



DIRECTOR'S COMMENT

PETER FROGLEY

We mark over twelve months in our new building with this issue.

It has become home for us — in fact it is difficult remembering we ever had another home. It is a great blessing to us with everything in the right place and a comfortable environment in which to work.

Once again we thank each of you who made contributions to our Building Fund that made this building possible. We have received over 140 donations — some small, some large, but we appreciate each of you as each donation represents a commitment to the ministry of LEM. That is an encouragement to us!

Projects

As always there are projects underway, but seldom does there seem enough time to get everything done.

- The **LEM Phonics Manual** is undergoing revision as we are close to exhausting supplies. On reflection with our Registered Instructors we decided to make some changes to the Manual with a view to enhancing its useability. The new manual should be complete before the end of the year.

- We have begun work on a **Teacher's Resource Kit** for LEM Phonics, which will have photocopiable masters for extra worksheets, phonics articles, ideas, and other material. Many teachers have been asking for this for some time and our instructors are busy assembling material. We hope this will be ready early in 2007.
- *The Elements of Music* Volume 3 is underway in the layout stage, but it may not be ready until 2007.

This Issue

In this issue *Exploring Christian Education* looks at Kohlberg's Moral Development theory. We review the current discussion on teaching Australian history and remind readers of the PEERS test for assessing students' biblical world view. From the *Christian School Builder* comes an article on the Christian Perspective on Education. The health section is given to introducing a new product, Eleotin, that is achieving remarkable success in helping many diabetics.

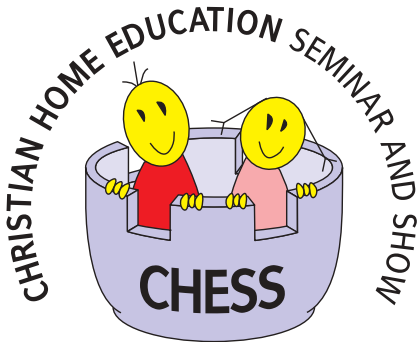
Keep educating for the Lord!

NEWS UPDATE



CHESS

CHESS attendances this year have been disappointing (with the exception of Sydney), but interest has been high and sales very good.



We have just returned from a great time in Western Australia where we had an excellent CHESS in Perth, as well as a smaller but worthwhile seminar in Albany.

Next year a series of secular home education conferences are planned for various locations around Australia. Unfortunately LEM will not be attending

— we simply do not have the finance, staff or time to commit to the program they have organised.

So to avoid conflicting with these conferences, at this stage we are planning just four CHESS seminars in 2007:

Hobart	Saturday 9 June
Perth	Saturday 15 September
Sydney	Saturday 13 October
Melbourne	Saturday 27 October

If you would like a CHESS seminar in your area next year and you are not near one of the above cities, please contact us and we will consider adding your area to the list.

LEM Building Project

Although we have been in our building for over twelve months, we are still waiting patiently for some form of reimbursement for the significant cost over-runs for the off-site works. This situation has left us in considerable debt and we still welcome further tax deductible gifts to assist in removing our mortgage. Payments should be made to the Light Educational Ministries Building Fund.

Overseas

ROUND THE WORLD

I have recently been appointed International Coordinator for our church movement and as a consequence I am travelling around the world again in November–December. This trip gives me opportunity not only to visit and encourage church contacts, but also to spend time with our fellow Christian educators around the world.

UNITED KINGDOM

Tracy van den Broek, a leading UK home schooler, is organising some meetings of significant people in Christian education when I visit in November. I am hopeful that this visit will help gauge the level of interest, particularly in the use of LEM materials, in the UK.



Samuel and Paul Merupu in Hyderabad

INDIA

In December I plan to spend three days with Samuel and Paul Merupu in Hyderabad planning and discussing the next phase of developing LEM Phonics in India. We are hoping to begin the first training seminars in LEM Phonics in November.

AFRICA

I will be in Africa in late November and early December, visiting Uganda, Kenya and Tanzania. Whilst the main thrust will be speaking at a pastors and leaders conference in Kenya, I will also be visiting a new orphanage project in Uganda which is planning to establish a Christian school.

It will also be an opportunity to visit Rebecca Bell, a missionary from our church in Canberra. Rebecca is training teachers with the Joshua Foundation in Arusha, Tanzania.

PAPUA NEW GUINEA

The Christian Education Teachers Conference in July in Lae was a great time with opportunity to teach on Biblical World View and to take a class of 80 teachers for LEM Phonics. Gabriel Waive and his Integrated Christian School movement has 58 Christian schools relating together with many more looking to affiliate and establish schools.

Mesia Novau in Port Moresby continues to work toward the

establishment of Christian schools and teacher training with significant interest. Several villages are conducting phonics courses with a view to establishing schools.

www.lem.com.au

FIREFOX, MOZILLA AND OPERA

Despite sounding like the names of super heroes, these are actually the names of three open source internet browsers that are challenging Microsoft's Internet Explorer (IE) for market share.

