

Light^{of} Life

THE MAGAZINE OF LIGHT EDUCATIONAL MINISTRIES

Consequences

The humanist world view in our schools

Worth remembering

Tips for memorisation in the classroom

Health hints

Fundamentals for well-being



Light
Educational
Ministries

JUNE 2010

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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.

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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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Christian Curriculum
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Light of Life

200 Florey Drive, Charnwood ACT 2615
Phone (02) 6259 3944 Fax (02) 6259 3945
email: asklem@lem.com.au
www.lem.com.au

Director's Comment

PETER FROGLEY



Those who care and keep watch on the flow of ideas and practice in our nation seem uniformly concerned at the downward spiral into godlessness.

This unfortunate state of affairs is strong indication that a biblical world view amongst Christians has been too often replaced with a humanistic world view peppered with misapplied biblical quotations.

Yet in the midst of this national slide from biblical thinking there is an encouraging reaffirmation amongst sections of the Christian community. My observation is that much of this is to be found amongst Christian teachers in our Christian schools. This is encouraging and frankly necessary as it is becoming increasingly difficult for teachers to begin with God in their teaching as emerging government policies are making the task more difficult. Home educators are also finding increasing pressure to conform to governmental curriculum requirements, but I encourage you to press on as the effort is well worthwhile.

PROJECTS

- We are continuing to build the LEM Phonics on-line *Teachers Resource Kit*.
- We are in process of editing the *Book of Rules*, which will be followed by the Word List books.
- The rewrite of the aging *God's Plan for Me* is in progress. This course is designed as the general studies component of the K curriculum.
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to complete this year.

THIS ISSUE

In this issue I have highlighted the CHES program for 2010. *Exploring Christian Education* explores the consequences of a humanistic world view. From *Christian School Builder* comes an article on memorisation. We look at the fundamentals of health and our book reviews highlight Wordsworth Classics additions.

Enjoy the contents herein and keep educating. God bless you.

A handwritten signature in black ink that reads "Peter". The script is cursive and elegant.



CHES

The CHES programme for 2010 will probably have begun by the time you read this. There are a few changes to the day's program: we have shortened the day a little with one less teaching session. Some have found it has been quite a demanding day and a little too much at one time. There will still be plenty of time for reviewing and purchasing materials for sale.

CHES particularly caters to newer home schoolers and we ask that you let any new home educators friends know about their nearest CHES.

Phil and Carol Oster will be conducting the Sydney CHES along with the John and Marjo Angelico from Kingsley Education. Kingsley will also attend Melbourne and Perth CHES. Peter and Kaye Frogley will be attending Adelaide, Melbourne and Perth CHES. We all look forward to the CHES days as it is great to meet and get to know home educators; and being able to play a small part in their ministry to their children is both an honour and a privilege.

DATES FOR CHES 2010

Adelaide Sat 22 May
Melbourne Sat 19 June
Perth Sat 11 September
Sydney Sat 16 October

Note: some dates have changed from very early announcements.

BOOK DISPLAY

Mildura Mon 31 May 10:00 am – 1:30 pm

Note: there is a change of date and venue for the Mildura book display.

Details of all these meetings are found on back page of this issue of *Light of Life*.

Peru

Peter Frogley is planning another visit to Antorcha (LEM) in Peru in late September into October.

This year the team in Peru will be conducting a two day educators conference in Lima with our friend Pastor Claudio Zolla. We then plan to travel for the first time to Iquitos in the jungle, on the Amazon River, where there are some quite strong Christian schools. We will return again to Moyobamba on the eastern slopes of the Andes where we have previously enjoyed a very fruitful conference. From there we will travel to Chiclayo on the north coast for some team meetings and perhaps a conference in the far north town of Piura or the town of Jaen. Peru continues to be a fruitful field for LEM in Christian education.

Bob and Frances Relyea (like Peter, Kaye and

Evelyn) are now at retirement age and are planning an exit strategy from being full time in Peru. They want to spend more time with their numerous grandchildren in Australia. They do plan to return each year or two for a month or more to encourage the AME (LEM) team as long as they are able.

Bob writes:

I personally feel that we may have to have one or two more years here to finish things off well so that the local team can carry on the work. The AME team is already doing a good job and that is encouraging us.

A major initiative is to help establish a physical presence in a ministry centre for Christian education through LEM. We introduced this vision in the last issue and again present it in soliciting your assistance.

The Ministry Centre will double as the 'seat' for Antorcha (LEM). There is no multimedia christian education and creation science resource centre of this nature in all of Chiclayo, a city of 530,000 people located in the north of the country (the third largest city in Peru). It would be a very valuable tool for training the locals, forming a team of educators, and for spreading the Gospel of Jesus.

We estimate the cost of the centre to be \$33,000AUD, fully equipped. Please pray with us that this centre comes to fruition. We would like to start construction this year.

If you are able to contribute, donations can be made through LEM Canberra using the form at the right, or online at donate.lem.com.au.

✂ Ministry Centre, Peru

YES! I would like to help build an LEM facility in Chiclayo, Peru, to support the team in establishing a strong base from which to serve the nation.

