 5*

It is clear to see the goal here is to take the responsibility for education from parents and vest it in the state. The assumption here also is that nationalism is bad, which is a simplistic position to adopt when one considers that God created the nations and the different racial groups. One UN-sponsored teacher's textbook for Social Studies was a little more direct:

Allegiance to a nation is the biggest stumbling block to the creation of international government. National boundaries and the concept of sovereignty must be abolished. The quickest way to abolish sovereignty is to condition the young to another and broader allegiance. Opinion favourable to international government will be developed in the Social Studies in the elementary schools.

Not only are nations dismissed, but we are presented with an assumption that a one world government is obviously the way we should seek to go. The schools were chosen as the vehicle to bring about favourable opinion toward the idea of international government. Those involved in education will recognise that this task

is almost complete in our school system. And that is not only the case in state schools — many Christian schools use the same materials in their teaching.

## Nation at Risk

Samuel Blumenfeld commences the last chapter of his excellent book *NEA Trojan Horse in American Education* with the following:

In April 1983 the National Commission on 'Excellence in Education' issued its now historic report, *A Nation at Risk*, in which it said:

*The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people.*

Then it adds a comment which must have raised a lot of eyebrows:

*If an unfriendly, foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.*

Despite this well publicised government-funded commission there were no notable changes in the general direction of state education because it is driven by ideologues. Fundamentally, we are all driven in life by our belief system and we tend to modify whatever else we hear or are challenged with to fit our precon-

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# developing the capacity to enjoy sensations will be paramount

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ceived ideas. This is why it is so important to thoroughly establish a biblical world view in our own minds and then in the minds of our children.

## Dewey's Disciples

Recent trends in education provide more 'dressed up' Deweyist humanistic dis-education. Unless we submit ourselves to the Lord and the authority of His word there is really no alternative but to follow the path we have been on for well over one hundred years. Only our Lord can give us a fresh view of reality and a realistic goal for education and indeed all of life.

Rather than actually learning anything, the humanist thrust continues toward more social skill-oriented content in curriculum. Having eliminated the possibility of an absolute standard provided by our sovereign Lord, there is really little factual knowledge to be taught and thus we inevitably degenerate to imparting social skills. Incidentally, if the current divorce rate indicates the standard for the quality of social skills being taught in our schools we really do need to make some major changes!

According to George Lenard, author of *Education and Ecstasy*, education will be more concerned with training the senses

and perceptions than with stuffing brains. Developing the mind will be de-emphasised and developing the capacity to enjoy sensations will be paramount.

The new schools in Lenard's view will be unstructured and students will move freely through this place of learning whether it be a room, a building, or a cluster of buildings.

Lenard's idea is to train our five natural senses to a state of high sensitivity. We could call this sensuality, which gives rise to a reliance on the senses that we see bearing fruit in the wide range of perversions in society today.

## Grasping at Straws

Humanism has effectively run out of sensible ideas — if it had any in the first place. Many of the leaders in the humanist movement are aware of this and are progressively turning to the occult for answers as Romans 1 foretells. Therefore we are beginning to see the proliferation of courses on the occult being conducted in various educational institutions, including universities.

Nevertheless, humanists are not yet daunted by the bankruptcy of their system of thought and behaviour. Rather, they press on to new expressions of their flawed philosophy, taking a sick and sorry world with them. Christian educators, it is high time for us to begin to rise up and set a new standard of righteousness in our homes and schools. This is a cause worth

living for and one which brings great and eternal reward.

## Mastery Learning

*Mastery Learning* is based on the premise that virtually all students can learn if they are given the time and help they need. The problem is that what they learn is prescribed by the teacher who is committed to a social program not in accord with biblical thinking.

Thus the child will not succeed until he is able to give the 'politically correct' answer.

According to education researcher Charlotte Iserbyt, *Mastery Learning* is based on B. F. Skinner's behaviourist conditioning techniques. She comments on the results of *Mastery Learning*:

On 21 April 1982, Chicago's superintendent of schools, Ruth Love, released the results of the city's first high school reading test in seven years. The scores were abysmally poor... On the Tests of Academic Progress (TAP) administered in the Fall of 1981, Chicago's eleventh graders in 64 high schools scored at the 25th percentile — a drop of 5 percentile points from the last time the test was given, in 1975.

