

## Contents

|   |    |
|---|----|
| NEWS  | 2  |
| EXPLORING CHRISTIAN EDUCATION:<br>UNDERSTANDING EDUCATION | 4  |
| CHILDREN: A GIFT FROM GOD                                 | 8  |
| PROTEIN: MORE OR LESS?                                    | 11 |
| BOOK NEWS   | 14 |
| LEM PHONICS CORNER  | 18 |
| EVENT CALENDAR  | 20 |

# Light of Life

**Light Educational Ministries** is a faith ministry, working in the area of Christian education.

**Our Ministry** is to spread the vision and concepts of Christian education. Light Educational Ministries staff are available to share with and assist groups interested in or involved with Christian education. Our staff prepare and distribute resources, conduct the Home Education Assistance Programme, develop curriculum and LEM training programmes.

**Light of Life** is the magazine of Light Educational Ministries. It is a non-subscription magazine, published four times a year. We do, however, encourage donations towards the cost of production and distribution.

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### Light Educational Ministries offers:

*Training Programmes*  
Diploma and Certificate Course in Christian Education  
(One Year, Full-Time and Distance Programme)

Christian Meditation course

LEM Phonics Seminars

Christian Education Seminars

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# Director's Comment

PETER FROGLEY



Welcome to the new year and many great opportunities to serve our Lord. Lives to be shaped for the glory of God—what greater privilege could one have!

This year is the thirtieth anniversary for Light Educational Ministries (although we had operated with Margaret McIntyre for several years previously as *Australian Christian Schools*.) In 1979 I returned from Hawaii and the International Christian School in Kona, Hawaii to Booleroo Centre, South Australia where we established LEM. It has been a long journey, but it has been a wonderful privilege to endeavour to outwork the vision God gave me in Hawaii.

We have not finished, there is so much more to do both in Australia and the nations of the world. In that task we are well aware that it is you, our friends and supporters, who provide our reason for existence and we trust we will be able to serve your needs and expectations both now and in the year to come.

### PROJECTS

- The LEM Phonics Teachers Resource Kit is only available on the web through annual registration. It is not yet complete and we plan to continue adding to the TRK regularly.

As the name implies this is a resource designed for schools, not home educators, although we do plan to release some relevant parts of the TRK for home educators in the future.

- *Let's Teach Art K* is now available in colour for the first time.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to develop in the new year.

### THIS ISSUE

In this issue, *Exploring Christian Education* is titled *Understanding Education*. In it I explore various aspects of the development of modern education. This followed by *Children—a Gift from the Lord*. In health we explore Protein. We also present details of 2009 CHES seminars, with application details where appropriate.

We pray that this year will prove a wonderful blessing of the Lord as you seek to serve Him through education.



## CHESS

The CHESS program is ready to go for 2009, despite numbers in 2008 being a little disappointing. Those who did attend however, proved a great blessing and encouragement to us. There were many new to home education and it was a privilege to help them make plans for teaching their children at home.

The CHESS seminars are a great opportunity to check out resources first hand, to hear good teaching on home education topics and to meet other local home educators of like mind. It is a day of high value and for 2009 we have reduced attendance fees.

With increasing costs and lower patronage Kingsley Education plan to withdraw from a number of CHESS seminars for 2009.

We have planned dates for capital cities in 2009, which we do not expect to change. Registration details appear in *Light of Life* and on our website [www.lem.com.au](http://www.lem.com.au)

### DATES FOR CHESS 2009

|           |                          |
|-----------|--------------------------|
| Brisbane  | Sat 2 May (revised date) |
| Melbourne | Sat 6 June               |
| Hobart    | Sat 13 June              |
| Adelaide  | Sat 4 July               |

|        |                  |
|--------|------------------|
| Sydney | Sat 8 August     |
| Perth  | Sat 12 September |

Various local vendors may also be invited to display and sell wares and services at CHESS.

Home educators in regional areas are welcome to enquire about additional CHESS seminars or book displays in their areas. Sometimes we drive past your area on the way to another CHESS and it is a simple exercise to stop by for a book display or seminar.

## Overseas

### PAPUA NEW GUINEA

Whilst the LEM Phonics program is making progress we have been limited in our work in PNG as Mesia and Iga Novau have been in Australia for almost two years while Iga recovered from very serious surgery. They are now ready to return and resume the work in Christian education. I trust next time I will be able to report on new developments in PNG.

Schools relating to Christian Integrated Schools in Lae continue to grow through the Highlands and islands. There are now almost 50 schools, many in villages and thus quite basic, teaching LEM Phonics and a largely Christian curriculum.

### TANZANIA

My visit to Joshua Foundation, Arusha, Tanzania was both good and not so good. Teachers have begun working with the Phonics program, but lack of staff has meant the teacher training program has needed to be curtailed for the present. We trust it will soon be reinstated and LEM Phonics well established in East Africa.

It was a joy to meet with Kay Symons in Kenya, a home schooler serving with her husband John in Mbale, Kenya.

