



DIRECTOR'S COMMENT

PETER FROGLEY

We are all on the final straight as far as the race for this year is concerned. I trust the year has passed with a sense of good achievement in the Lord!

We have been too busy here at the LEM office to properly celebrate our 25th anniversary, but at least we can begin to look forward to the next 25 years.

Since the last edition I have been overseas and I will expand on some exciting developments in the *News Update* section.

PROJECTS

Curriculum projects always seem to take longer than first anticipated but we are doing our best.

- The major rewrite of our Grade 6–8 physical geography text *The Earth* is now finished and will be an excellent addition to our range.
- *Government in Australia* is in the process of rewriting and layout and should be available prior to the 2005 school year.
- *History of Australia* has also been in trial edition and we have been appreciative of those who have sent in

corrections and suggestions. We still plan to have this set of books in new edition by the end of the year or at latest early 2005.

- *The Elements of Music* Volumes 3 and 4 are in the writing stage and should be available late in 2005.
- Evelyn is currently working on an LEM Phonics *Book of Rules* for teachers and parents, as well as a program for poor readers. We will keep you posted on the development of these projects.

This Issue

In the *News Update* section I bring a report on overseas developments plus the latest news on our building project. In *Exploring Christian Education* I review the re-emerging phenomena of the Spelling Bee. For general interest there is an article on the seeming disappearance of the family film. Health continues exploring the way many of us challenge our bodies' will to live.

Keep educating for the Lord!



CHESSE 2005

CHESSE Seminars are almost finalised for 2005 and we include a complete programme and list of seminars in the event calendar at the back of this issue. Mike McHugh, director of Christian Liberty Press in Chicago, USA, will be joining us in Sydney and Melbourne; and Claire Jones from Trivium Education will be taking electives at some seminars.

If you are interested in organising a seminar in your area, please contact the office.

LEM Building Project

The lease documentation for the block of land is prepared and being checked. (I can use that sentence for several issues of *Light of Life* as progress is sooo slow!) We have received official notification that our application for land has been approved. The financial issues have been discussed and the lease should be available by the time this reaches you.

We have also been working on design and may have found a more economical method of construction. Please pray that

the necessary amendments will go through the planning authority quickly if we need to make changes. We have also had meetings with potential builders and hope to begin construction in 2005.

World Trip

Sounds fancy, doesn't it, travelling around the world? But the truth is that it cost the same to go to Peru and back as to go on around the world. I was away for almost four weeks but it seemed a quick trip.

PERU

The first two weeks were spent in Peru, where I was impressed with the rugged beauty and lovely people. Bob and Frances Relyea, the LEM team in Peru, met me in



Machu Picchu

Lima and we proceeded to a two-day holiday in the mountains visiting Cusco and Machu Picchu — it was worth the trip just to visit these two beautiful locations. Bob had organised a two-day Christian teachers seminar in Arequipa, southern Peru, which was well attended and proved to be a great time. Teachers were responsive and showed real interest in Christian education and in LEM Phonics.

The planned conference in the north at Piura did not eventuate for a couple of reasons — the chief being that the airline taking us there went broke! It was providential as we had much to do when we returned to Lima.



Lima Conference

The two day conference in Lima was a joint venture with ACE (School of Tomorrow) and it was a privilege to meet several of the key players from ACE in the USA. I was the keynote speaker taking the main sessions for approximately 200 teachers who attended. It was a very successful conference and it was great to see the way Bob and the ACE Peru representatives are able to work together.

Bob has ‘rejjged’ the LEM Diploma Course and already 70 teachers are taking the course in Peru. About a dozen schools and several individuals have also joined LEM as affiliates.

Most of the interest seems to be in the south of Peru at present and Bob and Frances have recently completed a trip around the Christian schools in that area. There are many opportunities in Latin America and it was very rewarding to see the blessing of God on the work there. I will look to return again, perhaps in two years.

ENGLAND

I would like to be able to report that LEM Phonics is doing well in the UK, but I visited a major book shop specialising in English programs for foreign students and discovered they did not even know what Phonics was! Never mind that failure — I enjoyed six days in England speaking at one of our fellow churches in Chelmsford, Essex, which was great. I spent one day wandering around London on a beautiful, mainly sunny day. I was able to find a volunteer who graciously took me to Cambridge and the beautiful university buildings. On the return journey we visited the famous Duxford Aviation Museum. That was a diverse but most enjoyable day — from the chapel at Kings College, Cambridge, to exploring the detail of the Concorde and many other historic aircraft at the air museum. I was able to borrow a car another day and spent the warm, sunny day driving the back roads through several delightful English villages.

CHINA

It was just a quick visit with the team working with LEM Phonics in China. I visited with Tony and Pepi Wong who took me to see the College project in Ruicheng. In partnership with the local authorities a new teachers college has been built to accommodate over 800 students. The facility presently comprises a 5-storey lecture block, two 4-storey accommodation blocks and a 400-seat dining facility. The pace on the site was frenetic with opening just a couple of weeks away and so much still to do.

