



DIRECTOR'S COMMENT

PETER FROGLEY

'I thank my God upon every remembrance of you...'

Philippians 1:3

I was reminded of Paul writing to the Philippian church when I was thinking how much each of you means to us here at LEM.

Once again this year we have enjoyed the immense privilege of travelling the length and breadth of our land conducting CHESS seminars. In each location we have developed long-standing friendships and we have also met many new friends who are beginning on the home education journey. We have begun working on seminars for 2004 and encourage your support as numbers have been a little low this past year.

Projects

- *Hearts of Hope—Clickety Clack*, the Nursery Rhyme CD which accompanies LEM Phonics Workbooks 1 and 2, is now available for \$19.95.
- The new full-colour *LEM Phonics Rule Charts* are now available to brighten up the classroom or study area. 12 A3 size laminated charts for \$59.95

- The new *Handwriting Practice Book*, containing the letter grids and practice pages for each single phonogram, will soon be available to replace the pad of Handwriting Practice Sheets.
- We are currently working on a major rewrite of our Grade 6–7 physical geography text *The Earth* and expect it to be available for 2004.
- *The Elements of Music* Volume 3 is in the writing stage and should be available sometime in 2004.

This Issue

In *Exploring Christian Education* I consider the importance of history and geography. In health I detail the work and ministry of Dr Joel Robbins, highlighting his educational materials; and in *LEM Phonics Corner* Evelyn looks at effectively teaching the Word List.

Keep educating for the Lord!



EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



Christian Home Education Seminar and Show

2004 SEMINARS

The CHESS seminar season for 2003 is now over and planning is underway for 2004. This initial list is for planning so that you can pencil in dates. Contact us if you would like to have a CHESS in your area in addition to those listed.

PROPOSED CHESS SEMINARS FOR 2004

Geelong	Friday 5 March
Glenrowan	Monday 8 March
Townsville	Thursday 20 May
Brisbane	Saturday 22 May
Melbourne	Monday 14 June
Hobart	Saturday 19 June
Swan Hill	Thursday 1 July
Adelaide	Saturday 3 July
Perth	Saturday 4 September
Sydney	Saturday 2 October

LEM Phonics

PAPUA NEW GUINEA

The Education Department has approved a six-school trial for LEM Phonics in Port Moresby, which is proving to be very successful. We are hopeful the educational authorities will give their full support to this initiative. Several other Christian schools have begun using LEM Phonics this year and we are quietly confident that LEM Phonics will become a great blessing to that nation. Peter Frogley will be travelling to PNG in November to further the cause of LEM Phonics there.

Please pray for the brethren in PNG as it is a very difficult time for that nation—with problems in law and order, corruption and an inadequate education system.

LEVEL 1 AND 2 SEMINARS

LEM Phonics Level 1 (Introductory) and the new Level 2 (Intermediate) seminars are conducted by our Registered Instructors and are announced through flyers included with *Light of Life* and in our mailouts. Downloadable versions are also available on our website at www.lem.com.au.

LEVEL 3 (ADVANCED) LEM PHONICS COURSE

The next Level 3 (Advanced) Course will be conducted by Evelyn Garrard in Canberra from 5 to 14 January 2004. The Advanced Course will be conducted over eight days, and will include content for potential Registered Instructors. Details of the course are available on application to LEM. Note that the successful completion of the Level 2 (Intermediate) course is now a prerequisite for the Advanced Course.

LEM Building Project

The application for our building is continuing along the seemingly endless road to final approval and then construction. Drawings have been completed and a project manager appointed and by our next issue we hope to have some good concrete news.

Financial support continues to trickle in and we thank each of you who have given. Please continue to consider further support for this project.

Kingdom Defence Trust

The Kingdom Defence Trust's trustees met recently to map out future directions for the Trust. It is now operating to assist home educators and many others with legal questions.

The Trust is planning to run conferences for school leavers prior to tertiary studies to provide a biblical world view framework for law and other disciplines.

The Kingdom Defence Trust seeks to operate at minimum cost to those requiring legal assistance. Donations are therefore always welcome and in fact necessary for the Trust to continue its most valuable work. Donations can be forwarded to KDT, PO Box 70, Belconnen ACT 2617.

www.lem.com.au

As more and more of our customers access our website, we are always looking at how we can improve it.

In order to do that, however, we desperately need your feedback. Most of the time this would be expressed as a statement 'I would really like it if LEM's website could do <insert your feedback here>', or 'I really like the way LEM's website does <insert your feedback here>'.