### PERU

I spent all of October in Peru and participated in a variety of activities in a variety of locations. We conducted two- and three-day seminars in six locations throughout the country as well as ministering in two churches in Lima. It was a productive time with Bob and Frances Relyea who continue to provide excellent service to Christian Education in Peru. The LEM Diploma Course continues to bless teachers with over 500 now participating.

Bob and Frances are back in Australia on furlough and are making plans for future development in Peru and perhaps other South American nations.

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

### FIND IT ON THE WEB FIRST

Did you know that LEM has almost 3000 different items listed on our website? And do you also know that almost every one of those has a brief but informative description available?

In fact, if you phone us, our staff will usually use this information to answer your everyday questions—questions like ‘does the teacher manual have the answers printed in it?’ or ‘what topics does that cover?’

To access this trove of treasured information from our homepage, click the ‘search/browse/order’ button in the ‘quicklinks’ box, or simply type [www.orders.lem.com.au](http://www.orders.lem.com.au) into your browser

address bar. Once you’re there, find your books by choosing a curriculum supplier from the first menu, a subject category from the second menu, and then a grade level from the third.

Then roll your mouse over the blue ‘information i’ at the left of the book title and the precious details you seek will automatically appear!

So whilst we appreciate that our helpful and friendly staff will always make your day with their witty chat and vast product knowledge, many of your questions are already answered on our website. Online ordering makes your job easier because you can do it anytime, you can fit your books to your budget, and you can easily see your freight charges. You can even save your order and retrieve it later on.

In January we received almost 200 online orders—so it seems to be catching on. Tell your friends!

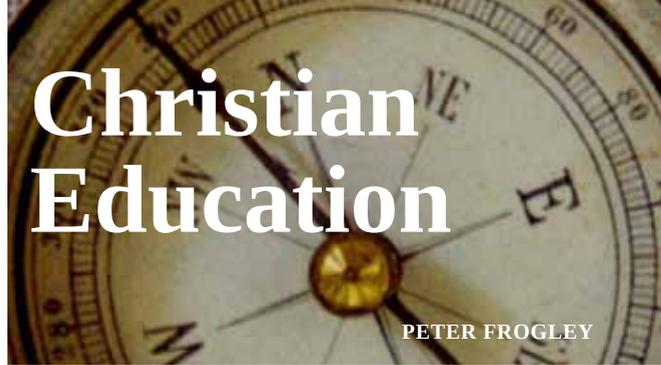
*For questions or comments about our website or indeed anything computerish, please email [john@lem.com.au](mailto:john@lem.com.au)*

## 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



## 71 Understanding Education

The type of education to which we expose our children will have a profound influence on their lives.

In Christian families there is a need for children to be exposed to and taught from a biblical view of life. The alternative is simply that they will be taught from a non-biblical view of life, or a man-centred view. Unfortunately there are not enough Christians today who understand this or are even aware enough to do something to counter the effect of this Humanistic indoctrination. As a result many children's Christian faith is suffering through a lack of godly understanding in their lives.

A major problem is that we Christians have often not been aware of the prevailing philosophies that have crept into our society through our universities and schools. If we understand what has been happening we are then able to bring a measure of correction to our own and our families' thinking and thus lives.

### THROUGH NEW EYES

Over the past 150 or so years we have seen a dramatic change in how people view education. We have moved from accepting that the standards and behaviours presented

in the Bible are the foundational values for our lives, to another position where people are encouraged to develop their own standards and values. We are told that we have progressed to a new understanding of people, in particular children, and what was perhaps acceptable some time ago is now completely out of touch with reality. The so-called science of psychology has taken the place of the Bible in defining the way in which we should live and cope with the circumstances of life. We have all been psychologically bombarded through our universities, schools (even some Christian schools), the media and popular opinion. The change really boils down to a move from biblical values to man's values.

### THE PROBLEM

It all began in the Garden of Eden when Eve succumbed to the temptation that *you will be like God, knowing (or determining) good and evil*. Since that unhappy day sin has come upon us all and with it the wilfulness to do what we want to do, ignoring God and His word. Thus since the nineteenth century we have seen a progression of thinking away from the biblical norm to the place where man becomes his own god. The various historical movements that have led to this slide have been given high-sounding names but they are all man's efforts to run his own life without reference to God.

### WHAT HAS HAPPENED?

Christians have always endeavoured to build their lives upon the word of God whenever there has been a healthy church. There is not space or time here to give an historical summary, but we could begin by observing that a fruit of the Reformation was that the prevailing thinking of western society became based again in the Bible. As the years went by people decided they did not need to be restrained by the standards of the Bible and progressively we became more and more man-oriented (Humanistic) and increasingly dismissive of God and His standards. Today it is considered clever to dismiss God and to find Him and His word quite amusing.