## Outcome Based Education

*Outcome Based Education* (OBE) stems from UNESCO and is an extension of the *Mastery Learning* ideas that have lost some influence due to their poor results.

Since the 1980s the push for OBE has come from William Spady, who

previously worked with the developers of Mastery Learning.

Spady coined the term 'Outcome Based', and has written:

The real meaning of the term 'Outcome Based' is far different from the way most people think of it. The authentic meaning of the term has tremendous implications for the complete transformation of our educational system [involving] orientations — the attitudinal, affective, motivational, and relational elements that also make up a performance... Its presence in our current schools has evolved out of the theoretical and applied research of John Carroll (1963) and Benjamin Bloom (1968)...

What we know as 'Mastery Learning', 'Competency Based Education', and 'Outcome Based Education' all set criterion-based performance standards identically for all students, and allow the time needed to reach that standard to vary...

Subject content takes on the role of being a vehicle to assist in the cultivation and integration of higher-order competencies — things such as critical thinking...

Averaging systems and comparative grading will disappear as the concept of culminating achievement takes hold... Textbooks will be replaced by intended outcomes of significance as the driving force in curriculum design and delivery, curriculum tracking will disappear, there will be far less reliance on norm-referenced standardized texts...

According to Spady, our present traditional instructional system is a relic of the industrial age, therefore we need a new delivery system based on mastery learning techniques. The present school

calendar is a relic of the agricultural age, therefore we need a year-round school calendar. The present traditional philosophy of education is a relic of the feudal age (because it respected religion and parental rights) and is no longer suitable to the 'information age'.

OBE is a visionary programme according to Spady, who says its success is measured in terms of how well the student achieves the 'visionary higher-order exit outcomes'!

An 'outcome', according to Spady, is 'a culminating demonstration of learning'. The emphasis is on performance, not content, behaviour, not knowledge. Curriculum and instruction are geared to 'what we want the kids to demonstrate successfully at the end.'

The OBE conference guide states:

Transformational OBE exists to equip all students with the knowledge, competence and orientations needed for them to successfully meet the challenges and opportunities they will face in their career and family lives after graduating.

Now this sounds quite a good thing until we consider that most Christians understand that schools are not there to provide family training — that is the task of the family. Thus much of the structure and intent of OBE takes education outside the framework Christians generally accept as appropriate for their children. I must hasten to add that as most Christians have been trained in the state system they no longer understand the biblical value framework and have by default accepted



the humanistic model. Spady confirms our fears when he writes:

If they can't demonstrate the outcomes of significance, then we should not be letting them out of school.

Clearly Spady assumes ownership of children in making such a statement.

The foundations of Outcome Based Education are to be found in behaviourism, the school of psychology which is based on studying animal behaviour and making application to humans, in this case our children. Christians will quickly identify that we are not animals, rather we have been created in the image of God and we need to ensure we are trained as such and not as animals.

Outcome Based Education is nothing more than an outworking of the philosophy of

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John Dewey. Whilst claiming to provide a better standard of education by catering to the perceived needs of the child, we have actually seen a dramatic lowering of standards. Schools have lost sight of the fact that they exist to provide an education in academic disciplines for the child. Of course OBE enthusiasts would dispute this and claim that are producing a much more satisfying program for children, but this is done on the presumption that children are the property of the state and thus the role of the family becomes quite secondary.

*For a more complete summary of OBE we recommend the book 'The Whole Language/OBE Fraud' by Samuel Blumenfeld, Available from LEM for \$38.50.*



## Humanist-proof your children before sending them to university.

Our **Diploma or Certificate in Christian Education** is designed to present a biblical world view that will enable your young adults to live in a godless world without compromising their faith. This course is a most worthwhile preparation for any tertiary programme, laying foundations that will stand students in good stead to be able to apply their faith in the Lordship of Jesus to any discipline they may feel called to study.

