



# DIRECTOR'S COMMENT

PETER FROGLEY

It has been a busy and productive start to the new year and we thank God for His faithfulness.

Here at LEM we have been busy finalising new products and ensuring all our friends are equipped and in full flight educating.

I spent a very exciting month overseas (see news section), and have also been out and about on the CHESS seminar tour. Evelyn has also been busy with a month in China helping with their ESL version of LEM Phonics and a week in Malaysia helping establish LEM Phonics there. As a result our team at home have been very busy seeing the new study year under way.

## Projects

Quite a deal of progress has been made in production, but there is still much to do.

- *Pathway to Literacy*, the LEM Phonics programme for older students, is now available in a Student Workbook with a new phonogram CD and Teacher's Manual.
- The LEM Phonics *Book of Rules* for teachers and parents is enjoying good success — it seems many have been waiting for this valuable teaching aid.

Evelyn gives an outline of both *Pathway to Literacy* and *The Book of Rules* in her Phonics Corner.

- *The Elements of Music* Volume 3 is about to begin layout stage and should be available late in 2006.
- LEM Phonics Rules Charts are almost sold out and a new revised set is now in the printing stage.

## This Issue

In the News section I bring a report on our building project and overseas developments. In *Exploring Christian Education* I continue the study on Humanism, beginning to explore psychologists who have influenced education. We note how our PM is speaking out against some of the foolishness that passes as education. We then begin our ten-page book review feature containing information on our new health books, curriculum, library books and LEM Phonics materials. Also included is a brochure on the *Daniel 2:44* Conference in August, which anyone interested in building God's kingdom should attend.

Enjoy the read!

# NEWS UPDATE



## CHESS 2006

We have just returned from the first series of CHESS seminars this year and it has been wonderful to catch up with so many of you. Unfortunately Kingsley were not able to join us for this trip, but we expect them to come online later in the year. Don't miss the seminar near you — details and registration information are found at the rear of this magazine.

If you are interested in hosting a CHESS in your area in 2006 please contact the LEM office.



## LEM Building Project

As we have mentioned the building came in a little under budget due to the cooperation of our builder, but the offsite works proved a much greater challenge.

We are continuing in negotiations with the ACT Government over these costs and there seems to be hope of some success. We are continuing to believe God will help us in this so that we can plan to be debt free in the next year or two.

We still welcome further tax deductible gifts as this will help us achieve our debt-free goal sooner. Payments should be made to the *Light Educational Ministries Building Fund*. We thank those who have recently sent donations — your support is greatly appreciated.

## Round the World

On 3 February I left for my second 'round the world' trip in the last twelve months. This type of air ticket is by far the most economical way to visit our various international activities.

### PERU

The first stop was Peru where I met up with **Bob and Frances Relyea** and **Victor and Sandra Alvites**, our LEM representatives in Peru. I was keynote speaker at two small conferences in Arequipa (in the southern highlands) and Trujillo (on the



Bob and Frances Relyea, Peru



Victor and Sandra Alvites, Peru

north coast). These were very successful, largely because of the enthusiasm of the teachers. In Lima (Peru's capital) the team organised an excellent 3 day conference for over 250 teachers. Additional students were added to the LEM Diploma Course which then totalled 225. I also conducted a two day seminar at La Molina Christian School (where I

thankfully did not need an interpreter), and there were a couple of other opportunities which made this a very special visit. We are planning another conference in July 2007.

#### USA

It was great to spend two days with **James Nickel**, one of the teachers from our old school in Booleroo Centre, South Australia. Jim now lives in Wenatchee, Washington, and is developing a math curriculum for a group named Patria Ministries. It was great to see Jim really enjoying himself in one of his great loves — writing Maths curriculum! I was also privileged to meet with **Dan Eby**, the Director of Patria Ministries. We had a good time of fellowship with Dan and his wife Sandra.

Then it was a quick overnight visit with **Mike and Karla McHugh** in Chicago, where I also met with a young teacher who is keen to work with LEM Phonics.



Jim Nickel's house in Wenatchee, Washington State, USA

## UNITED KINGDOM

The main reason for visiting the UK was to minister in one of our sister churches in Chelmsford (near London), which was a great time. I was also able to spend time with a young lady teacher who is preparing to go to Uganda with her new husband to help establish an orphanage and school. She was excited to hear about Christian education and is now committed to seeing a Christian school planted in Uganda.