### MODERN EDUCATION FOUNDATIONS

Modern education has been built soundly and deliberately on such godless thinking. We have unwisely allowed unbelievers, those the Bible calls fools (*The fool has said in his heart; there is no God*, Psalm 14:1) to direct education and as a result there is much foolishness to be found in education today. As the Bible tells us that

*it is not in man who walks to direct his steps* (Jeremiah 10:23), we see what is essentially the blind leading the blind in our educational systems. This should not be a surprise to Christians and we therefore need to be careful that we don't become caught up in such an ungodly system.

Men from early times understood that to make the changes they sought there needed to be a new authority established for education. The family had been the authority, but family was

considered much too conservative. Thus they worked hard to see that the authority to educate was taken from the family, and by legislation placed in the hands of the state. This has helped ensure the undermining of family authority. It was also this change, they would say victory, that has dramatically hastened the demise of education from a Christian perspective.

### RECOGNISING THE DIFFERENCE

Many people have been involved in the development of modern education, even from way before the nineteenth century. (There are several good books stocked by LEM that will help you fill in these details and some are listed at the foot of this article.) During the latter part of the nineteenth century an American educator, John Dewey, came to prominence with what became known as *progressive education*. Dewey was not a Christian

and he clearly expressed this sentiment in his book *A Common Faith*: 'There is no God, and there is no soul. Hence there are no needs for the props of traditional religion.'

With such strong antagonism to God there must of necessity be a

rejection of the philosophy and values upon which the Christian faith stands. Often lacking a comprehensive and consistent world view, Christians focus on attitudes to current social issues, such as abortion or homosexuality, as an expression of their world view. However, these social issues are but symptomatic of the real issue which is to know what you believe and why. As a result we Christians often fall prey to alien philosophies because we have never been trained in a biblical world view.

children's faith is suffering through a lack of godly understanding

## BIBLICAL IDEAS

There are a number of biblical principles we could develop here, but let's briefly explore the most important concept the Bible presents: the sovereignty of God.

With sovereignty comes the philosophical issue of absolutes. Humanists and their ilk have self-consciously rejected the idea of any absolutes. But, as Loren Cunningham, founder of Youth With a Mission, once said 'if you want to go to the moon it matters which way you point the rocket.'

On one occasion an interjector kept shouting, 'There are no absolutes!' to which Cunningham retorted, 'Are you absolutely sure?'

Christians conclude that the sovereignty of God is a non-negotiable.

## MAN'S IDEAS

Dewey, in his rebellion against God, was not intimidated by this Christian assertion and in rejecting the biblical principle of absolutes concluded there is nothing to learn in terms of facts and thus all rote learning and the like should be eliminated from school curricula. The tragedy is however, that once we reject God's standards we are left with nothing but randomness. In short, life, and indeed all creation, is but an extensive accident. To help children cope with living pointless lives in a futile world Dewey decided we needed to educate for exposure or experience. From that foundation Dewey developed his philosophy of Progressive Education which has been adopted by almost every school in the world—even a majority of Christian schools have been powerfully influenced.

Previous to the advent of modern education the focus was on building on previously learned facts

and learning how to apply and use those facts. Now Dewey and his disciples decided that there are in fact no facts—it is a fact that there are no facts, they may say. Dewey wrote, and let him speak for himself:

Education should be cast in the mold of experience for experience's sake rather than experience for the sake of achievement.

...every teacher should realise the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.

...in this way the teacher always is the prophet of the true god and the usher in of the true kingdom of god.

Gone was the idea of a teacher (one who imparts the learning of the centuries), as it seems they consider that all that has gone before (thousands of years of history) was a pointless waste and only now (as we have evolved further) have we come of age when we can begin all anew on a new foundation of nothingness; and this, according to Dewey, is the true kingdom of god.

Hardly a foundation upon which Christian children should be raised! But that is exactly what happens in thousands of schools every day. And it will happen to Christian children if parents do not take responsibility for their education, ensuring they place their children where biblical thinking prevails.

## DISCOVERY LEARNING

With Dewey came the idea of *discovery learning*. The teacher, better known now as a *learning clinician*, is simply there to guide the child's discovery. The child can now become his own god, rather than being dependent on the biblical God. He is encouraged to discover facts for himself; that

is, to decide for himself what is right and wrong. He may even discover that it is right for him to believe in neither right nor wrong!

In any case he is taught that he is an independent entity beholden to none but himself. This is known as Humanism.

## SCIENTIFIC METHOD

Thus for Dewey and his disciples, knowledge is discovered when it is verified by experimentation. Thus the scientific method becomes the absolute and the foundation for truth. That is, what we discover and perceive is truth (man determines truth) rather than God's declaration in His word.

## OUTCOME BASED EDUCATION (OBE)

More recently, educators have embraced Outcome Based Education as the panacea for all ills. But OBE is based on the same godless philosophy of John Dewey and his fellow progressive educators. OBE recognises there is more to education than information and that how information is used is perhaps more important than the information itself. The problem for Christians is that such information is conditioned by the teacher (learning clinician) and is highly unlikely to embrace any biblical values.

At least whilst schools focussed on teaching facts and not always interpreting those facts our children were somewhat protected.