The website is due for a fairly major update between now and 2004, so if there is any information or services you would like to see on our website, or anything that you feel functions in an inferior manner, please let us know!

This will enable us to ascertain whether it is necessary for us to invest many hours in software development, and/or invest money in upgraded secure servers, etc.

www.lem.com.au exists to make it easier for us to serve you better and we want to make your visit to our website as enjoyable as possible.

If you have comments and suggestions, please email them to john@lem.com.au.

EXPLORING CHRISTIAN EDUCATION

49 History and Geography

PETER FROGLEY

History and Geography have been relegated by modern education and largely replaced by Social Studies and more recently by ‘Studies of Society and Environment’ and variations thereon.

The focus has moved from God to man. Social Studies was introduced to the curriculum to aid educators in bringing about social change. Even the disciplines themselves have been thoroughly humanised over the past century.

History and Geography, however, are important subjects for the Christian school and home school, but need to be rethought and re-established on a biblical foundation. Whilst the volume of knowledge now available to man is far superior to that in the past, the biblical wisdom to utilise that knowledge seems to have dramatically diminished.

Rosalie Slater, writing in *Teaching and Learning America’s Christian History*, presents a summary of geography which applies to history as well. Here we see the

subtle danger well-meaning Christian educators face—when not only the content but the very disciplines themselves are changed to suit the prevailing philosophy.

One subject which has become integrated into the social history of the Social Studies program is geography—a subject of endless fascination, information and knowledge of the globe—theater of man’s activities. Again, what has happened in the curriculum in our state schools is part of the political philosophy which teaches that to achieve one world we must eliminate differences of individuality. By removing geography as a distinct subject the student’s of today do not study God’s world—they study the world of man.

True education is the study of God’s world. In all we do we should attempt to begin and end with God.

WHAT IS IMPORTANT?

Rod and Staff Publishers in their monthly leaflet *Curriculum Views and Cues* presented an article on History and Geography which elaborates some of the above thoughts. I have quoted in part below:

What can we learn from the past that will benefit us in the present? Why is it

important for us to know about faraway lands? Should we not focus our studies on more practical subjects such as reading, English, and math? One needs only to read the first several verses in the New Testament till he realizes that he is reading history; in fact, a large part of the Bible is of a historical nature.

Someone has put it this way: 'If you don't know where you came from, you won't know where you are going.' The question, then, about the worth of history is, 'Will we learn from it?' When we study about the demise of the Roman Empire, for instance, do we see the parallel of our present times, how lusting after luxury and entertainment can ruin a whole nation? As we study early church history, can we see the spiritual decline that led to the ruin of the church? But beyond that, do we allow the lessons of history to affect our personal life for the good, or do we go the same route to destruction that so many others have in the past? History truly is valuable to us if it helps direct our course in the right way. God showed us many good examples to follow in His Word. We also have many good examples in history since Bible times. History is not necessarily a secular subject; the rise and fall of nations is the record of God's dealings with man. But only as we study it from a Spiritual perspective can we grasp its true value; otherwise we study history to glorify man, which is detrimental. Geography, on the other hand, can help us understand the needs and circumstances of people around the world. The Bible often mentions mountains, seas, and rivers as well as many other geographic terms. These terms are also used figuratively to help us grasp spiritual concepts. Knowing about the various landforms can help us relate better to many Bible accounts.

...With all these blessings at our disposal, let us teach history and geography to our children for the honour and glory of God. By doing this, we can fortify ourselves and our children for the work our Lord has for us in this present world.

These are some of the reasons why it is important to teach history and geography today.

If you don't know where you came from, you won't know where you are going

BIBLICAL UNDERSTANDING

The Bible provides the undergirding and the purpose for all that we do. Paul writes:

And we know that all things work together for good to them that love God, to them who are the called according to His purpose. For whom He did foreknow, he also did predestinate to be conformed to the image of His Son.

Romans 8:28-29

That in the dispensation of the fullness of times he might gather together in one all things in Christ, both which are in heaven, and which are on earth; even in Him: in whom also we have obtained an inheritance, being predestined according to the purpose of Him who worketh all things after the counsel of His own will...