Another highlight was visiting **Tracy van den Broek** who lives just a few minutes from Heathrow Airport. Tracy is one of the leaders in home education in the UK and it was great to find we had so much in common. We may begin to explore some collaboration with our friends in the UK as a result of the visit.

## INDIA

On the return leg I spent three days with **Samuel and Paul Merupu** in Hyderabad,



Discussing LEM Phonics in Hyderabad, India

planning and discussing the establishing of LEM Phonics in India. These two men are very enthusiastic and have done a lot of thinking and planning for this project, planned to commence later this year.

## China

Evelyn spent March in Ruicheng, China, working with our staff there to complete the ESL programme for China. That has been completed and we now have an ESL programme not only for China but one that is easily adaptable for other nations, such as India.

**Anthony Wong**, the leader of the team in China, has been able to secure an opening for LEM Phonics in Malaysia. Evelyn spent a week there in April, conducting an introductory program for teachers.



Home group in Chelmsford, UK

## Papua New Guinea

There continues to be good and growing interest in LEM Phonics in PNG. There is a growing team of nationals who have a vision for a Christian nation and are working to bring stability and godliness to bear. It is a very difficult task given the circumstances but one that we feel God is calling us to work with. Peter Frogley is planning a visit to PNG in July to endeavour to further developments there, for further teacher training and work with church leaders.

# 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.**

## www.lem.com.au

Why does LEM's website look the way it does? Our website is created using software called *Flash*. Originally designed for small animations and banner advertisements, Flash has now become an industry standard for high-impact, good-looking websites, while retaining small download sizes.

Apart from its obvious strength in animation, the main benefits of a Flash-based website are:

- **Vector-based design:** this means that instead of composing (for example) a circle as thousands of dots or pixels, a circle is defined by centre and radius. This allows Flash to keep file sizes low.
- **What you see is what you get:** Flash displays web pages with the same fonts and graphics on all computers and browsers, so the layout doesn't change for different users.
- **Powerful scripting:** Flash has its own scripting language, which our online order form is built upon. Not only does this allow us to securely and reliably receive your order information, it also is the 'brains' behind the shopping trolley, browsing and searching.

The trade-off for all these benefits is that they require a 'translator' or 'player' to be installed on your computer. This is known as the *Flash Player* and at last count is already installed on around 95% of computers around the world. If you don't have the player, it should automatically install when you first visit our site.

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



# EXPLORING CHRISTIAN EDUCATION

PETER FROGLEY

## 60 Psychology for Education

There was a time when educational theory was based firmly on the teaching of the Bible. But that was well over one hundred years ago.

Today it is assumed by the vast majority that psychology, and not the Bible, provides the philosophical and methodological framework for education. I doubt there are many teachers who have *not* taken a course in educational psychology, but those who have taken courses in the Biblical philosophy and methodology of education are few and far between. In this article I want to explore the roots of psychology and how it is applied to education.

Psychologists begin with the assumption that a personal God is a myth. The science (some would say ‘pseudo-science’) of psychology has developed through several stages, known as schools, during the course of the twentieth century: first force, second force, and third force psychology.

### First Force Psychology

The developer of first force psychology was the Jew, Sigmund Freud, (1856–1939), but the Jewish idea of a personal God who intimately interacts with man was not part of his thinking. Freud studied medicine and after graduation set up a practice in psychiatry, working from a base of hypnosis.

In the first years of my activity as a physician, my principle instrument of work, apart from haphazard and unsystematic psychotherapeutic methods, was hypnotic suggestion.

Freud developed the *cathartic method* of asking the patient, under hypnosis, to recall childhood experiences. The results of this method led him to believe there was a strong link between mental disturbance and sexual mistreatment.

Sigmund Freud taught that man is only an animal being largely influenced by his subconscious mind.

To Freud, man was psychologically determined, that is, the influences on his mind determine his behaviour. His ideas had a profound impact in the 1920s. Freud believed that ‘the unconscious mind is the driving force in human behaviour.’

Freud taught that certain behaviour, which is deemed undesirable by society, has been suppressed in people's unconscious minds, producing neurosis. Freud's work, however, was with the mentally disturbed, and he did not study the normal, healthy human beings.

From his research Freud concluded that the key to people's psychological traumas is related to the sexual drive, and that our Christian civilization has made emotional cripples of discontent and neurosis. He believed that religion was a means of compensation for a neurotic mind. Therefore, the more religious a person, the more neurotic. To a large degree the present sexual perversions we see in the world have flowed from the thinking of Freud and those who followed in his footsteps.

