



# DIRECTOR'S COMMENT

PETER FROGLEY

We are enjoying God's grace and favour (as we always do) in this year of 2005.

After 5 years of waiting, our new building is proceeding at a rapid pace. As I write the wall board flushers are at work and according to plan the building should be complete by the end of June, ready for the arduous task of moving in. There will be some disruption to our services during moving time, which will take at least two weeks.

We have begun our CHESS seminars for the year and had a great time meeting with friends in Tasmania, Victoria and South Australia.

## Projects

- An LEM Phonics Workbook and Teachers Manual is being prepared for older students and for those who missed out on learning to read well. These books should be available during this year.
- LEM Phonics Activities in the form of mini phonogram cards and word cards are being developed and will soon be available.

- The LEM Phonics 'Book of Rules' for teachers and parents is currently in editing stage and should be available later in the year.
- *The Elements of Music* Volumes 3 and 4 are in the writing stage and should be available sometime late in 2005.

## This Issue

In the News section I bring a report on our building project with another opportunity for you to participate with us. We also have reports on China, PNG, Peru and the latest additions to our website. In *Exploring Christian Education* I continue our analysis of humanism with a look at the humanist public declaration, called their 'manifesto'. We continue with an article from Melbourne's *The Age* which explores the pros and cons of teacher training in Australia. Rod and Staff share some tips for holding students' attention, and in health we find out some of the stranger facts about our incredibly busy bodies.

Keep educating for the Lord!



## CHESSE 2005

CHESSE seminars are already planned for 2005 and presented in the back pages of this magazine. One of the highlights for this year will be the visit of Mike McHugh from Chicago, USA as our keynote speaker in both Melbourne and Sydney. Claire Jones from Trivium Education in Brisbane will also be joining us as one of the speakers in several of the seminars.

## LEM Building Project

Despite a delay of almost a month (caused by concern for the welfare of trees in the way of a mandated footpath), construction was able to begin in early March.

Our builders have been doing a great job and the building has emerged from the ground quite rapidly. As I write the carpenters are finishing off and the cornices are almost complete, as is the storage shed. The next stage is the painting, which should be done by the time you receive this. If things go according to plan we hope to be moving in around the end of June. Customers should note that we will be very busy at that time and there will be some delay in book orders.

We are enclosing our fund raising flyer with this issue of *Light of Life* for those looking for a tax-deductible opportunity at this time of the financial year.

For the latest info and pictures visit our website at [www.lem.com.au](http://www.lem.com.au) and click on the 'We're Building!' banner.



The builders are really moving! In a very short while we've gone from wall frames and the start of the brickwork (top) to completed gyprock (above). The photo above shows our warehouse and production area with reception and display through the door at the left.



Phonics Seminar in Lae, PNG. If you look carefully you can see the walls are made of cardboard!



Mesia Novau, LEM's representative in PNG

## Papua New Guinea

I visited PNG in April and had a most productive time — God is doing some wonderful things in that nation. We had a two-day Biblical World View conference in Port Moresby with up to 60 in attendance and excellent response. Mesia Novau is working with several churches wanting to begin Christian schools, whilst LEM Phonics is being trialled in five government schools in Port Moresby. The test for this program will be assessed at midyear and we are believing God for a positive response from authorities. Mesia and I also spoke at a conference for Christian teachers held in Lae. Gabriel Waine, the organiser, had expected about 250 teachers for the conference, but almost 650 arrived. And what was most encouraging was that I was the only European there! God is definitely at work in the nation of PNG. There were two teachers in my Phonics group who had walked three days to catch a bus for a 5–6 hour ride to attend the conference. The Christian Integrated School is the only school in that valley, the state school having been closed 8 years ago.

## China

The Teachers College at Ruicheng is nearing the end of its first year of operation and the results are very encouraging. Even after only a short period of time, we are seeing the beginnings of incremental increase of the Kingdom. The school's influence is not only in Ruicheng but throughout Shanxi Province.

Here is their report:

*Joe Yuen, general manager of 'Kiss & Bake', a retail chain of 27 bakery shops in Beijing, is very impressed with the performance and attitude of our students that are undertaking training within their organization. He gave the following comments:*

- *The students not only have good English skill, but also show the character of gratefulness, sincerity, willingness to go the extra mile and the assertiveness to*

*reflect a just opinion to the management.*

- *Over the last 12 years of doing business in China, I have not encountered another group of students with such qualities. It has given me renewed faith in the Chinese people.*
- *'Kiss & Bake' is the only retail chain in Beijing that has staff able to communicate in English in all their stores because of the students.*

The spread of the Phonics program in China seems to again be growing after a time of some difficulty.