Ephesians 1:10-11

We commonly interpret such passages in a totally spiritual context being focused on

the climax of time at the Second Coming of the Lord. But we live in a real and physical world—that has been ‘predestined according to the purpose of him...’ just as surely as the spiritual aspect. These passages declare the Lordship and Providence of our God in all things including all the details and aspects of history and geography. We seldom hear such things in the church of today which has become increasingly pietistic and thus unable to relate to the fulness of the sovereignty of our Lord Jesus Christ. This has not always been the case. For example, the Rev S W Foljambe wrote in 1876:

The events of history are not accidents. There are no accidents in the lives of men or nations. We may go back to the underlying cause of every event, and discover in each God’s overruling and intervening wisdom. It has been said that history is the biography of communities; in another, and profounder, sense, it is the autobiography of him ‘who worketh all things after the counsel of his own will’ (Ephesians 1:11), and who is graciously timing all events in the interest of his Christ, and of the kingdom of God on earth.

Foljambe lifts our hearts and rekindles our vision for this present life that has been entrusted to us. He encourages us to carefully consider the role of our Lord in the affairs of men and, in this particular case, the history and geography that so shapes our lives. It is for us to restore this thinking to the church of our day, as our churches and Christian schools have tended to focus on the mystical aspects of the faith. As Foljambe writes, in times past, particularly amongst the Puritans, this was

the common Christian mindset. It seems modern day Christianity has squandered its heritage of Christian thought and practice, consigning our nations to the godless to lead us into godlessness.

The biblical teaching of history and geography is part of the restoration of this Christian heritage. We dare not continue in this vacuum of biblical thought in which we find our nations languishing. We must return to the understanding of great men of God of the past who devoted their lives’ work to see the kingdom of God established on the earth. The compiler of the 1828 *American Dictionary of the English Language*, Noah Webster, wrote:

Almost all the civil liberty now enjoyed in the world owes its origin to the principles of the Christian religion. Men began to understand their natural rights, as soon as the reformation from popery to dawn of the sixteenth century; and civil liberty has been gradually advancing and improving as genuine Christianity has prevailed.

Webster understood the scope and authority of the Christian gospel and its imperative part in the civilising of man.

THE BIG PICTURE

History is God’s story of redemption. God as the sovereign and primary cause (both directly, and in allowance) of every event, exercises both foreknowledge and power to direct the acts of men and nations.

Paul Jehle; ‘Go Ye Therefore and Teach’

History demonstrates the centrality of Jesus Christ in all things. History on the one hand looks forward to the Incarnation and on the other looks back to that pivotal

event. Secondly, history demonstrates the outworking of the dominion mandate—man fulfilling his destiny in time and on the earth.

GEOGRAPHY

As we turn our attention from history to geography we find we continue to build on the same foundation.

Geography is the setting for God's Great Story. All the features of the globe were made in such a way as to prepare for the fulfilment of the plan of God, as if the earth were a giant theatre, with all the props in place at the right time for the performance of His Great Work. The boundaries of the nations, continents and races, were foreordained of God, to fulfil His purpose.

Paul Jehle; 'Go Ye Therefore and Teach'

The great Christian geographer of the nineteenth century, Arnold Guyot, wrote;

...the entire globe is a grand organism, every feature of which is the outgrowth of a definite plan of the all-wise Creator for the education of the human family, and the manifestation of His own glory.

Physical Geography, 1873

We see that God is the central focus and He provides the purpose and direction for our teaching of history and geography.

TEACHING

To teach biblically demands that we reinterpret all knowledge in the light of biblical revelation. We begin and end with God!

History demonstrates the centrality of Jesus Christ in all things

This is why it is important to use Christian curricula. The authors have at least attempted to write their courses from a biblical perspective. This means that as a teacher you will not need to always do the reinterpretive thinking on each and every issue. There is no need to reinvent the wheel—life is too short to do that!

There are still some gaps in the materials that are available, but there are very good courses available from publishers such as Rod and Staff Publishers, Bob Jones University Press, A Beka Book and Christian Liberty Press. Rather than attempting to present the pros and cons here we encourage you to talk with us about your needs and expectations and in most cases we will be able to supply quality materials. You will also find our *Curriculum Book* to be very helpful in this regard. This book provides a scope and sequence for each year level, with our recommendations from the publishers we stock. It then provides a summary of the content of each book. The *Curriculum Book* can be ordered from LEM at a very modest price.

One area which does need to be developed further is Australian History. LEM has a mid-Primary text, which we highly recommend, and we are planning to

produce Australian History resources for other levels.