What is open source software? Basically it means that the manufacturer makes the source code available ('open'), and any programmers from around the world can offer improvements and/or new features to include in the next release. The software is usually either free for download or at very least significantly cheaper than commercial versions.

So which browser should I use? That's a tough one. While Firefox and his buddies have lots of features such as tabbed browsing, popup blockers and good security, the fact remains that almost 90% of internet users are still browsing with IE, and that's what web developers design and test their sites for. So if you use Firefox, be prepared for some sites to look a little whack.

Whilst IE has taken a beating for not being as secure from viruses and other computer attacks as Firefox, a very large contributor to this is the fact that most

viruses are aimed at IE. As Firefox gains popularity, it will become a more tempting target for evil.

A new version of IE has just been released which is supposed to address these shortcomings.

But having said all that, a good website is one that functions well on all platforms — so after receiving a handful of complaints from Firefox/Mozilla users, we have updated lem.com.au to be more 'Firefox friendly'. The issues related to the scaling and scrolling of the pages — some users needed a magnifying glass to read the type, and others couldn't scroll down.

No matter if you're happy or annoyed, we always welcome feedback about our website — email john@lem.com.au.

OVERSEAS ENGLISH TEACHERS

One of the great needs in China, India, PNG and other non-English speaking nations is for native English speakers who can instruct in the LEM Phonics programme. We would be pleased to hear from anyone who feels a call to teach and be trained in LEM Phonics to be able to serve the Lord in one of these nations.



EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

62 Moral Development

Lawrence Kohlberg (1927–1987), though born into wealth, chose to become a sailor; and rather than continue his education after World War II, he helped to smuggle Jews through the British blockade of Palestine.

In 1948, he enrolled at the University of Chicago, where his admission test scores were so good that he had to take only a few courses to earn his bachelor's degree, which he did in one year. He completed graduate work in psychology in Chicago, initially planning to become a clinical psychologist. However, he developed an interest in the work of twentieth century Swiss psychologist, Jean Piaget, who studied childhood cognition in making moral judgements. Furthering this interest he began interviewing children and adolescents on moral issues. This developed into his doctoral dissertation, the first rendition of his 'moral development theory'.

Kohlberg was an informal, unassuming man who was a true scholar; but one who helped others appreciate the godless

wisdom of many of the early psychologists and researchers such as Jean Jaques Rousseau, John Dewey and James Mark Baldwin.

Kohlberg taught at the University of Chicago from 1962 until 1968 when he moved to Harvard University. He remained at Harvard for many years, becoming famous for his work as a developmental psychologist. From there he moved to concentrate his efforts in the field of moral education. He was particularly well-known for his theory of moral development which he popularised through research studies conducted at Harvard's Center for Moral Education.

In 1973 Kohlberg developed a tropical disease, which was to plague him for the rest of his life. While hospitalised in 1987, he was reported missing and his body was later recovered from a marsh. It has been a common rumour that he committed suicide.

Moral Development

His theory of moral development was drawn from the thinking of Jean Piaget and the American progressive educator John

Dewey. These men had emphasised that human beings develop philosophically and psychologically in a progressive fashion.

Kohlberg believed (and was able to demonstrate through studies) that people progressed in their moral reasoning through a series of stages. Piaget had listed two stages but Kohlberg believed that there were six identifiable stages, which could be more generally classified into three levels.

For his doctoral research Kohlberg studied differences in children's reasoning about moral dilemmas. Kohlberg's core sample was comprised of 72 boys, from both middle- and lower-class families in Chicago. They were ages 10, 13, and 16. He later added to his sample younger children, delinquents, and boys and girls from other American cities and from other countries.

Unfortunately Kohlberg was not a Christian and thus his stages of moral development suit children who do not have the scriptures imparted to them to provide godly adjustment in their development. Thus Kohlberg's model does not fit well with the growth of Christian children in a Christian home or school.

Christians understand there is development in the mind of children that determines their capacity for thinking as they grow through childhood. Whilst that development will be essentially consistent for both Christian and non-Christian, the variation comes through the input in

training the Christian child should receive. We could perhaps say that all children receive a 'common grace' from the Lord to allow them to develop any values at all, but in the non-Christian child these stages are strongly coloured by the effect of sin. The Christian child is to be disciplined by parents and the church in the ways of God and through the power of the Holy Spirit. This enhances his development as he learns to live biblically. Morality is a humanistic idea which attempts to describe human values. It reminds me of the current debate in Australia as to what are 'Australian values'. It is somewhat amusing to listen to various clever people unsuccessfully trying to define values, when they don't believe in the One from whom all value flows.

An Alternative

Dorothy Sayer's essay *The Lost Tools of Learning* provides an excellent and simple explanation of three stages of development, which in general terms roughly approximate Kohlberg. This, however is not moral development in any biblical sense, but rather observing the changes in thinking capacity as the child grows. Remember, the idea of morality is not biblical — Christians think in terms of obedience to God and His Word. Christians think in terms of discipling the mind of the child in the ways of God, which makes it difficult to apply the work of psychologists such as Kohlberg without making major adjustments. From a Christian perspective, then, Kohlberg's

work is more a study in the development of sin in the child's life.