Name _____

Address _____

E-mail _____

My contribution

AUD\$ _____

Payment Options

Please debit my Visa Mastercard

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India

From late February through to March Evelyn Garrard visited India to train teachers for the establishment of LEM Phonics. She travelled with Rev Richard Wilson under the auspices of the Indian Reformed Fellowship of Australia. The significant advantage for this trip was that Richard had been licensed to produce some of the LEM Phonics materials for the schools. As is too often the case in such locations the printing schedule was disrupted and materials were very late arriving—but we understand that they have arrived and been distributed.

The first two weeks were spent at Aizawl in Mizoram state on the far east side of India. Being a largely Christian state made it a very pleasant introduction to this part of India. Over 50 of the 70 Presbyterian schools in the state were represented at the seminar and plans were made by the authorities to introduce LEM Phonics through their schools. From there they travelled to Mirik in northern West Bengal state where another successful seminar was conducted.

The next location was the scenic city of Gangtok in Sikkim where a seminar



was conducted at the Greendale School. These seminars have introduced schools to the LEM Phonics programme and it is planned for Evelyn to return and work with these schools to see the program properly established.

The final week was spent in New Delhi where Evelyn worked with pastors who are using LEM Phonics to tutor students to assist in raising funds for the ministry and provide evangelistic opportunities.

Evelyn reports on her impressions of the visit in her LEM Phonics Corner in this issue.



Creation Science

The annual Creation Science Competitions are conducted in accordance with the fifth objective of the Association: to promote Creation Science Education activities. The competitions give children in schools and at home the opportunity to address each year's National Science Theme from a Christian perspective. This year's theme is **'Explore an aspect of biodiversity in Australia'**.

Biodiversity is defined as:

The variety of all God's created life forms that exist in Australia, including plants, animals and micro-organisms, their genes, and the ecosystems to which they belong.

There are 13 separate sections according to grade level (pre-K though grade 12). Children may participate in any or all of six project categories:

- Song writing
- Story and poetry writing
- Poster
- Science project
- Mathematics
- Information and Communication Technology (ICT)

Entries must be received by

Friday 18 June 2010.

More information including competition details and entry forms is available at **creationcompetition.wordpress.com** or e-mail **phil.peachey@aacc.edu.au**



E-Light of Life

We are moving toward the electronic age and plan to cease hard copy production of *Light of Life* at the end of this year. To that end, we will be contacting you by phone to make sure your email address and other details are up to date. Email communication will also allow us to keep you informed of various events and special offers we have from time to time.

HOMESCHOOLING FATHERS CAMP

Homeschooling fathers are unique men! This camp is an opportunity to be encouraged, equipped and refreshed in your calling as homeschooling fathers through having a weekend together. Through both inspirational and very practical sessions plus plenty of time for relaxing, talking, and generally taking time out, you can return home with renewed purpose and energy for the task God has given you to do!

Date: 6–8 August 2010

Venue: Lake Perseverance Recreational Centre (near Toowoomba, Queensland)

Speakers: Jason Kauffman, Andrew McColl and Bob Osmak

For details contact Andrew McColl on 07 4697 8194 or runimede@yahoo.com.au



Exploring

Christian Education

76 Consequences of a Humanist World View

PETER FROGLEY

It is not uncommon for me to be accused of being radical, idealist, controversial, extreme or just plain out of touch.

Initially I was quite affronted by these accusations, but as time went by I increasingly realised that was my lot in life. Indeed, I would consider it a calling—some would say a prophetic calling—not to endeavour to be offensive, but to be committed to uphold what to me are obvious biblical standards. It seems that was the lot of the Old Testament prophet, so I conclude that such is a legitimate role to be played even in Christian circles in our day.

It seems somewhat a dilemma that I was apprehended by the Lord with a vision for Christian education that was quite radical and in many ways idealistic and as a result would not be understood nor appreciated by everyone. Nevertheless, I have endeavoured to carry out that vision. My responsibility is to be faithful to He who called me and if that results in criticism, then that is part of my lot in life—a lot for which I am in fact very thankful.

So with that disclaimer on anything I will write here, I would like to explore what to me are some of the consequences in our educational world and beyond of a humanist world view.

NATURE OF THE MATTER

It has been a recurring theme in many articles in *Light of Life* that Christians have been profoundly influenced by the world view in which their training was couched—and that that world view has been overwhelmingly humanistic. Not many Christians seem to have realised this. The result is many well-meaning Christian teachers, even in Christian schools, practising humanistic education unwittingly believing they are teaching Christian values. This humanism has created practices in every area of education that are contrary to biblical thinking and practice. I will explore the effect of humanism under several headings.

The School

STATE CONTROL

The nature of a school will be defined by its undergirding philosophy. In humanistic terms the school is created and owned by the state, to equip students to be citizens of the state. Indeed compulsory schooling legislation in practice claims that students are owned by the state.

The common humanist idea is that the bigger the school the better, because of economies of scale and the better offering of subjects and teachers. The priority of the family is a foreign idea to statist educators.

Students are to be arranged in age groups to ensure appropriate social interaction. Social interaction is a major priority as this provides the framework through which students arrive at their life values.