Evelyn was privileged to attend the opening of the College through the generosity of the team in China and she reported that the building was completed in time, even if it meant working 24-hour days toward the end.

Ruicheng is one of the poorer areas in China and English had never been taught in the schools there until they invited LEM Phonics to come and help them. The results so far are very encouraging.

From there I flew back to Beijing, enjoying a meal with some of the team, before flying to Hong Kong. There I met briefly over lunch at the airport with Joseph and Andus Cho, who are the Hong Kong representatives for LEM Phonics. It

was good to see them and to hear of the unique challenges Hong Kong presents.

Good things are happening in several nations, but it is still very much in ‘pioneer’ mode. It was a great privilege to see Christian education and phonics developing and we ask you to pray with us for ongoing growth.



The college at Ruicheng

www.lem.com.au

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EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

54 The Spelling Bee — Again!

In the past generation or two the prevailing wisdom has been that spelling is unimportant.

Many educators have suggested that it is not wise for a child's spelling to be corrected as it has been believed that his fragile self image may be irreparably damaged by such an insensitive activity. The priority in education has shifted from imparting to children to endeavouring to cocoon children from realities of life that some fear may cause psychological damage.

The Problem We Didn't Need to Have

As the focus has moved from God being the centre of education to the child being the centre, we are reaping the disaster that results from such thinking and practice. So many of our children and young adults are functionally illiterate and face a life of not being able to function effectively in society. The real tragedy is that the vast majority did not need to be disadvantaged in this way. It is little wonder that so many are angry with educators and other

leaders who have, in some cases willingly, deprived them of a fundamental right — the ability to read well!

With the pressure of such problems many educators are now being forced to reconsider their attitude to spelling — it may be more important than they had once considered to be the case. Tragically, there are multiplied thousands of Australians, not to mention those in other nations, who are functionally illiterate as a fruit of such unwise thinking and who now are something of a liability to the nation. How many of our unemployable welfare dependent young people are in that situation simply because their teachers failed to teach them to read? Some recommendation for compulsory education!

To find some educators now suggesting that 'we got it wrong' is hardly adequate. If it had been asbestos we would have had legal action and educational leaders would be in court facing potential gaol terms. To make matters worse there had been plenty of information readily available that demonstrated that language teaching methods such as the 'whole word method' did not produce satisfactory results. But educational leaders ignored the evidence,

choosing instead to be ‘creative’. The problem is that reading and spelling are not creative, they are simply the tools of language. Once one can use the tools one can be creative in their use.

Even Christians

An even greater tragedy is that many of those illiterates are Christians. Many Christians have been ‘lured by the ways of the world’ to believe that basic skills such as the three Rs are no longer of great importance. But as biblical Christians we have always understood the importance of such skills. God has created us to be communicators and, of course, to communicate well demands acquiring the skills of language. Christians are *people of the Book* and we must be able to read, write and spell to grow in God’s revelation to us.

As more educators begin to return to the understanding of the need to develop basic skills we are seeing articles appearing in the press extolling the benefits of such ‘new ideas’.

Recently *The Australian* newspaper ran an article by their schools editor, Jennifer Buckingham, entitled *Spelling Bee: Education’s New Buzzword*:

Everything old is new again. Generation X is taking up knitting, and spelling is back in fashion.

More than 43,000 children took part in a

national spelling competition in Australia last year. *Ozspell* is now in its third year and has seen a dramatic rise in participation rates in that time.

to communicate well demands acquiring the skills of language

Ozspell is yet to reach the dizzy heights of the Scripps–Howard Spelling Bee in America — the subject of the phenomenally successful documentary *Spellbound* — but is becoming an anticipated event on the educational calendar.

One spelling bee does not make a trend, but there are other indications that spelling is rising on the education agenda.

NSW Premier Bob Carr recently announced a spelling bee for NSW public schools this year. And the educational testing centre at the University of NSW has developed the Australasian School Spelling Assessment, to be introduced in schools next year.

Both Ozspell and The Premier’s Spelling Bee will use the Macquarie Dictionary as a word source and reference.

Publisher of the Macquarie Dictionary Susan Butler agrees that spelling is undergoing a renaissance.

Butler believes it is part of a wider educational and societal shift from the left-wing, liberal, ‘hippie’ 1960s to an increased prevalence of ‘new Right’ views, with an emphasis on responsibilities, rules and regulations.

‘A whole lot of wonderful stuff was done in that liberal period, which has made

schools a much better place than I remember them being, and that's still there as the bedrock.

'All that's happened now is a slight swing back, a slight modification, to say that "Yes, intuition, brilliance, creativity are all magnificent, but grammar and spelling won't hurt you, and probably you could learn your times tables at the same time,"' Butler says.

Peter Knapp, professor and director of the Educational Testing Centre at the University of NSW, says the evidence that spelling 'fell off the educational agenda' is that there is little research on how people learn to spell, few people know much about it, and there is no agreed way to teach it.