**Call, write or email for further details.**



# SOME SAY PHONICS WON'T LIFT STANDARDS

There is a rather interesting debate underway in Australia as well as many other parts of the western world as a result of the declining literacy rates in most of the English speaking world.

Politicians stirred by voters are beginning to make noises about phonics, but they are not willing, or perhaps do not understand the issue well enough, to make a strong stand. Nevertheless an interesting debate is growing and is beginning to make a presence in the popular press, as this article shows.

We invite you to read and see what you think. The problem is, of course, that we have a huge literacy problem in our nation that politicians need to be seen to be addressing. Dr Nelson has been quite bold, but having upset the 'experts' he seems to be backing away a little from a strong stand. It is interesting that the advocates for whole-word seem incapable of understanding that many children are not learning to read by their preferred method, preferring to continue to repeat the same old platitudes that have led us to this parlous state.

**Brendan Nelson has admitted his national action plan to promote back-to-basics teaching based on phonics is not the sole solution to improving children's literacy.**

The Education Minister, who yesterday unveiled a strategy to reintroduce phonics around the nation, said national literacy levels were 'unacceptable' and teaching methods were failing children. 'Unfortunately, a lot of teachers have not been taught how to teach our children reading in the most scientific way,' he said. 'The end result of it is we've got about 30 per cent of Australian children leaving the school system functionally illiterate.'

However, he said simply replacing the 'whole of language' approach to teaching — where a child relies on memory and visual cues to learn words — with phonics was not the only solution. Dr Nelson said teaching methods had to be tailored to individual children. 'The argument is not one about phonics versus whole-of-language,' he said. 'It is about all teachers understanding both, understanding when they must apply the appropriate teaching methodology to a certain group of children.'

Macquarie University professor Max Coltheart, who kickstarted the literacy debate with other academics last year in an open letter to Dr Nelson, agreed phonics alone was not the answer. 'Just phonics alone isn't the appropriate way to teach children to read,' he said. 'But it is an essential component of any reading program. It's especially important in the first three years.'

The National Inquiry into the Teaching of Literacy report, commissioned by Dr Nelson and released yesterday, recommended the reintroduction of phonics as the foundation of reading,

writing and comprehension. Under Dr Nelson's strategy, parents would be offered reading workshops to help their child develop literacy skills, and schools urged to embrace back-to-basics teaching based on phonics.

But the push immediately attracted a wave of criticism, with renowned children's author Mem Fox claiming that some academics promoting phonics wanted to make a profit by selling new teaching systems and curriculums to schools.

Dr Nelson also signalled a shake-up of teacher training and accreditation, including intensive classes on teaching children to read, and tests for graduates covering basic literacy skills. As revealed in *The Australian* last month, Dr Nelson will also push for the introduction of literacy tests for under-eights. The tests would occur twice a year from when the child first attends school, with the results made available to parents under plain-language reporting guidelines.

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Fox, author of the award-winning *Possum Magic*, warned that the shift back to 'extreme phonics' raised concerns that academics and commentators leading the push wanted to make money by selling new phonics teaching programs. 'The thing is, phonics is not reading,' Fox said. 'Children can often sound out a word but not understand the meaning.'

But Professor Coltheart said the method of phonics taught was also important, attacking Fox's criticism of 'extreme phonics.' 'Systematic phonics provides children with the rules rather than just letting them figure out by examples,' he said. 'Mem doesn't know anything about reading at all. She's not a scientist.'

South Australian Education Minister Jane Lomax-Smith said yesterday the state was taking the lead nationally with its 'back to basics' approach to literacy improvement. 'Our state leads in the assessment of children's literacy skills from a young age,' Dr Lomax-Smith said.

*'The Australian', 9 December 2005*

# Are you offering a Biblical Education?

Many Christian schools have become aware that they may have drifted from their original vision.

This is an on-going challenge for all Christian institutions as the godless society in which we live presses in on us from every side.

Often parents, students and even teachers bring with them a lifestyle which has been profoundly influenced by the culture of humanism in which we all live. Inadvertently they bring this alien culture to the Christian school. If this issue is not addressed the Christian school will soon find itself a copy of the state school down the road.