Another area in need of further development is geography as American curricula do not tend to place as heavy emphasis on geography as their Australian counterparts. At the Grade 6–8 level LEM has and is presently upgrading *The Earth*, an introductory course in physical geography written from a uniquely Christian perspective. The offerings from Bob Jones and A Beka at secondary level geography are also quite adequate content-wise and are very well presented.

PRACTICAL

In the practical we encourage mid primary children to be taught, and know thoroughly, the major geographic facts—the continents, oceans, countries, capital cities, and major physical features. Knowing these ‘by heart’ as their basic core of knowledge will serve them well for future studies. This geographic knowledge

provides an understanding of the ‘stage’ upon which history has been enacted.

Our teaching and understanding of history turns on the cross, the coming of Christ, the Son of God into the world.

Robert Rendall wrote:

History has as its main stream the Messianic purpose of Jesus Christ; the Messianic purpose is the main tide of history; all others are tributary. The Messianic purpose holds together the entire fabric of history integrating all things in Christ.

Our teaching of history should be in the framework of how the events relate to the purposes of God in and through Jesus Christ; *in whom all things hold together*.

George Ladd wrote, ‘history is the preparation for and the extension of the gospel among the nations’.

Our teaching of these subjects through this exciting concept will revolutionise our understanding and teaching and sow seeds for reformation.

D E A T H N O T I C E

Today we mourn the passing of an old friend—**Common Sense**.

Common Sense lived a long life, but died from heart failure. No-one knows how old he was because his birth records have been lost long ago in bureaucratic red tape. He selflessly devoted his life to service in school, homes, factories; helping folks get jobs done without fanfare and foolishness. For decades petty rules, silly laws and frivolous lawsuits held no power over common sense. He was credited with cultivating such valued lessons as to know when to come in out of the rain, why the early bird gets the worm and that life isn't always fair.

Common Sense lived by simple, sound financial policies—don't spend more than you earn—and believed reliable parenting strategies (the parents are in charge, not the kids), and its OK to come in second.

A veteran of the Industrial Revolution, the Great Depression and the Technological Revolution, Common Sense survived cultural and educational trends including body piercing, whole language and 'new math'. But his health declined when he became infected with the 'if-it-only-helps-one-person-its-worth-it' virus.

In recent decades his waning strength proved no match for the ravages of well-intentioned but overbearing regulations. He watched in pain as good people became ruled by self-seeking lawyers. His health rapidly deteriorated when schools endlessly implemented 'zero tolerance' policies. Reports of a six year old boy charged with sexual harassment for kissing a classmate on the cheek, a teen suspended for taking a swig of mouth wash after lunch, and a teacher fired for reprimanding an unruly student, only worsened his condition. It declined even further when schools had to get parental consent to administer aspirin to a student, but could not inform the parent when a teen student wanted a condom, was pregnant or wanted an abortion.

Common Sense lost his will to live as the Ten Commandments became contraband, churches became businesses, criminals received better treatment than victims, and federal judges stuck their noses into everything from Boy Scouts to professional sports.

Finally, when a woman, too stupid to realise that a steaming cup of coffee was hot and that it is not advisable to put such a cup of coffee between her legs, was awarded a huge settlement, Common Sense threw in the towel.

As the end drew near, Common Sense drifted in and out of logic, but was kept informed of developments regarding questionable regulations, such as those for low-flow toilets (that often require two flushes), rocking chairs and step ladders.

Common Sense was preceded in death by his parents, Truth and Trust; his wife Discretion; his daughter, Responsibility; and his son Reason. He is survived by two step brothers: Mye Rights and Ima Whiner. Not too many attended his funeral, because so few realised he was gone.

—Adapted



CAN OZZIES REED AND RITE?

Literacy levels in Australia

BY MERRIN LARSEN

In 1996, a literacy survey was conducted in Australia by experienced interviewers.

This survey was called *The Survey of Aspects of Literacy (SAL)*. The focus was on functional literacy and numeracy, and the people surveyed were aged between 15 and 74.

Three different types of skills were tested: prose literacy, document literacy, and numeracy. The achievement level for each type of skill was divided into five levels, Level 1 being the lowest level of achievement and Level 5 being the highest.

Examples of the different tasks included at the different levels are:

LEVEL 1

Prose literacy Locating information on a medicine label giving the maximum number of days the medicine should be taken.

Document literacy Using a simple chart to find a specified percentage.

Numeracy Adding a handling charge to the total cost on an order form.