## Second Force Psychology

### JOHN WATSON

Second force psychology is known as *behaviourism*. The 'father of behaviourism' is John B. Watson, who received his PhD at the University of Chicago in 1903 under John Dewey.

Watson decided to dispense with the human mind altogether:

Behaviourism holds that the subject matter of human psychology is the behaviour of the human being.

Behaviourism claims that consciousness is neither a definite nor a useable concept. The behaviourist holds, further, that

belief in the existence of consciousness goes back to the ancient days of superstition and magic... The great mass of people even today have not yet progressed very far away from savagery—it wants to believe in magic...Almost every era has its new magic, black or white, and its new magician. Moses had his magic; he smote the rock and water gushed out. Christ had his magic; he turned water into wine and raised the dead to life...

The extent to which most of us are shot through with a savage background is almost unbelievable...One example of such a religious concept is that every individual has a soul which is separate and distinct from the body...No-one has ever touched a soul, or seen one in a test tube, or has in any way come into relationship with it as he has with the other objects of his daily experience...

The interest of the behaviourist in man's doings is more than the interest of the spectator—he wants to control man's reactions as physical scientists want to control and manipulate other natural phenomena.

Why do people behave as they do—how can I, as a behaviourist, working in the interests of science, get individuals to behave differently today from the way they acted yesterday? How far can we modify behaviour by training (conditioning)? These are some of the major problems of behaviourist psychology.

*John B Watson, 'Behaviourism',  
W W Norton, 1930*

Behaviourism relied on outer or environmental influences to explain man's behaviour.

## PAVLOV

The second important personality in behaviourism was the Russian, Pavlov, who experimented with stimulus and response. Pavlov experimented with a dog, conditioning the animal to produce saliva with the ringing of a bell. The learning progressed to the point where the bell stimulus would produce saliva without the presence of food.

...experiments on the higher nervous activities of animals will yield not a few directional indications for education and self-education in man.

*Pavlov, 'Lectures on Conditioned Reflexes', page 391.*

There is much evidence to indicate that we have created a society in which a majority of individuals respond as they have been conditioned to specific stimuli—whether there is evidence of reality or fact. We note the immediate and non-reflective response to terms such as *extremist, radical right, hate groups* and others.

## B F SKINNER

The third significant behavioural psychologist is B F Skinner, Harvard psychologist, who is best known for his research into the learning process and his belief in a planned society. Skinner is a leading supporter of *programmed instruction* (also known as *individualized instruction*), in which the principles of learning determined in the laboratory are

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if you detect something **mindless**  
about education, it's because the **mind**  
has been **taken out** of it

---

applied to classroom teaching. As a behaviourist he could see that man, to be in any way successful, needed to be controlled. His research led him to write, *Beyond Freedom and Dignity* in 1971, which called for the restriction of individual freedoms that hinder the development of the idea of a planned society.

Skinner emphasised the concept of individualised learning and immediate reinforcement. Such instruction, it was believed, would enhance learning. The shortcoming of his philosophy is that it tends to destroy the God-given individuality of the student.

Behavioural psychology became the scientific foundation of educational development, in that it changed textbooks, revised classroom curriculum and redesigned school buildings. If you detect something mindless about education, it's because the mind has been taken out of it. Only visible behaviour counts.

## Third Force Psychology

Third force psychology, a more recent school, is having a much greater influence on education than the first two schools in

psychology. It differs significantly from the earlier groups because it holds that man is not classified with the lower animals. Man, they say, is significantly different in that he is capable of *good* behaviour as well as *bad*.

Instead of using the mentally ill in their studies, as had been the case particularly with Freud, healthy individuals are studied. The third force school teaches the idea of 'self-actualisation'. Those who have reached self-actualisation are few; making up less than one percent of the population, and are described as the 'growing tip' of the human species. The aim is to draw more people to self-actualisation. The psychologically mature person is one who wants to do what is right and reasonable. The definition of *right*, however, is not clearly defined.

Third force psychology has been applied through human potential laboratories or growth centres, T-groups, encounter groups, and therapeutic communities. The object is to aid parents and school children to achieve growth needs and thereby becoming self-actualised.