Being aware of this Light Educational Ministries is now offering to conduct a **spiritual audit** for schools wanting to sharpen their Christian focus. Many schools want someone to answer the question; 'How biblical is our school?'

Light Educational Ministries has developed a programme that will help your school answer this question. At your request we will come into your school, review your documentation and curriculum, meet

teachers, students and parents, and observe lessons and the school culture over a period of several days. Our focus in all this activity is to assess how the Christian faith is being applied to all that is done in the school. It is not primarily an academic exercise, rather a hands-on approach of getting alongside your school personnel, helping them to find more godly satisfaction in the work to which God has called them.

We will then write a comprehensive report on the faithfulness to biblical Christianity in the school's documentation, curriculum, structures, teaching practice and fruit in students' lives.

More importantly, we will follow up with a return visit to the school to personally present our findings and discuss the report with the School Board and Principal. Then we discuss with each staff member how we perceive their teaching, with a view to helping them toward a more godly approach to their call. In some cases schools request follow-up training sessions.

We encourage you to consider a spiritual audit for your school—we believe you will find it a most productive exercise.

# FRUIT CHUTE

## The Diet God Intended

PETER FROGLEY



Man was created by God. Man's anatomical and physiological make-up dictates that a certain type of food was specifically designed for him.

Studies of the human body confirm that God provided the perfect food for us — fruit and vegetables.

Then God said, I give you every seed bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds of the air and all the creatures that move on the ground — everything that has the breath of life in it — I give every green plant for food.

*Genesis 1:29-30 (NIV)*

## Recognising Good Food

The foods we eat need to have these characteristics:

1. Must be non-toxic as toxins rob the body of energy
2. Must have sensory appeal (be pleasing to the five senses)

3. Must be edible in the raw state (all processing depletes the food of nutritional value)
4. Must be digested and assimilated easily and efficiently to provide a high energy return.

## The Case for Fruit

A good argument could be mounted to say that fruit is the ideal food in the light of these points:

1. It contains no toxins
2. It is naturally appealing to the senses:
  - a. taste — high in sugar with a naturally sweet taste. It requires no sweetening or seasoning to make it palatable.
  - b. smell — has a fruity/sweet smell in its raw unprocessed state.
  - c. sight — readily visible, usually growing above the ground, colourful and naturally attractive.
  - d. sound — fruit is lip-smacking, juice-slurping, teeth-munching good!

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# our bodies are not designed to digest meat

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- e. touch — not dirty in its natural state as it grows on trees or vines. It is water soluble, making it more pleasant than oily or greasy sensations.
3. It can be picked straight from the tree or vine and eaten
  4. It is digested and assimilated easily and efficiently — the next section gives more detail on this.

Apart from these points, fruit requires no cultivating to grow; and no cooking, juicing, blending or grating to be eaten. And it even comes with its own protective skin.

## Carnivore or Herbivore?

The food we eat needs to be digested for us to be able to make use of it. Let's explore some points about the human digestive system in comparison with that of meat-eating animals (carnivores) and plant-eating animals (herbivores) which will help us understand why fruit and vegetables are the food God designed us to eat.

### STOMACH

Humans technically have two stomachs — the stomach and the duodenum — which provide for a complex digestion process.

Most herbivores (animals that eat plants) have more than one stomach and similarly complex digestion.

Carnivores have one stomach designed to digest meat in a simple process.

### INTESTINE

Like most herbivores, humans have a long intestine to allow good absorption of nutrients and water. The human intestine is twelve times the length of the body.

By contrast carnivores have an intestine only three times the length of its body to allow for rapid expulsion of toxic wastes from meat metabolism and digestion.

### SALIVA

Humans have well developed saliva glands able to produce large quantities of alkaline saliva. Our saliva contains the digestive enzyme *ptyalin* for carbohydrate (sugar) digestion. Carbohydrate digestion can only take place in an alkaline environment.

By contrast carnivores have small saliva glands producing an acid saliva, because meat (protein) digestion only takes place in an acid environment.