One school was deregistered on the basis of an inadequate curriculum. The reason given was that there were not enough children to ensure adequate social interaction! The general idea is that there will be ample opportunities for students to discuss life issues, and from the consensus of the group the student will be able to develop life values that are consistent with the group. In a humanist world where there are no absolute values we must have some way of arriving at values. (Why a consistent humanist would want to have values provides an interesting philosophical question for them.) For the humanist educator, social interaction provides the method for arriving at values. That is the philosophical reason why children commonly these days sit around tables and not in rows facing the teacher. It is not the teacher who is important in shaping the student's life and values, it is the fellow students.

Way back in 1965 the late Rosalie Slater, co-founder of Foundation for American Christian Education, wrote:

In making the change to government sponsored schools, we closed our Bible as the educated and political text, and we shifted our level of education from the building of individual Christian character to the building

of group character, conformable to society. ...
Faithless teaching makes for unfaithful citizens.

Rosalie Slater, 'Teaching and Learning America's Christian History'

She was right: the goal of our humanist schools is to build group character conformable to society—the methodology described above confirms this. The concern is that some Christian schools are using the same humanistic methods without realising the aims thereof. The goal of the Christian school is to build individual Christian character! This is not to build individualism, but to develop each unique person for the purpose for which they were created.

some Christian schools are **using humanistic methods** without **realising the aims** thereof

THE CURRICULUM

It is interesting that the pendulum of curriculum design fluctuates between laissez-faire and rigid control of content. The pendulum seems to be swinging back to a more rigid control of curriculum. In some ways Christians may think that is good, but the rigidity more than likely means a rigid humanistic curriculum. In the past generation or two, curriculum content has been so vague that Christian schools could teach what they wanted without too much interference. With our current federal government we see a move to uniformity in curriculum. We are told this is to ensure portability—that students can move from one state to another without their education being compromised by different standards. That is perhaps commendable. The issue is the humanistic standard to which we are all expected to conform.

For example, we now have reading tests which are based on the fruit of a whole word methodology. This means much of the early testing is not appropriate for an intensive phonics methodology where learning the sounds of our language is first priority. Reading begins later, but when it does progress is far more rapid than for the whole word methodology.

So it is the State that sets the goals, not the school, nor the parents, who biblically have the final responsibility for their children's education. This is a major loss of freedom in our society, but an increasing number of Christians believe it is good for the State to be setting standards and providing for them. It means Jehovah Jireh does not need to be as busy!

An interesting aside is that despite our new national curriculum each state has its peculiar (I say that advisedly) writing style. Gone is the print and cursive (too hard for the modern student) to be replaced by Queensland script or NSW script, etc. All similar, but with minor variations. The premise is that it is foolish to have two styles of writing, but little consideration is given to the fact that print mimics typefaces and is used for map labelling and the like, whilst cursive is the fastest and easiest-to-read handwriting style.

The real curriculum issue for Christians is that State school curricula are written from a humanistic philosophy, whilst a Christian curriculum should be developed from a self-consciously Christian, biblical philosophy—and the two are fundamentally different.

TEACHERS

Perhaps the outstanding aspect in modern statist education is the removal of disciplinary sanction.

The Bible has apparently, erroneously recommended corporal punishment:

He who spares his rod hates his son, but he who loves him disciplines him promptly.

Proverbs 13:24

Today it seems a majority of Christians believe the Scripture to be in error—or perhaps it is that it is the Old Testament, which they say is not applicable today.

The problem is that a disciplinary sanction against bad behaviour has been removed. If children are

asked to do something they can refuse without any appropriate sanction (other than manipulation or bribery) being available to the teacher.

It seems the whole system is designed to placate the child's sinful tendency—but then some Christians don't

believe children have sinful tendencies! The result seems to me to be that teachers are virtually forced to teach toward fulfilling the child's sinful nature, rather than disciplining the child to service in the kingdom of God.

**it is the State that
sets the goals,
not the school,
nor the parents**

Resources

Today most resources are provided by government—in a socialist system this is designed to make us dependent. Christians have said they want Christian education and they want parents to take responsibility for their children's education—but they have gone to the State to pay

for it. Even now many have not yet realised they have lost the very rights and freedoms that motivated them to seek Christian education in the first place. Christians have been deceived by the State as the control the State insisted on has remained and indeed become stronger. Many Christians argue with some justification that taking money from the State for Christian schools is simply appropriating what is rightfully theirs through taxation. Unfortunately that is not how the State views the matter—for them it is their money and users must be accountable to them for expenditure.

The Religious Issue

All of life is religious! That is why as Christians we must have a biblical world view. Christianity is a lifestyle—most Christians would agree with that.

The problem is that the State also has a world view—humanism, an alien religion.

Christianity by its very nature is exclusive—some are saved and some are lost, hence some are excluded from salvation. Christians understand from Scripture that you cannot mix another religion with biblical Christianity. But most Christians try to mix humanism (the State religion) with their Christian faith and the result is syncretism and a loss of the foundational beliefs and values that make Christianity Christian.

Even if Christians do not understand this idea, rest assured humanists do! They understand that

they can not allow biblical Christianity to flourish in Christian schools because it will be introducing an alien faith to the society. They want a unified and cohesive society where all children are raised by the same standards—that is what they are

**the whole system
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endeavouring to compel at this time! They realise that biblical Christians will work to raise children who will be servants of King Jesus and who will seek to build His kingdom on earth as He has instructed. They know that these children will be different and will be in conflict with the stated values of the humanist State.