## PATH TO TRUTH

If we see biblical difficulties with the above approach to education, then how can we formulate a Christian education?

I close with what I consider fundamental principles upon which we build Christian education:

- We begin with the sovereignty of God, recognising that He is our authority in all things. We dare not make our own decisions about the issues of life, but seek Him who is the fount of all wisdom and knowledge. All school or home policy is based in this vital truth.
- We understand that the responsibility for education rests with the family. For the past 130 years we have tolerated state intrusion into this biblically protected area. We must begin the long road back to the biblical standard. It is one of the great foundational principles in any Christian nation.
- We realise that every discipline is created by and is under the authority of Jesus Christ. It is not just Bible study that is needed; it is biblical Maths, biblical English, biblical Science, etc. that needs to be taught in our homes and schools.
- We see that the purpose of education is to glorify God. Too often we see education as simply equipping and training children, but the ultimate goal must be to glorify God.

## Recommended reading

*How Humanism Affects Education*

by Peter Frogley

*Psychotherapy in the Classroom* by R W Coulson

*On Secular Education* by R L Dabney

*Is Public Education Necessary?*

by Samuel L Blumenfeld

*The Harsh Truth About Public Schools*

by Bruce N Shortt

*The Messianic Character of American Education*

by R J Rushdoony

# Children: a gift from God

JOHN D MARTIN



Jesus had a special place in His heart for children. Mark recorded one of the incidents that substantiates this fact. Jesus' followers seemingly thought that children were too insignificant to occupy Jesus' time.

But when Jesus saw it, he was much displeased, and said to them, Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God... And He took them up in His arms, put His hands upon them, and blessed them. *Mark 10:14,16*

In today's world, the place of the child is grossly misunderstood. Some prefer to lavish their inordinate affections upon animals rather than having children. Others consider the killing of the unborn an acceptable escape from the results of immoral living. Many mothers consider children a liability that hinders the pursuit of a career, and they choose to commit their children to daycare centres. The government sees children as their responsibility to protect and to educate into responsible citizens who will better their country by humanistic concepts. Sadly, some professing Christians view their children as a means of

expressing their own pride by pushing them forward in society and clothing them with the latest fads and fashions.

All of these ideas, along with many other misconceptions about children, are foreign to Bible principle. As a Christian people, we must follow God's clear directions regarding His heritage (gift) of children.

Psalms 127 and 128, believed to have been authored by Solomon, contain a beautiful picture after which to model the Christian home. The following discussion is based on thoughts from these two psalms.

## EXCEPT THE LORD BUILD THE HOUSE

The word 'house' as used in this statement contains the thought of family. Primary home-building and child-rearing is the need for the Lord to direct the lives of parents. As Christian parents, we must have the Lord first in our lives or else our efforts will be in vain. A lifestyle that emphasises the material gain above spiritual life falls short of God's design. It is vain to be so involved in the cares of this life that our children suffer neglect. The Lord is not building the house if we are too busy to give Him first place in all our activities. If the Lord is not directing all our efforts, we lack the foundation upon which to build our homes.

## CHILDREN ARE AN HERITAGE FROM THE LORD

We accept children as gifts from God. Because He gave these never-dying souls into our care, He calls us to bring them up for Him. Responsibility for children rests primarily on the shoulders of parents, not on secular daycare centres or Head Start programs. If we truly recognize our accountability for the children God has so graciously given us, we as Christian parents and Scriptural churches will seek to follow God's directives to bring them up.

We will seek wisdom from God as Manoah did.

Then Manoah intreated the LORD, and said, O my Lord, let the man of God which thou didst send come again unto us, and teach us what we shall do unto the child that shall be born.

*Judges 13:8*

Earthly wisdom will not suffice for this job. We need mothers who are keepers at home and fathers who provide for their homes both physically and spiritually.

Children are not pawns of the state to push around by humanistic logic. Sending our children to government-run schools is not an option for Christian parents. Allowing our children to associate too freely with children from unbelieving homes will be a snare to them. God requires us to bring them up in the nurture and admonition of the Lord (Ephesians 6:4). We may not entrust this responsibility to others.

## AS ARROWS ARE IN THE HAND OF A MIGHTY MAN

While an archer has the arrow in his hand, he can do much to shape the arrow so it will fly true. As he places the arrow into the bow, he will pay much attention to its position and will aim it carefully so that it will hit the mark. After the arrow has flown, it is out of his direct control. So are children of the youth. (Psalm 127:4).

Short indeed is the time we have to shape and direct the lives of our children. Families that are in the heat of the battle with young children to care for may feel that the time is long. Sleepless nights, frequent diaper changes, and ironing out squabbles may cause weariness, yet God promises grace for the day. And the day will soon be over. The window of opportunity will be closed very quickly. The arrows will soon have flown beyond our control. So let us be encouraged to pay much attention to shaping the lives of these dear little children while we have the opportunity.