### DIGESTIVE ENZYMES

The main digestive enzyme in humans is a carbohydrate enzyme, whereas the main digestive enzyme in a carnivore is a protein enzyme.

The digestive process of herbivores is designed to break down the cellulose of vegetables and grains into sugar for

energy. Humans cannot digest cellulose for energy, but it forms the bulk for our intestinal tract. We are very inefficient at breaking down complex starches that are found in vegetables and grains.

Humans do produce limited amounts of protein digestive enzymes which is adequate for the protein content of fruits, nuts and vegetables. There are, however, insufficient amounts to digest animal products which contain concentrated proteins.

## So What?

We can see from this that our bodies are not designed to digest meat and animal proteins (such as dairy products) efficiently. These foods generally need to be highly processed, sweetened, seasoned, or cooked just to get them to a state which is palatable for us to eat. By the time this has occurred the little nutrition they had has usually been eliminated altogether.

So next time you have the choice of a steak or an apple, I know you'll make the right choice!

### LEM CURRICULUM PLANS

# Do you have a plan for TAFE or University?

Do you have something specific in mind to get your home-schooled child into TAFE or University, or are you just hoping they'll scrape through?

Would you be more confident if you knew how to make them stand out from the crowd? A child's ability to gain a tertiary place depends on the work done in Grades 9-12.

A tailor-made LEM Curriculum Plan uses your choice of curriculum and sets out the work to be done with dates and deadlines. It also includes additional recommendations and pointers to give your child the edge over the competition.

The cost of the LEM Curriculum Plan is \$110, a small investment in your child's future. Call, write or email [hea@lem.com.au](mailto:hea@lem.com.au) for further details.

## LEM Phonics Pathway to Literacy

Order online at  
[www.lem.com.au](http://www.lem.com.au)

*Pathway to Literacy* is a program in LEM Phonics designed specially for older students. The LEM Phonics approach has a proven track record in assisting students of all ages to master English language skills that have previously been out of their reach.

*Pathway to Literacy* caters to several groups of people who have inadequate English skills, often through no fault of their own:

- Upper primary to secondary students who have not grasped the essential elements of English in their education thus far
- School leavers who have left school with an inadequate understanding of English
- ESL students wishing to improve their English skills.



Student Workbook \$32.25

The Reference \$18.40

Pathway to Literacy Teacher's Manual \$44.95

75 Phonogram Cards \$24.95

Phonogram Wall Charts (set of three charts) \$24.95

LEM Phonics Rule Charts (set of twelve charts) \$59.95

## The Book of Rules

*The Book of Rules* is a comprehensive reference which covers all the rules taught in the LEM Phonics Programme, and more! Along with the rules are exhaustive lists of example words, together with related rules and extensions. *The Book of Rules* is a valuable resource for anyone who wishes to increase their knowledge of the structure of the English language. \$42.75 *available soon*





# Bob Jones University Press

## BIBLE TRUTHS GRADE K5



A new second edition of the excellent Bob Jones Bible curriculum. These materials are very good for church Sunday school classes as well as day school and home school. The essential **Teacher's Manual** provides comprehensive assistance to teachers. A total of 160 lessons in 15 units with full teachers notes, together with lots of

other materials including illustrations for children, memory verses songs, bulletin boards, etc. Spiral bound. **\$65.20**

The **Student Packet** provides worksheets for various lessons in full colour with lift out pages. **\$23.55**

**Days of Creation Visuals** is a set of reproductions of seven original paintings on a creation theme for use with the course. 500 x 360mm. **\$36.15**

Also available is a music CD of the songs from the course. **\$24.35**

## BIBLE TRUTHS GRADES 1-6

New materials are also available to go with each of the older grades (1-6) of the current edition Bible Truth program.