The Question

I realise that I am presenting what is commonly considered a radical ('radical' means 'back to the root') viewpoint, but for the Christian it should be a call to return to a full-orbed application of our faith to education. If there are those who believe I have misunderstood I would love to hear from them because I do not wish to spend time and effort pursuing concepts that are wrong or even irrelevant.

But the question that frequently exercises my thinking is this: Do we have enough biblical capital remaining in our Christianity, in our nation, to be able to counter the humanist thrust? Or have we Christians become indistinguishable from the humanist society in which we live? Whatever our answer, the challenge still remains: Will we as God's servants train up a generation of young people who will have a biblical world view and be able to build God's kingdom in our nation?



Fighting a losing battle?

BY PETER FROGLEY

In the previous article we discussed the consequences of a humanist world view.

As an illustration of this, we reproduce a recent report from *The Adelaide Advertiser* on the intent of the Registered Schools Board in South Australia to ban the teaching of Creation in non-government schools. It is now a bit late to be protesting as schools have allowed the Registration Board the freedom to make such draconian decisions.

When we began a Christian school in South Australia in 1978 there was no Registration Board nor any demonstrated need to have one. The recommendation for such a Board came from the then-existing private schools. We warned when such a Board was mooted that it would be used to restrict Christian schools. Politicians guaranteed that would not be the case—we did not believe them!

Now all States and Territories have Boards not only for registering schools but also for registering teachers. The problem for Christians is that these boards are established by the State and thus Christian schools and teachers are registered by humanists to practice as humanists. I would contend they serve no useful purpose

and are unfortunate appendages that consume finances and contribute nothing to the quality of education.

So now, 30 years on, the non-government Schools Registration Board is continuing to flex the humanist muscle some Christians requested. Quite frankly, there is not much Christian schools can do about it because they were deceived into becoming dependent on government money to function. All the Board has to do is remind schools that funding is tied to compliance with Board regulations and the rest, they say, is history.

How many schools will be willing to forego the huge financial benefit they receive from government? Perhaps that is why the best they can offer is to threaten legal action, which I suspect the Registration Board finds a trifle amusing. Even if the independent schools were to win this matter in court it would in effect be but one small step back for the board who already have a number of such issues lined up to try out on schools.

It would be a wonderful dream fulfilled if in a few months time I am forced to admit my error and that Christians had taken up the challenge to be salt and light in the educational board rooms.

Opposite is *The Advertiser* report with the response of the Executive Director of the Association of Independent Schools.

The Advertiser

ADELAIDE, 15 MARCH 2010

CREATIONISM BAN A TEST OF FAITH FOR RELIGIOUS SCHOOLS

THE ASSOCIATION of Independent Schools is seeking legal advice on the banning of creationism or intelligent design in the science curriculum.

State association executive director Gary Le Duff said the ban, imposed late last year by the Non-Government Schools Registration Board's guidelines, had been met with disapproval among faith-based schools.

'There was very strong support for concerns about the excessive intrusion of government regulatory bodies into matters relating to the underpinning faith or educational philosophy of schools,' he said.

Mr Le Duff said an incident where a poster on creationism had been removed at an SA school had 'galvanised schools across the spectrum because it was seen as intrusive'.

He said he was seeking legal advice about the board's power to restrict schools.

'The question is, does the board have the power just to tell schools what to teach or can it enforce schools not to teach something in a particular area?' he said.

'I don't think this has been handled very well. Our major issue is now about government regulatory intrusion. We saw the actions around the poster as being excessive, we now question the authority of the registration board to prevent schools from incorporating particular aspects of their faith or educational belief.'

Australian Christian Lobby SA/Victorian director Rob Ward said the banning of creationism or intelligent design was turning faith-based schools into 'government schools with RE classes'. 'It's really overriding the wishes of parents,' he said. 'I've spoken to a few and they're furious.'

He said the board had turned into 'big brother gone mad' on its level of interference in programming.

Lauren Zwaans

It is encouraging and very commendable that there have been strong protests against this measure, but I am not sure what legal grounds will be found to endeavour to overturn the decision. Such decisions are carefully planned by governmental authorities to have maximum effect and the subjects are also carefully chosen to ensure

the public will be on their side. After all, what sort of troglodyte would actually believe that a supposed God created when all the scientific evidence supports evolution. It is a well-chosen topic and in the process they will be trusting it will undermine the various creation ministries.

Suggestions for Memorisation

SHIRLEY BRUBACHER

Most of what you give your children to memorise should be worth remembering for the next fifty years.

Following are a few memorisation activities and suggestions that have been helpful to teachers.

Use variety in the Bible passages you assign for memorisation. Learn a parable, a story, a prophetic message, a prayer, a psalm, part of a sermon. At Thanksgiving, Christmas and Easter, assign Scriptures with a seasonal theme.

I generally have Bible memory right after devotions. I like ten minutes to sing, ten minutes to talk, and ten minutes to memorise.

Be aware of other memory work children may have. If they are learning a long passage in Sunday school, be realistic about how much more you pile on.

How do you handle review throughout the year? Can your students recite at the end of the year what they learned in September? What about reviewing the passages you learned last year?

