



# DIRECTOR'S **COMMENT**

PETER FROGLEY

Christian education has become an accepted part of the education scene in western nations and is beginning to grow in other nations as well.

This revolution has come within the past thirty or so years and has been one of the most significant aspects in the growth of Christianity. It is thus significant for all of us who have been called to Christian education to appreciate the importance of our role for we are instruments for change in the hands of the Lord.

## PROJECTS

- Evelyn continues work on a Teachers Resource Kit for LEM Phonics, between the inevitable distractions of life and work. The kit will have articles, ideas, photocopiable masters for extra worksheets, etc. We hope it will be available late in 2007.
- *The Elements of Music* Volume 3 is well underway with Wendy Hill editing the Teacher's Manual. This new volume should be available in September.
- LEM's two handwriting books, *My First Cursive Copy* book and *Cursive*

*Capitals* have been in need of drastic revision and this work is now well underway and the new edition should be available by the end of the year.

- We are also editing our phonics readers for the new year.

## THIS ISSUE

In this issue, *Exploring Christian Education* continues looking at the integration, or reinterpretation, of subjects. With the current round of home education conferences we comment on the nature of education often presented at these conferences. An article from Rod and Staff's *Christian School Builder* called *Preparing Preschoolers* is valuable for all parents of young children. In health we share some testimonies from folk who have been helped using natural therapies. In the book section we include some very attractive publications from Third Millennium Press from the UK.

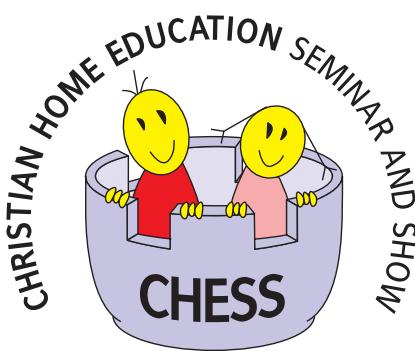
Be encouraged in the Lord in your endeavours for Christ in training children. It is perhaps the most significant task God has given His people.

# NEWS UPDATE



## CHESS

This year there is a limited programme of CHESS seminars due to the 2007 Home Education conference that has been conducted around Australia. LEM will not be participating in those seminars (see article on pages 11-12).



There are three remaining CHESS seminars that we are looking forward to in 2007.

Perth	Saturday 15 September
Sydney	Saturday 13 October
Melbourne	Saturday 27 October

Kingsley Educational will join LEM for these three seminars.

## URGENT REQUEST

*If you are in Melbourne and would be willing to act as contact person organising the venue, morning teas, etc. please contact LEM on (02) 6259 3944 or Kingsley Educational on (03) 9544 8792.*

We plan to return to a full round of CHESS in 2008 and strongly invite your input on how we can best present CHESS for the greater benefit of home educators.

## Overseas

### PAPUA NEW GUINEA

Mesia Novau's wife Iga has been in Australia for a couple of months now, staying with her sister in Sydney. By the time you read this she will have undergone surgery (scheduled for late June). We trust that we will have good news in the next issue and encourage you to pray with us for both Iga and Mesia.

## ROUND THE WORLD

As I am leaving Canberra on 1 July I am writing this much earlier than would usually be the case. As many would be aware the most economical way to travel extensively overseas is on a 'round the world' ticket, so I am making use of that option again.

## INDIA

The first stop will be India where I will be participating in some church conferences as well as working toward the launch of LEM Phonics in India, which has been slower than we would have hoped.

## UK/USA

Next I spend a weekend in London with church contacts and then to USA where I will visit with Mike McHugh of Christian Liberty Press before travelling to Charlotte, North Carolina to visit with friends there. From there I will drive, visiting two of our most important publishers: Rod and Staff Publishers in Kentucky and Bob Jones University Press in Greenville, South Carolina.

From there I fly to Wenatchee, Washington state, to visit with James Nickel and family and catch up on developments with the maths curriculum he is writing for secondary levels. This should be the superior maths curriculum which we hope to have available in the next year or two. James will be joining me in Peru as speaker at the LEM conferences.

## PERU

Bob and Frances Relyea have now settled in their new apartment in the northern



Victor and Sandra prepare for the Peru conference

Peruvian city of Chiclayo, where we will join them for the first of the LEM Christian Education conferences.

Victor and Sandra Alvites (LEM representatives in Lima) have planned a 3 day LEM Christian Education Conference to be held at Johannes Gutenberg School. Whilst in Lima I hope to be able to do some basic LEM Phonics training as there is growing interest in the teaching of English.

A third conference is planned to be held in the Andean town of Huancayo. Following that James Nickel and I are planning a three day extravaganza to Cusco, the centre of Inca culture and Macchu Picchu. Following that fascinating interlude we return home—James to the USA and me across the Pacific to Australia.

The yellow 'browse/search' page on LEM's online order form is very useful—not just for ordering, but for finding information.

Pull down the first menu to select the curriculum supplier, the second menu to select the subject and the third to select the grade level. If there are more than 15 items you can scroll through the pages using the previous and next page arrows.

Roll over the blue and white 'information i' to get detailed information about individual books, and then click the orange plus sign to add to your order.

You can also search for items using the 'search' box. It's a strict search, which means it's best to type less words (*Baker*) rather than more (*Roses on Baker Street*). Simple!

*Send your website feedback to [john@lem.com.au](mailto:john@lem.com.au).*

## OVERSEAS ENGLISH TEACHERS

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



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 65 The Integration of Biblical Faith in Education

The concept of integration has become important for Christian educators because modern education has become the child of another faith—Humanism.