Test sheets **\$15.70** Teacher Key for Tests **\$9.45** Music CD **\$24.35**

## Little House Series

A new series for *Little House on the Prairie* fans, these three books of *The Caroline Years* by Maria D Wilkes introduce Caroline Quiner, the little girl who would grow up to be Laura Ingalls Wilder's mother. Titles include *Little House in Brookfield*, *Little House at the Crossroads* and *Little Clearing in the Woods*. **\$9.40 each**



## Christian Liberty Press

### YEAR 10 BIOLOGY

The CLP biology program is now complete with the release of *Biology — A Search for Order in Complexity*. The full course includes:

**Student Text:** a full colour, 420 page hard cover book. **\$40.80**

**Teacher Manual:** a completely new work from Christian Liberty. 107 pages, plastic comb bound. **\$12.50**

**Student Laboratory Manual:** A write-in manual for the practical activities of the course. 180 pages, plastic comb bound. **\$12.50**

**Teacher Guide to Laboratory Manual:** 56 pages. **\$7.80**

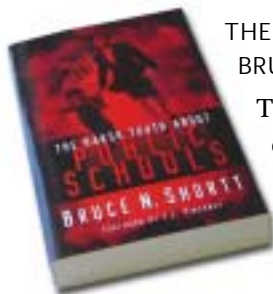
**Tests \$6.20**



## Resource Books from Chalcedon

### MATHEMATICS: IS GOD SILENT? BY JAMES NICKEL

James Nickel (former staff member of the LEM school at Booleroo Centre in South Australia) has written one of the most important books for understanding God's perspective on mathematics. Now in its fourth printing, this is a book every serious student should read. Over 400 pages. **\$34.60**



### THE HARSH TRUTH ABOUT PUBLIC SCHOOLS BY BRUCE N SHORTT

The most recent Christian critique of public education. The book presents much compelling material that should leave the reader in no doubt as to the dangers of sending children to a state school and the merits in a Christian education. Over 450 pages. **\$34.60**

# LEM PHONICS CORNER



I am now back from India, after the unique and precious experience of living at the Naioth Children's home in Rajahmundry, Andra Pradesh.

It was so interesting to see how this large home was run and to see first hand the challenges the leadership face, and the enormity of the task of supplying their physical, emotional and spiritual needs. So many people who go there agree with my own perception that one feels a sense of peace in that place.

Observing the behaviour of the 320 orphans raised some interesting questions in my mind.

- How can they be so happy, when they own barely anything? Do the abundance of possessions (toys) make children vulnerable to envy, leading to bickering? The children all have a birthday. If some dates are not known they are given one. They are given some lollies on their birthday and taught to share by going around and giving one to the adults and their classmates.
- How can they sit in school and study for so long? We would think it cruel to inflict that on our children, but these young people love study, revere it, and do not seem to be emotionally or physically damaged by the long hours.
- How much responsibility do we/should we give our children? The children (from the age of six) are responsible for tidying their room, packing away clothes and books and eating utensils, sweeping their rooms and bathing and grooming themselves. I saw older ones sometimes helping the younger ones, especially with hair ribbons. Dressed up in their school uniform they looked so neat and clean. Each individual also has to be responsible for their own washing, drying and folding of clothes. The heaviness of all this responsibility at so young an age, together with the large amount of study they do after school hours didn't seem to affect them negatively, but rather enhanced their sense of responsibility and order.
- Is discipline appropriate? The staff and the teachers agree that it is Biblical to punish with the rod, but at the same time the orphans are respected and loved, and counselled in Biblical behaviour. It doesn't seem to make the

children unhappy. In fact out of 320 children I saw one or two crying, but *never* found one actually whinging.

- Do we honour the aged? The mother-in-law of Samuel Babu (the 'father' of the orphans) stays at the orphanage, periodically shifting between her two daughters. Despite being in ill health, each night she read the Bible to a few of the girls, teaching them the way of God. The children all respect and honour her. Are there ways we could help our aged relatives feel more needed by doing useful things like this that don't require too much physical exertion?

I learnt much from the sacrificial life the leaders and teachers in the orphanage exemplify. They work long hours for a meagre wage.