**Responsibility  
for children  
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daycare  
centres**

Baby swings, strollers, and playpens may be helpful to pacify the child, but they should not be used at the expense of the mother's loving care as she cuddles the child into her lap and talks to him. Mothers touch eternity as they take time to establish a bond of love with their child that will go with the child throughout his life and mold his character. Reading Bible stories to him will acquaint him early with the way of truth.

The toys we provide for our children affect their character. The electronic age makes possible toys that talk, squeak, blink, or move about with remote control. Mystical TV characters and satanic images are available to entertain the child. We do well to avoid toys that promote ungodliness, even if they can be purchased cheaply at garage sales. Simple toys that promote creativity will often make the child more satisfied than the world's glitzy playthings.

Biblical discipline brings the will of the child into subjection. We should not only be a good pattern for children to follow but also be their guide. 'Train up a child in the way he should go: and when he is old, he will not depart from it' (Proverbs 22:6). Notice that this verse says the way he should go, not the way he would go. Yes, the child will eventually need to decide for himself whether or not he will follow Christ. But while he is in our hand, we must environ him with a godly atmosphere. Deuteronomy 6:7-9 explains this further.

If we heed the humanistic cry of society to let the young child make his own decisions, we are really robbing him of the opportunity to learn the ways of God. 'The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame' (Proverbs 29:1). Scriptural discipline will mold the character in such a way that he cannot totally disregard Bible principles later in life, even if he fails to appropriate the grace of God personally. Many child-training books are not sound. Let us resort to the Bible and to the writings and advice of such who promote the whole counsel of God for our help on this important responsibility.

When our arrows have flown, will we be satisfied that we have done that which was in our power to do while they were in our hand?

Will they have hit the mark? Will they be useful for the Master, touching lives for good wherever they serve? Will they challenge the enemies of the Gospel to consider their lives? Will they be warriors in the battle between good and evil, or will they succumb to the enemy by endorsing worldliness? So much depends on how we as parents and churches have shaped them.

#### BLESSED IS EVERY ONE THAT FEARETH THE LORD

We know that the Lord does not always choose to bless homes with children, for purposes He alone may know, but having the quiver full of them is a blessing to the Christian family. While the world goes on in their selfish ways, seeking to severely limit family size or eliminate children altogether, the Christian family thanks the Lord for each child He gives them. Are those who view children as a hindrance to their careers or pleasure seeking not worshiping the god of this world rather than finding fulfillment in the Lord and His rich gifts?

Psalm 128 depicts a beautiful scene of a godly family around the table. Mealtimes in the home can be a blessing as the family eats together rather than at the local restaurant. A Christian father that fills his place in directing his family in the fear of the Lord, a loving wife that supports and cherishes her husband, and happy children who are in training for the Master are a God-given bit of heaven here below.

Children as olive plants hold great potential as kingdom laborers and future occupants of heaven. Godly families are building blocks in the Scriptural church. The peace of God is promised to those who take their responsibility before the Lord seriously and seek to further His kingdom in successive generations.

*Taken from Christian School Builder; Vol 28 #4*

# Protein: More or less?

PETER FROGLEY, ADAPTED FROM JOEL ROBBINS



## Protein is the primary building material for all the structures of the body and is thus an important component of a healthy diet.

Today the meat and dairy industries promote a high consumption of protein and some weight loss proponents encourage high protein diets as the best way to lose weight. But what is the real status, need for and function of protein?

### Getting your Proteins

A common question posed to those who limit their meat and dairy consumption is: *How do you get enough protein from a diet without meat and dairy products?*

To answer this question we need to consider the sources of protein.

Animal-based foods tend to be high in protein and many people assume that these foods are the only source of protein. What many people do not realise is that there are many vegetable-sourced proteins including the proteins and/or amino acids found in fruits and nuts. The additional benefit of these proteins is that they are the most efficient for our bodies to break down and then assimilate.

It is unfortunate that the medical and scientific communities are so readily swayed by the information provided by the meat and dairy industries. Doctors and scientists, of course, have become the recognised experts and because of their credibility and reputation have been able to sway thinking in government health departments, who have basically adopted meat and dairy industry recommendations when it come to protein consumption levels. These people have told us we need between 70 and 100 grams of protein daily. If we, however, look at world figures we discover that high protein-consuming countries are also the sickest.

### Composition of proteins

Amino acids are the building blocks for proteins. There are 20 different amino acids and from these the body manufactures the thousands of different proteins needed in the body.

Of the 20 standard amino acids, 12 can be manufactured by the body. These are known as non-essential amino acids. The other 8 amino acids, however, cannot be manufactured by the body and so must be supplied directly to the body in our food. These 8 are thus termed essential amino acids. A complete protein is a food that contains all 8 of the essential amino acids. If a food contains only some of

the 8 essential amino acids it is known as an incomplete protein food.

All meats and dairy products are complete protein foods. Most fruits and vegetables are incomplete protein foods. This means that generally any one fruit or vegetable does not contain all 8 essential amino acids. But all 8 essential amino acids are contained within a variety of fruits and vegetables.