Every Friday, you could have a thirty minute period for memory work. Recite all the previously learned passages, either in unison as a group, or alternately with boys and girls taking verses, or

row by row. Then have the pupils copy the next week's assignment into a notebook.

As the students learn their passages during the week, have them recite them individually to the teacher at a convenient time. Write the student's name on the blackboard, and have them record their score into their notebook. By Friday's memory work period, all the names must be on the blackboard.

At the end of the school year, the pupils should be expected to know the passages that were learned that year.

If a passage is once learned well, it takes much less time to review it than it took to learn it the first time, even though a whole year has gone by since it was memorised. Do your pupils a favour by expecting them to learn their verses well. A few verses well learned each week is better than a whole passage half learned and soon forgotten.

Sometimes I have one child come to the front of the class to say a verse and then have them call on the next person. The first one goes back to their seat, or sits in the seat of the one they called, or stays standing in front until there is a long row in front of the classroom.

Or I might have one child stand beside the desk of the person next to them and say the verse with that child. They then sit in the desk of that child

while the second one goes on to the next desk to say it with that one, and so forth.

Sometimes one child takes the first verse of a passage, another child the next, and so on.

Sometimes I write a new verse on the blackboard and have one child point to the words with a yardstick or a pointer while the rest say it.

Or I have each child come forward and point to the words as they say it by themselves. The child erases one word of the verse before they sit down. The next one does the same. It helps the children visualise what is not there.

To help learn Bible verses:

- Talk about the memory passage for devotions one or two mornings.
- Memorise one verse a day.
- Daily recite the entire passage as a class.
- Take turns around the room. 'I say verse 1, you say verse 2, you say verse 3...'
- Say a verse at random out of the passage, and pick a child to recite the next verse.
- Quote a passage, but stop in the middle of a verse to let someone continue.
- Quote a passage, but warn the children to listen for mistakes (which you make on purpose).
- When you are learning the new verse for the day, you could try whispering it the first time around, using a louder whisper the second

time, a normal volume the third time, and finally louder volume.

- Take turns by verses, by rows, by boys and girls alternating, or by grades.
- Teach appropriate expression. Tell them which word to 'say harder.' Think about it ahead of time. Do you want 'The *earth* is the Lord's, and the *fullness* thereof'? Or would you prefer 'The earth is the Lord's, *and* the fullness thereof'? Choose how you want it, and stick to it every time you recite it together.
- Let the children make posters of the Bible memory passage for art class.
- Learn the passage well enough to give it as a presentation to visitors.
- When you are studying the books of the Bible, name a book at random, such as 'Luke'. The class must respond with the three following books: 'John, Acts, Romans'.
- Try memorizing a passage as a unit rather than tiny piece by tiny piece.

Do your pupils a **favour** by expecting them to **learn their verses well**

Here are a few memory games you may wish to try occasionally:

Have a box of miscellaneous items ready—an ink pen, a softball, an eraser, a book, children's toys, and other such paraphernalia. When you are ready to begin, set these items out upon a table where they are visible to the class. Then have the children

put their heads down and close their eyes while you either remove an item or add a new one. See who can note the change.

Set out a dozen objects, and let the children look at them for a short length of time. Then sweep them off the desk back into the box and have the students write the items from memory.

Hold up a large picture that everyone can see. Let them have a good look for about half a minute. Then put the picture down and let the children

list every detail from the picture that they can remember. If you teach first grade, they may simply tell you what they remember.

Never underestimate the ability a child has to memorise!

Reprinted by permission, The Christian School Builder (Rod and Staff Publishers, Volume 42, Issue 5)

MEMORY GAMES

Make some memory games for rainy day recesses. Cut forty 6 cm squares from poster board (all the same color). Select a theme. Prepare two cards that belong together. A game will have 20 sets of cards.

Example theme	Card 1 example	Card 2 example
Antonyms	North Pole Healthy	South Pole Ill
Synonyms	Careful Donkey	Neat Ass
Homophones	Patience Their	Patients They're
Match the sum	3 + 4 20 + 8	5 + 2 14 + 14
Match the difference	13 – 4 9 – 5	17 – 8 14 – 10
Match the product	6 x 4 7 x 6	8 x 3 6 x 7
Person and occupation	Matthew Elisha	Tax collector Prophet
Analogies	Snow is to January Ink is to pen	as rain is to July. as lead is to pencil.

The Fundamentals of Health

PETER FROGLEY



There are certain fundamentals we need to heed if we are to allow our bodies to function as God intended.

Most are not too difficult to implement and as you do you will definitely notice a difference in your wellbeing.

- Water is foundational to life—make water your drink of choice. But preferably not tap water, which is rich in chlorine and flourine.
- Keep a good pH balance in your body by endeavouring to consume approximately 80% alkaline and 20% acid foods. Animal products and many grains are acidic in the body.
- Fruits and vegetables are God's food gift to us to help the body cleanse, rebuild and heal itself. Each meal should contain 70–80% plant-based foods.
- Protein-rich foods act as building blocks for wellbeing, however Westerners consume at least 60% more protein than needed. This is largely caused by the high consumption of meats. Meats can be replaced as a protein source by beans, legumes, nuts, seeds and many vegetables.
- Essential fatty acids from foods like nuts, seeds and avocado help keep our bodies' cell walls flexible.
- Whole grain foods such as brown rice and oats provide fibre and are much more nutritious than their processed counterparts.
- Limit wheat and animal-based products—including dairy, hydrogenated margarines, sugar and ice cream.
- Caffeine and alcohol deplete vital nutrients—use on special occasions only.
- Minimise drinking at meal times as it can decrease digestive efficiency and contribute to bloating and malabsorption.
- Cooking foods at low heat, rather than boiling or frying, helps maintain their nutrients.
- Exercising at least 3 times a week promotes healthy appetite, regulates blood sugar and increases metabolism.
- Have 6–8 hours quality sleep a night to help the body rejuvenate and regenerate.
- Live by faith—the just shall live by faith, not worry and anxiety!