Thus we have a body of information divorced from the fundamental values of the Christian faith and thus divorced from reality. As Christian educators it falls to us to reinterpret all knowledge in the light of the revelation of God found in scripture. This process is commonly called 'integration', although I think I prefer the term 'reinterpretation'.

## Fragmentation

As God is the central focus for all education, and all truth is found in Him, it is important that we do not fragment knowledge into 'biblical' and (so-called) 'secular' knowledge. Rather we need to understand knowledge as one, a unity—'integrated'. The modern world has fragmented knowledge and with it created a false dichotomy. Knowledge has always been a unity, and the very idea of fragmentation is indicative of a philosophy alien to Christianity.

So powerful is the influence of ungodly philosophies that modern educators are uncertain and confused in understanding, or even perceiving, the Christian idea of the unity of knowledge. For example, the authors of the Harvard Report on *General Education in a Free Society* declare:

The search continues and must continue for some overall logic; some strong, not easily broken claim within which both college and school may fulfil their at once diversifying and uniting task.

As most modern educators do not subscribe to the biblical idea of the unity of knowledge, they progress to uncertainty in all they do, as Professor Kandel of Columbia University says:

There is nothing that so clearly illustrates the uncertainty and instability of American education as the perennial addiction to defining its aims, objectives, and goals.

The Christian believes that all knowledge flows from the Godhead and that all the Godhead is and does is in unity.

## Unity

Christianity includes all of life. Every realm of knowledge, every aspect of life and every fact of the universe find their place and their answer within Christianity. It is a system of truth enveloping the entire world in its grasp ... The present tendency in education to add religion to the courses of study is comparable to attaching a garage to a home. What the building of knowledge needs is not a new garage, but a new foundation.

*Dr Edwin H Rian*

Christian education is built upon the premise that all truth is God's truth. Justin Martyr, the great Christian scholar wrote:

All that has been well said belongs to us Christians.

The concept of integration is simple, but the implementation is exceedingly difficult because the philosophy of the world has had such a pervasive influence on Christians, imbibed through many years of fragmented training. The phrase 'integration of truth' refers to the structuring of all subjects as a part of the total truth of God, thereby enabling the student to see the unity of knowledge through the revelation of God.

For the Christian, knowledge (and thus education) manifests a unity. There is no division between the sacred and that which the world considers secular. As David the Psalmist said:

The earth is the Lord's and the fullness thereof; the world and they that dwell therein.

*Psalm 24:1*

Everything in creation is of necessity related to God. For the biblical Christian there is

no such thing as ‘secular’. Dr Bob Jones Snr, founder of Bob Jones University, often expressed it thus:

For the Christian, all ground is holy ground, every bush the burning bush.

There are several points that are important in developing an understanding of the process of integration of all knowledge in Christ.

**1. God is truth.** Since truth cannot be divided, there can be no true Christian education apart from that which flows from God’s written revelation to man, the Bible.

**2. Christian education is the process whereby we learn to see all things as a unity, as God sees them.** We gain an understanding of God’s perspective through the Word of God. Cornelius Van Til expressed the idea well when he wrote:

Real education... is the process of making known and learning what God’s truth is.

**3. In learning to see through God’s eyes we see all that He created as a unity.** This understanding of unity provides us with the foundation from which we can develop a curriculum that reflects God’s true purpose in education.

neither narrow or naive. Rather it is simply good judgement to centre on the best, rather than the second best.

Unlike the unbeliever, Christians have an authority for integration or reinterpretation—the inspired Word of God. It is an indispensable treasure in a world of debased values and a satisfaction with the second and even third rate. Christians can and should stand unashamed of the standard of the Bible which they hold steadfast—considering the ungodly have no objective standard at all! If education is to make any sense to anyone it must have a standard and point of reference by which the cheapened (or indeed non-existent) standards of our day may be exposed and judged.

The Bible provides the only connection to the all-important matter of knowing and finding the truth. The world does not believe in truth, it doesn’t know how it knows, or even if there is anything to know!

The integration of faith and learning (i.e. Christian education) demands a recognition of the contemporaneity of the Bible and the Holy Spirit. The Integrator is with us today! In special revelation we have an impartation of the Holy Spirit in the present tense. Jesus said:

When he, the spirit of truth, comes, he will guide you into all truth. He will not speak on his own; he will speak only what he hears, and he will tell you what is yet to come. He will bring glory to me by taking from what is mine and making it known to you. All that belongs to the Father is mine. That is why I said the spirit will take from what is mine and make it known to you.

## Principles for integrating faith and learning

The sheer, unapproachable greatness of the written Word of God... to take as a centre of the curriculum the one book among all the other great books to which alone the superlative greatest can without challenge be uniquely applied—this is

*John 16:13-15*

Wherever truth is found, if it is genuine truth, it is clearly and evidently traceable to the God of the Bible.

## all learning is by revelation

### Building curriculum

Special revelation on the scriptures comes through the illumination of the Holy Spirit. Revelation flows from God's Word and Creation providing the framework for every discipline in the curriculum. It was Augustine who said that all learning was by revelation. All that we know comes to us from God, through His grace to His people.

It is clear to even the casual observer in our day that every area of learning has suffered distortion as a result of men turning away from God and His special revelation through the Bible. It is the challenge of Christian educators to restore God-centredness to Christian education.