## Peru

Things continue to grow in Peru, with Bob Relyea being joined in the LEM team by Victor and Sandra Alvites to help with the growing workload and to promote the work throughout that nation. There are many Christian schools to be reached and processing the LEM Diploma Course is taking an increasing amount of time with over 130 teachers now enrolled. I am tentatively planning to go to Peru for conferences in mid 2006 — this time we will probably concentrate on cities in the north of the country.

## www.lem.com.au

### SEARCH FUNCTION NOW AVAILABLE

Since last issue we have added a useful search function to our online order form.

It is now possible to type your query and return all the catalogue items containing that text. It searches across all three catalogues (curriculum and library/theological and reference/health) and returns the results in the browse window.

Try it soon by clicking 'online order form' from the welcome page, then go to the 'browse/search' tab on the order form.

Remember to keep visiting our website for all our current promotions, up-to-date catalogues, resources and online ordering. If you have any questions, suggestions or comment about our website please email [john@lem.com.au](mailto:john@lem.com.au).

## THE GIFT OF MUSIC WEBSITE LAUNCHED

In May we launched the website of *The Gift of Music*, a complete music course written by Wendy Hill in Melbourne.

LEM has produced and distributed the music appreciation part of this course (*The Elements of Music*) for some time, however with the launch of this website you can now access a wide range of information and background on Wendy's complete music program, including the piano course (*Music for our Maker*) and teacher training.

The site features a fun menu system which allows you to play piano notes and chords using the mouse or keyboard. Visit soon at [www.lem.com.au/thegiftofmusic](http://www.lem.com.au/thegiftofmusic), or click 'The Gift of Music' in the 'Quick Links' box on the LEM homepage.



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 56 Humanist Manifesto

In the past two centuries the champions of man's rebellion against God have banded together into an exclusive, pseudo-intellectual group calling themselves 'Humanists'.

They have organized themselves into what American courts have recognised as an atheistic religion, called Humanism. This faith has its own holy book or bible — the *Humanist Manifesto*.

This modern, man-centred movement has appeared in organised form in quite recent history. The dates below record the development of Humanism.

- 1876 Ethical Culture Society formed in the USA
- 1888 First Ethical Culture Society in England
- 1933 *Humanist Manifesto I*
- 1941 American Humanist Association formed
- 1952 International Congress consolidated various groups into

the International Humanist and Ethical Union

- 1961 Torcaso decision: the US Supreme Court recognizes secular Humanism as a religion
- 1973 *Humanist Manifesto II*

## Definition of Humanism

Humanism: the rejection of religion in favour of a belief in the advancement of humanity by its own efforts.

*Collins Compact Australian Dictionary*

There are very few members of the actual Humanist Associations, but despite their small numbers they have had a profound effect on the way we live our lives. This effect is perhaps most admirably reflected in their infiltration into the education systems of the world. So effective has this been that the Humanist philosophy dominates not only state education, but also much of Christian education today.

Tragically, few people know what Humanism is and even fewer what Humanists believe. So pervasive has been their influence that some Christians consider themselves to be 'Christian

Humanists'. Even Humanists consider such a position to be an oxymoron, a contradiction in terms. Humanists more accurately understand the situation as Paul Kurtz wrote in *The Humanist Alternative*:

Humanism cannot in any fair sense of the word apply to anyone who still believes in God as the source and creator of the universe.

Humanism is a religion — by definition and also by a 1961 and 1964 decree of the US Supreme Court. It is a *non-theistic* religion, in that it claims to have no allegiance to, and gives no credence to, any deity or supernatural element. It believes man is in control of his own being and destiny. Humanism is officially promoted by national Humanist Societies and, in particular, the International Humanist Society.

## Humanist Manifesto

The foundational humanist documentation read in part:

In 1933 a group of 34 liberal Humanists in the US defined and enunciated the philosophical and religious principles they believed to be fundamental. They drafted *Humanist Manifesto I*, which for its time was a radical document. Its authors claimed they were committed to reason, science and democracy.

...important as it was in its time, it has since been superseded by events; though

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# Christians have confined themselves to the church when they should have been presenting policies for every area of life

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significant, it did not go far enough. It did not and could not address itself to future problems and needs. In recognition of the pressing need, ...*Humanist Manifesto II* was drafted. This more extensive and comprehensive document addresses itself not only to the problems of religion and ethics, but to the pressing issues of civil liberties, equality, democracy, the survival of humankind, world economic growth, population and ecological control, war and peace and the building of a world community. ...if no deity will save us, we must save ourselves.

