



# DIRECTOR'S COMMENT

PETER FROGLEY

As the year draws to a close it is time for us to review our progress and thus be able to set course for the new year.

As parents and educators we like to assess the progress of our children, but it is perhaps more appropriate to assess our own progress. It is ultimately our progress that determines the progress of our children. Whilst we may not always enjoy being assessed it is a most important part of our educational programmes. As we all have a desire to serve the Lord effectively it is to our advantage and our children's advantage that we parents are regularly assessed.

We need to at least ask ourselves, 'have we done better this year than last?'

## PROJECTS

- The LEM Phonics **Teacher's Resource Kit** is now available for purchase as an online resource for schools. Even though the full set of resources is not yet complete, we wanted to give schools access to over 250 pages of charts, worksheets, games and other resources available in the 'phonograms' section.

As the name implies this is a resource for schools, not home educators, although

we do plan to release some parts of the kit for home educators later.

The Teachers Resource Kit is sold on a yearly subscription basis and will be regularly upgraded with new and improved materials.

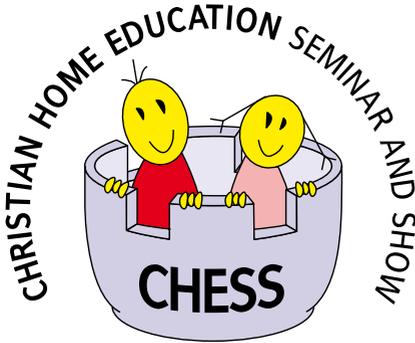
- Another project on the 'drawing board' is a DVD of the phonograms showing mouth positions for ESL users, which we hope to be working on in the new year.

## THIS ISSUE

In *Exploring Christian Education* we look at various aspects of reading and recommend some excellent resources that are now available. We reprint a short article on the work of the USA's apparently ungodly National Educators Association and a contrasting article from *Christian School Builder* on Rules. Then there is *Just for You to Think About*, a light hearted look at the lot of the unbeliever. In health we explore some fad diets and their shortcomings. We also present tentative details of 2009 CHESS seminars and other upcoming seminars.

Be blessed as you educate for the glory of God and enjoy a refreshing 'holyday' season.

# NEWS UPDATE



## CHESS

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

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

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

We have planned dates for capital cities 2009. Registration details will appear in the quarterly issues of *Light of Life* and on our website at [www.lem.com.au](http://www.lem.com.au)

### DATES FOR CHESS 2009

Brisbane	Sat 2 May
Melbourne	Sat 6 June
Hobart	Sat 13 June
Adelaide	Sat 4 July
Sydney	Sat 8 August
Perth	Sat 12 September

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

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

## Overseas

### PAPUA NEW GUINEA

My visit to PNG in September for the tenth anniversary of the Integrated Christian Schools, based in Lae, proved to be very successful. Hundreds of people attended the celebrations with many in tribal dress for the

various performances. There were a number of encouraging developments in this nation with a myriad of challenges. I taught twenty teachers who had done basic LEM Phonics training and the majority made good progress. LEM Phonics is now being used in well over forty schools in PNG. Help is needed for further training and equipping of schools and teachers for the ongoing development of the programme.

### TANZANIA

Peter Frogley is planning to visit Joshua Foundation in November to discuss the way forward with LEM Phonics after Evelyn's four weeks of teaching there in April. We would like to think that we would be able

to begin producing materials locally for the African market. However, being a very poor area, few will be able to afford all the materials they would like to have to introduce the programme properly. It may be that some would like to assist with this project through donations—contact the office for more details.

### PERU

As I write this I am about to leave for Peru for a series of teacher training seminars. Bob Relyea has been busy organising for the visit and has done an excellent job with seminars from one end of Peru to the other. I trust that in the next *Light of Life* I will be able to report favourably on the visit.

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## DO I NEED A NEW COMPUTER?

JOHN GARRARD

There are many reasons you might be in the market for a new computer.

A lightning strike here, a dropped laptop there, or maybe you just get tired of waiting for things to happen on the screen. Perhaps you don't even have a computer in your house and are looking for a new adventure! So what should you do?

If your computer has suddenly started running slowly or begins flashing up error messages, the culprit is most likely recently installed software, or a virus. Before you toss out the computer, try uninstalling the last piece of software you installed. You can also try searching the internet for the text of the

error message (type it in double quotes and the results will be more specific, e.g. "http.dll not found"). You can usually find good information about the message and step by step instructions on how to fix it. **Self search: \$0, Computer tech: \$80+/hr**

Thinking about the type of problem you're having is helpful too. Does it only affect certain software? Try reinstalling that software. Is file transfer slow? It may be to do with your network or internet connection. Is it having problems at startup? Check what software is loading at startup and disable the things you don't want.

But if your computer just seems like it's struggling with everyday tasks, a simple

RAM upgrade may be all that's needed. If the computer seems to spend lots of time 'chugging' with the hard drive light blazing in fury, that usually means it's having to frequently access the *paging file*, which is an area on the hard drive used when it runs out of RAM. Adding another stick of RAM will likely make an amazing difference at a fraction of the cost of a new computer.

**RAM: \$30–50**

If we've tried all that and there's still no joy, it's time to bite the bullet and get a new computer. For most of us, the first thing to consider is budget. And, again for most of us, the answer will be 'as little as possible'. So the next thing to consider is your needs in light of your budget.

Realistically, if you only need to write emails, surf the internet, view photos, watch DVDs and use office software like Word or Excel, you don't need the latest computer or even the latest version software. In fact newer software like Windows Vista, Office 2007, Norton or McAfee can actually be detrimental to performance because they take up valuable system resources even when you're not using them!