Disciplines of study can be arranged in an order of distortability. Those disciplines based on empirical (measurable) evidence, such as mathematics and science are not easily distorted as their functionalities are dependent upon concrete creation principles. Mathematics describes the function of the creation and it does not work if we deviate from those concrete, absolute principles of God. It is obvious that arithmetical problems can only be solved by adhering to biblical principle—put simply, one plus one always equals two.

'Softer' disciplines such as the humanities and theology can be more easily distorted

by the reasonings of men as they are essentially the product of man's thinking. In studying these disciplines we will need to take particular care to be faithful to the biblical revelation. Superficially, these subjects can be integrated more easily, but the danger is in their distortability.

The development of a Christian world and life view is of utmost importance for all involved in education. A Christian world and life view is built upon the foundation of the sovereignty of God and the infallibility of the Bible, which assumes that there is no sacred and secular—all creation is sacred in that it was created by the one true God and is sustained by Him.

### Practising integration

To understand the desirability of integration is not difficult, but the practice of integrating faith and learning requires great diligence. This is because the vast majority have almost certainly been immersed in the sacred-secular dichotomy. Once we have embraced this dichotomy it is very difficult to change and this becomes our world view. Changing our world view, or presuppositions, is one of the greatest challenges we can face in life.

#### RENEW THE MIND

Teachers who would practice integration of faith and learning must firstly renew their minds in the Word of God (Romans 12:2).

They will be constantly endeavouring to process knowledge through what some have called a 'biblical sieve'. This mental sieve enables the teacher and student to sift out information or concepts which are the product of man's reason, separating them from those that are God's revelation.

### BIBLE KNOWLEDGE

Christian teachers should know the Bible at least as well as they know their major discipline, for example, history. If they know history better than they know their Bible they will, even if only inadvertently, interpret the Bible in the light of their understanding of history. On the other hand, if they know the Bible better than they know history they will be in the enviable position of being able to interpret history in the light of the Bible.

This is the reason that theology should be the pivotal discipline in every Christian college and why every Christian school teacher should be an amateur theologian. Christian teachers need to understand the Scripture from a theological perspective and be able to interpret the disciplines they teach in the light of biblical revelation.

### BIBLICAL WORLD VIEW

It is the teacher's task and main challenge to instruct and train his students in such a manner that they are able to embrace and understand the biblical Christian world and life view. This can be achieved by creating a discipline of that name and using some of the very good materials now available. More importantly teachers must prepare

their subject in such a way that all their teaching is from a Christian world view perspective. This means that the student will be taught to think from a biblical perspective in every subject. A Christian school relying on classroom devotion for its biblical input will be unable to present a biblical world view. Such devotions, as important as they are, are pietistic in nature and relate more to the development of Christian character rather than integrating God into every area of life.

### CENTRALITY OF SCRIPTURE

Integration should be approached with reverence, relevance, and relaxation. We need to be submitted to the authority of God and of the scripture to ensure the quality of our integration and that it is relevant to the point at issue. Some have set themselves unattainable goals, for example, trying to incorporate a certain percentage of scripture into courses. About the only biblical principle here is to relate it to the tithe—suggesting they are 'tithing scripture'. This typically results in artificial application of scriptures. It is a real temptation to try too hard, forcing scripture into a discipline where it does not fit.

Nevertheless, it is for us to find the true relevance of scripture in our curricula. A general statement relating to the place of the Scripture in education is made by Dr James D Murch when he comments:

When we give Christ His proper authority in curriculum there will be no loss of emphasis upon the Scriptures, for He insisted that they are they that testify of me; the church will not be relegated to a

place of minor importance, for it is the body of Christ purchased by His own precious blood; the pupil will not be neglected for Christ came to give men life and to give it 'more abundantly'. When the pupil accepts the control of Christ, his attitudes, habits, conduct, relationships and ideals will be immeasurably enriched.

## GOD'S CHARACTER

Whilst God is the sum of all things, He is also the foundation. There are three aspects of the character and nature of God that are basic to the overall structure and function of curricula.

**1. Creator** All that exists has come into being through God who created all:

For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him.

*Colossians 1:16*

**2. Rational** All that God has created reveals him to be thoroughly rational and logical.

**3. Orderly** All that God does is orderly.

For God is not the author of confusion (disorder), but of peace (order).

*1 Corinthians 14:33 (Amplified)*

God knows what He is doing, why He is doing it and how He is doing it.

## GOD'S PLAN

A rational God who functions in an orderly manner is basic to our understanding of His purposes in education.

The Creator brought all things into existence, from outside time and space,

according to a complete and detailed plan. It is impossible to create anything without a plan!

There is a structure and orderliness in all God's creation which reveals logic and sequence. As God in creation expressed Himself fully (but not exhaustively) His characteristics will be expressed throughout His creation (Psalm 19:1–4, Romans 1:20).

The universe (God's creation) is like a framework or a manifestation, within which God has chosen to operate. That framework includes the set of principles or laws established by God and delivered to man through the Word of God. It is through this that He has chosen to express Himself. Through these principles the whole was created—the incredible plan to create the universe with its interlocking systems.

## Summary

I have endeavoured to present some of the principles involved in making our education Christian. The program and the fruit of Christian education should be measurably different from that offered by the world. If it is not, we need to go 'back to the drawing board' and start again.

Unfortunately, Christian educators both at school and at home are so busy 'just doing the job' that they seldom have time to stop and consider what 'the job' really is. So for the sake of our children and the following generations we somehow need to find that time with the Lord to discover His intentions for education.