*Humanist Manifesto II* was first signed by 114 individuals of prominence and distinction. ...Humanists are committed to building a world that is significant, not only for the individual's quest for meaning, but for the whole of mankind.'

*Selected from the Preface to Humanist Manifestos I and II, Paul Kurtz, ed. published by Prometheus Books.*

Humanists were quick to define their policies for every area of life and make application. Christians, on the other hand, have pietistically confined themselves to the church, when they should have been presenting Christian policies for every area of life. Some would say the battle has been lost, but with God it is never too late.

The Humanist religion presents its statement of faith in the *Humanist Manifesto*. However, the practice of this statement of faith is by no means restricted to the Humanist societies. Its aims and philosophies are not simply evident but have largely become the prevailing faith at every level and sphere of our society. Their evangelistic efforts have been profoundly effective in making Humanism the pervasive force it is today.

What exactly do Humanists believe? Whilst the *Humanist Manifesto* is too long to reproduce here I have selected some relevant excerpts from the 1973 *Humanist Manifesto II*.

## PREFACE

As in 1933, Humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith. Salvationism, based on mere affirmation, still appears as harmful, diverting people with false hopes of heaven hereafter. Reasonable minds look to other means for survival.

## RELIGION

We believe, however, that traditional dogmatic or authoritarian religions that place revelation, God, ritual, or creed above human needs and experience do a disservice to the human species.

This means evangelical, Bible-believing Christianity. Humanists are offended at God's demand of submission and obedience.

...We find insufficient evidence for belief in the existence of a supernatural; it is either meaningless or irrelevant to the question of the survival and fulfilment of the human race. As non-theists, we begin with humans not God, nature not deity.

...But we can discover no divine purpose or providence for the human species. While there is much that we do not know, humans are responsible for what we are or will become. No deity will save us; we must save ourselves.

The fundamental concept of salvation is rejected as man is fully self-sufficient.

Promises of immortal salvation or fear of eternal damnation are both illusory and harmful.

Rather, science affirms that the human species is an emergence from natural evolutionary forces.

...There is no credible evidence that life survives the death of the body.

## ETHICS

We affirm that moral values derive their source from human experience. Ethics is autonomous and situational, needing no theological or ideological sanction.

On rejecting the Bible there is no standard for ethical behaviour — so ethics becomes whatever suits you at a given time!

Reason and intelligence are the most effective instruments that humankind possesses.

The controlled use of scientific methods, which have transformed the natural and social sciences since the Renaissance, must be extended further in the solution of human problems.

## THE INDIVIDUAL

The preciousness and dignity of the individual person is a central humanist value. Individuals should be encouraged to realise their own creative talents and desires. We reject all religious, ideological, or moral codes that denigrate the individual, suppress freedom, dull intellect, dehumanise personality.

In the area of sexuality, we believe that intolerant attitudes often cultivated by orthodox religious and puritanical cultures unduly repress sexual conduct. The right to birth control, abortion, and divorce should be recognized.

The many varieties of sexual exploration should not in themselves be considered 'evil'.

The moral education for children and adults is an important way of developing awareness and sexual maturity.

This 'moral education' refers to humanistic morals — morals determined by human expediency.

## DEMOCRATIC SOCIETY

It also includes a recognition of an individual's right to die with dignity, euthanasia, and the right to suicide. We oppose the increasing invasion of privacy, by whatever means, in both totalitarian and democratic societies. We would safeguard, extend, and implement the principles of human freedom evolved from the Magna Carta to the Bill of Rights, the Rights of Man, and the Universal Declaration of Human Rights.

We must extend participatory democracy in its true sense to the economy, the school, the family, the workplace, and voluntary association.

This democracy (man's rule) is obviously a necessity if the standards of God's Word have been rejected.

All persons should have a voice in developing the values and goals that determine their lives.

The separation of the Church and State and the separation of ideology and State are imperatives. The State should encourage maximum freedom for different moral, political, religious, and social values in society. It should not favour any particular religious bodies through the use of public monies, nor espouse a single ideology and function thereby as an instrument of propaganda or oppression, particularly against dissenters.

This humanistic notion of 'separation of church and state' is a deliberate distortion of the same notion proposed in the American constitution, which was intended to forbid the establishment of a state church in the USA.

The principle of moral equality must be furthered through elimination of all discrimination based upon race, religion, sex, age or national origin... society should provide means to satisfy every individual's basic economic, health, and cultural needs, including, wherever resources make possible, a minimum guaranteed annual income.

We believe in the right to universal education. Everyone has a right to the cultural opportunity to fulfil his or her unique capacities and talents.

Innovative and experimental forms of education are to be welcomed.