My main task there was to teach phonics to the school teachers. The year before they had a limited introduction to the method, but, as I feared, they were too apprehensive about it all to get started without more help. So this time I decided to stay longer and taught the children as well as the teachers. It was a good time and the English teachers there can now see how valuable the method can be in teaching the children English. Samuel Babu wants to pursue it further, hoping to find school teachers outside of the orphanage to do training sessions.

I taught the higher grade children who knew a few English words and could read a bit of English (albeit with terrible pronunciation and poor comprehension). While the teacher interpreted, I taught rules at the same time as teaching the phonograms, as soon as they knew enough to understand the rule. It worked well. Despite speaking very little and not understanding much of what I said, the students were very attentive and really enjoyed the lessons.

The two English teachers of those classes testified that during the lessons with the children they learnt so much more than in sessions just with the teachers and they have seen what value the phonics can be to them.

For myself the whole experience brought new understandings about how to teach English to people in Asian countries. They all have similar areas which need to be addressed.

Having now completed the *Pathway to Literacy* for older students who need remediation, and *The Book of Rules*, it seems God is asking me to focus more on this area of teaching. Pray for me as I try to get it all together amongst the many other things tugging at my time!

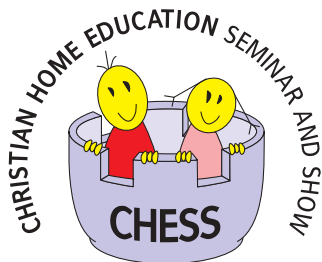
God bless you all,



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



## 2006 Programme

- 9:00 Registration
- 9:30 Keynote Address
- 10:30 Morning Break
- 11:00 Elective sessions
- 12:00 Lunch
- 2:00 Session Two
- 3:00 Session Three
- 4:00 Book Browse and Buy
- 5:00 Close

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

This programme is subject to change.

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

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

## CHESS Seminars

### 01 GEELONG, VIC

- Date* Tuesday 2 May  
*Venue* Belmont-Highton Baptist Church, 43 Mt Pleasant Rd, Belmont  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 11 Apr):\$15/\$25  
*Send to* Jane Stewart-McDougall  
PO Box 2070  
Grovedale Vic 3216  
*Phone* (03) 5241 5154

### 02 MT GAMBIER, SA

- Date* Wednesday 3 May  
*Venue* Mt Gambier Christian Centre  
15-27 Stafford St  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 12 Apr):\$15/\$25  
*Send to* Kylie Mullen  
15 Bellevale Crt  
Mt Gambier SA 5290  
*Phone* (08) 8725 9983

# EVENT CALENDAR

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

## 03 ADELAIDE, SA

*Date* Saturday 6 May  
*Venue* Sunrise Christian School  
95 Wattle St, Fullarton  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 15 Apr):\$15/\$25  
*Send to* Michael and Sue Whitrow  
PO Box 123, Belair SA 5052  
*Phone* (08) 8278 7300

## 04 MELBOURNE, VIC

*Date* Monday 12 June  
*Venue* Diamond Valley Baptist  
Church, 309 Diamond Creek  
Road, Plenty  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 22 May): \$15/  
\$25  
*Send to* Kingsley Educational Pty Ltd  
PO Box 310  
Mt Waverley MDC Vic 3149  
*Phone* (03) 9544 8792  
*Email* enquiries@kepl.com.au

## 05 HOBART, TAS

*Date* Saturday 17 June  
*Venue* Salvation Army Hall  
Blackmans Bay (TBC)  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 27 May): \$15/  
\$25  
*Send to* Lorraine Ward  
7 Jessica Pl, Howden Tas  
7054  
*Phone* (03) 6267 2359

## 06 SYDNEY, NSW

*Date* Saturday 12 August  
*Venue* Condell Park Christian School  
29 Lancelot St (TBC)  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 29 July): \$15/  
\$25  
*Send to* Leanne Glen  
6 Blackwattle Grove  
Narellan Vale NSW 2567  
*Enquiries* LEM, (02) 6259 3944

## 07 PERTH, WA

*Date* Saturday 9 September  
*Venue* Presbyterian Church  
32 Bull Creek Dr, Bull Creek  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 19 Aug): \$15/  
\$25  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Phone* (08) 9524 2505

## 08 BRISBANE, QLD

*Date* Saturday 7 October  
*Venue* TBA  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 16 Sep):\$15/\$25  
*Send to* Ken Evans  
24 Owens St  
Boronia Heights Qld 4124  
*Phone* (07) 3809 4980

09 TOWNSVILLE, QLD

*Date* Tuesday 10 October  
*Venue* TBA  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 19 Sep): \$15/  
\$25  
*Send to* TBA

## CHESSE Book Displays

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

Registration is not required.