You should be able to get a decent Pentium III or IV computer with Windows XP, 256MB of RAM and a 20GB or so hard drive which will admirably do the tasks outlined above. **Older desktop: \$100–200**

Laptop or desktop? Again, it comes down to your needs. Portability comes at a cost, so an equivalent specification desktop will almost always be cheaper than the laptop version. Having said that, many of the major chain

stores are beginning to stock laptops at very low prices. Keep an eye out for 'cash back' deals which can bring the price of a brand new laptop down to what you'd expect to pay for a second hand one. **Entry level laptop: \$500–800**

Keep in mind that things like playing graphically intense games, desktop publishing or image and video editing require significantly higher specifications in just about every area (RAM, CPU speed, hard drive, video). **High level desktop or laptop: \$1000+**

New or second hand? The most obvious benefit with a new computer is the warranty and after sales service you would get with it. But, as with most things, it comes at a price. If you have to choose between a new, slightly lesser computer and a second hand better one, the new one is almost always worth it, because you'll get the warranty and you'll know for sure that it hasn't been abused in any way.

Where to look? Many places have computer fairs or markets where people can buy and sell new and second hand computer parts. Otherwise look on the internet at places like ebay, or even in the newspaper. For new computers try Dell online, or look in major stores like Dick Smith or JB HiFi and sniff out a bargain.

Some large organisations will regularly get rid of their old computers. If you know the right people you may even be able to get 'something for nothing'. As James said, 'you do not have because you do not ask!'

*For questions or comments on all things computer, email [john@lem.com.au](mailto:john@lem.com.au)*



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 70 Reading

Light Educational Ministries has historically made much of reading because we believe reading is important.

As time has passed there has developed a school of thought that reading is now less important because we have access to computers—and they teach by pictures!

This faulty presumption along with the advent of progressive education, with its inadequate philosophy and methodology, has evidenced a significant fall in reading ability. We observed this in our own classrooms and in seeking God for a better method for teaching reading discovered intensive phonics. From this foundation we developed the LEM Phonics programme which has proven to be highly successful in teaching children to read. Of course with the LEM Phonics multisensory approach we are simultaneously teaching spelling, writing, and listening along with reading skills.

### Biblically

Christianity is known as *the religion of the Book*, with reference to the Bible. The Bible is God's objective revelation to man and as

such is important. Thus reading has always been important, at least since the Reformation, for Christian people. As Christian parents we want to ensure that our children are able to read the Bible. It is the Word of God that is hidden in their hearts that they might not sin against God (Psalm 119:11).

For this reason it would be unconscionable for a Christian to say with modern educators that reading is for those who have an interest and aptitude for it. Christians, before all others, have a vested interest in their children being able to read well, for our purpose here on earth is to take dominion for the glory of God. To achieve that goal it is necessary to be well educated and equipped—and to do that we must be able to read well.

It is unfortunate that in our day sections of the church have become preoccupied with the emotion of the faith and the importance of the Bible has diminished. With this has become a lack of awareness of the importance of reading. Christians now often make judgements on the basis of feeling.

### Growing skills

The nature of the LEM Phonics program is to provide extensive word building and

analysing skills through the set of rules. These rules are used by children as a tool to build and understand many new words. Thus they quickly build an extensive vocabulary, which of course means they are able to read at a high level. Indeed it is not uncommon to find a nine year old reading and spelling at a mid-teen level. This means they have been able to read their Bible from about six or seven years of age.

Whilst there are sets of readers in the LEM Phonics programme, children are by no means limited to these. The world of writing is now open before them. Of course they will need to read at the level of their comprehension—and by that I don't mean their ability to understand words, but rather the ideas and concepts presented. For example, a child could read the words in a theological text, but the ideas presented may well be beyond their understanding. This is one of the points opponents will raise, claiming that phonics doesn't teach meaning and thus comprehension. That is not the case! The conundrum faced by whole word advocates is that it is not possible to have meaning if you can't read the text.

Another increasingly major issue in children's reading is the lavishly illustrated, full-colour books that we now have filling the shelves of our bookshops—including Christian shops. We do not read pictures—in fact we use a different part of our brain in looking at pictures than we do when reading text. Trying to both read the text and admire pictures creates confusion for the child. Reading

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# readers are for reading, not for looking at pictures

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books are for reading. Reading stimulates our imagination. Imagination is that wonderful gift from God that allows us humans to be human and to perceive of the future and thus make plans for it. Whilst imagination operating from our sin nature creates all sorts of problems for us (as it did for the people of Noah's day—every thought of their imagination was only evil), for God's people it is for developing our ability to walk in obedience to the Holy Spirit.

A frequent criticism of the Rod and Staff Publishers Reading Series is the lack of coloured pictures—indeed the sparsity of any pictures. Often people are helped when they understand that this is a *reader*, it is for *reading*—not for looking at pictures. When people see the importance of reading to understand and imagine, they see the wisdom of including less pictures.

## Comprehension

I have already touched on the idea of comprehension (reading with understanding) in claiming that children taught to read through intensive phonics do have a good understanding, despite what critics say. Contrary to some people's thinking we do not teach words (vocabulary) in a vacuum. As we teach new words we do so with meaning and usage of the words. Children are

thus not just learning vocabulary—indeed to do so would be irrelevant and virtually impossible. Imagine teaching the word ‘faith’ without explaining it—it would be almost useless information.

## Building a Library

A common refrain from parents who have used LEM Phonics is ‘we can’t keep up with giving them books to read’. What a problem to have! Rather, it is a blessing as there is no shortage of good things to read and what better investment than to build a library of quality books. You can use the local library, but you may well find, as many before you have, that public libraries have very little material that you would want your children to read.