### ABRAHAM MASLOW

The most prominent name in the third force movement is Abraham Maslow. Maslow saw man as basically good:

As far as I know we just don't have any intrinsic instincts for evil. If you think in terms of the basic needs; instincts, at least at the outset, are all 'good'—or perhaps we should be technical about it and call them 'pre-moral', neither good nor evil.

*'Humanistic Psychology', page 190*

For Maslow,

Sick people are made by a sick culture; healthy people are made possible by a healthy culture.

*'Toward a Psychology of Being', Page 4*

Abraham Maslow holds that man fulfils his needs in a *Hierarchy of Needs*.

- |                             |   |                |
|-----------------------------|---|----------------|
| 1. Food                     | } | Physical needs |
| 2. Shelter                  |   |                |
| 3. Sleep                    |   |                |
| 4. Safety or security needs |   |                |
| 5. Love or social needs     |   |                |
| 6. Ego or status needs      |   |                |
| 7. Self-actualisation       |   |                |

The person who fulfils these requirements is psychologically mature, and one of the growing tip of mentally healthy people.

He considered Abraham Lincoln, Thomas Jefferson, Albert Schweitzer and Albert Einstein were some who could be considered self-actualised.

Maslow found it difficult for real Christians, that is, those who believe in the Bible, to be self-actualised, and felt that:

self-actualised individuals are strongly ethical, they have definite moral standards, they do right and do not do wrong. Needless to say, their notions of right and wrong and of good and evil are often not the conventional ones.

Abraham Maslow died in 1970, but not before he had reconsidered the appropriateness of his ideas when applied to education. In his private journals he indicated:

this method of psychotherapy which is very good at eliciting a person's feelings about his or her own calling in life, something which is uniquely determined, these same methods turned out to be destructive whenever presumed to apply to the teaching of matters of objective knowledge.

*'Psychotherapy in the Classroom',  
Dr W R Coulson*

## CARL ROGERS

Carl Rogers view of education builds on his predecessors:

... The goal of education must be to develop individuals who are open to change ... The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old.

We need to de-emphasise tradition and the past ... Educators can no longer afford to deplore and resist change. Too many teachers are still insisting that things must be done the 'right way'.... messiness, noise, confusion and mistakes out of which may come originality, creativity and genius, are suppressed in favour of neatness, quiet, order and 'being right', out of which can come conservatism, ... rigidity ...

*'Educational Leadership', May 1967*

Dr W R Coulson worked together with Rogers in his non-directive counselling, which they felt was applicable to children as well as adults. The irony, according to

Coulson, is that Rogers did not raise his own children by his own psychotherapeutic methods. His son David said,

...my father gave me guidance. He never said 'son, make up your own mind'.

## THOMAS GORDON

Gordon was the author of *Parent Effectiveness Training*, written to train parents to be good therapists. Such materials have been used in a number of Christian churches. Similar non-directive programmes in drug and sex education have seen an increase in the problems. Coulson commented in his address:

It is so STUPID—and I had a hand in getting it going. I am sorry!

*W Coulson, 'Psychotherapy in the Classroom'*

## Conclusion

This introduction to psychology provides some idea of the devastating effect psychology has had on educational practice. If Christians are going to be consistent with our biblical faith then our educational philosophy and methodology need to spring from the Bible and not from the ideas of humanists. We saw that Dr W Coulson changed his perspective and was sorry he was ever involved. He was converted to Christianity and discovered a much better approach to education.



# PM SAYS SCHOOLS ARE TEACHING RUBBISH

The English  
syllabus taught in  
Australian schools

was being dumbed down by  
'rubbish' post modern texts, Prime  
Minister John Howard said today.

Mr Howard said he questioned some of  
the decisions made by state education  
authorities about literacy promoted to  
students.

'I feel very, very strongly about the  
criticism that many people are making  
that we are dumbing down the English  
syllabus,' Mr Howard said on ABC radio  
in Brisbane.

'I think there's evidence of that in different  
parts of the country ... when the, what I  
might call the traditional texts, are treated  
no differently from pop cultural  
commentary, as appears to be the case in  
some syllabus.'

Mr Howard said authorities seemed too  
willing to succumb to political correctness  
at the expense of quality traditional  
literature.

'I share the views of many people about  
the so-called post modernism ... I just wish  
that independent education authority didn't  
succumb on occasions to the political

correctness that it appears to succumb to,'  
he said.

'We all understand that it's necessary to be  
able to be literate and coherent in the  
English language, we understand that it's  
necessary to be numerate and we also  
understand that there's high-quality  
literature and there's rubbish.'