Kohlberg hypothesised that moral difficulties motivated their development through a fixed sequence of increasingly flexible kinds of moral reasoning. He also helped to clarify the general cognitive-developmental view of age-related changes. As a result Kohlberg became a recognised leader in moral education.

Having rejected the need for godly, biblical values the educational theorists found that without values, or morals, children 'ran amuck'. In an attempt to defray this dilemma they sought to develop a 'Values Education'. On that basis, curricula based on Kohlberg's theory has been given to students as a series of moral dilemmas which they must solve. These moral dilemmas are structured in such a way as to facilitate and promote the passing of the student from one stage of Kohlberg's moral development to the next. Unfortunately, the standard for appropriate values, or moral behaviour, has been set by those of Kohlberg's ilk, rather than the objective standard of God's Word. Rather than put forward an alternative, Christians have too often embraced Kohlberg and others' humanist model, introducing it to our churches and schools. This is one reason for the parlous state of our churches and schools today — we have lost our biblical underpinnings and have replaced them with men's ideas.

the idea of morality is not biblical

Kohlberg's Stages of Moral Development

LEVEL 1: PRECONVENTIONAL LEVEL

At this level, the child is responsive to cultural rules and labels of good and bad, right or wrong, largely on the basis of the pleasure/pain effect of the action. The level is divided into the following three stages:

Stage 0: Egocentric judgement

The child makes judgements of good on the basis of what he likes and wants or what helps him, and bad on the basis of what he does not like or what hurts him.

Stage 1: The punishment and obedience orientation

The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences.

Stage 2: The instrumental relativist orientation

Right action consists of what instrumentally satisfies one's own needs and occasionally the needs of others. Elements of fairness, reciprocity, and equal sharing are present, but they are always interpreted in a physical, pragmatic way.

LEVEL 2: CONVENTIONAL LEVEL

At this level, the individual perceives the maintenance of the expectations of his family, group, or nation as valuable in its own right, regardless of immediate and obvious consequences. The level consists of the following two stages:

Stage 3: The interpersonal concordance or 'good boy-nice girl' orientation

Good behaviour is what pleases or helps others and is approved by them. Behaviour is frequently judged by intention — 'he means well' becomes important for the first time.

Stage 4: The 'law and order' orientation

The individual is oriented toward authority, fixed rules, and the maintenance of the social order. Right behaviour consists in doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

LEVEL 3: POST-CONVENTIONAL, AUTONOMOUS, OR PRINCIPLED LEVEL

The individual makes a clear effort to define moral values and principles that have validity and application apart from the authority of the groups of persons holding them and apart from the individual's own identification with the group. The level has the two following stages:

Stage 5: The social-contract legalistic orientation

Right action tends to be defined in terms of general individual rights and standards that have been critically examined and agreed upon by the whole society. The

result is an emphasis upon the 'legal point of view', but with an additional emphasis upon the possibility of changing the law in terms of rational considerations of social utility.

Stage 6: The universal ethical-principle orientation

Right is defined by the decision of conscience in accord with self-chosen ethical principles that appeal to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and equality of the human rights, and of respect for the dignity of human beings as individual persons.

The Value of This

Kohlberg has attempted to combine the opposing doctrines of subjective value and objective value to form his theory, which results in a kind of 'philosophical schizophrenia'. Kohlberg claims to have derived his authority from such philosophical traditions as Socrates, Plato, Piaget and Dewey. He embraces the liberal, rational position which is in strong opposition to the biblical Christian position.

As we mentioned earlier, Kohlberg developed curriculum which included various moral dilemmas. Here is one of his moral dilemmas:

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: 'No, I discovered the drug and I'm going to make money from it.' So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that?

Kohlberg, 1963, p. 19

Kohlberg is not really interested in whether the subject says 'yes' or 'no' to this dilemma but in the reasoning behind the answer. The interviewer wants to know why the subject thinks Heinz should or should not have stolen the drug. The interview schedule then asks new questions which help one understand the child's reasoning. For example, children are asked if Heinz had a right to steal the drug, if he was violating the druggist's rights, and what

Kohlberg's theory results in a kind of philosophical schizophrenia

sentence the judge should give him once he was caught. Once again, the main concern is with the reasoning behind the answers. The interview then goes on to give more dilemmas in order to get a good sampling of a subject's moral thinking.

Once Kohlberg had classified the various responses into stages, he wanted to know whether his classification was 'reliable'. In particular, he wanted to know if others would score the protocols in the same way. Other judges independently scored a sample of responses, and he calculated the degree to which all raters agreed. This procedure is called 'interrater reliability'. Kohlberg found these agreements to be high, as he has in his subsequent work, but whenever investigators use Kohlberg's interview, they also should check for interrater reliability before scoring the entire sample.