It is for that very reason we established the student library section of the LEM *Curriculum and Library Catalogue*. It is often not easy to find good reading materials; even from Christian bookshops. Our library section is not a full selection of all that is worth reading, but it does help provide a foundation of quality reading for Christian children.

## Tools of Learning

Reading is one of the tools of learning; thus as children master reading they have access to a multitude of books, covering every area of knowledge conceivable. This allows parents to wisely present children with reading that will assist them to develop as godly adults.

## LEM Resources

Returning to the LEM Catalogue, let’s explore some of the offerings. Books are grouped from lower primary to upper secondary levels and in each level we have a selection from each of our main curriculum publishers—Rod and Staff Publishers, Bob Jones University Press, A Beka Book and Christian Liberty Press.

### LOWER PRIMARY

There are delightful books from *Caterpillar Green* to *Mice of Herring Bone* to *The Robinson Crusoe Reader*. There is also a lovely series of *Heroes for Young Readers* with 16 hard cover titles on the lives of famous Christians such as *David Livingstone*, *Eric Liddell*, *Hudson Taylor* and *William Carey*.

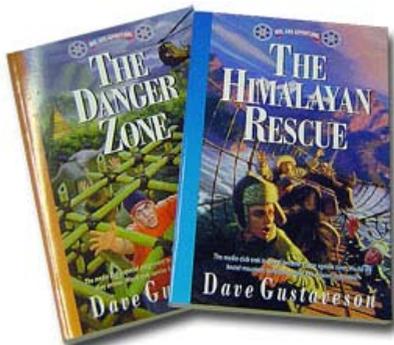
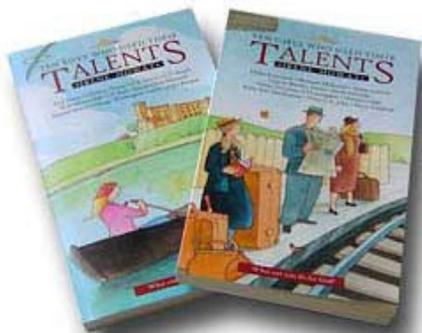
The idea of heroes for our children is important—of course, parents should be their greatest heroes. But reading the stories of men and women who served the Lord in their various endeavours in life is an inspiration to our children.



### MIDDLE PRIMARY

At the middle primary level we again have books from our curriculum publishers which are commonly used in their respective curriculum frameworks. In addition, there is the *Grandmas Attic* series which is popular with girls and the *Light Keepers* series

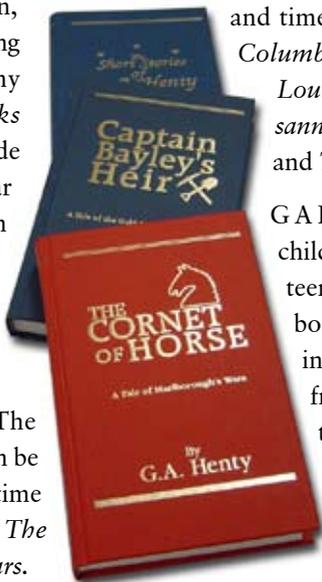
which is a selection of ten books with short stories of Christians who made a difference in history.



#### UPPER PRIMARY

Upper primary students have a much wider range of books. Bob Jones offers a very wide range with a number of series from *Arby Jenkins*, the all-action hero, to the *Arctic Missionaries*, fictional missionaries to Alaska in the 1950s and the *Sherlock Jones* heroes Jasper Jones and Penny Gordon, who use their deductive reasoning skills to solve the crime. Many of these titles have *Booklinks* available—folders which provide enrichment studies on particular books and link literature with science, heritage studies, maths, and life skills.

The *Little House on the Prairie* series continues to be very popular with young readers. The Little House boxed sets will soon be back in print, and in the meantime there is an extended range of *The Rose Years* and *The Caroline Years*.



Dave Gustaveson's great series *Reel Kids* is a set of adventure stories adapted from recent actual events in various nations, largely through YWAM missionaries.

Then there are the old favourites—C S Lewis's *Chronicles of Narnia* and the Patricia St John novels including *Treasures of the Snow* and *Star of Light*. The much-loved *Sower Series* includes excellent biographies on many Christian heroes by various authors. Children will be inspired by the life and times of people like *Christopher Columbus*, *George Frederic Handel*, *Louis Pasteur*, *Noah Webster*, *Susanna Wesley*, *Theresa of Calcutta* and *The Wright Brothers*.

G A Henty is renowned as the great children's story teller of the nineteenth century. Many of his great books are back in print, portraying episodes in history ranging from ancient times to the nineteenth century. This series is highly recommended.

Two more recent series from YWAM Publishing

are *Heroes of history* and *Christian Heroes Then and Now*. Over 40 biographies are available.

We couldn't leave the upper primary section without mentioning the four beautiful charts from Third Millennium Press—*Time Chart History of the World*, *Time Chart of Biblical History*, *Panorama of the Old Testament* and *Panorama of the Jesus and the New Testament*.

These large format fold-out charts are a great addition for any family's library.

## SECONDARY TO ADULT

For older readers there is a great range of novels, biographies, mission stories, and a whole lot more from Bob Jones, Rod and Staff, Christian Liberty and A Beka Book.

YWAM have produced a series called *International Adventures* which includes *Peace Child*

and *Lords of the Earth* by famous missionary author Don Richardson.

In addition we have *The British Josiah*, the story of Edward VI; the award-winning *Bronze Bow*; and *Whatever Hap-*

*pened to the Twelve Apostles*, written by South Australian Elva Schroeder.

## CLASSICS

We have selected many titles from the *Wordsworth* range that we felt were acceptable to most Christians. These books are great value at \$5.95 and represent some of the great literary works.