# WHERE ARE WE GOING WITH HOME EDUCATION?

PETER FROGLEY

I have written regularly about the importance and significance of Christian education for our nation and future generations of our children.

In that I have emphasised the need to be faithful to the scriptures, modelling our educational practices on the teaching of the Bible.

Many involved in Christian schools have been compromised by the influence of government. In particular, the funding which is readily available brings pressures that hinder biblical Christian education. This coupled with the pervasive influence of godless humanistic thinking has stunted dynamic biblical Christian education.

Home education offered a new opportunity for God to bring change to our nation with a generation of young people discipled to the faith. Over the last decade, however, we have observed a trend amongst Christian home educators away from the biblical model to a humanistic, child-centred model of education. Of necessity such a model will produce fruit that reflects its underlying philosophy. That fruit is hardly distinguishable from the fruit of the world.

Many of the practitioners of this educational thrust make no pretension to be Christian and it would be inappropriate to expect that they would reflect biblical values in their educational philosophy. Unfortunately, some of the practitioners of this 'modern' child-centred approach are Christians. Whilst I am sure they believe they are serving the Lord and are presenting Christian education, it is my contention that they are actually derailing what God is trying to achieve. They have simply embraced the thinking of godless humanism, baptising it with some Christian words. This often leaves Christian parents confused. There is a huge gulf between the educational philosophy that LEM and other biblical Christians would present and the child-centred humanism masquerading as 'Christian'.

In the past LEM has attended conferences where this humanistic view was presented as being Christian and I have been concerned at the confusion parents felt. Not wanting to be confrontational I felt it was best to simply withdraw from such conferences and that is one reason that LEM was not represented at this year's *National Home Education Conference*, which has been held at various locations around Australia. Apart from these constrictions we have placed on ourselves, we would have loved to be a part of the

conferences and meeting so many home educators.

Having taken that position it was encouraging to hear from one home educator who is committed to biblical education. Here is what she wrote in part:

Well you wisely stayed away from that conference! I learned a lot about 'natural learning'. Natural learning is unbelievable. You don't force your child to learn. You wait until he's ready—even 10, 11, 14 years!

You let them learn from computer games, reading McDonald's signs and manuals and TV guides. I won't go on as you know it already.

All I can say was that it was an experience and I won't bother repeating it. The homeschool conference was something I just have to put down to experience. So few Christians—they had more sense than to come!

A 'highlight' was when the young son (around 10 yrs?) of the organiser described at the very end of the question panel how he learned a lot from computer games despite all the killings. Everyone applauded him and clapped and clapped! Another 'highlight' was when one speaker explained how she had been so busy the last six months while her youngest child asked if he could learn to read. She kept on saying 'tomorrow'. Finally he found some phonics books somewhere (which she'd had but never used with her older children). The child sat at her feet while she was on the computer and taught himself to read in a couple of weeks asking her the odd question here and there.

The keynote speaker (John Taylor Gatto) was manipulative in using the parables and telling about Paul in his talks to try and appeal to the Christian minority

there. Unfortunately one Christian lady was fooled and told me how inspiring he was. Gatto has a friend who is a born-again Christian and has no problem blending evolution and Christianity.

Humanism was rife and tragic.

## 'I learned a lot from computer games despite all the killings'

In large part I am presenting this note to explain why we did not participate in this round of conferences. There is no intention to attack the conferences or the speakers, but rather to draw attention to the dangerous diversion that is becoming too commonplace amongst Christian home educators.

We often have parents contacting us expressing concern at their child's lack of progress only to discover they have been encouraged to practice natural learning. There are far too many children being home educated by this method and the results in the majority of cases are far from satisfactory.

My desire in presenting this article is to warn Christians of dangers in some educational philosophies and encourage Christian home educators to ensure they are discipling their children for the glory of God. It is our privilege as Christian home educators to raise our children as disciples of Christ in the nurture and admonition of the Lord.

# THE PEERS® TEST

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

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

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

## How It Works

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

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

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

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

The test takes 45-60 minutes.

## Resources

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

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

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

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

## More information

You can check the information on all the products available from the Nehemiah Institute at [www.nehemiahinstitute.com](http://www.nehemiahinstitute.com).

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

# PREPARING PRESCHOOLERS

NORMAN YODER, IN 'CHRISTIAN SCHOOL BUILDER'

We want our children to do well in school. We want them to work and play well with other students. We want them to listen to the teacher and learn their lessons.

What can we do to prepare our preschoolers to do well at school? Should we teach them the alphabet and how to count? Should they be learning to read?

One little boy was rather emphatic that he could not start school this year. When his parents told him he had to go to school, he began sobbing. His mother asked him, 'Why do you not want to go to school?' He tearfully replied, 'When I visited school last year, all the first graders could read, and I still don't know how to read.'

His mother assured him that this was not a problem but that one of the purposes of school was to learn to read.

It varies from school to school what academic achievements children should master before they start school. But there are other preparations we can help our children with that are helpful and important in *any* school. In fact, children who have been taught good character qualities are much better equipped to begin school than children who know all their letters and numbers but have not learned obedience, diligence and so on.

Many of these lessons are taught in everyday life with 'here a little, there a little'.

We do not suddenly decide when our children near six years of age, that it is time we teach them obedience or courtesy because they soon will go to school. Rather, the virtues we endeavour to develop in our children from the time they begin learning are the same virtues that will prepare them to do well at school.