My comment would be — what is the point of such reliability unless it measures the conformity of a life to the purposes of God?



EXCHANGE STUDENTS

Interested in student exchange between Australian and US homeschooling families?

Email Ellen Gerwitz at matt@gerwitzcomputer.com for more information.

THE PEERS®

T E S T

LEM are the Australian agents for Nehemiah Institute's PEERS test — a Biblical world view test in **Politics, Economics, Education, Religion and Social issues.**

The PEERS Tests can be taken by anyone and are particularly suitable for schools, home schoolers, church groups, etc.

Many schools and home educators are wondering if their children are thinking biblically and the PEERS Test is one of the few means of testing such understanding and assessing the effectiveness of our Christian education.

How It Works

The PEERS test categorises students into four world view classifications: Biblical Theist, Moderate Christian, Secular Humanist or Socialist.

Score cards and analysis reports provide a micro and macro view of world view thinking. Personal scores are kept strictly confidential and are never revealed or distributed.

The PEERS Test is available in Elementary (primary), Junior High and

Senior high/adult versions. There is also a mini PEERS Test for use in conferences and inservice training.

The test takes 45-60 minutes.

Resources

Not only does the Nehemiah Institute provide PEERS Tests, but they also provide training programs for schools and teachers in biblical world view.

Developing a Biblical World View is a 20–25 hour course which includes the PEERS Test and comes with a Student Workbook and Teachers Guide. The same course without the PEERS Test is titled *Worldview Basic Training*.

Education from a Biblical Worldview is a training course for teachers and parents in the philosophy of education. It comes with a Faculty Training Manual and a Leaders Edition.

There is also a series of position papers on the key questions in each of the PEERS Tests.

More information

You can check the information on all the products available from the Nehemiah Institute at www.nehemiahinstitute.com.

When ordering online include our code **LEM625** and you will receive a 10% discount on all charges. Alternatively you can order resources through Light Educational Ministries.

AUSTRALIAN HISTORY

In August this year a summit was held in Canberra to consider whether Australian history should be compulsory in schools.

This cause has been championed by our Prime Minister, John Howard, who said:

I do not believe... that you can have any sensible understanding, and therefore any sensible debate, about different opinions of Australian history unless you have some narrative and method in comprehension and understanding of history. How you can just teach issues and study moods and fashions in history, rather than comprehend and teach the narrative, has always escaped me.

I thought that was a rather good comment — I think he means that we should get back to teaching Australian history.

Yet the media cried, ‘what a lot of mumbo-jumbo’. It would be amusing if it was not so sad. The politically correct, of course, were not able to agree on anything except that Australian history should be written with their bias — certainly not a conservative one — and God forbid some may wish to see a Christian perspective on Australian history.

So, perhaps one of the most important disciplines in the curriculum seems to be too difficult for the experts to include in our curriculum.

The left-wing politicians were quick to comment in predictable fashion:

- Labor is concerned that the government wants to rewrite history to reflect its conservative political world view.
- The Greens thought that Mr Howard had a limited view of history.
- The Democrats feared we would return to the days when Australian history began with Captain Cook.

Some of the experts did not believe Australian history should be compulsory, nonetheless believed it should be a ‘core’ part of the curriculum. I am not sure how something could be a core part of the curriculum if it were not compulsory.

WHAT IS THE ANSWER?

History (in fact all subjects) will always be biased. The question is whose bias will be taught. That is why Christians must insist on a Christian education for their children. If we don’t, our children will be taught someone else’s bias. Should we impose our views? Of course! If we don’t someone else will impose theirs — there is no alternative.

For this reason it is imperative for Christians to teach Australian history from a Christian perspective. That is why we have produced *History of Australia* for grades 3–5 and are beginning work on a version for higher grades.

This is a huge task and we would ask you to pray for writers, editors and illustrators to assemble a work that will glorify the God of Australian history.

THE CHRISTIAN PERSPECTIVE OF EDUCATION

DANIEL R LEHMAN, IN 'CHRISTIAN SCHOOL BUILDER'

God is the sole possessor of all wisdom and knowledge.

Education is the term we use to refer to the process of acquiring knowledge. Since none of us know all that can be known, education is an ongoing, lifelong process. And since we believe that God is the source of all truth, we accept His Word as a solid basis for what we believe to be true.

As Christians, we differ from non-Christians in the way we answer two important questions: 'What is truth?' and 'How is truth acquired?'

Let us consider the first question, 'What is truth?' For our purposes, all truth can be grouped into one or two categories: firstly, divinely revealed truth and secondly, humanly discoverable truth.

As Christians we can learn some of these truths and benefit from our knowledge of them. We establish Christian day schools because we understand the value that these truths hold for our children.

The biblical account of the Creation is an example of this first category of truth. No man was present to observe this event and make a record of what happened. Therefore, the only way man can come to know the truth about the Creation is through God revealing it to him. God has

revealed many other truths through holy men inspired by the Holy Ghost to write them. These divinely revealed truths cannot be learned by human investigation, but are totally dependent on God's revelation.