## Read On

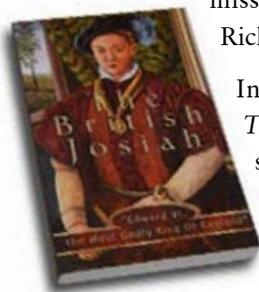
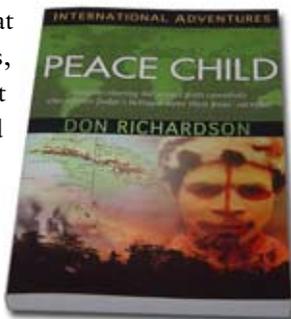
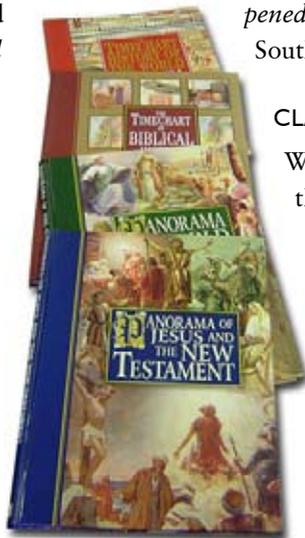
We have spent many hours searching for quality books that are of great value to young Christians.

These are books that teach, inspire, encourage and provide insights into God and life. Our motive was to assist you in building a library that would honour and bring glory to the Lord.

A carefully directed reading program will be a significant factor in your children growing to maturity in Christ. It will set them up as well read—meaning they will have an extended general knowledge of God's world and it will assist in

building wisdom into their lives.

To assist you in choosing good and suitable books we have provided a summary at the rear of the *LEM Curriculum Book* which is available for download at [www.lem.com.au](http://www.lem.com.au) or for \$5.50 in hard copy. You can also get brief descriptions of all library books on our ordering site at [orders.lem.com.au](http://orders.lem.com.au).



# TEACHIN' IN THE USA

## the NEA spells out its policies

PHYLLIS SCHLAFLY

The USA's largest teachers union, the National Education Association, attracted 9,000 delegates to its annual convention in Washington DC over the Fourth of July weekend.

The delegates passed dozens of hard hitting resolutions that have nothing to do with improving education for school children. They include all the major feminist goals such as 'the right to reproductive freedom' (i.e. abortion on demand) and 'the use of non-sexist language' (i.e. censoring out all masculine words such as 'husband' and 'father').

The NEA opposes homeschooling unless children are taught by state-licensed teachers using a state-approved curriculum. The NEA wants to bar homeschooled students from participating in any extra-curricula activities in public schools, even though their parents pay school taxes.

The influence of the homosexual lobby is pervasive in dozens of NEA resolutions adopted. Delegates sported buttons with provocative slogans such as: 'Gay marriage causes Global Warming only because we are so hot!'; 'Hate is not a family value'; 'The Christian Right is neither' and 'Gay Rights are civil rights'.

'Diversity' is the code word used for pro-homosexual indoctrination in the classroom. The NEA's diversity resolution makes clear that this means teaching about 'sexual orientation' and 'gender identification', words that are repeated in dozens of resolutions. The NEA demands that 'diversity based curricula' even be imposed on pre-schoolers.

The NEA puts 'domestic partnerships, civil unions and marriage' on an equal footing.

The NEA wants every child, regardless of age, to have 'direct and confidential access, without notification to parents, to comprehensive health education. That would include things such as learning how to use condoms for premarital sex, as well as social and psychological programs and services.'

They want public schools to take over the physical and mental care of students through school clinics that provide services, diagnosis, treatment, family planning counseling and access to birth control methods 'with instruction in their use'. Family planning clinics are called on to 'provide intensive counseling'.

Will parents be silent about the radical goals of their children's teachers?

Reproduced from *The Eureka Reporter* (Northern California), [www.eurekareporter.com](http://www.eurekareporter.com)

# HOW MANY RULES?

JOHN ZIMMERMAN

Rules have always held an important place in governing people.

Even the first two people placed on the earth were not without at least one rule. After man became defiled with sin, rules became even more important and more abundant.

## IMPORTANCE OF RULES

Rules are important to the school for several reasons. They give a clear sense of direction and help keep the group on a consistent course. Rules actually bring rest to those who are mellow and pliable. Also, they help to expose those who are bent on mischief. Rules are imperative to maintaining order and respect in the classroom and making it a place that is conducive to study and learning.

## RULES FOR THE TEACHER

The first rules of any classroom are for the teacher. Teachers need to be disciplined themselves before they can make and enforce rules. They may not allow their mood to rule the day. And they will not be telling of escapades they were involved in as students. Effective teachers respect the guidelines of the church. They inspire as well as requires respect in their students.



## RULES ABOUT RULES

Now lets consider a few rules about rules. When Jesus was asked to comment on the commandments and the Law, He condensed His reply into two concise statements:

Thou shalt love the Lord thy God with all they heart, and with all thy soul, and with all thy mind.

Thou shalt love thy neighbour as thyself.

Matthew 22:37, 39

This is a good pattern for our rules today. The rules that we make ought to be fairly basic and easy to understand (it is likely the school board will give direction on at least some of the rules). As the year progresses, we may find we need to add or clarify a rule to keep things going smoothly. But adding a good rule is far better than deleting a bad one. If we need to list all the rules on a big classroom poster so the students (and we) can remember them, perhaps they are too many or too cumbersome.

## KEEP RULES BASIC

Rules can be kept basic if we remember that we are dealing with two basic principles—order and respect. Rules such as requiring the students to ask permission to leave the classroom and to avoid com-

munication with others during class time deal with *order*. Requiring a title of respect for the teacher, prohibiting gum chewing, and

asking the students to walk and not run in the building deal with *respect*. If a student does not want to be orderly or respectful, no number of rules will keep them in line. We need to get to the root of the problem and deal with their attitude.