I found a very useful checklist in the SAFE newsletter which I used for the basis of this list.

LEM Phonics Teacher's Resource Kit **designed for schools**

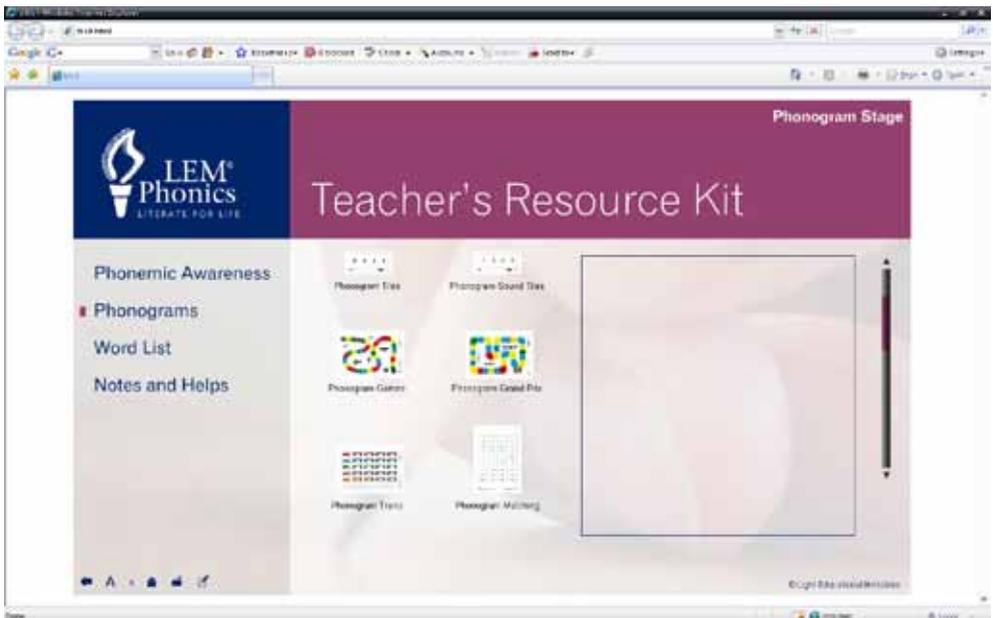
The LEM Phonics Teacher's Resource Kit has now been upgraded with new materials covering the Word List. We will continue adding to the kit regularly and advise when new materials are uploaded to your kit.

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 2010, 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.

23167 Teacher's Resource Kit Initial **\$149.00**

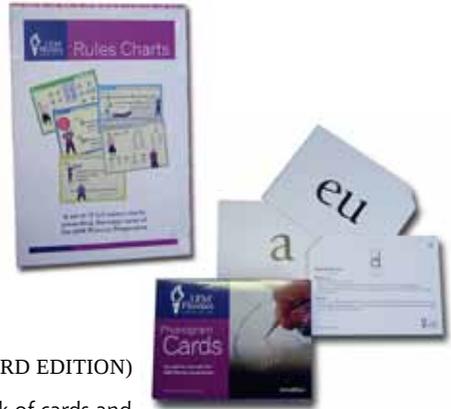


LEM Publications

A4 LEM PHONICS RULES CHARTS

The LEM Phonics Rules Charts have been available in A3 format for some time. We have now released the Rules Charts in A4 format. Exactly the same as the larger charts but half the size. Ideal for home schoolers or the small classroom. 12 charts in full colour.

23131 Set of 12 Rules Charts A4 size **\$24.95**



LEM PHONICS PHONOGRAM CARDS (NEW 3RD EDITION)

75 phonogram cards, with newly organised notes on back of cards and explanatory notes on base of box. Despite the changes we have retained the same price.

23001 Phonogram Cards **\$25.95**

Bob Jones University Press

GRADE 9 PHYSICAL SCIENCE (FOURTH EDITION)

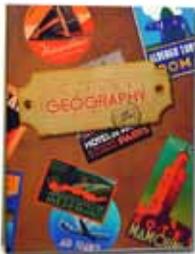
A completely revised new edition. Twenty-one chapters covering the physical sciences. 586 full colour pages. Highly recommended.



35520 Student Text	\$63.95
35521 Teacher Edition 2 volumes	\$75.60
35524 Tests	\$19.95
35525 Test Key	\$15.10
35526 Laboratory Manual	\$26.10
35527 Lab Manual Teacher Edition	\$32.30

GRADE 9 CULTURAL GEOGRAPHY (THIRD EDITION)

A comprehensive revision of the previous text. Two introductory units, *The World as God Made It* (physical geography) and *The World as Man Subdues It* (cultural geography) are followed by seven units covering the whole world. A very good geography course in over 600 full colour pages.