Knapp says that for at least a decade it was believed spelling should not be taught explicitly, that if children read enough they would pick it up. He says that view is now in dispute, because there is now a significant group of people who have problems with spelling.

'When I was at school we were taught the rules and drilled in the irregular words, and my generation find spelling pretty straightforward,' Knapp says.

'What happened in Western progressive education is that memorisation was seen as an evil, not as an effective tool. In countries like Singapore, where spelling is taught in a systematic, traditional way, kids have no trouble spelling.'

Knapp has also noticed a renewed interest in spelling in Australia, which he believes has been driven by parents, teachers and the non-academic community.

The Educational Testing Centre has developed the first national assessment of spelling, because of 'overwhelming' demand from schools.

The Australasian Spelling Assessment is not a competition, but a way for teachers to identify where students are having problems so they can better target teaching strategies.

Being able to spell, and to recognise and correct wrong spelling, is an important skill. It makes both reading and writing easier.

'Spelling is a marker of someone being literate,' Knapp says.

This is an important point. Unfortunately, poor spelling has become to some extent a class marker.

When you see a document full of spelling mistakes, do you think that the writer must be a creative freethinker, unbound by convention? Or do you think that the writer is poorly educated and in need of a dictionary?

Knapp says there is no reason why people can't learn to spell, if only they are taught the general rules and the strategies to check and correct.

After years of being seen as dowdy, unimportant and stifling original thought, there is a growing acceptance that the rules of written language should be available and accessible to everyone.

There is no point having a great original idea if you can't express it clearly or be taken seriously.

The Australian, 26 July 2004

Things are beginning to change, but the war is not yet over. It took over fifty years to change to a child-centred methodology and a philosophy that was fundamentally opposed to absolute truth. It was known as 'modern education'.

Now the wheel is of necessity turning again and Christians have the opportunity to rebuild education on a biblical foundation. LEM Phonics is one of those basics that provides a solid foundation for the English language. Its great strength is that it teaches the reasons, or rules, for spelling. It creates the keys for developing analytical thinking through spelling.

Whether spelling bees are the best way to improve spelling is debatable, but at least we are seeing a positive interest in spelling. I believe a return to quality phonics instruction is the underlying key to improving spelling. When we see there is a reason for things being the way they are, it makes it easier for us to learn.

FLOGGING A DEAD HORSE

The tribal wisdom of the Dakota Indians, passed on from generation to generation, says that,

'When you discover that you are riding a dead horse, the best strategy is to dismount.'

However, in government, education, and in the corporate world, more advanced liberal strategies are often employed, such as:



1. Buying a stronger whip.
 2. Changing riders.
 3. Appointing a committee to study the horse.
 4. Arranging to visit other countries to see how other cultures ride horses.
 5. Lowering the standards so that dead horses can be included.
 6. Reclassifying the dead horse as living-impaired.
 7. Hiring outside contractors to ride the dead horse.
 8. Harnessing several dead horses together to increase speed.
 9. Providing additional funding and/or training to increase dead horse's performance.
 10. Doing a productivity study to see if lighter riders would improve the dead horse's performance.
 11. Declaring that as the dead horse does not have to be fed, it is less costly, carries lower overhead and therefore contributes substantially more to the bottom line of the economy than do other horses.
 12. Rewriting the expected performance requirements for all horses.
- And of course,
13. Promoting the dead horse to a supervisory position.



WHATEVER HAPPENED TO THE **FAMILY FILM?**

PHILIP F ANSCHULTZ

In today's world of mass media and mass instant communication, movies still have an enormous effect on our culture and an even larger effect on younger Americans.

Research shows that the average American child between the ages of two and eighteen spends five hours and forty five minutes per day with media — mostly electronic media. Think about that in the context of these figures: Since the year 2000, Hollywood has turned out more than five times as many R-rated films as it has films rated G or PG or soft PG-13. No less than 2,146 films released since 2000 received R ratings, compared to 137 films rated G and 252 films rated PG.

Editor's Note: Australian film ratings differ from those in the US — see the sidebar on the next page for a full explanation.

Is this preponderance of R-rated films simply — as we hear so often — a response to the market? I would say not, considering that of the top 20 moneymaking films of all time, not a single one is rated R, and of the top 50,

only five are rated R — with the remainder being G or PG. Don't these figures make you wonder what's wrong with Hollywood just from a business point of view? Why, in the face of these statistics, does Hollywood keep putting out so many non-family oriented movies?

Let me mention the ideas I've run across in Hollywood and that define a kind of Hollywood mindset. One of these is that the way to be successful is to be hip and edgy. A second is that to be noticed and therefore successful, you need to utilise shock value to gain attention. A third is that sex, language, violence and bad taste always seem to find a market. Another is that you have to grow up in the film business in order to understand it and have the right creative instincts for it. Another is that to earn the respect of your peers within the Hollywood community, you have to make at least potential Academy Award films — which in recent history have predominantly been R-rated.