'We need a curriculum that encourages an  
understanding of the high-quality literature  
and not the rubbish.'

When asked about the West Australian  
Government's 'outcome-based' education  
program, Mr Howard replied: 'That is  
gobbledygook — what does that mean?'

The WA Education Department has said  
learning outcomes 'aim to ensure that all  
students in WA have the knowledge,  
understandings, skills and values necessary  
to participate and prosper in a changing  
world and new millennium'.

Mr Howard also said he did not believe  
that private companies were wresting  
responsibility for education from  
government authorities.

'I still believe very strongly that the  
curriculum and the syllabus has got to be  
set by education authorities and by and  
large that should be done by state  
education authorities,' Mr Howard said.

*AAP, 20 April 2006*

# THE PEERS<sup>®</sup>

## T E S T

LEM are the newly appointed agents for the PEERS test in Australia. The PEERS test is a Biblical world view test in **Politics, Economics, Education, Religion** and **Social** issues.

The test is designed for private schools, homeschoolers, church youth groups, or as a comparison tool for schools, associations and churches.

Examining PEERS test results since 1995 shows a consistent downward trend in understanding a Christian world view in western culture. Perhaps more alarming is the low scores from traditional Christian schools — illustrating the pervasiveness of secular humanism in society.

### How it works

By responding to a 70-item Likert-scale questionnaire (50 items for lower grades), the PEERS test categorises student beliefs into four worldview classifications: Biblical Theism, Moderate Christian, Secular Humanism or Socialism.

The five categories of Politics, Economics, Education, Religion and Social issues are all measured in this way.

A sixth category, Limited Government, is also derived to measure the student's belief about civil government's involvement in everyday life.

Scorecards and analysis reports provide a micro and macro view of world view thinking for the individuals and the group.

Personal scores are kept strictly confidential and are never revealed or distributed.

The test takes 45–60 minutes.

### Sample Questions

#### JUNIOR GRADES

The main reason unemployed people don't have jobs is not enough demand for goods or services. *Agree/Disagree*

People must be allowed to own their own property in order for a nation to grow in economic strength. *Agree/Disagree*

#### SENIOR GRADES

An individual can share in the divine nature of God through many avenues other than a personal relationship with Jesus Christ. *Agree/Disagree*

The ideal government guarantees the citizens a minimum income, health insurance and housing. *Agree/Disagree*

### More information

If you or your school are interested in taking the PEERS test, please phone, write or email the LEM office.

■ HEALTH

# A HEALTHY READ

## New Health Books Reviewed

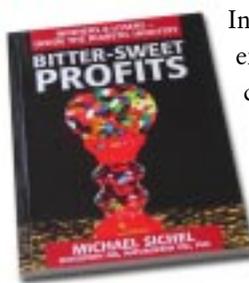
BY MERRIN LARSEN



### Michael Sichel

Dr Michael Sichel is a Christian naturopath from the Newcastle area. An ex-olympian and founder of Australia's first naturopathic hospital, Michael specialises in drug-free treatments of childhood problems. We are now stocking two of his books which we believe will be profitable to those interested in a healthy lifestyle for themselves and their children.

#### BITTER-SWEET PROFITS



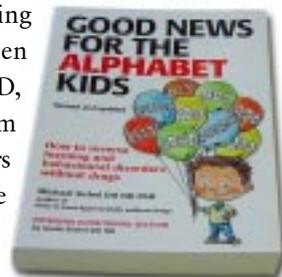
In this book Sichel explains that we currently have an 'epidemic' of diabetes, which is increasing at the rate of one million new cases

per year world-wide. The book examines the causes of diabetes, and shows that 'once a diabetic, always a diabetic' is not necessarily true. He highlights the major causes of Type I & Type II diabetes, as well as how nutrition and lifestyle changes can help address the cause instead of only treating symptoms.

In addition, he brings to sufferers' attention *Eleotin*, a herbal remedy which has enabled a number of Type II sufferers to gradually reduce their oral or injectable insulin, sometimes totally. Although Eleotin was created for Type II diabetics, work has begun to assess its suitability for Type I diabetics. Sichel believes that by taking advantage of this natural therapy, people will be able to moderate the effects of this life-threatening disease without causing themselves additional health problems. 108 pages, soft cover. **\$24.00**

#### GOOD NEWS FOR THE ALPHABET KIDS

For parents trying to help children suffering with ADD, ADHD, Autism Spectrum Disorders or ODD (hence the term 'Alphabet Kids') this



book offers realistic, non-drug lifestyle adjustment recommendations, many of which can be implemented by parents without assistance from health professionals.