### ORDER AND RESPECT

An atmosphere of discipline is necessary to maintain order and respect. In such an atmosphere, some rules are implied rather than stated. For example, it ought not to be needful to have a rule that students may not slouch in their seats if it is commonly understood that the teacher disapproves of slouching. The student who slouches in defiance of the teacher's wishes ought to be dealt with in the same way as one who breaks a written rule. The less of a disciplined atmosphere we maintain, the more we will need to depend on a list of rules to keep order.

In a properly disciplined atmosphere, we ought to be able to deal with minor infractions as God deals with ours. 'I will guide thee with mine eye' (Psalm 32:8). A look from the teacher or a frown will call the offender back to order. And don't forget the smile of approval when there is proper order.

### ENFORCING RULES

Our rules must be enforced to be effective. Teachers, the students will test you sooner or

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# get to the root of the problem and deal with their attitude.

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later to see if you mean what you say. One adult remembers this about his school days:

The teacher put our names on the board every time we broke a rule. The plan was that if we got our names on the board four times, we received a punishment. But we soon discovered that our names never got up there the fourth time.

You see, the whole scheme was meant to scare the students into being good, without the hard work of enforcing the rules.

Don't nag. Not many reminders are needed, especially for upper grade students. A student bent on mischief will soon learn to endure your displeasure—they will let it go in one ear and out the other as long as it is not painful. Give them (and yourself) the peace of mind of knowing how far is too far. Maintaining order and respect is not so much a matter of how many rules we make as it is of how well we enforce the ones we have.

### BE CONSISTENT

Remember, consistency is the golden key to making and enforcing rules. A consistently cheerful and respectful teacher, a positive attitude, and a few class rules with consistent consequences if disobeyed will make your classroom a pleasant and orderly place.

*Christian School Builder, August 2008*

# JUST FOR YOU TO THINK ABOUT

PETER FROGLEY

The decision for all human beings is will you submit to God or will you seek to make your own way in this life?

It is a very simple idea, but it is the one that shapes your life and perhaps more importantly your eternal destiny.

## CHRISTIANS WITH GOD

Christians believe that God is God. To identify Him further, the Trinitarian God of the Bible. If this God is God then Christians would say it must follow that He is as He declares Himself to be in the Bible—almighty, all knowing (omniscient) and all powerful (omnipotent), among other things. This God, by His nature, must be sovereign and thus King (Lord) over everything.

Christians have faith in that God—we believe that He *is*, and that He rewards those who diligently seek Him (Hebrews 11:6). To believe God *is* is to believe He is all we have described above about Him. Faith in that God transfers us to another Kingdom, where it is obvious that we will live in total obedience to Him. It is so simple—yet so difficult for us to live. Is it sin that causes us to struggle with God and His God-ness!!

For Christian parents, then, our task is to lead our children into that faith where God is God in their lives in the same way He is in ours! So the point is that we live a totally different lifestyle to the unbeliever.

## UNBELIEVERS WITHOUT GOD

Unbelievers are separated from God totally because of sin (just like we were).

They do not have God as their reference point. So as they think, they begin with man, not God. In doing so they build a totally different world view—one that is anathema to us, Christians. The unbelieving man is still a person of faith (that is, his inheritance from God), but because he doesn't believe in God he has to find another object for his faith. He says to himself, 'Pick me! Pick me!'—and decides that he himself is the best option as god. So he begins to build his world and his life view. Being an honest character he exercises his wonderful thinking capabilities (another gift from the God he doesn't believe in) and comes up with a system.

## THE UNBELIEVER'S MANIFESTO

I have discovered he calls it humanism—named after himself! It is in fact a system of faith, intrinsically religious. Indeed, he has codified his system and called it the *Humanist Manifesto*. I have a copy and have just been flicking through it, which is what inspired me to write this article. Its contents depress me, yet also inspire thankfulness and gratitude that I don't have the faith to be a humanist. Above all, reading the book helped me appreciate what an incredible privilege it is to be a son of the Living God—to be born again of God's Spirit.

If you don't believe in God then you seem to have to become a 'hero in your own bathtub'! The humanists say:

Today man's larger understanding of the universe, his scientific achievements, and his deeper appreciation of brotherhood [a bit like the Tower of Babel], have created a situation which requires a new statement of the means and purposes of religion. Such a vital, fearless, and frank religion capable of furnishing adequate social goals and personal satisfactions may appear to many people as a complete break with the past.

Religious humanists then claim:

1. The universe is self-existing and not created.
2. Man is part of nature and has emerged through a continual process.
3. Traditional dualism of mind and body must be rejected.
4. Man's religious culture and civilisation are the product of gradual development.
5. Modern science has determined that supernatural or cosmic origins for values are unacceptable .
6. We are convinced the time has passed for theism, deism, etc.
7. Religion consists of those actions, purposes and experiences which are humanly significant. The distinction between sacred and secular can no longer be maintained.
8. The complete realisation of human personality is the end of man's life; seeking fulfilment in the here and now.

9. Religious emotions are expressed in a heightened sense of personal life and in a cooperative effort to promote social well-being.
10. There will be no uniquely religious emotions and attitudes of the kind hitherto associated with belief in the supernatural.
11. Man will learn to face the crises of life in terms of his knowledge of their naturalness and probability.
12. Aim to foster the creative in man and encourage achievements that lead to satisfaction.
13. All exists for the fulfilment of human life.
14. We demand a shared life in a shared world.
15. We affirm life, seek the elicited possibilities of life, establish conditions satisfactory for life.

Finally the introduction concludes:

Man is at last becoming aware that he alone is responsible for the realisation of the world of his dreams, that he has within himself the power for its achievement. He must set intelligence and will to the task.