My wife and I now have a number of grandchildren who are growing up surrounded by the products of this culture. So four or five years ago I decided to stop cursing the darkness — I had been complaining about movies and their content for years — and instead to do something

Movie Ratings

AUSTRALIA

- G** Suitable for all viewers. A 'G' movie rating in Australia doesn't indicate the movie is intended for children, simply that nothing in the movie will be disturbing or harmful to children.
- PG** Parental Guidance recommended for children under 15 years of age.
- M** Mature, recommended for audiences 15 years and over. This is not a legally restricted Australian movie rating, but movies in this category cannot be recommended for those under 15 years.
- MA** Mature Accompanied. This category is legally restricted in that children under 15 cannot see 'MA' films or rent them on video unless accompanied by a parent or adult guardian.
- R** Restricted. This category is legally restricted to adults. No one under 18 may view these movies in a cinema or rent them on videocassette.
- X** Restricted. Applies to sexually explicit material which is restricted to viewers 18 years and over.

UNITED STATES

- G** General Audiences. All ages admitted.
- PG** Parental Guidance Suggested. Some material may not be suitable for children.
- PG-13** Parents Strongly Cautioned. Some material may be inappropriate for children under 13.
- R** Restricted. Under 17 requires accompanying parent or adult guardian.
- NC-17** No one 17 and under admitted.

source: www.movie-ratings.net

about it by getting into the film business. Fortunately my wife said, 'Phil, this is one of the nuttier things you have ever done, so at least keep your day job.' Which I did. But I knew that the best way to get to know a business — and maybe to affect it — is first to dive into it, and second to invest in it so that you get a seat at the table.

My reasons for getting into the entertainment business weren't entirely selfless. Hollywood as an industry can at times be insular and doesn't at times understand the market very well. I saw an opportunity in that fact. Also, because of digital production and digital distribution, I believe the film industry is going to be partly restructured in the coming years — another opportunity. But also, yes, I saw a chance with this move to attempt some small improvement in the culture.

Let me tell you a few things that I've learned about the movie business: First of all, you need a clear vision of the kind of movies you will make — and an equally clear vision of the type of movies you will *not* make. People in the industry need to know that they needn't bring you certain kinds of product because you are not going to be interested. Just as importantly, your own people need to understand the kind of movies they are going to be held accountable for producing. Our company, by the way, makes G and PG and, occasionally, very soft PG-13 movies. They are primarily family films — films that families can see together. We expect them to be entertaining, but also to be life-affirming and to carry moral messages.

The next thing I have learned is that if you are going to be in this business, you need to bring your own money and be willing to spend it. Otherwise, Hollywood does not see you as a serious player. Nothing communicates with the people that make the real decisions in Hollywood like spending your own money and showing that you can make profitable films.

Another lesson I have learned is to keep firm control of the creative process. Many things happen between the time you hatch an idea for a movie and the time that it gets to the theatres — and most of them are bad. So you need to control the type of writers you have, the type of directors you get, the type of actors you employ and the type of editors that work on the final product. Then you have to control the way the film is marketed and watch over the distribution and exhibition sides of the business. Keep in mind there are three parts to the movie business: Production, distribution and exhibition. Being just a producer is not good enough. There are a lot of good movies that have been made but not seen because they could not find distribution and they could not find exhibition.

At the same time we set up a movie production unit, we set up a companion education unit. The movie unit, of course, is headquartered in Hollywood. But the education unit is headquartered as far from Hollywood as we could get it — in

Boston. There is not a single movie-producer type that works for that company. They are all educators — teachers and parents — who go out and interact with

of the top 20 moneymaking films of all time, not a single one is rated R

schools. We are now in regular contact with some 10,000 schools and over 30,000 teachers. We ask teachers and parent groups several questions: What kind of movies would you like to see made? What are the important books that are being read in schools? What's the best way we can deliver life-affirming messages? How can we affirm the good and de-emphasize the bad and the negative? We began an active outreach to all of these groups, gathering regular focus and feedback information. We showed one of our recent movies well in advance of its release to 20,000 teachers in order to see how they felt about it. Then we took their suggestions and re-cut the movie.

Speaking purely as a businessman, it is of utmost importance for a business to try and figure out a way to make goods and products that people actually want to buy. And as I've already suggested, I don't think Hollywood understands this very well, because they keep making the same old movies — the same kinds they have been making for years — despite the fact that so many Americans are tired of seeing them.

Why can't the movies return to being something that we can go and see with our children and our grandchildren without being embarrassed or on the edge of our seats? When I said that Hollywood can be insular, this is in part what I meant. I don't think they understand the market and the mood of a large segment of the movie-going audience today. I think that is one of the main reasons, by the way, that people don't go to the movies like they used to.