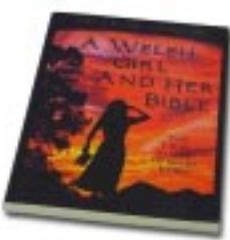






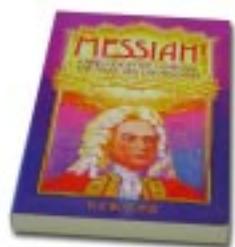
**A WELSH GIRL AND HER BIBLE**

A reproduction of ‘Mary Jones and her Bible’ the classic true story of the girl who worked six years to save pennies to have a Bible of her own and helped establish the Bible Society in many countries. 117 pages, soft cover. **\$12.50**



**MESSIAH**

A biography and commentary on George Frederic Handel, his life, his music and his message. 235 pages, soft cover. **\$18.80**



**SINGING PSALMS WITH ISAAC WATTS**

In the 18th century Isaac Watts began presenting the Psalms in poetic metrical form, suitable for singing. In this book N A Woychuk has recollected Watts’ hymns of the Psalms, together with notes on meter, singing and tunes, and a ten-chapter biography of Watts himself. 270 pages, paperback. **\$20.35**



**COLOURING BOOKS**

*The Missionaries Colouring Book*

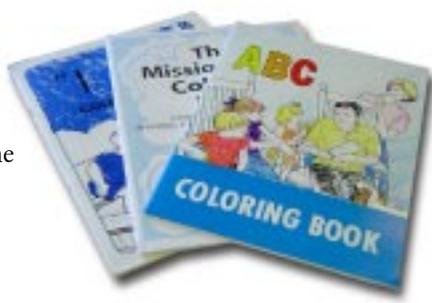
Drawings and maps from around the world to colour. **\$4.75**

*I AM Colouring Book*

Drawings of the ‘I am’s’ of Scripture to colour. **\$4.75**

*ABC Colouring Book*

A Bible verse for each letter of the alphabet. **\$4.75**









# 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



## 2006 Programme

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

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

This programme is subject to change.

Details and registration forms for all 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.

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

## CHESS Seminars

### 01 MELBOURNE, VIC

- Date* Monday 12 June  
*Venue* Diamond Valley Baptist Church, 309 Diamond Creek Road, Plenty  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 22 May): \$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)

### 02 HOBART, TAS

- Date* Saturday 17 June  
*Venue* Salvation Army Hall  
Blackmans Bay (TBC)  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 27 May): \$15/\$25  
*Send to* Lorraine Ward  
7 Jessica Pl, Howden  
Tas 7054  
*Phone* (03) 6267 2359

# EVENT CALENDAR

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

## 03 SYDNEY, NSW

*Date* Saturday 12 August  
*Venue* Condell Park Christian School  
29 Lancelot St (TBC)  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 29 July): \$15/  
\$25  
*Send to* Leanne Glen  
6 Blackwattle Grove  
Narellan Vale NSW 2567  
*Enquiries* LEM, (02) 6259 3944

## 04 ALBANY, WA

*Date* Wednesday 6 September  
*Venue* Shield's Hall, Cnr North Rd  
and Albany Hwy, Albany  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 16 Aug): \$15/\$25  
*Send to* Renée Frahm  
Lot 19, Young Rd  
Tenterden WA 6322  
*Phone* (08) 9851 7173

## 05 PERTH, WA

*Date* Saturday 9 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

## 06 BRISBANE, QLD

*Date* Saturday 7 October  
*Venue* TBA  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 16 Sep): \$15/\$25  
*Send to* Ken Evans  
24 Owens St  
Boronia Heights Qld 4124  
*Phone* (07) 3809 4980

## 07 TOWNSVILLE, QLD

*Date* Tuesday 10 October  
*Venue* Willows Presbyterian Church,  
Carthew Street, Kirwan  
*Cost* Single/Family: \$25/\$40  
Earlybird (by 19 Sep): \$15/\$25  
*Send to* Leanne Bonano  
PO Box 1570  
Thuringowa Central Qld 4817  
*Phone* (07) 4728 1356



# SEMINAR REGISTRATION

Name

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Address

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Phone

Email

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I AM REGISTERING FOR:

## **CHESS Seminars**

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