So the unbelievers have thought it through and must be commended for that. But the bottom line is that they are alone, without any reference point in a vast and alien universe, in which they are but a speck on a speck, somewhere in (or out) there, somewhere!

Faith in our great God seems overwhelmingly more attractive.



As the general health of our society degenerates and we discover we are not only obese but unwell too, many are losing confidence in the medical profession that has presided over this dilemma.

In many ways this is tragic, because we need to have a medical profession that can be trusted to provide the best for people.

Now that we live in a modern age when it seems nothing is impossible to us it seems thoroughly incongruous that such basic health issues are so endemic. After all the government, at our behest, has undertaken to provide us with the very best in health care.

## Messianic Medicine

One writer has written astutely of the 'messianic state', meaning the government as our saviour. We humans understand that we need a saviour—we are not perfect and

# FADING AWAY

## Fad diets and nutrition programmes

PETER FROGLEY

we want to be (God put that desire in us). However, we resist the offer of salvation through the Lord Jesus Christ and thus need to build our own little 'messiahs'.

Well it seems that modern man's messiahs are proving to be less than perfect, indeed less than satisfactory. We could explore the theological issues here but this is to be an article on health, so let us get back to the subject. Suffice to say that man has constructed a health system represented by modern medicine, which has attracted the wholehearted support of our governments who are so impressed by man's efforts that they funnel countless millions of our dollars to keep us well.

All of this seems to be well and good—however the problem is that we have ignored the claims of Christ that He is our Saviour. With the best intentions we have created another 'god' to take care of us. Tragically, increasingly this god has been weighed in the balances and been found wanting.

## Nature's Health

As is common, instead of turning to God men have begun to turn to nature, explor-

ing natural health in their own ability and strength. Whilst this may have a better foundation than much modern medicine, it is often still the works of men in defiance of the living God. Some have expressed concern that some of what we are promoting is a ‘new age’ version of natural health. We recognise there is a danger there, but we have sought to follow the thinking and teaching of godly men who have endeavoured to explore the area of health through a biblical world view.

In the light of this I would like to explore some aspects of diet and nutrition programs. Unfortunately most of the diet industry is focused on losing weight and having a good body rather than being healthy. I suspect God is more concerned about our proper care of this temple of the Holy Spirit.

## Turning to the Natural

Many fad diets and nutrition programmes have come on the scene in recent times—one could say we have been inundated by them. The vast majority of these programs get results and with that many people are satisfied. They provide symptomatic relief, be it loss of weight, feeling good or getting more powerful muscles. It may well be, however, that they are not providing good health.

The relief experienced from many of these diets is due to:

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# most of the diet industry is focused on **losing weight** rather than **being healthy**

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1. Refocusing and/or intensifying, which is basically a stimulation or a changing of priorities.
2. Reducing the amount of wrong that is being done which reduces the amount of energy and nutrients being expended to neutralise the wrong in the first place. The freed up energy can now be used for healing. Greater ‘net health’ is accomplished by doing more right than wrong.

## Diet Examples

### VEGETARIAN DIETS

In Roman times a ‘vegetarian’ was a vigorous person. The Latin *vegetare* means ‘to enliven’. Today, however, a vegetarian eats only vegetables, but this does not necessarily mean health.

There are various forms of vegetarianism.

**Unrestricted vegetarians** eat anything except meat. They consume dairy products, eggs and animal fat and eat sugar, white flour, salt, fried foods, fast foods and junk foods. They usually appear slightly healthier than average because they have reduced acid ash in the diet (largely caused from eating meat).

**Lacto-ovo-vegetarians** eliminate all meat, but include dairy products. Generally people on this diet will leave out junk and fast foods. People on this diet tend to overdo dairy products which are acid, mucous forming, and full of hormones, additives and pesticides. Grains, beans and cooked foods are included as well as some raw foods. Such a diet is still acidic (an acidic pH in the body creates a ‘seed bed’ for disease to grow easily).

**Lacto-vegetarian** is a popular vegetarian diet which avoids all animal products except those made from milk. It has the same results as lacto-ovo-vegetarian.

**Vegan** diets eliminate all animal products, including honey and rely on grains and beans as a large part of the calorie makeup. It often features a high consumption of soy products (which contain around 30% protein) and is often low in nuts, seeds and natural fatty acids. Can be a very good diet in achieving healthy bodily function and good health.

#### MACROBIOTIC DIET

Developed in Japan by Michio Kushi, this diet does allow some healing, but the effect levels out and then slowly declines.

The macrobiotic diet is not strictly vegetarian, consisting of 50–80% whole grains, with a further 10–15% legumes (beans, pulses, etc.). Also included are seaweeds, cooked vegetables, salt, salted foods and fermented foods. Nuts and seeds are rarely eaten and raw or dried fruits are not recommended.

Raw foods comprise a maximum of 5–10% of overall diet intake. This is not a good diet to achieve good health.

#### HIGH PROTEIN DIET

The high protein and low carbohydrate diet is popular for weight loss and treatment of hypoglycemia (low blood sugar).

Proteins used are mainly animal source proteins—meats, eggs, cheese, yogurt, etc.

The diet does produce symptomatic relief for hypoglycemics—weight loss and increased energy—but the fallacy of this diet is twofold:

1. It is too high in protein and acid ash.
2. Dieters must continue to increase the level of protein in their diet to enjoy the same level of relief.

This diet does not result in good health—rather it speeds the overall toxicity and diseased state of the body.

### The Problem with Protein

Protein rich foods are actually ‘negative energy’ foods—the body requires more energy to digest and assimilate these foods than it receives from these foods. High protein foods cost the body health.