We want to look at some of these important preparations, not as a 'to do list' before our child starts school, but rather as a reminder in our daily child training.

## OBEDIENCE

When Andrew is told to do his chores, does he have to tell you a story before he goes? When Maria is told to wash the dishes, does she go play with her kitten awhile? We parents need to be reminded that prompt obedience is important. Andrew needs to be told that we want to hear his story *after* he has done his chores. another aspect of obedience we need to work on is cheerful obedience. What a pleasure to tell a child to do something when they respond with 'sure!' Prompt, cheerful obedience is our goal.

## RESPECT

Never allow a child to say to an adult, 'You're not my boss.' Our children should learn at a young age to respect all people,

especially those who are older than they are. We tell our children, 'You are caught when the teacher says you are caught, even if you are sure that Timothy did not touch you.' We further explain that the teacher, as the authority, needs to make a decision and that whatever they decide is what you submit to.

### DILIGENCE

How frustrating to the teacher when some of their students do not stay at their work. They need constant reminders and frequently are not finished with their work. As we work with our children at home, we have many opportunities to teach them to stay at a job until it is completed. The bean row is long and the sun is warm, but we need to keep picking until we are done. The pile of dishes is high, but we expect our child to start dishwashing and finish in a reasonable amount of time. Sometimes setting a timer can remind a child to stick at his job. Sometimes a punishment is needed when a child habitually dawdles or procrastinates.

### COURTESY

Life is more pleasant at school or home when everyone is courteous. Teach your children at a young age the habit of saying 'please' when they want something and 'thank you' when they receive it. Mealtimes are a good time to remind our children to say nice things about others. Courtesy is also shown when we prefer others before ourselves. My son had to be reminded not to run when the children were dismissed to go to their Sunday School classes. He wanted to get there before anyone else. Watch your children at the drinking

fountain after church. Mothers, pay attention to how young children play together at sewing circle. Playing games at home with our children can be revealing. How do they respond when they lose the game or when they think someone has taken advantage of them? These are opportunities to see needs in our children. Then we need to seek the wisdom from God to help meet these needs.

### FOLLOWING DIRECTIONS

Teachers find it rewarding if their students can learn to read the directions in the workbooks and do their lessons correctly. It is disappointing when the directions say 'underline' the words and Susan circles all those words.

When your child is doing his preschool books at home, emphasise the need to do exactly as the directions say. Can Philip go to the basement and find a jar of peaches on the third shelf on the left side of the door?

Try telling your child two things he needs to do, to see if he can complete the first job and remember to do the second job. 'Mary, I want you to feed the cat. Then water the flowers by the front porch.' Since children can easily be sidetracked between jobs, this is good practice in following directions.

The task of preparing our children for school can make us feel like Solomon in 1 Kings 3:7: 'I am but a little child: I know not how to go out or come in.'

May we, like Solomon, ask God for an understanding heart to fulfil this great and important task.



# THE PATHWAY THROUGH

EVELYN GARRARD

I am delighted with the results our new health products are producing in my own body, and would like to share a little of my 'journey' with you.

I guess it was the heart attack that first triggered me into action to take better care of my 'temple of the Holy Spirit'! So I paid the doctor many visits and dutifully began taking all the drugs that were being prescribed! Pills for blood thinning, pills for blood pressure, pills to stop blood clotting and pills to make blood clot! And of course pills to take my hereditary cholesterol down. In fact I can't remember everything I was dosing on! Beside all this, I made an effort to diet and exercise, because doctors kept warning me that if I didn't lose weight I was a sitting duck for another heart attack.

Alarm bells really began to ring when the doctor told me I also had diabetes. I attended classes to learn how to control this monster. It would eventually require

drugs, later followed by insulin, because 'I had to realize that the disease was progressive' and there was no getting away from it.

One thing I learnt early was that the educators were right in saying that the disease was progressive. Even though I did all I could to learn and do what was best, as I monitored levels every day it was evident they were not getting any lower, in fact they were rising.

I realized I was in a diabolical trap. 'I don't know the way out,' I prayed, 'Father, show me the pathway through.'

Why I prayed this instead of simply saying 'Lord, heal me' I don't know. But since then He has taken me on a very interesting journey for which I thank Him, because it has given me much more insight into caring for my body than I would have if He had just healed me there and then!

The first step was to come across information on a product called Eleotin through Michael Sichel's book *Bitter Sweet Profits*. It gave me new hope, and it wasn't long before LEM was distributing Eleotin.

Later I found out that the Greek word *eleotin* meant 'God's abundant grace.' And indeed it has been that to me.

Even before the heart attack, I had gone through long periods of trying to diet and exercise to get my weight down. But the small inroads made were usually followed by actually putting on more weight! When my lifestyle involved so much overseas travel and living with other people, I virtually gave up trying. It all seemed too hard. Anyway, I mostly felt OK, and that was the main thing, so I thought!

Learning all I could about Eleotin, the fact was emphasised over and over that one had to be prepared to wait for results. Perhaps even a year could transpire before I would see any signs of the product working, and even longer for it to be reversed. Eleotin is a herbal product which is designed to work on the whole cause of the problem rather than simply attacking the symptoms. In a synergistic way it would attack the symptoms whilst also working to repair damaged beta cells and insulin receptors. It would work to fix or prevent kidney and liver disorders, help to clear the tiny capillaries behind the eyes to prevent diabetic retinopathy and to cleanse the whole vascular system of toxic substances. It *would* do all these things, but these fundamental permanent changes could not happen overnight.