The second category of truth can be learned by observation and study. All through time, men have observed, studied, and catalogued their findings. Through the use of five senses, men have learned much truth about the world they live in and how it functions.

In both these two categories of truth is much that is not within our reach. Many aspects of the future have not been disclosed to us. No man knows when Jesus will return. In ages to come, God will reveal to the saints many truths that we do not need to know now.

The body of knowledge we are calling 'humanly discoverable truth' also continues to grow as men continue to investigate their environment and as the course of human events unfolds. Yet human knowledge is incomplete and will always remain so.

Our perspective as Christians is that truth includes both divinely revealed truth and that which is humanly discoverable. Non-Christians, on the other hand, reject divinely revealed truths, claiming that they are unscientific. They do not accept these truths,

because they cannot be verified by scientific methods of testing, detected by the five senses, nor conceived by man's mind.

Since Christians and non-Christians differ in the way they define truth, they also differ in the way they ask the question, 'How is truth acquired?' Non-Christians focus their attention on humanly discoverable truth, believing that is all there is. They are willfully ignorant of divinely revealed truth.

Since God is the source of all knowledge, man cannot be truly educated until he comes to know God. We can learn more about a machine by talking to the designer and maker than we can by examining the machine itself. So we can understand creation better when we know the Creator. We learn about Him through His Word. Jesus said, 'Thy Word is truth' (John 17:17). As God's Son, He came into this world to reveal truth to man. He said, 'I am the way, the truth and the life' (John 14:6).

To acquire truth, we must become acquainted with God, who is the source of truth. Those who do not like to retain God in their knowledge curtail their understanding of truth. Their perception of truth becomes distorted and confined to that which is humanly discoverable.

We begin the education process by accepting the authority of the Word of God. It reveals the eternal realities of God and the true condition of man.

In modern times, secular educators have enthroned science as a god who reigns over test tubes and other scientific apparatus. Researchers devote their lives

to scientific research. But questions arise that are more profound than any science laboratory can answer: Where did I come from? Why am I here? Where am I going? Is there an 'intelligent designer' who created the universe and set it in motion?

Non-Christians today seek for answers to such questions by searching the realm of humanly discoverable truth. They are 'ever learning, and never able to come to the knowledge of the truth' (2 Timothy 3:7). They refuse to look for answers to those questions in the place where those answers can be found.

But where shall wisdom be found? And where is the place of understanding?...It is hid from the eyes of the living...and God understandeth the way thereof, and He knoweth the place thereof...and unto man He said, Behold the fear of the Lord, that is wisdom; and to depart from evil is understanding.

Job:28:12,21,23,28

As Christians, we believe that to be truly educated, we must accept both God's revelation of truth as well as those truths that men have discovered through study and observation. We learn to know God by reading his Word and obeying its teachings. By following God's Word, we understand more than any human teacher can teach us.

These understandings guide us in the operation of our schools. By knowing what truth is and how it is acquired, one is in a position to be truly educated. When we learn the things that God wants us to know, we can fulfil the purpose of our creation — to serve God and to glorify His name.



ELEOTIN®

A New Product for Diabetes

In the midst of amazing breakthroughs in many areas of life we find ourselves addressing crises that rightly should have been overcome. Unfortunately, we have decided to ‘do life our own way’ and as a result we are suffering the consequences.

In the June issue of *Light of Life* we spoke of the work of Dr Michael Sichel. Since then we have seen a number of people helped through his work. Again we recommend his book *Good News for Alphabet Kids* as an indispensable aid for those with children suffering ADD, ADHD, or other autism spectrum disorders. Many have been helped overcome major difficulties in their families.

We also mentioned another Sichel book titled *Bitter Sweet Profits*, in which he addresses the current diabetes epidemic gripping the western world. In that book he writes of a herbal remedy which has

been achieving remarkable success with diabetes patients — ELEOTIN®.

Quite providential circumstances have led us to Peter Nicholls who is the Australian distributor for Eleotin and he has invited Light Educational Ministries to become a distributor for the products.

There are many so called ‘miracle products’ and many of us have become rightly skeptical of these new ‘miracle cures’. Nevertheless, we have been impressed enough to accept his invitation and we would like to present information on this product for your consideration.

Eleotin was initially developed at the University of Calgary, Canada, through the work of Youngsoo Kim, a Christian Doctor from Korea. Eleotin is composed of 15 different herbs, blended for maximum effect. It was originally designed for use by sufferers of type 2 diabetes. Animal and human trials conducted at the University of Calgary have produced consistent results. Human tests using Eleotin for three to six months have shown the following:

- Significant reductions in blood sugar levels (over 50%)
- Return to near normal glucose levels for 70% of users
- Stable glucose levels even after Eleotin usage is discontinued for an additional three-month period
- No side effects.

From March 1998 to June 2001, Eleotin had been sold to over 20,000 type 2 diabetics. We have extremely encouraging results from these initial users and are confident in recommending Eleotin to all those suffering from type 2 diabetes.