Here are a couple of concrete examples of specific movie projects that came out of the process I just described. One of our movies was *Holes*. A lot of our children and grandchildren were excited about the movie because they had read the book. There is also a strong moral message in it. It was screened for a number of teachers before we ever released it; and even after it was released, we did multiple interactive screenings in our theatres with young audiences. In one session alone we had 17,000 young people from across the country interacting with the director and the writer and some of the actors in the film, learning about acting skills, writing skills and what lessons could be drawn from the movie.

Another project that came out of this process was C.S. Lewis's *Narnia Chronicles*. These books were written some 60–70 years ago, and over 120 million of them have sold worldwide in some 80 languages — more than either

Harry Potter or *Lord of the Rings*. I acquired the rights to make films from that set of books — there are seven of them — and the first will be released next year. We feel that this is a great responsibility and we are determined that the film will be very good.

We have found in our focus sessions that people also want movies that are simply entertaining — movies that are fun, the way movies used to be. Our very next movie will have some educational value, but that's not really its purpose. Above all it has a great sense of adventure, and its funny and entertaining — it's called *Around the World in Eighty Days*.

In closing, let me say that the movie business is not a very good business in many ways. No one with any sense would get into it. My friends think I'm a candidate for a lobotomy and my competitors think I am naive or stupid or both. But you know what? I don't care. If we can make some movies that have a positive effect on people's lives and on our culture, that's enough for me.

The above address was delivered on 24/2/04 at a Hillsdale National Leadership Seminar. Reproduced from Imprimus, the digest of Hillsdale College, Michigan, USA.

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PICK-ME-UP OR PUT-ME-DOWN?

Stimulants & Toxins in the Body

BY PETER FROGLEY

There are many things we eat as a matter of course without stopping to think what they might be doing to our bodies.

As we have said previously in these articles, our body is only able to assimilate the things it recognises as food. God has designed our bodies to function on certain fuels and it is obviously wise to feed our bodies only those things which the body recognises as food. We have discussed those things that are foods for our bodies at other times, but this time we will explore those things that are not foods, but which we routinely put into our mouths and consume.

These non-foods can be categorised as Toxins and Stimulants.

TOXINS

Toxins are defined as any substance which is foreign to the body, which the body cannot use in any way for life-maintaining purposes. Toxins cost the body energy and

nutrition in eliminating them from the body. They are thus a negative energy food, that is, you will have less energy as a result of consuming toxins. Toxins are thus poisonous and detrimental to the body.

When we consume toxins the body recognises them as such and immediately sets about protecting itself by removing them from the body. The eliminating of toxins from the body is done by stimulation, the speeding up of metabolism in an endeavour to keep the toxins from accumulating in the blood stream which would cause death. Stimulation is carried out primarily under the influence of adrenalin. Adrenalin forces the liver to release extra glucose into the blood stream. This glucose is picked up by the cells of the body and instantly converted into adenosine triphosphate (ATP), which the cells need to provide additional energy for the increased metabolic rate. So to return the body to normal function it has needed to rev itself up (burning extra energy and wearing itself out) to get rid of toxins that people have often thought was food.

STIMULANTS

A stimulant is defined as anything put into, (e.g. coffee) or done to (e.g. exposure to cold air) the body which the body cannot use for life maintaining purposes at that very moment. Stimulants, therefore, cause an expenditure of energy by the body, but give the body little or no benefit in return. As you can deduce from above, all toxins are stimulants, but not all stimulants are toxins.

TYPES OF STIMULANTS AND TOXINS

Whilst we generally think of stimulants or toxins as something we put in our mouths there are other major negative influences on our bodies which act as stimulants or toxins.

Mental or Emotional Stimulants

These result from a negative mental outlook and internal turmoil and are conditions we bring upon ourselves as a fruit of sin. As Christians you will recognise these as sinful ways, for which the antidote is repentance and forgiveness. These sins are intangible, hard to quantify and often have a greater negative effect than we realise. Sadly we often compensate by using stimulants — ‘I need a strong coffee to help me here!’

Such sins are fear, anxiety, grief, hate, worry, depression, and many more could be added. Each of these produce a stimulant effect on our bodies, robbing us of energy, wearing us out and ultimately killing us. In an ideal world of faith in Christ, Christians should not suffer any of

these conditions, or at least when we feel them coming on we should know how to deal with them.

Physical or Sensory Stimulants

Our senses are designed to cope with certain levels of stimulation, for example, through sound, light and odour. Too much of these overloads our sense organs and can not only cause damage to them, but add to emotional and mental problems. For example we have decibel meters to warn us when we are exposed to too much noise — such as with modern ‘music’. We are warned not to look at the sun as it will damage our eyes, and living too close to a sewerage treatment plant can cause ‘odour stress’.

Other stimulants in this area that can cause us problems are excesses of heat or cold, lack of sleep or excessive physical work. These can stress our physical bodies and ultimately cause death. Eating whilst under such stresses can also contribute to bodily malfunction. We can even stress our bodies by eating or drinking foods that are very hot or very cold. In this case our body needs to expend energy bringing the food to body temperature to be able to digest the food.