It was to my surprise, then, that I began to lose weight. Admittedly I was walking each day, but I'd done that before. This was a totally different thing. *I didn't feel hungry.* It had to be the Eleotin!

After about 6 months of taking the product I lost 20 kilos. At 60 kilos now, I feel so very healthy and energetic. It is great to be able skip again, climb mountains and jump on the trampoline with the grandchildren! I have almost forgotten that I continually suffered with swollen ankles caused through edema and the tiredness that often plagued me is gone.

It took longer to see a change in blood glucose levels, but at least they didn't go up. Although my levels are lower than they were, I don't think the damaged cells are yet permanently repaired. But I believe it will surely happen!

Along the way, a friend introduced me to another great product, the coconut, which has also played an important part in managing blood glucose levels. Its products—oil, flour, milk and cream—have been a daily part of my diet since LEM began to sell the pure product as described in the last edition of *Light of Life*. The flour, in particular, definitely helps to control BG levels. The Eleotin designers also recommend this product, claiming that coconut oil can, in most cases, shorten the time needed to be taking Eleotin.

Through the literature available here at LEM and from other sources, I began to learn about the role oils play in the body. I found there were other scientifically researched theories about how heart attacks happen. So much evidence surfaced about the dangers of statin (cholesterol-lowering drug) and other drugs, which doctors are not telling us.

Eventually I was convinced enough to take the plunge and replace all pharmaceutical drugs with the

most healthy, natural diet I could achieve (including supplements where deemed necessary).

My doctor was still worried about my high cholesterol. But he realized that I was doing everything right to reduce it. I was told that my liver produced it. I wondered why on earth a good liver (as mine is) should produce bad cholesterol. It seemed that God led me further. Studies would indicate that only *oxidised* cholesterol is found in arterial plaque.

More and more sources are now proclaiming the danger of hydrogenated vegetable oils and singing the virtues of saturated fat. I decided to throw out all hydrogenated oils and replaced them with coconut and macadamia nut oil for cooking and flax seed and olive oil for salad dressings. This has not deprived me in any way. The health benefits are so marvellous and the food is even more tasty, I think!

I have heard directly from some other Eleotin users who are also reporting some good results, but some are still waiting. One lady, taking it for macular degeneration, is so excited because the last test showed that there is no longer any degeneration. Another man has also reported improvement in the same area.

## I replaced all pharmaceutical drugs with a healthy, natural diet

My brother-in-law has been able to reduce his high doses of insulin, after 5 months of Eleotin.

Not everybody has as positive a report as those mentioned above—yet. That may be because the time frame for Eleotin to work seems to be different for each person. The statistics given in Michael Sichel's book indicate an incredibly good record where people have been patient enough to wait. I am still waiting for some things, but I'm sure the wait will be finally rewarded.

The Eleotin designers are also believers in the power of God to heal, acknowledging that prayer is a vital factor in the healing process. I certainly agree with them.

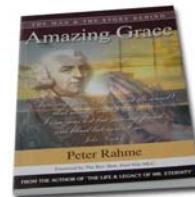
I thank God for his amazing faithfulness, and know that the journey He is taking me on right now, is an exciting answer to my prayer, 'Show me the Pathway through!'

**Our website at [www.lem.com.au](http://www.lem.com.au) contains more information on Eleotin and Coconut oil. But we invite you also to feel free to phone and talk about health aspects if you feel that Eleotin could help you. Pensioners are now being offered a discount of 20% of all Eleotin products.**

## Amazing Grace

Peter Rahme's first book presented the story of Arthur Stace and his 'Eternity' word chalked on the footpaths of Sydney. In this new offering, *The Man and the Story Behind Amazing Grace*, Rahme explores the life and times of John Newton, author of the famous hymn. Adults and children alike will enjoy his easy-reading style and gain valuable insights into Newton's life. See the movie, then read this book! **\$7.95**

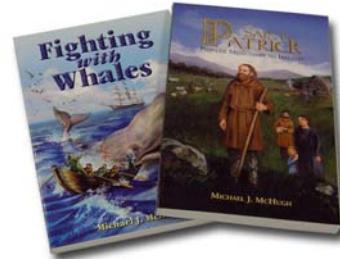
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## Christian Liberty Press

These two books from Mike McHugh are going out of print, so be quick!

*Saint Patrick* is the story of the great 5th century Scottish pioneer missionary to Ireland and how he transformed that country. 150 pages. **\$12.50**



*Fighting with Whales* is a fascinating whaling story from the nineteenth century, built around two young men from very different backgrounds. 110 pages. **\$12.50**

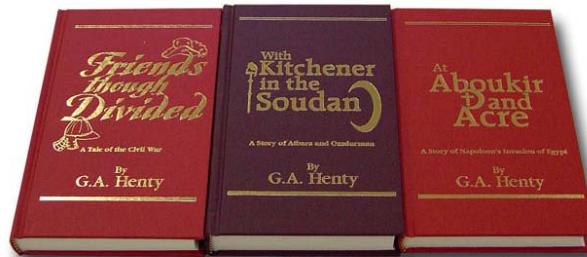
## G A Henty

Following our highly successful clearance sale of Henty paperbacks we introduce three new titles in hard cover only at **\$32.25 each**.