Peter Nicholls Testimony

In early 2004 I was diagnosed with type 2 diabetes and advanced peripheral neuropathy. I consulted with four doctors and a Professor of Endocrinology. All had the same thing to say: ‘There is no cure for Diabetes’.

And the worst was yet to come. My neuropathy was so serious that one doctor told me I had to stop work immediately and arranged a disability pension for me, after alluding to the possibility that I may have to have one or both feet amputated. That really got my attention!

A year of diabetic drugs followed to manage (rather than cure) this insidious disease. Though I changed my diet and tried to exercise more, my health deteriorated. I was bed-ridden for many months, and could hardly walk.

I purchased a walking stick and tried to walk for 30 minutes a day. Well, my spirit may have been willing, but my body certainly was not. Things got so bad that, for the first time in my life, I actually contemplated suicide.

After a great deal of prayer I commenced researching diabetes on the Internet. Eventually, I read Michael Sichel’s book *Bitter Sweet Profits — Winners and Losers inside the Diabetic Industry*. This was not only the answer to my fervent prayers, but the start of a reversal of my type 2 diabetes.

Michael’s book tells the providential story behind Eleotin — a scientific combination of herbs, discovered and perfected over the past 20 years by the University of Calgary’s Julia McFarlane Diabetic Research Institute of Canada.

It is amazing that everyone I have encountered in relation to this natural remedy has possessed a keen desire to help humanity. They also have something else in common — all are followers of the Lord Jesus Christ. The Greek word *eleotin* means ‘God’s abundant grace’.

The above Institute conducted all the mandatory tests to prove the efficacy of Eleotin to ensure its safety with no side effects. Eleotin is registered in USA, Canada, Australia and SE Asia as a food supplement, and does not require a medical prescription. It has reversed the disease in 70% of cases, and given tremendous relief to the remainder.

There is no conflict between Eleotin and allopathic drugs, but it is important that diabetic medications are not withdrawn unless supervised by your own doctor.

My experience was that after taking this 15 herb remedy for 2–3 months my GP was able to take me off diabetic drugs and my blood glucose levels almost returned to normal. I am no longer in danger of leg amputations, as my peripheral neuropathy has all but disappeared.

How Does It Work?

As Eleotin is a herbal supplement, not a miracle cure, there are some realistic points that need to be made.

The expected progress of Eleotin treatment differs according to age, lifestyle, and, more importantly, body size. In some cases, no progress is observable even after 6 months of continued usage. Do not be disappointed. Be patient.

Eleotin is not a miracle quick fix. You cannot reverse in a couple of months a disease that has been developing over many years. Long-term stable and consistent intake is necessary and essential to the success of using Eleotin. Overweight patients may need to increase their dosage or take a booster called *Express 6*. Some users feel great energy and also see their blood sugar levels drop soon after starting their Eleotin treatment. But, these symptomatic improvements do not mean that the fundamental changes have completed or have even started yet.

Eleotin needs to be used continuously and consistently until the body's own ability to control blood sugar has been completely restored.

Because Eleotin is made of natural herbs it does not develop resistance even with long-term use. There are no negative side effects and the dosages can be increased without any harm.

Disclaimer

Neither Eastwood Bio-Medical Research Inc., its affiliated companies, its employees, its distributors, nor its personnel make any claims that the products manufactured by Eastwood Bio-Medical Research Inc cure, diagnose, or prevent any diseases.

The Product

Eleotin has been developed in a range of herbal blends to suit particular needs.

ELEOTIN GOLD

Most diabetic type 2 sufferers take between 4–8 months to reverse their condition using these capsules.

1 mth supply \$110.00



ELEOTIN LBM HYPERTENSION FORMULA

This formula reduces blood pressure to normal within 3–6 months.

1 mth supply \$110.00



ELEOTIN EXPRESS 6 BOOSTER

Taken in conjunction with the gold capsules for type 2 diabetes sufferers who have been diagnosed within the last 6–10 years or longer, or for people who wish to ‘kick-start’ their healing process. **1 mth supply \$110.00**



ELEOTIN PREVENTION FORMULA

Suitable for pre-diabetics or people who wish to prevent the onset of type 2 diabetes.

1 mth supply \$110.00



ELEOTIN JUVENILE OBESITY FORMULA

Permanently Combats obesity in young people. Should be taken for 6–12 months.

1 mth supply \$110.00



ELEOTIN PEDO-PROTECTION SOCKS

Socks specially designed for diabetics. Improves blood circulation in the feet and lower legs and stimulates reflex points for protection and comfort. **3 pair pack \$67.00**

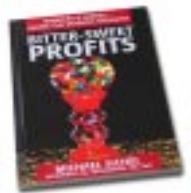


Books and DVDs

BITTER SWEET PROFITS BY MICHAEL SICHEL

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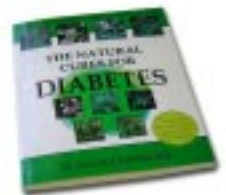
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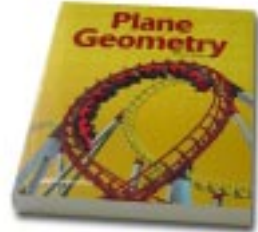
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Teacher Guide **\$37.45**

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Shepherd Press

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We have just received stock of Volume 4: Numbers. This valuable set of books is a great asset for every Christian home and school.