Thus, as long as we are eating a good variety of raw fruits and vegetables, we will be getting all the amino acids, essential and non-essential.

To assist us with a balanced protein intake our bodies have an amino acid pool in the liver and bloodstream where amino acids are stored, allowing our bodies to make up proteins even if we have not eaten all essential amino acids in the last meal or two.

## Protein in Children

A baby will have the greatest need for protein as his body is growing quickly. In fact, during the first six months his body weight doubles. Yet he achieves this body building on his mother's milk which contains but 1.6% protein.

Although rate of growth slows after the first six months, the young child still needs significant protein in his diet for healthy body growth and development. Then as he reaches adulthood his protein needs, percentage wise, decrease. Thus our need for protein, whilst it is absolutely essential, is not as great as the recommendations.

## Excess Protein

Meat and dairy have too much protein for human consumption—even for a growing infant.

To assist us in understanding the real need for protein let us look at the protein content in our available sources of protein:

| <i>Protein Source</i> | <i>Protein Content</i> |
|-----------------------|------------------------|
| Mothers milk          | 1.6%                   |
| Meat                  | 18–24%                 |
| Dairy                 | 12–18%                 |
| Fruits and vegetables | 0.5–6%                 |
| Nuts and Seeds        | up to 12%              |

From this chart it is obvious that meat and dairy are very rich in protein. The question that is more important is: how much protein do we need?

## Rebuilding Bodies

Every day we break down millions of cells and replace them. In this process the body retains two-thirds of the protein from these broken down cells and recycles it. Thus our bodies will need less protein than we might imagine.

## What about animals?

Think about the animal kingdom. A bull grows to his size and muscular stature on vegetable diet. A gorilla, the strongest animal per body weight, lives on fruit and nuts (some vegetables at times) and the digestive system and physiological make-up of a gorilla is so similar to humans.

## Actual needs

Natural health researchers believe our actual protein needs are 25–30 grams daily and not the 70–100 grams claimed by health authorities. This amount should increase to 35 grams during pregnancy and lactation. There are cultures who thrive on as little as 17–20 grams daily and many of those people undertake strenuous physical work all day.

## Problems with Excess Protein

High protein or concentrated protein foods (meat, dairy, protein powders) are actually negative energy foods. This means that they require more energy and nutrients from the body to digest and assimilate them than the body gets in return. High protein foods cost the body health.

It is interesting to note that:

- A person can eat a protein breakfast and feel an energy lift within 15 minutes that will last all morning long.
- It takes 4–5 hours before high protein foods are digested enough to realise any benefits from them in the blood stream.
- The body only converts protein into energy under extreme circumstances, such as starvation.
- After a high protein meal is eaten, the blood glucose (sugar) level will go up almost immediately, and this high lasts for 4–5 hours.

## What has been happening in the body?

### STIMULATION

Concentrated proteins are stimulatory—they cause adrenaline to flow which causes the liver to put glucose in the bloodstream. This is because concentrated protein foods require so much energy to digest that the body cannot on its own merit meet the energy demands to both do physical work and digest protein. Thus the body must use a stimulatory mode to keep us going. Stimulation makes us feel good, but robs the body of calcium and energy.

### DIGESTION

Animal-source proteins are difficult for the body to digest. When we compare the digestive physiology of the carnivorous animal to that of humans, we are no match in the protein digestion department. As a result, excess protein is not totally broken down in the digestive process. It is absorbed into the bloodstream in a form that cannot be used by the body. It is now considered a foreign substance by the body and is stored in and around the cells of the body as a toxin. This causes the cells to react to it or slow down in normal functioning, producing disease. Medical science recognises this as TPP (trapped plasma protein).

## Don't be anxious

I think we can see from the above that there is a lot of misinformation about protein through various vested interests. Hopefully we can find a good balance of protein intake and maintain good health for ourselves and our families.

the **high**  
**protein**  
consuming  
countries are also  
the **sickest**

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

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

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

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

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



## Sounds Charts

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



## Phonogram Rulers

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



## Let's Teach Art: now in colour

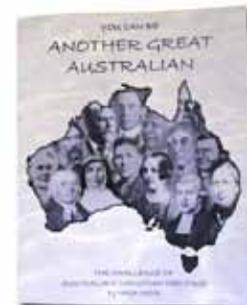
The *Let's Teach Art* Grade K Teacher's Manual is now available with full colour illustrations. This has enhanced the usefulness of the book and eliminated the need for the extra CD-ROM of colour pictures. **\$29.95**



## You Can Be Another Great Australian

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

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

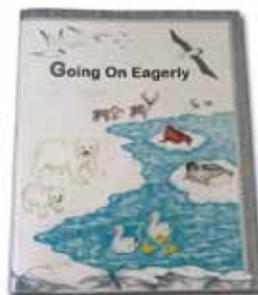


## Rod and Staff

### PRESCHOOL

Many have enjoyed the six books of the Preschool ABC series. Now the first book in the new six book Preschool GHI series is available.