*With Kitchener in Soudan: The story of Atbara and Omdurman* (1898)

*Friends Though Divided: A Tale of the English Civil War* (1642)

*At Aboukir and Acre: A story of Napoleon's invasion of Egypt* (1798)



## Bob Jones University Press

*The Choctaw Code* is a story of the Choctaw Indians of Oklahoma just prior to 1900. 121 pages. **\$11.75**



## Third Millennium Press

Light Educational Ministries are about to begin distributing selected publications from Third Millennium Press, suppliers of the popular *Timechart History of the World*. These beautiful resources for schools and home schoolers are sure to quickly become favourites.

### THE TIMECHART OF BIBLICAL HISTORY

This begins in the same manner as *History of the World* but then continues with Biblical history until 100 AD. This chart also includes numerous full colour historical maps and summaries of major eras of biblical history. **\$34.95**

### PANORAMA OF THE OLD TESTAMENT

### PANORAMA OF JESUS AND THE NEW TESTAMENT

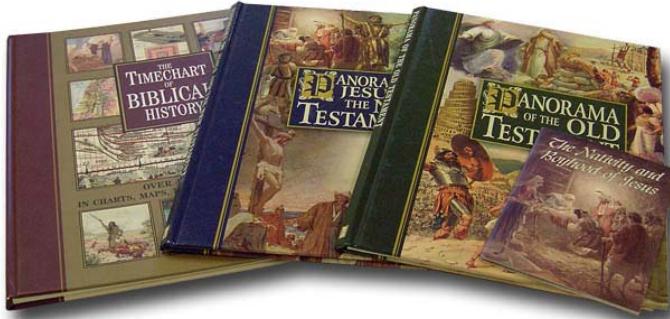
Beautifully produced charts of the major events of the Old and New Testaments. Well illustrated in full colour. **\$29.95 each**

### THE NATIVITY AND BOYHOOD OF JESUS

Delightfully rendered full colour illustrations with text harmonised from the four gospels in the King James Version. 24 pages. **\$9.95**

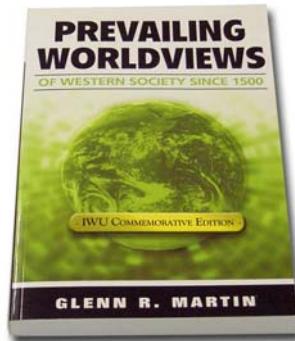
### THE LIFE OF OUR LORD

Attractively illustrated in full colour, this is the story of Jesus as told by Charles Dickens to his children. Dickens' book is relatively unknown but is now brought to life in this delightful volume using a hard cover and high quality paper. 144 pages. **\$34.95**



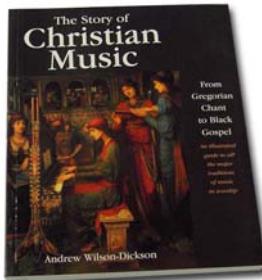
## Theology: Dr Glenn R Martin

*Prevailing World Views* is a most important new book compiled from Dr Martin's lectures. He examines the basic world views that have shaped culture and civilisation from the 1500s to the present and extrapolates what world views will shape the future. The book is available in standard edition and also a commemorative version which contains a CD of Dr Martin's lecture notes, plus a personal and family history.



Standard edition: 260 pages, paperback **\$31.75**

Commemorative edition: 295 pages, paperback **\$48.90**

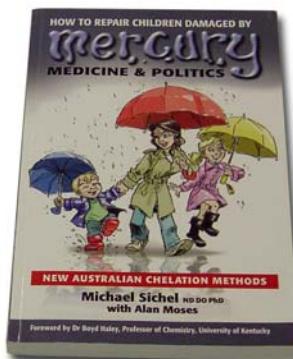


## Music: Andrew Wilson-Dickson

*The Story of Christian Music* is now in third edition, outlining music history from the Gregorian Chant to Black Gospel. Full colour illustrations. 256 pages, soft cover. **\$39.95**

## Health: Dr Michael Sichel

*How to Repair Children Damaged by Mercury, Medicine and Politics* is a new book by Michael Sichel which deals with the effects of heavy metals, particularly on Children. The book covers the political aspects of the debate, particularly with reference to vaccinations, and then proceeds to outline natural procedures that are proving successful in removing heavy metals. Sichel contends heavy metals are the major cause of 'alphabet' conditions (ADD, ADHD, ODD and other autism spectrum disorders). Soft cover, 225 pages. **\$38.00**



# LEM PHONICS CORNER



It has been interesting to have close connections with some children who are being taught phonics (not necessarily LEM Phonics) at school, but still are experiencing frustration with reading.

I don't believe all these children have a learning difficulty because they have a low IQ or some physical problem which is hindering the brain from being able to function properly. They are generally bright as buttons and doing well at school in other areas.

On trying to analyse why this is happening, I have come to the conclusion that although the children are learning through phonics, they are being expected too early to read outside of the framework of their known skills. They are given 'whole word' books to take home as readers and frequently encounter words which contain phonograms they haven't learnt yet or patterns with which they have had no experience. This frustrates the child and often dampens the delight and desire for reading.

The LEM Phonics philosophy recognises that imposing a whole word learning

method upon a language which has a phonetic written code can cause neurological problems. Is the practice cited above entering the same area of abuse?

The problem seems to be that since the onset of whole word method, the practice has been to send readers home of the calibre mentioned above. Children are encouraged to guess the words through using the illustrations, the initial sounds, or a combination of clues.

In current times, even though in many schools a change to phonics has been implemented, teachers feel bound to send books home because it is the expectation of parents.