Genesis **\$31.45**

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Apologetics Group

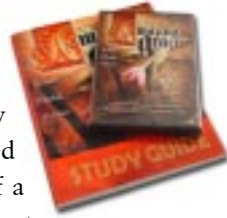
This group specialises in producing high quality DVDs for use at home, school or church. These are products not to be missed — they go straight to the heart of the matter being presented and don't skirt around the issues.

AMAZING GRACE

This excellent history and theology of Christianity is one of the best programs available. It is presented by Eric Holmberg who draws on the expertise of a number of well known Calvinistic scholars to present a well researched, highly valuable and educational study. 4 hours and 17 minutes on two DVDs.

DVD set **\$47.10**

Study Guide **\$23.50**



A CHRISTIAN MANIFESTO

One of the late Dr Francis Schaeffer's last presentations at Coral Ridge Presbyterian Church in 1982. An excellent one hour lecture on DVD. **\$39.20**



THE EVIDENCE — GOD, THE UNIVERSE AND EVERYTHING

A fascinating DVD presentation on 'The Big Question', drawing from a wide range of sources. Great for provoking serious thought and discussion among skeptics and believers alike. **\$39.20**



THE MARKS OF A CULT

This DVD is an excellent discussion which shows how to differentiate between true Biblical Christianity and errant religious movements – cults. **\$39.20**



THE BEAST OF REVELATION IDENTIFIED

Historic footage, graphics and an introduction by Eric Holmberg support this DVD lecture by Dr Kenneth Gentry, followed by a one hour Q&A session. **\$39.20**



LEM PHONICS CORNER



When 12 year old Jack's parents first asked me to help him with literacy skills, because he was having problems at school, I was under the impression that his problem was mainly spelling. On testing his spelling age was at about grade 2 or 3.

When I asked him what his reading was like, he assessed himself as being able to read reasonably well.

I gave him a fairly simple passage to read and he read the words, with few mistakes, but he was unable to answer all the comprehension questions.

As I began to take him through *Pathway to Literacy*, Jack's reading problem showed up more and more. He is the prototype of so many students in schools today who are not aware that their reading ability is sub-standard.

Jack needed to know first of all that he had a reading problem. This became clear when he could not read words in isolation (as they are set out in the *Pathway to Literacy*). First of all he had to learn the sounds of the phonograms as the major

tool, but he also needed to see how important it was to follow the letters in the direction of writing.

The whole word method with its lack of training in this area has seriously damaged students' ability to read fluently.

The course began with single phonograms and simple three- and four-letter words. One would think this would be quite simple, because most whole word learners have already learn these simple words.

But the catch was that many of the words were artificial (made up words using the usual phonogram patterns, but with no meaning). Jack was very surprised how many times he stumbled. Direction was his problem all the time. A word like **gril** posed a problem because his whole word mind read it as **girl!**

Moving into multi-syllable words early in the piece showing with syllable breaks that these words are like the little words but the parts can be put together to build them into longer words. Jack had no idea about syllables before this. When he could see how easy it is to work out quite difficult words, his confidence moved up a few levels.

Jack had to read all the instructions for his

‘reading in context’ practice at this stage. He often floundered with new words, but on the other hand the context helped him to ‘guess’ some of the words.

I was able to show Jack exactly what his prior training had done to his mind when he was reading the line in a poem, ‘And all *aglow* the sunlight calls.’ Although he had learnt the sounds of the phonogram **ow**, he stumbled over the word **aglow** because it wasn’t in his repertoire of usual word usage.

Instead of working it out through moving through the phonograms, his mind immediately reverted to the old mode. The word contained the letters **a**, **l**, **o**, and **g** (but not in that order). His ‘whole word computer’ quickly brought up the nearest word he already knew containing those letters, and which fitted the context so far ‘and all...’, so he said ‘and all *along*’. It was a revelation to Jack when I told him what his mind was doing automatically, because he had learnt to look at words in pictures, instead of following through the phonograms in a word.

Jack came only one day a week. On that day we had to squeeze in as many hours as possible. I found that the initial idea of having four hours was too much. When we reduced it to three hourly sessions — a ten minute break between the morning sessions, an hour lunch break, and a change of focus for the afternoon session — Jack could handle it well.

It is not necessary to know all the phonograms and their sounds to learn how to add suffixes to words, so I used the afternoon lessons to teach these. First I would test him on words containing the rule which I thought he would spell wrongly. When he did, the rule really made sense to him.

For example, testing him on the words **hoping** and **hopping**, he first wrote the same word for both, and immediately realised that this must be wrong. This motivated him to learn the easy solution — work from the base words first, (**hope** and **hop**), then use a different rule for each one.