Chemical and Nutritional Stimulants

This is the category which normally comes to mind when we think of stimulants, but as we have seen they are not the only stimulants.

One we would not often think of is air pollution, which introduces chemicals to

our bodies which need to be eliminated.

Then there are the more obvious ones such as tobacco, fragmented or processed foods, chemical additives to foods and herbs and condiments. These foods are a problem as they are usually toxic, inorganic or acid foods.

A major contributor in this area are drugs (both legal and illegal) and medications. None of these are foods and all have a detrimental effect on the body.

Lastly, things we put on our bodies act as stimulants, such as skin ointments, soaps and cosmetics.

THE COST OF STIMULATION

The energy and nutrients which are utilised by the body during stimulation are not found in the toxin or the stimulant being eliminated. The body has to supply the energy from its own resources, thus, as we have said, toxins and stimulants have a negative effect on the body, decreasing its energy and the health of the body.

THE DELUSION OF STIMULATION

When the body is stimulated it brings with it a sense of euphoria and well being. 'I need a coffee to get going' is the classic illustration of this delusion. The euphoria is due to the increased glucose levels in the blood stream and the increased metabolism. The delusion is that we are doing fine. 'The stimulant makes me feel better, what could be wrong with that?'

We may not realise that our body's health is being compromised, and thus continue

in the same patterns of stimulation. An attendant problem is that we need increasing doses of stimulant to provide the same effect.

THE FRUITS OF STIMULATION

If we insist on stimulating our bodies we can contribute to major health problems for ourselves.

- Our organs and glands will operate at decreased efficiency which will result in tiredness and sluggishness.
- Our muscles will weaken resulting in atrophy and sagging.
- Our bones will lose density, which may manifest as osteoporosis.
- Our teeth will lose calcium and other minerals which will manifest as cavities.

Tragically, we can say with some sense of confidence, 'I consume many so-called toxins and stimulants, but look at me, I'm healthy and seldom sick so I can't see how these things are a problem for me!' Like many other things in life it is a cumulative problem and often rather difficult to prove. If one does not want to be convinced it is difficult to achieve the success of a change in habits!

If the principles outlined in this article make sense, now would be a good time to make some changes to your lifestyle to enhance your chances for a long and healthy life.

Light Educational Ministries

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SECRET CAVERN

Elva Schroeder (author of *Whatever Happened to the Twelve Apostles?*) tells the story of a boy and his dog in Jerusalem at the time of Christ. This book is written for children aged 8–12 to read for themselves, but is also an excellent story book to read to younger children. **\$5.95**



LEM CURRICULUM PLANS

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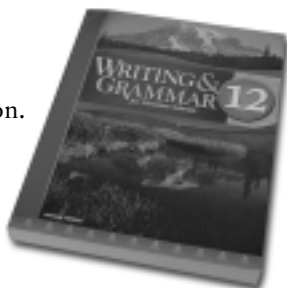
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LEM PHONICS CORNER



It sure seems from the feedback I had on Joshua's and Jaedin's cases, that personal testimony is one of the most effective teaching tools.

Joshua and Jaedin are not my only 'guinea pigs', because beginners are only part of the larger spectrum. This time I want to speak about a girl whom we will call Kathy.

Kathy is a lovely, intelligent 12 year old who has been homeschooled. But one day her mother discovered that Kathy couldn't really read well and her spelling was extremely poor.

So I tested her in both areas and found it to be the truth. Often semi-literate people can manage to bluff their way though life, hiding their problem. It may be hard to believe that Kathy was able to hide it from her mother, but because of adverse circumstances where the mother was forced to have the focus of her attention elsewhere, this has happened.

When Kathy read 'criss-cross' for the word 'cir-cus', I felt sure I could help her.

It so happened that I was in the process of developing a programme to teach adults at this time so I decided to try it with her.

The results have been very pleasing so far.

I first needed to convince her that what she would need to learn first was not babyish. It was very important as a foundation for everything else that followed.

So she and her mother learnt the phonograms together and it was a race to see who could remember them first. Of course Kathy did!

I knew that I had to give her two things to begin with — confidence and hope. So I assured her that she was a very intelligent girl and that I could help her if she would trust me that what I was teaching at any time was part of the process. But at the same time I had to teach her in a way which would show some good results quickly.

Having learnt the single phonograms I began to teach her how to sound words. She had to be 'deprogrammed' from letter names. But the trouble was that I didn't know which words she already knew how to read and spell. So to make sure she was definitely understanding the word through the phonograms it contained I developed a whole lot of artificial words. Then she had no option but to work them out from sound. I gave her lists of real words to read too, not sentences. She had already learnt

to guess very intelligently from context, so we had to break the guessing reflex, too.

The artificial words were all within the single phonogram range, but containing all the possible patterns, including consonant blends of two and three letters at the beginning and at the end.

Starting slowly at first she soon learnt to follow through the sounds, as I insisted she did this, not moving into guessing halfway through the word.