A child I now work closely with, a victim of the above, shows me again and again that her reading ability has been coloured negatively by her experience with being forced to guess words. She will almost always attack a new word by using pictures, her expectation of the context, or the initial letter *before* she properly moves through the phonograms, which she knows, to decipher the word. Only gradually is she learning to decode through phonics.

Although her knowledge of phonograms is perfect, it is the breaking of the *habit* which is the difficulty.

When we change to phonics we need to change the whole philosophical base. We cannot build 'from the top down' when the philosophical base of phonics is building 'from the bottom up'. We cannot mix the two methods. Teachers and parents have to learn the philosophy so that they can cooperate and have the right set of expectations. The learning may *seem* slower in the initial stages because the children are getting the basic tools, building foundational principles *before* the actual structure begins. The proof of its value will come later when children will go ahead twice as fast, because there will be no unlearning—or breaking of habits—to do!

In the LEM Phonics programme the development stages are designed to first give the children the building blocks. Thus we teach the phonograms using the workbooks (1 and 2) which give practice in simple sound blending. As soon as they have acquired skill in these areas, they can then move on to learning more complex words, which is done through the knowledge of phonograms coupled with rules.

They begin the word list, using analysis to understand how to read and spell the word. The analysis and rules enable children to transfer the knowledge to other unknown words, especially in reading, and increasingly in spelling.

During the phonogram stage we do not *expect* the child to read actual books. But we encourage parents to read *to* the children. As the reading happens they can let children sound words within their range, encouraging them that their ability is growing and they will soon learn to read.

Because the student's phonogram base is so much wider by the time they begin to learn the multiple phonograms (those with more than one letter to represent a sound) it is possible to compose sensible sentences which *do fit* within the framework of their present understanding.

Most reading books do not readily fall into this category. For teachers or home schooling parents it takes time to think out and produce their own material to fit the growing framework. So LEM has especially designed a set of sentence cards which grow as the phonogram skill grows. It develops confidence as children find they can read the sentences, thus preparing them for the time when reading books will be formally introduced.

What happens at home as far as parents reading books to the children will also be a changing scene. The child will be able to attempt more and more on his own and perhaps read some whole sentences.

Books can be sent home, but still the child should not be expected to read a whole text.

When the child moves onto the word list, rules are introduced. LEM have designed

special material in the form of workbooks, which give the children reading and comprehension practice using *only* the phonograms, at the same time as they are starting to learn rules which will help spelling choices as well as reading ability. By the time they have finished the first workbook, the children's knowledge of rules should have equipped them with the ability to attack the text in the fourth workbook with considerable ease. Of course this will differ from child to child, but I implore teachers and parents not to reduce the child's opportunities by imposing whole word strategies on the process.

Once children have successfully completed the reading required to respond to the comprehension challenges in the fourth book, they are equipped to enter the realm of reading simple books at large.

There will be challenging words in such books, which the child may or may not be able to work out through analysis or contextual skill—in fact this *should* be the case. The important thing is to keep the number of such words low enough so that the child will not become discouraged. As parents or teachers help with the difficult words, explaining a new phonogram, a rule, or simply that 'this word doesn't fit the usual patterns', the child will most likely be more motivated to continue learning challenging words.

In the booklet *Put Reading First*, developed by the Centre for the Improvement of Early Reading Achieve-

ment (CIERA) (proponents of Phonics), the authors define different levels for children's reading material:

- **Independent level**

Relatively easy text for the reader, with no more than approximately 1 in 20 words too difficult (95% success)

- **Instructional level**

Challenging but manageable text for the reader, with no more than approximately 1 in 10 words too difficult (90% success)

- **Frustration level**

Difficult text for the reader, with more than 1 in 10 words too difficult for the reader (less than 90% success)

Independent level texts are required for confidence, instructional level texts are for extending the child's ability, but frustration level texts should be avoided. You can see the importance in accurately planning reading material!

In the next edition of Phonics corner I plan to write more about the skill of fluency in reading.

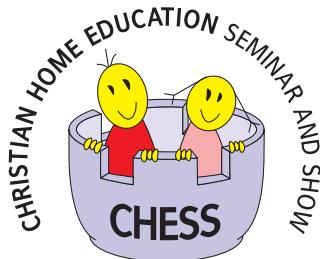
Until then, may God richly bless you all in your quest to provide the best conditions for your children to gain the God-given gift of literacy.



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES

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



## 2007 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 [www.lem.com.au](http://www.lem.com.au). Just click 'CHESS' in the 'Quick Links' box on our homepage.

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

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

## CHESS Seminars 2007

### 01 PERTH

*Date* Saturday 15 September  
*Venue* Presbyterian Church  
32 Bull Creek Dr, Bull Creek  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 19 Aug): \$15/\$25  
*Send to* Rod and Leanne Ellis  
246 Duckpond Rd  
Wellard WA 6170  
*Phone* (08) 9524 2505

### 02 SYDNEY

*Date* Saturday 13 October  
*Venue* Condell Park Christian School  
29 Lancelot St  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 28 Sep): \$15/\$25  
*Send to* CHESS  
c/- 6 Blackwattle Grove  
Narellan Vale NSW 2567  
*Enquiries* LEM, (02) 6259 3944

### 03 MELBOURNE

*Date* Saturday 27 October  
*Venue* TBA  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 12 Oct): \$15/\$25  
*Send to* Kingsley Educational Pty Ltd  
PO Box 310  
Mt Waverley MDC Vic 3149  
*Phone* (03) 9544 8792  
*Email* [enquiries@kepl.com.au](mailto:enquiries@kepl.com.au)



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