We deplore racial, religious, ethnic, or class antagonisms. Although we believe in cultural diversity and encourage racial and



ethnic pride, we reject separations which promote alienation and set people and groups against each other; we envision an integrated community where people have a maximum opportunity for free and voluntary association.

We are critical of sexism or sexual chauvinism — male or female. We believe in equal rights for both men and women to fulfil their unique careers and potentialities as they see fit, free of invidious discrimination.

## WORLD COMMUNITY

We deplore the division of humankind on nationalistic grounds. We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon trans-national federal government.

We thus reaffirm a commitment to the building of a world community, at the same time recognizing that this commits us to some hard choices.

This world community must renounce the resort to violence and force as a method of solving international disputes.

This is the one world government idea that will eliminate nations as such — to usher in a utopia where all will live in peace. Unfortunately, such planners have not considered the nature and effect of sin.

War is obsolete. So is the use of nuclear, biological and chemical weapons. It is a planetary imperative to reduce the level of military expenditure and turn these

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# Education is the most powerful ally of Humanism

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savings to peaceful and people-oriented uses.

The world community must engage in cooperative planning concerning the use of rapidly depleting resources.

The problems of economic growth and development can no longer be resolved by one nation alone; they are worldwide in scope.

World poverty must cease. Hence extreme disproportions in wealth, income, and economic growth should be reduced on a worldwide basis.

Jesus said in Matthew 26:11, ‘The poor you will always have with you.’

Travel restrictions must cease. The world must be open to diverse political, ideological, and moral viewpoints and evolve a worldwide system of television and radio for information and education. We thus call for full international cooperation in culture, science, the arts, and technology across ideological borders. We must learn to live openly together or we shall perish together.

## DECLARATION

In 1980 Paul Kurtz, Director of the Humanist Association, wrote:

Secular Humanists may be agnostics, atheists, rationalists, or skeptics, but they find insufficient evidence for the claim that some divine purpose exists for the universe. They reject the idea that God has intervened miraculously in history or

revealed himself to a chosen few, or that he can save or redeem sinners.

*Paul Kurtz, 'A Secular Humanist Declaration', in 'Free Inquiry', Winter 1980-1981*

## Schools of Humanism

Humanists have targeted education as they appreciate that if you control the thinking of a generation you are able to change the culture of the nation.

Education is the most powerful ally of humanism, and every American public school is a school of humanism. What can the theistic Sunday schools, meeting for an hour once a week, and reaching only a fraction of the children, do to stem the tide of a five-day programme of humanistic teaching?

*'Humanism, a New Religion', Charles Francis Potter; quoted in 'Teaching Methods', p. 139.*

## Humanistic Training

As the great majority of us received our training in humanistically dominated schools, we have been, often unwittingly, indoctrinated in the faith of Humanism. Our minds have been trained to operate from a man-centred perspective. This endeavour by Humanists has been so successful that many Christians are so strongly influenced that they do not know how to begin to implement Christian values and concepts in an educational programme. They find it difficult to assess whether a particular programme is Humanist or Christian. Thus many Christian educators, both teachers and home educators, find it difficult to teach from a Christian perspective.

## A Test for You

Many of the concepts Christians have accepted as godly are, in reality, based in humanistic presuppositions. I have posed some questions below that you may like to consider as a test to see how you have been influenced.

1. Teachers and parents should allow children the freedom to express themselves.

*The task of parents is to bring their children into the discipleship of Christ.*

2. Punishment results in the repression of a child's creativity.

*Punishment is not repressive if administered according to the Word of God.*

3. Exams and testing are unfair. Failing is quite unnecessary and destructive of children's self confidence.

*All of life is a test and children needs to be trained to expect and delight in testing.*

4. A child should decide for himself what he should learn.

*Parents should provide direction for their children — it is their biblical responsibility.*

5. All children must have equal opportunity as all are equal.

*Children are not equal — they are different.*

So the battle continues for the minds of our children — which side will you support?

# TEACHING THE TEACHERS

KEVIN DONNELLY

The President of the Australian Education Union, Pat Byrne, argues that a national review of teacher training is simply a political exercise and a waste of time and money.

She is wrong. Serious concerns about the way beginner teachers are prepared for the realities of the classroom were highlighted in last week's Victorian State Parliament inquiry. A major misgiving is that overly theoretical courses are failing to turn out teachers of value and substance.

Certainly, a submission by the Australian Council for Educational Research to a federal inquiry last year noted that the variation in quality of teacher training education was 'considerable' and 'arguably one of the least accountable and least examined areas of professional education in Australia'.