35710 Student Text	\$63.95
35711 Teacher Edition	\$77.70
35713 Tests	\$19.95
35714 Test Key	\$12.35
35715 Student Activities	\$32.30
35716 Student Activities Teacher Edition	\$39.20

You Can Be Another Great Australian

BY MARGOT OGILVIE

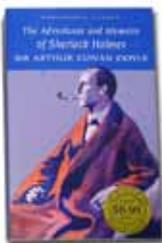
Not a new title but one that Christian educators should have. 40 short chapters of well-known and not so well-known Australians with the encouragement that each of us is meant to be another great Australian.

22206 You Can Be Another Great Australian **\$16.95**



Wordsworth Classics

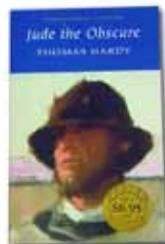
We have some new titles in this classic series. Great inexpensive reading for those readaholic children.



ADVENTURES AND MEMOIRS OF SHERLOCK HOLMES BY SIR ARTHUR CONAN DOYLE

This volume contains two collections of short stories, *The Adventures of Sherlock Holmes* and *The Memoirs of Sherlock Holmes*.

15055 Adventures and Memoirs of Sherlock Holmes **\$6.95**



CHRISTMAS BOOKS BY CHARLES DICKENS (ILLUSTRATED)

Five short stories written for Christmas.

15054 Christmas Books **\$6.95**



JUDE THE OBSCURE BY THOMAS HARDY

A tale of Jude Fawley, a stonemason with intellectual aspirations who is frustrated at his journey and ends in despair.

15056 Jude the Obscure **\$6.95**



WESSEX TALES BY THOMAS HARDY

Hardy's first collection of seven short stories.

Considered a classic in the genre of the short story.

15057 Wessex Tales **\$6.95**

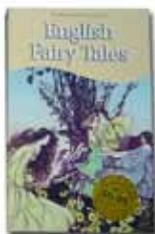


WAR AND PEACE BY LEO TOLSTOY

The classic story of Napoleon's war with Russia. 994 pages.

15118 War and Peace **\$12.95**

Wordsworth Children's Classics



ENGLISH FAIRY TALES (ILLUSTRATED)

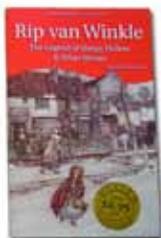
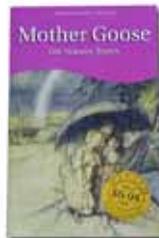
40 loved stories including *Jack and the Beanstalk*, *Three Little Pigs* and *Dick Whittington and his Cat*.

15062 English Fairy Tales **\$6.95**

MOTHER GOOSE: OLD NURSERY RHYMES (ILLUSTRATED)

A wonderful collection of the favourite nursery rhymes.

15060 Mother Goose: Old Nursery Rhymes **\$6.95**



RIP VAN WINKLE BY WASHINGTON IRVING (ILLUSTRATED)

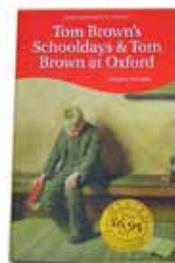
The classic story is accompanied by other stories; *The Legend of Sleepy Hollow*, *The Spectre Bridegroom*, *The Pride of the Village* and *Mountjoy*.

15059 Rip van Winkle **\$6.95**

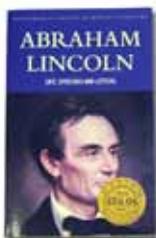
TOM BROWN'S SCHOOLDAYS AND TOM BROWN AT OXFORD BY THOMAS HUGHES

The stories of the classic school boy through his time at Rugby School plus the sequel at Oxford, takes us through his undergraduate experiences in the mid-nineteenth century. 750 pages.

15058 Tom Brown's Schooldays and Tom Brown at Oxford **\$6.95**



Wordsworth Classics of World Literature



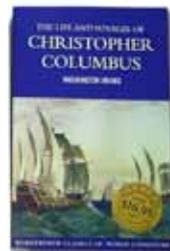
ABRAHAM LINCOLN: LIFE, SPEECHES AND LETTERS

A useful and interesting compilation which presents a pro-Lincoln perspective. 425 pages.

45008 Abraham Lincoln **\$16.95**

THE LIFE AND VOYAGES OF CHRISTOPHER COLUMBUS BY WASHINGTON IRVING

First published in 1828 before the politically correct versions of Columbus' life appeared. 690 pages. 45007 Christopher Columbus **\$16.95**



LEM Phonics Corner



Reflections on my Trip to India

EVELYN GARRARD

Although I have been to India now five times, this last trip surpassed my wildest expectations.

Richard Wilson, representative of the Indian Reformed Fellowship of Australia (an association which supports the Presbyterian church in India) and also a strong supporter of LEM Phonics, claimed he had an open door for us to begin in Northern India. After a period of communication LEM decided to go ahead with it. For myself, I was very reluctant to go again, grappling with doubts about my health, and whether I'd be able to sustain the workload, weather etc., yet I somehow I knew in my heart that I had to do it.