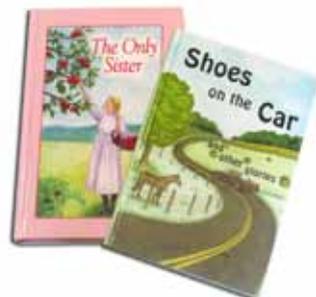
*Going on Eagerly* follows on from the ABC Series with exercises on tracing, colouring, counting, writing, drawing and identifying sequences. **\$4.75**



### MIDDLE PRIMARY

#### The Only Sister

A story of Carrie who finds herself in a family of 6 boys. Learn with them about friendships. 293 pg. hardcover **\$17.85**



#### Shoes on the Car

A book of 20 character building short stories. 122 pg. hardcover **\$12.35**

### UPPER PRIMARY

#### Birds at my Window

A sequel to *Eyes for Benny* as Benny suffers winter shut in, but learns about God's winged wonders. 230pg. hardcover **\$15.80**



#### Under Montana Skies

Children explore the wonders of Spring. 213pg. softcover **\$12.50**

## Price changes on USA publications

Unfortunately the recent sharp fall in the value of the Australian dollar has meant an increase in prices on most items sourced from the USA from January 2009. This includes Rod and Staff, A Beka, Bob Jones, Christian Liberty, and our other US suppliers. Check our website at [www.lem.com.au](http://www.lem.com.au) for the latest prices and ordering, or request a catalogue.

## A Beka Book



GRADE 4 LANGUAGE: GOD'S GIFT OF LANGUAGE A  
 New third edition with new layout and minor enhancements.

Student Text **\$29.60**

Teacher Edition **\$88.85**

Student Test and Quiz Book **\$9.30**

Teacher Key to Test and Quiz Book **\$19.05**

GRADE 4 SCIENCE: UNDERSTANDING GOD'S WORLD

A new fourth edition with new layout and some minor changes.

Student Text **\$35.25**

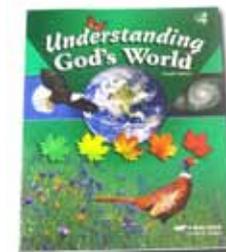
Teacher Edition **\$76.85**

Test and Quiz book **\$10.60**

Test and Quiz Key **\$19.05**

Student Activity Book **\$10.60**

Student Activity Key **\$19.05**



GRADE 4 HEALTH: DEVELOPING GOOD HEALTH

New third edition, with new layout and some minor changes.

Student Text **\$20.45**

Teacher Edition **\$76.85**

Test, Quiz and Worksheet **\$10.60**

Test, Quiz and Worksheet Key **\$19.05**

GRADE 7 HISTORY: HISTORY OF THE WORLD

New fourth edition with similar text with minor changes

Student Text **\$47.25**

Teacher Edition **\$103.65**

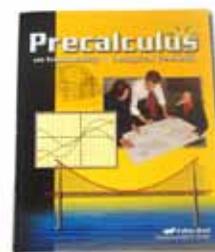
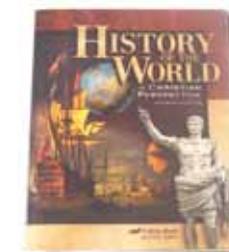
Test Book **\$13.40**

Test Key **19.05**

Quiz Book **\$11.15**

Quiz Key **\$19.05**

World Atlas Studies of the Eastern Hemisphere **\$16.20**



GRADE 12 MATHS: PRECALCULUS

A completely new book of Trigonometry and Analytical Geometry

Student Text **\$57.85**

Teacher Edition **\$119.15**

Other books in the set are not yet available.

# LEM Phonics Corner

EVELYN GARRARD

It is now 25 years since I began working with LEM. For this *LEM Phonics Corner* I would like to reflect a little on that journey so far.

In 1984, a somewhat frightened little woman moved with her two sons to Booleroo Centre, South Australia, seeking to find God's best for the boys' education. They were taught by wonderful men and women of faith at the Fountain Centre Christian School, and I have never been sorry I made that step. But I had no idea what lay ahead for either the boys or me. The school board decided to take me onto the school teaching staff, and they provided us with an old house to live in.

The staff there introduced me to the Spalding Phonics programme, which they had adopted through the visiting American instructor Oma Riggs in 1981. I had been fortunate when attending Teacher's College in Adelaide to be introduced to traditional phonics as a method of teaching reading, writing and spelling—before the scene changed dramatically to the exclusive use of the 'Whole Word' method of teaching.

When the leaders at the Fountain Centre Christian school suggested I attend a phonics course in the Spalding Method, I jumped at the chance, and came home excited about teaching this new type of phonics. In my enthusiasm I began producing worksheets to supplement



the programme, which really worked well. I even began giving conferences to teachers and parents who wanted to learn the method.