Part of the problem is that those responsible for professional development push their own political and new-age curriculum agendas.

First, the approaches to teacher training focus as much on analysing how education supposedly reproduces social inequality as it does on teaching teachers how to teach. Long gone are the days when learning was about introducing students to what Matthew

Arnold termed the best that has been thought and said. Teachers are not simply there to impart a thorough grounding of history, literature, biology or mathematics, but rather to critique mainstream society and to fight for greater equity and social justice.

The Australian Education Union reasons this is because Australian society is a 'class-based society that is diverse and characterised by inequality and social conflict'.

But not only does the union ignore the fact that Australia pioneered such reforms as the eight-hour day, votes for women and progressive taxation, it argues that the best way to achieve social justice is to adopt a left-wing agenda on such topics.

The Australian Curriculum Studies Association, a peak body bringing together academics, teacher educators and teachers, adds weight to the argument, saying that Australian society is riven by social injustice and that schools must contribute to rectifying the situation:

They (schools) must work with all students to unmask and confront the complex social causes of inequality, including the function of schools themselves in this regard. In other words, schools must work at several levels to redress injustice in society which still fails to recognise it, and often to act upon it effectively even when it does.

Those lucky enough to have completed teacher training during the 70s and 80s will recognise the approach to education advocated by the union and the

ACSA. Building on the works of sociologists such as M.F.D. Young, Pierre Bourdieu and Bowles and Gintis, schools become part of the ideological state apparatus.

As such, the argument goes, competitive assessment and rewarding individual effort simply reinforce disadvantage. Similarly, the way traditional subjects such as literature and history were taught gives the advantage to the more powerful and acts to marginalise already disadvantaged groups.

The result? ACSA's *Policy on Social Justice, Curriculum and Pedagogy* says traditional approaches to education, such as competitive assessment, are largely to blame.

While many parents and employers might think competition and excellence are worthwhile pursuits, and that success at school helps to overcome disadvantage and increases social mobility, teacher organisations argue the opposite. Thus, there is an emphasis on non-competitive and non-graded assessment and focus on affirmative action programs for so-called 'victim' groups such as women, migrants and the working class.

Those responsible for teacher training, such as the Australian Council of Deans of Education, are also guilty of pushing wacky, New-Age curriculum ideas. *New Learning:*

*A Charter for Australian Education* says there are no right or wrong answers and that

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## correct spelling is for the spell checker

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memorising, including rote learning, and testing are things of the past.

The so-called 'new basics' is all about 'autonomous and self-directed learning'. And, according to the edu-babble much loved by 'educrats', learners will be 'equipped with problem-solving skills, multiple strategies for tackling a task and a flexible solutions-orientation to knowledge'.

The council also argues that 'mathematics is not a set of correct answers' and that correct spelling is 'something for spell-checking programs'. So much for  $1+1=2$  and the fact that no amount of spell checking can distinguish between the correct use of 'to' and 'too' or 'knight' and 'night'.

Dr Brendan Nelson's inquiry into teacher training followed the furore over remarks by NSW English Teachers Association president Wayne Sawyer, that teachers were failing students because they could not think critically — a fact he said was underlined by their failure to vote against the Howard Government.

Given that controversy and the wacky curriculum ideas held by those responsible for teacher training, it is time to see whether the inmates have taken control of the asylum.

*First published in The Age on 7 March 2005.*

# HOLDING THE STUDENTS' ATTENTION

LYNN WITMER

As a teacher, you do not try to hold someone's attention for the same reasons an entertainer or an acrobat does. Showing off is not your goal.

However, you realize that you cannot teach wandering minds. Nectar attracts bees, carrion draws eagles, and marshland brings in ducks. What can you do to attract minds?

## ESTABLISH CLASSROOM DISCIPLINE

This might seem to be a strange way to begin. But if you fail to make the students care about learning, you will not hold their attention for long, even though you pound the lectern before them.

## TEACH WHAT YOU HAVE ALREADY LEARNED YOURSELF

Bluffing your way through classes cannot be effective in the long run. Your job is to have explored your subject from many angles so that if one method of teaching fails, you have a whole suitcase full of others to try. In other words, you should not try so much to teach everything you know as to know everything you teach.

## TEACH WITH ANIMATION

This is more than the ability to keep a steady stream of words (however flat and

redundant) flowing from your mouth. Your utterances should come with meaningful variety — variety in length, in volume, in pitch, in speed, and in force. Nobody appreciates music that lacks these variations. On the other hand, music with no repetition is meaningless. What you need is repetition coupled with variation.