A person who eats a high protein breakfast will feel an energy lift that will last all morning. Yet it takes 4–5 hours before the proteins are digested enough to realise benefit in the blood stream (the body only converts protein to energy under extreme circumstances, such as starvation). After that

meal blood glucose goes up almost immediately and stays for 4–5 hours.

Concentrated proteins are stimulatory—causing adrenalin to flow—which makes the liver put glucose into the bloodstream. This is because the digestion of proteins requires so much energy the body needs stimulation to undertake the task. The stimulation provides energy and we feel good, but the body is robbed of nutrients, mainly calcium and energy. Thus, on a high protein diet the body finds it easier to convert fat cells into glucose for energy rather than converting the protein eaten—and hence there is weight loss.

Animal sourced protein is very difficult to digest and non-usable protein is considered a foreign substance by the body and is stored as a toxin. Australia's food standard recommended dietary intake of protein is

## stimulation provides energy

and we feel good, but the body is  
robbed of nutrients

1 gram of protein for every kilogram of body weight. Thus a 70 kg man would need 70 g of protein per day. In reality we should only be eating 25–30 grams per day, which is best obtained from vegetables and fruit.

### So What is the Right Diet?

In February 2006 *Light of Life I* outlined the benefits of raw and fresh fruit and vegetables—their lack of toxins, their ability to be eaten without processing, their ability to be digested easily and the high level of energy they assimilate efficiently into the body. Our aim should be to maximise our intake of these foods which actually provide energy and nutrients to the body, and minimise our intake of those other foods which rob it.



## CHRISTMAS CLOSURE

### 2008–2009

Our last day of business for 2008 will be **Friday 19 December** and we will re-open for 2009 on **Monday 12 January**.

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

# LEM Phonics Teacher's Resource Kit

(FOR SCHOOLS ONLY)

Order online at  
[www.lem.com.au](http://www.lem.com.au)

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

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

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

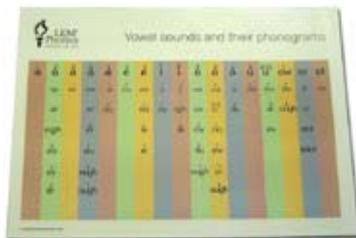
Initial purchasers who purchase the TRK after 1 August each year will have access until the following year's end.



## Sounds Sheet

This double-sided laminated A4 sheet shows vowel sounds and their phonograms on one side and on the other the consonant sounds and their phonograms. A useful chart for students in the word building phase of the LEM Phonics program.

**\$3.00 each**



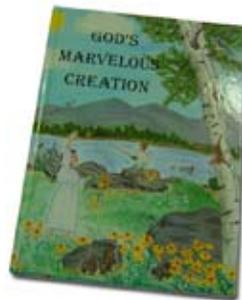
## Phonogram Rulers

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



## Rod and Staff: God's Marvellous Creation

This larger format hard cover book is ideal for teaching young readers about the Creation. Presented in eight sections with over 40 stories, it contains black and white illustrations and also a series of questions for each story. Younger children will enjoy this book at story time and older ones will read it for themselves. 230 pages. **\$12.85**



## Price changes on USA publications

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

# LEM PHONICS CORNER



## What is the secret of LEM Phonics' success?

This question was put before me the other day by an enquirer who wanted to know how she could better convince others to use LEM Phonics.

More recent reports are certainly confirming that phonics is necessary for a successful literacy programme:

BASIC English and grammar lessons, downgraded decades ago, will be restored in schools to boost students' slipping spelling and writing skills.

Traditional lessons are to be reinstated nationwide after complaints that pupils struggle to form proper sentences and don't understand nouns, verbs, adjectives and punctuation.

Schools will also revert to a focus on teaching the alphabet through sounding out letters, known as phonics, rather than by showing pictures on a card displaying the word beneath.

*news.com.au, 17 October 2008*

If a language is structured phonetically it is obvious that it needs to be taught and learned using that structure. But there are some confusing aspects in the English language that have arisen through Samuel Johnson's choice to retain the roots of English words when asked to standardise

English spelling, which even leaves phonics proponents with some confusing questions, and gives critics fuel for their attacks.

His choice has meant that many same sound patterns have emerged using divergent spelling patterns.

For example, why doesn't **laughter** sound like 'lawter' as in **daughter**? How is one to learn spelling through phonics when **yellow**, **potato**, and **toe** all sound like 'oa' at the end but all have a different way of spelling it!

Most phonics programmes, although they give a good foundation in phonetic understanding of the simple structures, bomb out when the going gets too hard, resorting to a list of 'sight' or 'tricky' words and finally falling back on the whole word 'look, say, cover, write' regime to learn their spelling.

One reason for the bomb out is the limited number of phonograms taught, as well as the limited number of sounds given for the phonograms. Perhaps **a** is recognized as saying 'a' as in **cat** and 'ay' as in **made**—but the rest of the sounds ('ar' in **fast**, 'aw' in **fall**, and 'o' in **wash**) are not dealt with.

LEM Phonics gives the full range of phonograms to represent each sound where phonograms can say more than one. This alone makes LEM Phonics a superior

programme. Most of the common words met can be accounted for because children have already learnt each of the sounds for each phonogram, which includes complicated patterns such as **igh**, **au**, **kn** and **wr** with **ough**, **ough**, **ie** and **ei** coming later.

The problem is, though, ‘When does which sound say what?’

Simple rules can tell us what sound **a** is saying in each particular word.

- **a** says its first (short) sound ‘a’ in **cat** because it has only one consonant after it
- **a** says its second sound ‘ay’ in **ba-by** because it ends a syllable; and in **made** because of the silent **e** on the end
- **a** says its third sound ‘ar’ in **fast** because it is allowed to say ‘ar’ before two consonants (and does it in very specific patterns)
- **a** always says its fourth sound ‘aw’ before **ll** and **lk** if they fall at the end of a base word
- **a** says its fifth sound ‘o’ in **wash** because it follows **w**.