MILDURA, VIC

*Date* Monday 9 May, 1–5 pm  
*Venue* Living Waters Com. Church  
*Cost* Free  
*Enquiries* Richard and Dale Vaughan  
*Phone* (03) 5022 8319 or  
0402 052 335



## New Pathway to Literacy Seminars

*Pathway to Literacy* is a programme in LEM Phonics designed specially for tutoring older and remedial students. The **Pathway to Literacy Seminar** is designed to equip teachers and parents to teach the programme effectively.

10 CANBERRA

*Instructor* Evelyn Garrard

*Dates* Mon 15 – Wed 17 May 2006  
*Venue* LEM Offices  
200 Florey Drive, Charnwood  
*Cost* \$375 per person including the  
*Pathway to Literacy* Teacher's  
Manual. Deposit of \$50 per  
person required with  
registration.

*Earlybird* \$325 by 1 May

*Prerequisites*

Participants must pre-learn the 75 phonograms — a CD and explanatory notes will be sent upon registration.

*Send to* LEM  
200 Florey Drive  
Charnwood ACT 2615  
*Phone* (02) 6259 3944

Name

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Address

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Phone

Email

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I AM REGISTERING FOR:

## CHESSE Seminars

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

Cheques payable to *CHESSE* for all seminars

- 01 Geelong
- 02 Mt Gambier
- 03 Adelaide
- 04 Melbourne
- 05 Hobart
- 06 Sydney
- 07 Perth
- 08 Brisbane
- 09 Townsville

## LEM Phonics Seminars

Please tick the box and return to the address listed in the event calendar

- 10 Canberra
- Cheques payable to *Light Educational Ministries*





# Have you clicked lately?

## LEM's website is better than ever!

### A WEALTH OF INFORMATION

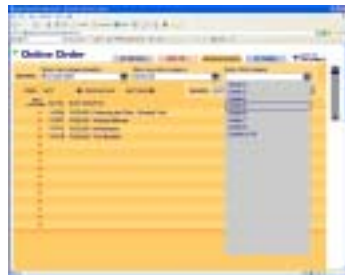
Find out about the organisation, our resources, home education, LEM Phonics and LEM Publications.



*The 'Welcome Page' contains all the latest news, quick links to our most popular areas, and information on our latest products.*

### DOWNLOADABLE RESOURCES

- Searchable, printable, current versions of our three catalogues
- Curriculum information book
- Registration forms for all conferences and seminars
- Booklets on LEM Phonics and Home Education
- *Light of Life* magazine



*The tabbed design of our online order form allows you to browse or search our complete catalogue whilst ordering.*

### SECURE ONLINE SHOPPING

Save time and fuss by ordering securely over the internet. Browse-and-click, search our titles, or enter catalogue numbers. You can even save your order and retrieve it later.



*All LEM-produced materials are available to browse (with pictures) and place in your shopping trolley with one click. Many publications have 'flick through' PDF files showing sample pages of the books.*

Visit soon at

# www.lem.com.au

# Ever tried to rewind a teacher?

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

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

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

## LEM Phonics Complete Kit

Includes the LEM Phonics Manual, Phonogram Cards, all 9 Workbooks plus The Reference, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, a Handwriting Practice Book, Clickety Clack CD and the complete set of LEM Phonics Training Videos on DVD.

Total Value \$545.55 for only **\$475\***

\* Individual customers only. Not available for schools.



Training Videos on DVD (Schools) \$499  
Training Videos on DVD (Personal) \$249  
LEM Phonics Complete Kit  
(includes DVDs) \$475\*