I introduced the simple rule about *l*, *f*, *s*, and *z* usually doubled at the end of a one syllable word — then tested her on words which contained the rule.

Having conquered one-syllable words in this way it was time to move into multiple syllables. I first gave her two-syllable words only within the single phonogram range. Then I added more syllables. This was the stage where the lights turned on — reading wasn't so hard after all! She only needed to read the little parts inside the big word and join them together

When she realized she could confidently read such words as *activity*, *consonant*, *systematic*, *benefit* etc., she became excited. She was motivated to try to read more words.

So we quickly moved into using the multiple phonograms. As it was necessary and possible to introduce a new rule, I did. We quickly whipped through the five *er* phonograms and found out that *ear*

cannot say 'er' on the end of a word. Instead it says *ea* + *r*. Then she had to know that *er*, *ir* and *ur*, don't say 'er' if another *r* follows. And the same holds for *ar* and *or*. Then we found out where *c* says \dot{c} , always using heaps of examples.

I tried to trick her with words like *grit* and *girt*, *frim* instead of *firm*, and *thirty* instead of *thirty*, so Kathy had to carefully observe the order of letters and see if they formed a multiple phonogram or not.

Then we had to learn to try each successive sound for phonograms which had more than one sound.

If it didn't sound like a proper word with the first sound she learnt to quickly decide the sound which was correct. For example, does the word *group* say 'growp', 'grope', 'groop' or 'grup'? She has four choices using her phonogram knowledge, but common sense will finalize the choice. Exercises putting numbers over the sounds help develop this awareness. Practice makes the process automatic.

Through rules she could read words like *cicada*, *incident*, *cylinder* and *acceptance*, *interdependent*, *lurid*, *punctual*, *solemnity* and *astronomical*. And each rule gave her more power in reading.

My first aim was to have her reading confidently, because it is a quick way to lift the morale and to motivate the student to keep going. This proved to be the case. But at the same time she was realising that

her spelling was improving too. I gave her little tests within the rule range to show her how she could do so much more now. When she wrote *tourrest* for *tourist*, I was able to explain that the ending *ist* is always used instead of *est* if our word is to mean a thing or person who does what the base word says. We tried it out with words like *typist*, *activist*, and *florist*.

We learnt the rules for base words and endings. The lights really came on for her mother at this time, too. 'I'm getting as much out of this as Kathy is', she remarked.

The big result so far is in two main areas. Kathy of her own volition is starting to read before she gets up in the morning and at other times. She would avoid reading before we began on the course. The maturity level in her books has also risen.

The other good result is that Kathy is continually observing words and trying them out for spelling. I am now shifting the focus to spelling and giving her aids to help remember words where rules don't apply. The fact that she is now looking at words in an analytical way will certainly help her.

I'm looking forward to giving you an update on Kathy, too.

In between all my 'guinea pigs' I have been writing various material. A great book of rules for spelling, reading and pronunciation, as well as exceptions, anomalies, strange patterns etc. is almost ready. It has heaps of examples for every

rule, lists of suffixes and prefixes and how each one relates to grammar, lists of homophones, silent letter words, comparison charts of confusing suffixes like *ary*, *ery* and *ory* and even contains lists of multi-syllable words for teaching people like Kathy. It is a must for teachers, speech therapists, ESL workers and linguists. It is unique because it is based on the phonogramic structure of our language.

I am also refining the book which I put together to teach Kathy so that it can be used for tutoring, adult classes and any form of remedial teaching. Finally, I am gradually getting together an ESL Course. Whilst the three books support each other, they are still separate entities, each uniquely designed for a very specific purpose. It is time now to see phonics formally covering the whole spectrum.

In November I'll be going to India for three weeks with a mission team whose leaders have planted an orphanage at Rajamundry on the Eastern Coast. I will be introducing phonics to two different groups of teachers in two towns.

I would really appreciate your prayers for God's wisdom in the work I am doing and His blessing upon it, because the motivation is to honour Him and to bless His people.

Thank you,



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



Christian Home Education
Seminar and Show

2005 Programme

- 9:00 **Registration**
- 9:30 **Keynote Address**
Mike McHugh or Peter Frogley
- 10:30 **Morning Break**
- 11:00 **Elective sessions**
- 12:00 **Lunch**
- 1:00 **Answers in Genesis**
- 2:00 **Session Two**
- 3:00 **Session Three**
- 4:00 **Book Browse and Buy**
- 5:00 **Close**

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

Guest Speakers

In 2005 we will have Mike McHugh, Director of Christian Liberty Press in Chicago, USA, with us for the Melbourne and Sydney CHES.

Claire Jones from Trivium Education will also be taking electives at some of the seminars.