A further problem exists which very few phonics programmes have made any attempt to solve. Although the rules above help us to read, they do little to help with the spelling problem.

One or two programmes have tried to solve it by teaching ‘spelling choices’ as the words get harder, gradually adding new phonograms which say ‘ay’ as their students meet words containing the ‘ay’ sound (e.g. **day rain eight they vein**).

Those choices are also very useful for reading, perhaps, but what about spelling? Where do you use what?

This is the point where LEM Phonics really exerts its superiority. The programme not only gives the spelling choices, but it gives the answer to where many of them may be used, as well as why they are used in that position. This cuts down the burden of memory by a very large percentage.

Where rules do not cover all situations, LEM Phonics gives guidelines which help cover a lot of the words.

Rules also are an invaluable aid to adding suffixes correctly, firstly in the spelling area and later in choosing which suffix to use, based on its relationship to grammar. You can find out how this works if you take some time to study *The Book of Rules* which lists all the LEM Phonics rules for all the phonograms and sounds, as well as rules for prefixes and suffixes.

Maybe that is enough to convince people of the superior value of LEM Phonics, but there is more.

LEM Phonics is constantly challenging students:

- to see the rules and understand them
- to link a new part of a rule to an existing one
- to work out how each rule can apply to another word
- to categorise words under the rules or under the anomalies

- to choose knowingly between two same-sounding suffixes.

All this activity is not only building their spelling knowledge and developing higher language skills, but it is also heightening their ability to think analytically and to apply logic.

When this type of activity is constantly in play, stretching the brain and developing more neural passages, how can it be constrained to just the literacy area? Of course it will break forth into other areas, making maths, science and most other subjects easier to tackle as well.

The LEM Phonics Manual lists more of the distinctive attributes of the LEM Phonics programme:

- Emphasis on the development of phonemic awareness skills
- Phonograms which cover the full spectrum of sounds and their written representations
- Rapid teaching of all phonograms as essential tools for reading and writing
- Consonant blends (**tr**, **nd**, **st**, etc.) are not taught as one sound
- Strong emphasis on how to blend sounds
- Multi-sensory strategies to benefit all learning orientations
- Emphasis on accuracy and fluency
- Ordered, structured framework
- Early introduction of interesting syntactic text

- Focus on meaning and purpose for learning
- Metacognitive approach to spelling which combines word building, rules and analytical thinking
- Word list covering all usual patterns in spelling as well as exceptions and anomalies
- Use of fingers for graphic clues
- Building new concepts on what is already known
- Teaching awareness of word parts (morphology) and origins (etymology)
- Early training in comprehension
- Emphasis on accountability and review

An encouraging word from a user of LEM Phonics in USA:

I have seen how very superior LEM is to anything offered on this side of the world. Thanks for creating such a terrific program!

My original plan for this edition of *Light of Life* was to continue with the 'good ideas' from users of LEM Phonics. But as I had no response to last edition's invitation, I have had to change the plan. Please still feel free to send in your ideas.

Blessings,



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## 2009 Programme

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

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

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

Send your cheques (payable to **CHESS**) to the address shown for each seminar.

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

## CHESS Seminars 2009

### MELBOURNE

- Date* Saturday 6 June
- Venue* Ashburton Presbyterian Church, cnr High and High St Rd Ashburton
- Cost* Single/Family: \$10/\$20
- Send to* John Angelico  
PO Box 310 MDC  
Mt Waverley Vic 3149
- Enquiries* (03) 9544 8792

### HOBART

- Date* Saturday 13 June
- Venue* TBA
- Cost* Single/Family: \$10/\$20
- Send to* LEM  
200 Florey Drive  
Charnwood ACT 2615
- Enquiries* (02) 6259 3944

### BRISBANE

- Date* Saturday 27 June
- Venue* St John's Presbyterian Church  
23-33 King St, Annerley
- Cost* Single/Family: \$10/\$20
- Send to* LEM  
200 Florey Drive  
Charnwood ACT 2615
- Enquiries* (02) 6259 3944

## ADELAIDE

*Date* Saturday 4 July  
*Venue* Sunrise Christian School  
286 Sturt Rd, Marion  
*Cost* Single/Family: \$10/\$20  
*Send to* Sue Whitrow  
PO Box 123, Belair SA 5052  
*Enquiries* 0439 847 246

## SYDNEY

*Date* Saturday 8 August  
*Venue* Condell Park Christian School  
29 Lancelot St  
Condell Park  
*Cost* Single/Family: \$10/\$20  
*Send to* LEM  
200 Florey Drive  
Charnwood ACT 2615  
*Enquiries* (02) 6259 3944

## PERTH

*Date* Saturday 12 September  
*Venue* Bull Creek Westminster  
Presbyterian Church  
32 Bull Creek Drive  
Bull Creek  
*Cost* Single/Family: \$10/\$20  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Enquiries* (08) 9524 2505



## LEM Phonics Seminars

Details and registration forms for all LEM Phonics seminars are available on the LEM Phonics website at **phonics.lem.com.au**.

### INTRODUCTORY SEMINARS

*Date* 15, 16, 17 December 2008  
*Instructor* Margaret Pond  
*Location* Newcastle, NSW  
*Phone* 0400 618 121

*Date* 14–16 January 2009  
*Instructor* Lindy Bonham  
*Location* Rouse Hill, NSW  
*Phone* 0421 907 343

*Date* 20, 27 Feb, 6 Mar 2009  
*Instructor* Margaret Pond  
*Location* Newcastle, NSW  
*Phone* 0400 618 121