If you can talk easily, you might want to hush your 'noisemaker' occasionally for the effect that silence can work. Apparently, God uses this method. Revelation 8:1 says that 'there was silence in heaven about the space of half an hour.' After this, seven angels sounded, each in his turn.

Use plenty of questions. Questions help you to get inside the students' minds. They show you how much the students know. They also arrest the students' thoughts to get them to think with you. Vary your kinds of questions, and be sure to involve everyone. Do not be too quick to answer your own questions. Occasionally ask a question, and move on without discussing it directly. Don't forget to use questions the students themselves ask.

Using animation suggests the use of meaningful gestures. Naturally, you need not jump about like a jack-in-the-box or constantly use the same artless motions in your presentations. But neither should you be like the snowman, frozen and stiff.

Appear enthusiastic. My grandfather fondly remembers a history teacher who ‘almost preached when he taught.’ Enthusiasm left its impression.

### **BE A COLLECTOR OF STORIES**

The careful collector does not simply have a jumbled hodgepodge stuffed in a sack. His accumulation is organized carefully. He discards the inferior. But he is always on the lookout for more. Stories aid the memory in ways that few other devices can. Since they are so powerful, use only worthy specimens, but do not neglect to use them. Learn how to give quality presentations of stories, too, not omitting the colour that pertinent detail paints. Remember that stories do not have to be funny or complex to be good. Some of the best are simple accounts taken from real life, past or present. Truth is weightier than fiction.

### **HELP YOUR STUDENTS REALISE THAT ALL LEARNING IS RELATED**

If ‘all truth is God’s truth,’ then it is all connected. Our Maker does not operate in disjointed and confused systems. Think of truth as a monolithic edifice. Its being is eternal, and its size outdistances our ability to comprehend. Each member of the structure adds to its magnificence, but each is related to the whole. No particle of truth, be it a science fact or a Bible phrase, exists alone. When you discuss parallels of history, or use recently studied math methods in science, or refer to a reading story to illustrate a devotional point, you are showing how truth is connected.

Try to bridge the gap between theoretical and applied learning. Use illustrations that fit your pupils’ frame of reference. If you are discussing the two-stroke engine, for example, ask how many have ever heard a chainsaw and how and why it sounded different from a car. Better still, bring in an old chainsaw to dismantle.

### **BUILD ON LOGIC**

Saying that something is so does not make it so. Your teaching should always have the force of sound thinking behind it. Emotion has its place, but it should be the servant, not the master, in education. Use common sense as well, and above all, let the Scriptures be the confining and broadening standard in shaping your views.

### **HAVE SOMETHING WORTHWHILE TO SAY**

More important than the delivery of your class presentation is its content. Be not like Peter, who on the Mount of Transfiguration, having nothing valuable to say, said it anyway! Better to be silent than to babble empty phraseology. However, as a teacher, you have to talk — it is an essential part of your job. Just be sure that your discussion is full of meaning and relates well to the situation. Since you are dealing with children, you will need to repeat, rephrase, and review. But never draw from a stale cistern. Make all your words contribute to learning. Be like Stephen, who had his entire audience ‘looking steadfastly on him’ because of his Holy Spirit illumination and his provocative, convincing message.

God bless you as you teach with authority.



# YOUR BODY'S BELIEVE IT OR NOT!

Pumping, filtering, regenerating, growing ... our bodies are extraordinarily busy and, often, only receive our attention when things go wrong.

Generally, our bodies go about their miraculous and mysterious work without fanfare. So, before you grumble about heartburn or that dodgy knee, check out some of these body facts.

- After the sperm cell has fused with the egg cell, every human spends a blissful, uncomplicated half an hour as a single cell.
- Your stomach, which ensures food will reach it even if you are standing on your head, takes the prize as your most eager organ. So keen is it to work that it has to produce a new layer of mucous every two weeks lest it digest itself.
- Your most polite organ is your left lung — it grows smaller than your right lung so your heart has more room to move in.
- But it's your brain which is the greediest: although it's only two per cent of the body's weight, it uses 20% of its oxygen (the basic nutrient employed by the brain's neurons is glucose; in order to metabolise the glucose, neurons need lots of oxygen).
- As you read this sentence, 50,000 cells in your body will die and be replaced by new ones. (As you read the next sentence, it's curtains for 70,000 cells.) Different types of cells regenerate at different rates: cells that line the alimentary canal are replaced almost every day; nerve cells do not reproduce at all.
- As we get older, the brain loses almost one gram per year because its nerve cells die and cannot be replaced.
- In a single day, your brain generates more electrical impulses than all of the world's telephones combined.
- Your brain is receiving and processing about 100 million snippets of information at any given moment.
- If the blood supply to your brain is cut off, you will lose consciousness after just eight to 10 seconds.