CHES Seminars

01 HOBART, TASMANIA

- Date* Saturday 30 April
- Venue* Salvation Army Hall
Blackmans Bay
- Cost* Single/Family: \$25/\$40
Earlybird (by 9 Apr):\$15/\$25
- Send to* Lorraine Ward
7 Jessica Ct
Howden Tas 7054
- Phone* (03) 6267 2359

02 HAMILTON, VICTORIA

- Date* Tuesday 3 May
- Venue* TBA
- Cost* Single/Family: \$25/\$40
Earlybird (by 16 Apr):\$15/\$25
- Send to* Ray and Maree Clay
RMB 4159
Coleraine Vic 3315
- Phone* (03) 5575 3208

03 ADELAIDE, SA

- Date* Saturday 7 May
- Venue* Sunrise Christian School
95 Wattle St, Fullarton
- Cost* Single/Family: \$25/\$40
Earlybird (by 16 Apr):\$15/\$25
- Send to* Michael and Sue Whitrow
PO Box 123, Belair SA 5052
- Phone* (08) 8278 7300

04 MELBOURNE, VIC

Date Saturday 16 July
Venue Blackburn Baptist Church
Cnr Springfield and
Middleborough Rds,
North Blackburn
Cost Single/Family: \$25/\$40
Earlybird (by 25 Jun): \$15/\$25
Send to Kingsley Educational Pty Ltd
PO Box 310
Mt Waverley MDC Vic 3149
Phone (03) 9544 8792
Fax (03) 9544 2328
Email enquiries@kepl.com.au

05 SYDNEY, NSW

Date Saturday 23 July
Venue Condell Park Christian School
29 Lancelot St, Condell Park
Cost Single/Family: \$25/\$40
Earlybird (by 2 July): \$15/\$25
Send to Leanne Glen
6 Blackwattle Grove
Narellan Vale NSW 2567
Enquiries LEM, (02) 6259 3944

06 PERTH, WA

Date Saturday 3 September
Venue Presbyterian Church
32 Bull Creek Dr, Bull Creek
Cost Single/Family: \$25/\$40
Earlybird (by 13 Aug): \$15/\$25
Send to Rod and Leanne Ellis
246 Duckpond Rd
Wellard WA 6170
Phone (08) 9524 2505

07 BRISBANE, QUEENSLAND

Date Saturday 15 October
Venue Ashgrove Baptist Church
7 Firhill St
Ashgrove
Cost Single/Family: \$25/\$40
Earlybird (by 24 Sep): \$15/\$25
Send to Claire Jones
PO Box 186
Ferny Hills DC Qld 4055
Tel/Fax (07) 3351 7243
Email trivium@bigpond.net.au



Level I Seminars

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

08 BRISBANE, QLD

Instructor Greg O'Keefe
Dates Saturday 13 November
Saturday 20 November
Saturday 27 November
8.30 am – 5.30 pm
Venue TBA

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

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

Reg. by Mon 8 November 2004

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

Phone (07) 4697 1411

Email gokeefe@lem.com.au

09 ADELAIDE, SA

Instructor Chris Joy

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

Venue Sunrise Christian School
95 Wattle St, Fullarton

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

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

Reg. by 2 December 2004

Send to Chris Joy
RMD 635
Victor Harbor SA 5211

Phone (08) 8552 3755

Email cjoy@lem.com.au

10 NEWCASTLE, NSW

Instructor Margaret Pond

Dates Tue 18 – Fri 21 Jan 2005
9.00 am – 3.30 pm

Venue St Philip's Christian College
Salamander Bay

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

Reg. by 10 January 2005

Send to Margaret Pond
3 Tahlee Pl, Medowie NSW 2138

Phone (02) 4982 9002

Email mpond@lem.com.au

11 MELBOURNE, VIC

Instructor Joanne O'Donovan

Dates Mon 21 and Mon 28 Feb
Mon 7, Mon 14, Mon 21,
and Mon 28 March

Venue Oxley College
Old Melbourne Road
Chirnside Park

Cost \$360 per person including the *LEM Phonics Manual*, *Word List K*, and phonogram cards
Deposit of \$50 per person required with registration

Reg. by 14 February 2005

Send to Joanne O'Donovan
PO Box 107
Kangaroo Ground Vic 3097

Phone (03) 9730 1030

Name

Address

Phone

Email

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

Cheques payable to *CHESS* for all seminars

- 01 Hobart**
- 02 Hamilton**
- 03 Adelaide**
- 04 Melbourne**
- 05 Sydney**
- 06 Perth**
- 07 Brisbane**

LEM Phonics Seminars

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

- 08 Brisbane**
Cheques payable to *Ark Educational Consultancy*
Do you already have the materials in the *LEM Phonics Seminar Pack*? yes no
- 09 Adelaide**
Cheques to *Christian Home School Association*
 Please send me a CD of the 75 phonograms for pre-seminar learning
 Please order me a set of Phonogram Cards @ \$24.95 (payment enclosed)
- 10 Newcastle**
Cheques payable to *Margaret Pond*
Do you already have the *LEM Phonics Manual* and *Word List K*? yes no
- 11 Melbourne**
Cheques payable to *Joanne O'Donovan*
Do you already have the *LEM Phonics Manual* and *Word List K*? yes no