In 1990 Peter Frogley felt the Lord lead him to move LEM to Canberra, along with all the staff. We believed that LEM could better serve a wider Australian community from that city with the educational materials and the seminars on Phonics and teacher training. There we also worked with Youth With a Mission, leading the College of Education and operating the International Christian School. I taught phonics to my class in the school.

In 1993, Peter suggested I attend a Spalding Course in Hawaii, to check on where we stood with teaching Spalding Phonics. I also took over my worksheets (which were by now fully produced workbooks for each level of the primary course) to see how the Spalding Foundation would react to them. It was a good time and I was privileged to meet Mrs Romalda Spalding and was overjoyed to get almost 100% for my exam (unheard of for any other exams I had ever done)!

But not too long after I returned, the Spalding Foundation forbade us to produce any extra material under the Spalding name. Already after coming away from the training course in Hawaii, I had been thinking about a number of aspects of the Spalding programme which I felt needed

changing or improving, so it seemed like this was a timely opportunity.

LEM really had little alternative than to launch out with our own programme. It was changed so dramatically from the Spalding programme that we felt it was right to call it our own, without plagiarization or intellectual property fears.

I was often on my knees, asking God that He would show me the best way. I did not want changes to be just cosmetic, but rather ones which would help the teachers to teach better and the students to learn better.

We produced trial versions of the manual and word list books to thoroughly test the program and in 1999 we launched the first official edition of the *LEM Phonics Manual*.

We then began exploring a training regime, developing courses for teaching phonics. From that our team of Registered Instructors emerged, who began training teachers across Australia. We currently have eight active Registered Instructors.

It was also in 1999 that we had our first encounters with the Wong family in China, who took the books back to Beijing and began trialling the programme with a little Chinese boy. The results of this trial led to the setting up of The Phonics English Company in China through which Phonics was introduced into various schools and educational centres in China.

In 2002 I moved to China for two years to help with adapting and implementing LEM Phonics there. Eventually in 2005, the Company built a large Phonics Academy in a small town called Ruicheng, to train teachers in English and other vocational studies. LEM Phonics was the main vehicle for teaching English.

Back in Australia, LEM Phonics continued to produce more materials like *Pathway to Literacy*, a remedial English training programme; and the *Book of Rules*, which collates the rules of the English language in a useful reference book.

In the past year we have added the phrase *Literate for Life* to our LEM Phonics logo; and we have also launched the first stage of an online *Teacher's Resource Kit* which includes exercises, games and activities to support the programme.

As LEM Phonics' reputation becomes more widely spread we receive reports of schools changing to LEM Phonics from other phonics programmes because they now realize that it takes children so much further than an elementary grade phonics programme. And although it was designed for the Australian culture, people from USA, Canada and other nations have sought out the programme and are in the process of adopting it in their circles of influence.

It is with grateful hearts that we look back over the history of LEM Phonics—grateful to be able to serve the people of Australia and beyond, and grateful that He has blessed us so much.

With several governmental 'back to phonics' incentives emerging recently, let us pray that God will guide us so that LEM Phonics can be a part of improving education in an even greater way across this nation.

Have a great New Year,

A handwritten signature in black ink, appearing to read 'Evelyn', written over a horizontal line.

PS. Please write and tell us your reflections on LEM Phonics. We'd love to hear from you!



## 2009 Programme

- 9:00 Registration
- 9:30 Keynote Address
- 10:30 Morning Break
- 11:00 Elective sessions
- 12:00 Lunch
- 1:00 LEM Phonics
- 2:00 Elective sessions
- 4:00 Book Browse and Buy
- 5:00 Close

Details and registration forms for all CHESS seminars are available as PDF downloads on our website at [chess.lem.com.au](http://chess.lem.com.au).

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.

## Registration

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

## Seminar Locations 2009

### BRISBANE

*Date* Saturday 2 May  
**NOTE DATE CHANGE**  
*Venue* St John's Presbyterian Church  
 23-33 King St, Annerley  
*Cost* Single/Family: \$10/\$20  
*Enquiries* (02) 6259 3944

### MELBOURNE

*Date* Saturday 6 June  
*Venue* Ashburton Presbyterian Church, cnr  
 High St and High St Rd, Ashburton  
*Cost* Single/Family: \$10/\$20  
*Enquiries* (02) 6259 3944

### HOBART

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

### ADELAIDE

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

### SYDNEY

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

### PERTH

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



## LEM Phonics Seminars

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

### NEWCASTLE, NSW

*Date* 20, 27 Feb, 6 Mar 2009  
*Instructor* Margaret Pond  
*Venue* Potter's Hotel, Cessnock  
*Enquiries* 0400 618 121

### MELBOURNE

*Date* 12, 13, 20 Mar 2009  
*Instructor* Marilyn Bradbury  
*Location* Leongatha  
*Enquiries* (03) 9740 6562

### SYDNEY

*Date* 13, 20, 27 Mar 2009  
*Instructor* Lindy Bonham  
*Venue* Learn2 Learning Hub,  
 Rose Hill Town Centre  
*Enquiries* 0421 907 343