MIZORAM

We travelled to the state of Mizoram and the city of Aizawl, high in the mountains. The weather was beautiful, and the scenery majestic in places. The amazing thing was that everywhere one looked there were churches. Attending one of the larger churches in Aizawl on Sunday, were 2010 people. At least 90% of the population of Mizoram is Christian.

We had 60 teachers at the LEM Phonics seminar representing about 54 of the many village schools run by the Presbyterian Synod in Mizoram. Most teachers seemed to warm to the philosophy and principles of LEM Phonics and

could see the benefits of such a method. I think that a good many of them were willing to trial the phonogram stage in their schools, but it will be necessary to follow up with more visits to help establish the program.

In the second week I was able to work in some schools, but only a few teachers benefited from watching me teach the children.

The main thing for now must be to teach the phonograms well. We assured them that with the CD they can accomplish this better than they think, because the children are able to 'catch' the sounds much more reliably than older people. However, many of the teachers had improved dramatically on their ability to say the sounds by the end of the course.

We were able to visit one teacher in her home one evening. This lady, who is the principal of a village school, was very excited about the programme. I have received several encouraging emails from her since, saying that she has begun teaching her other teachers how to teach the phonograms.

MIRIK

Mirik is in West Bengal, reached through a winding mountain country road with sheer drops on one side. We wondered when we were going to reach heaven! Our hosts, the Rai family, had a delightful two-storey residence which proved to be wonderful accommodation.

The conference building was part of their Bible College. Teachers from their church's own school plus others from surrounding schools made up thirty conferees. LEM phonics was very well received and most of the teachers were particularly eager to embrace the program. One conferee described the course: 'I loved it! It was so joyful, and so worthwhile.'

GANGTOK

The following week we moved further up into the mountains, our destination being Gangtok in the state of Sikkim in the far north of India. The scenery was again majestic as we drove along the narrow winding roads around the mountains. Our accommodation had a beautiful view across the city with snow-peaked mountains in the distance. Many teachers in Gangtok who desired to come were unable to attend the conference because 'board exams' were nigh on them and they felt that they could not leave their classes for that time. But thirteen ladies attended from three different schools, although most were from Greendale College where the conference was hosted. The Greendale school is a big modern construction which has been the brainchild of Sabita Dungal and her husband.

Three ladies who came from a government school were particularly interested in the basic primary programme and one of them kept phoning others during the time we were there, asking if they would be interested in a future conference. So I think we have some good promoters in Gangtok!

NEW DELHI

From Bagdogra we flew to Delhi, our last port of call. In Delhi we returned to what I've come to know as a 'normal' Indian city—with its smoke, dirt and pollution.

We went to church on Sunday with a lady from New Zealand and her Indian husband. I had felt a bit scared about going to all the way to Agra with a non-English-speaking taxi driver, but it so happened that this lady was lonely with nothing to do, so she just cherished the thought of coming with me, and being able to talk to another woman in English. So we had a great day of it and it was just amazing to be there and see it.

For the rest of the time in Delhi I taught a group of pastors, giving them hints on pronunciation and showing them some rules which would help them with reading and spelling. Of course there are also some very beautiful places in New Delhi, and I saw good improvements being made in road construction, new wonderful shopping centres, etc. In Calcutta, which also seems poor, dirty and scrambling, I saw the same thing happening. I actually went to a most magnificent shopping centre in Calcutta which surpassed any I have seen in Australia.

My heart is filled with gratitude to God for what has done for me on this journey, and also in my time training teachers in Papua New Guinea earlier this year. How wonderful it has been to return to these two places and to be able to contribute positively.

I would covet your prayers that LEM Phonics may be established and prosper under His hand in both PNG and India.

A handwritten signature in cursive script, reading "Evelyn", with a horizontal line underneath it.



2010 Programme

- 10:00 Registration
- 10:30 Keynote Address
- 11:30 Morning Break
- 12:00 Elective session One
- 12:45 Lunch
- 2:30 Elective Session Two
- 3:15 Book Browse and Buy
- 4:30 Close

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

Morning and afternoon tea is provided. You make your own arrangements for lunch, but there will be tea and coffee available.

Details for all CHESS seminars are available on our website at chess.lem.com.au

Cost is \$10 single and \$15 family (cash only please).

For more information phone **02 6259 3944**.

Seminars 2010

ADELAIDE

- Date Saturday 22 May
- Venue Sunrise Christian School
Sturt Rd, Marion

MELBOURNE

- Date Saturday 19 June
- Venue Ashburton Presbyterian Church
cnr. High St and High Street Rd,
Ashburton

PERTH

- Date Saturday 11 September
- Venue Bull Creek Westminster
Presbyterian Church
32 Bull Creek Rd, Bull Creek

SYDNEY

- Date Saturday 16 October
- Venue Condell Park Christian School
29 Lancelot St, Condell Park

Book Displays

LEM Book displays provide an opportunity for 'hands-on' browsing of LEM's books and resources. Registration is not required, but a gold coin donation is requested to cover costs.

MILDURA

- Date Monday 31 May, 10am–1:30pm
- Venue Living Waters Christian Centre
118 Orange Ave, Mildura

Home educators in regional areas are welcome to enquire about CHESS seminars or book displays in their areas.