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# more than half your bones are in the hands and feet

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- When you sneeze, every function in your body momentarily stops, including your heart beat.
- The fastest sneeze ever recorded clocked in at 165 km per hour.
- The liquid from the centre of a coconut can be used as a substitute for human blood plasma in cases of emergency because it is sterile, readily accepted by the body and does not destroy red blood cells.
- Your mouth contains around 10,000 taste buds, whose purpose is to guide you away from eating unsafe foods and help you to maintain a healthy chemical balance in your body.
- The lifespan of a taste bud is ten days but the cells are constantly being renewed, roughly one every ten hours.
- You breathe out half a litre of water vapour every day.
- If you shouted for eight-and-a-half years, you would produce enough sound energy to heat up just one cup of tea.
- The total surface area of your lungs is about the size of a tennis court, however, if you're not doing vigorous exercise, you only use about 5% of your lungs' gas-exchanging surface.
- Relative to its size, the strongest muscle in the body is the tongue.
- Your fingernails grow four times faster than your toenails.
- Your heart beats about 100,000 times in one day, which equates to more than 2.5 billion times in the average life.
- During this 'average' lifetime, your heart pumps about one million barrels of blood — enough to fill more than three super tankers.
- The total length of all the blood vessels in the human body is over twice the circumference of the earth.
- In a lifetime, we spend the same amount of time eating as we do with our eyes shut blinking — five years.
- More than half your bones are in the hands and feet.
- Each day, you shed about 10 billion skin flakes, amounting to two kilograms every year. These constitute a large component of standard house dust.
- A rod in the human eye can detect a mere photon of light — the amount that a single candle would cast from 1.5 km away.
- A person's hair and nails **do not** continue to grow after death (after death, the body dehydrates, causing the skin to recede slightly which may give the illusion that the nails and, for some reason the hair, has grown).

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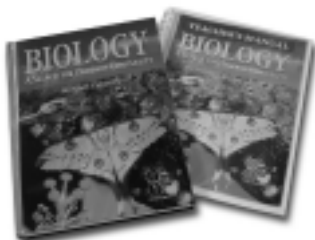
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# LEM PHONICS CORNER



More and more we get the call for a programme to teach adult literacy.

Not just foreigners who want to learn English as a second language, but for those Australians who have missed out on the opportunity to learn the basic literacy skills and have been left either illiterate or functionally illiterate.

My heart is to help these people; to restore their dignity and give them *hope*.

I believe it is possible to teach such students to read in a concentrated period of two weeks, using a specially designed Phonics programme, and given a few conditions:

- The student must have a desire to learn.
- The learning environment must be free from too much external distraction. They must have the support of parents and teachers to do this.

So I am working on establishing a two-week literacy camp in Australia for such students.

It seems to be providential that we have been able to talk with the Rotary Club in

Australia with a strong possibility of gaining their support both financially and logistically for this project.

If we are successful in launching and running the first camp, I see the project mushrooming with camps eventually being held all over Australia.

The work done with 'Kathy', whom I wrote about in the November 2004 issue of *Light of Life*, has formed the basis of a book which I am currently refining for the teaching of adult literacy and also adapting for a camp programme.

I am acutely aware that such a venture cannot happen without the blessing of Almighty God upon it, and that its success will depend on walking closely with Him to receive His wisdom and guidance. I had originally hoped the camps would be launched this year, but it seems that God's timing is closer to early 2006.

To help you understand more of the nature of the camp I will include parts of the *Vision Statement* which were included in the Rotary submission.

## AIMS OF THE CAMP

The primary aim is to teach students to read or to improve their reading.

Achieving the skills required for fluency in reading can restore confidence within these students' hearts, restoring their dignity and giving them the opportunity to embark upon a new course in their lives, which holds real hope for the future.

### CAMP PHILOSOPHY

High school students who are not able to read fluently (for any reason) feel a sense of failure and see very little hope for the future. We believe that the greater number of such students are normal, intelligent human beings who have, at some time in their development, missed out on the segment of education which would have given them the skills to read and spell. We believe the chosen programme can help many students to gain these skills to a degree that makes it possible to cope much more adequately with their schooling.

To do this we need a concentrated time period in which students are isolated from all distractions such as the opposite sex, TV and the internet. In one week we cannot accomplish the task. Three weeks is too long for logistical reasons. In two weeks we believe we can do enough to change the course of these young people's lives.

We will take these philosophical factors into account:

1. To be able to learn, a person must be motivated. We are unable to teach if the

student is unwilling to learn. Therefore it is important that we take only recommended students. The school teacher will play the most important part in that recommendation.