After practising the rule by writing the words I dictated, seeing the logic of the rule and how it helped him to get the right spelling every time, his confidence went up a few more levels.

It will take more time to get Jack to a stage where he can read with fluency and spell with accuracy, but he sees the need to put effort into it, and also knows that he is improving. This confidence is such an aid to progress. I find it such a joy to be able to help someone who is in a desperate predicament, through no fault of his own.

When I read reports on our national literacy standards at the moment, I fear we are in danger of losing our literacy altogether. If half the children are functionally illiterate, what hope have we?

This affects the future most seriously. It is encouraging to know that there is a big thrust back to phonics at the moment. But we must act upon it now. I know LEM has a great tool in the hand — let us use it to do all we can to help redeem the situation.

Armed with *Pathway to Literacy* and some knowledge of how to teach Phonics, it does not take a professional to help redeem the literacy plight the western nations are in.

Parents are realising the damage that the existing system is causing their children, and tutoring in LEM Phonics is one way to help repair it. It can be good business for you, too!

We are advertising a special conference in Canberra during January, for training in how to teach or tutor using *Pathway to*

Literacy. For those who have not done an LEM Phonics Introductory Course, the duration will be three days. Those who have completed a course in LEM Phonics need only come on the last day. I would encourage you to think about it, and tell your friends too!

The *Pathway to Literacy* Book is not difficult to follow and you can learn as you go along. We are giving three days to the course because there will be not just phonics content but philosophical issues as well.

We want LEM Phonics tutors to be well equipped. Watch our website for the details.

Looking forward to hearing from many of you,



CHRISTMAS CLOSURE 2006–2007

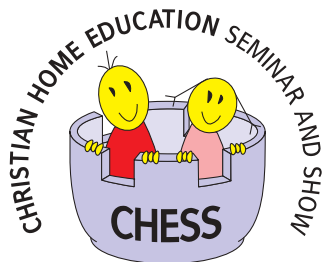
Our last day of business for 2006 will be **Wednesday 20 December** and we will re-open for 2007 on **Monday 8 January**.

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

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



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

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

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

CHESS Seminars 2007

01 HOBART

Date Saturday 9 June
Venue Salvation Army Hall
Blackmans Bay
Cost By donation
Send to Lorraine Ward
7 Jessica Pl, Howden Tas
7054
Phone (03) 6267 2359

02 PERTH

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

03 SYDNEY

Date Saturday 13 October
Venue Condell Park Christian School
29 Lancelot St
Cost Single/Family: \$25/\$40
Earlybird (by 22 Sep): \$15/\$25
Send to Leanne Glen
6 Blackwattle Grove
Narellan Vale NSW 2567
Enquiries LEM, (02) 6259 3944

04 MELBOURNE

Date Saturday 27 October
Venue TBA
Cost Single/Family: \$25/\$40
Earlybird (by 6 Oct): \$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



Introductory 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.

05 ADELAIDE

Instructor Chris Joy

Dates Tue 16 – Fri 19 Jan 2007

Venue Sunrise Christian School
288 Sturt Rd, Marion

Cost \$380 per person including the *LEM Phonics Manual*, *Word List K*, and Phonogram Cards. Deposit of \$50 pp required with registration.

Prerequisites

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

Send to Chris Joy, RMD 635
Victor Harbor SA 5211

Phone 08 8552 3755

06 MELBOURNE

Instructor Joanne O'Donovan

Dates Mon 29 Jan – Sat 17 Feb 2007

Venue St Andrews Christian School
333 Burwood Hwy, Burwood

Cost \$400 per person including the *LEM Phonics Manual*, *Word List K*, and Phonogram Cards. Deposit of \$50 pp required with registration, balance due on commencement.

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

Phone 03 9730 1030

07 CANBERRA

Instructor Evelyn Garrard

Dates Mon 15 – Thur 18 Jan 2007

Venue LEM Offices
200 Florey Drive, Charnwood

Cost \$350 per person including the *LEM Phonics Manual*, *Word List K*, and Phonogram Cards. Deposit of \$50 pp required with registration.

Prerequisites

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

Send to LEM, 200 Florey Drive
Charnwood ACT 2615

Phone 02 6259 3944

Name

Address

Phone

Email

I AM REGISTERING FOR:

CHESS Seminars

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 Perth**
- 03 Sydney**
- 04 Melbourne**

LEM Phonics Seminars

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

- 05 Adelaide**
Cheques payable to *Christian Home School Association*
Do you already have current editions of *LEM Phonics Manual* and *Word List K*? yes no
 Please send me a CD of the 75 phonograms for pre-seminar learning
- 06 Melbourne**
Cheques payable to *Joanne O'Donovan*
Do you already have current editions of *LEM Phonics Manual* and *Word List K*? yes no
- 07 Canberra**
Cheques payable to *Light Educational Ministries*
 Please send me a CD of the 75 phonograms for pre-seminar learning