2. People can accomplish more than can be imagined when they are motivated and encouraged.

### PROGRAMME

The body and mind have thresholds which must be observed, therefore the intensity of the learning will be lessened in the afternoon and evening periods.

Every 50 minutes of learning will be punctuated by a ten-minute break to relax and refresh the students' minds. In the next 50-minute lesson the content will be varied somewhat to keep the students' interest fresh.

There will be sporting activities available for an hour and a half in the afternoon between lessons and dinner. A special sports programme will be arranged for the weekend.

On Sunday morning there will be an optional early morning church service.

### GROUP DYNAMICS

Competition can be a motivation for learning, but we do not expect individuals who already feel a sense of hopelessness to be interested in individual competition.

For that reason the student body will be

divided into groups in which the individuals can help each other and groups will vie for points. The winning group will receive a camp award.

If a group is too large, the intensity of the learning will be lost. Individual attention will be impossible in a large group. Therefore we have chosen to limit the camp to twenty students and designate one helper per four students during group times.

We want to begin to develop a 'camp culture' which will give an identity to the camps and produce a sense of belonging in the students. We hope that they will begin to feel part of this culture and thus encourage others to attend a future camp.

We will have a camp flag and badge, using the group colours on both these items.

### CAMP CONDUCT

Students will be expected to comply with the code of conduct, presented at the beginning of the camp. If any student consistently breaches this (especially to the distraction of other students), measures will be taken to have him removed from the camp.

1. Respect for teachers and helpers at all times
2. Respect for fellow students who are wanting to learn without distraction

3. Punctuality: Observing the times for rising, retiring and lessons
4. Obedience to all camp laws

### TRAINERS

There will be two fully qualified instructors who will do the intensive training.

Helpers assigned to groups will receive some prior training in the teaching method and will do their 'practical' by listening to the trainers, at the same time as they are monitoring the students and helping students with reading.

### CONCLUSION

I have purposely omitted the section on the nature of the literacy programme because the article on 'Kathy' (*Light of Life*, November 2004) gives you a good idea of the methodology.

I have been quite excited at the number of people who have been vitally interested in this project and have brought forth ideas and even offers of help. I hope I can at least solicit my reader's prayer support and would appreciate any feedback you desire to give.

Blessings,



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



Christian Home Education  
Seminar and Show

## 2005 Programme

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

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

## Guest Speakers

In 2005 we will have Mike McHugh, from Chicago, USA, with us for the Melbourne and Sydney CHESS.

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

## CHESS Seminars

### 01 MELBOURNE, VIC

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

### 02 SYDNEY, NSW

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

# EVENT CALENDAR

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

## 03 PERTH, WA

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

## 04 BRISBANE, QUEENSLAND

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



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## 05 CANBERRA, ACT

*Instructor* Evelyn Garrard  
*Dates* Tue 26 – Fri 29 July 2005  
*Venue* LEM Offices,  
55 Crofts Cres, Spence ACT

*Cost* \$350 per person including the *LEM Phonics Manual*, *Word List K*, and phonogram cards  
Deposit of \$50 per person required with registration  
*Send to* LEM  
PO Box 3284  
Belconnen MDC ACT 2617  
*Phone* (02) 6259 3944





# SEMINAR REGISTRATION

Name

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Address

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Phone

Email

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I AM REGISTERING FOR:

## **CHESSE Seminars**

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

Cheques payable to *CHESSE* for all seminars

**01 Melbourne**

**02 Sydney**

**03 Perth**

**04 Brisbane**

## **LEM Phonics Seminars**

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

**05 Canberra**

Cheques payable to *Light Educational Ministries*

Do you already have the *LEM Phonics Manual* and *Word List K*?

yes     no

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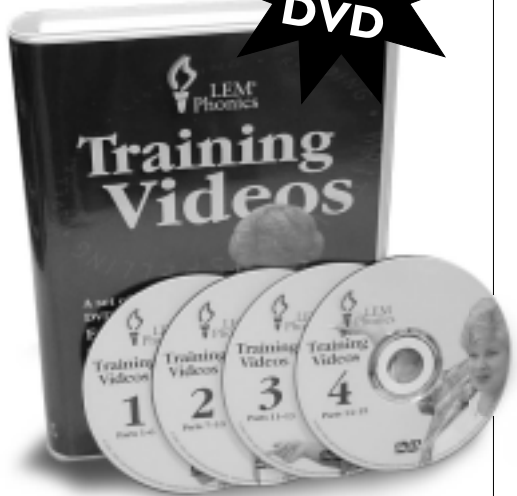
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