LEVEL 2

Prose literacy Using information in an article to explain what happens when a plant is exposed to low temperatures

Document literacy Using a compound interest table to list all the rates which will yield more than \$500 interest if \$100 is invested for 20 years

Numeracy Using a weather chart for Asia to calculate the difference between today's temperatures in Bangkok and Seoul

LEVEL 3

Prose literacy Explaining how to check for correct seat height on a bicycle, according to a page from a bicycle maintenance manual

Document literacy Listing two features not included on any basic clock radio in a consumer advice table

Numeracy Calculating the difference in oil consumption by a specified group across two different years

LEVEL 4

Prose literacy Contrasting two types of warranty described on a warranty card for an appliance

Document literacy Writing a brief summary contrasting the distribution of oil consumption in two pie charts

Numeracy Using a compound interest table, calculate the total interest earned if investing \$100 at 6% for 10 years

LEVEL 5

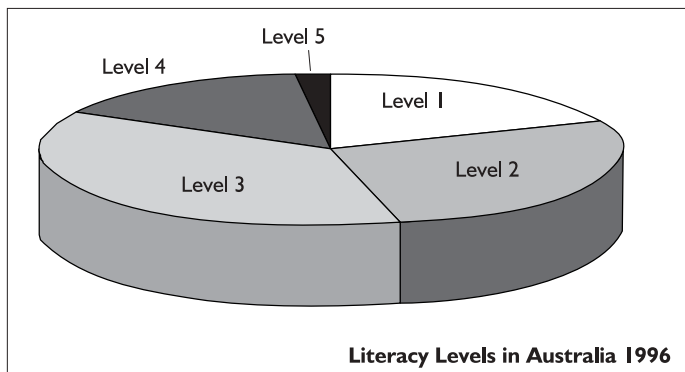
Prose literacy Describing in their own words one difference between two types of job interview outlined in an employment pamphlet

Document literacy Using a consumer advice table to identify the average advertised price for a clock radio meeting specified conditions

Numeracy Using a table to calculate the percentage of calories derived from fat, given total fat in grams, calories, and the number of calories contained in each gram of fat

Conclusions

The conclusions arrived at regarding the standards of achievement were:



Level 1 achievers would experience considerable difficulty using printed materials in daily life. (The number of people at this level included those who could not successfully complete even these simple tasks.)

Level 2 achievers would experience some difficulty using printed materials in daily life.

Level 3 achievers would cope with using printed materials in daily life, but not always at a high level of proficiency.

Level 4 & 5 achievers are capable of managing the literacy demands of everyday life.

The following breakdown of results shows the percentage of Australians likely to achieve at each Level (I have rounded the percentages):

Level 1	19%
Level 2	27%
Level 3	36%
Level 4	15%
Level 5	2%

The results of the Survey show that only 17% of Australians are 'capable of managing the literacy demands of everyday life'. They also showed that only 10 percent of people aged between 15 and 19 achieved Levels 4 or 5. (Even though the spread of people in this age group ranges

between those dropping out of school and those in second year university, I would have expected a higher standard of achievement after ten to fifteen years of education.)

This information also explains why the type of student who uses our curriculum is appreciated in the workplace and in tertiary institutions; these students are far more than ‘capable’.

If they are hard-working, they are more likely to be judged ‘exceptional’.

One part of the survey which I found particularly interesting was the results of the section in which participants estimated their competency, before doing the tests. Of those who rated their skills as ‘excellent’:

- 28% achieved only at Levels 1 or 2 on the prose test;
- 23% achieved only at Levels 1 or 2 on the numeracy test.

Having seen the results of this survey, I find it easier to understand why a number of parents complain that some of the work we require is ‘irrelevant’. Since many of these parents would judge their own skills to be more than adequate, they cannot see any reason to encourage their child to achieve at a higher level than they achieved. How many of these parents would, in fact, achieve only at Levels 1 or 2? How many

would make educational decisions for their children based on a very low standard of achievement, perhaps unnecessarily depriving their child of a higher standard of achievement, and perhaps, a better life?

It is important to give your child the highest standard of education he is capable of achieving

What difference did educational achievement have on lifestyle? At least 30% of those in Level 1 were unemployed. 65% of people who had a tertiary (TAFE or university) qualification were in Levels 4 or 5.

It is important for Christian home schoolers to give their child the highest standard of education he is capable of achieving—the type of education which will train up the child ‘in the way he should go’, remembering that children called to different occupations need different training.

This information is available on the internet. If you would like to print off a copy, go to the Australian Bureau of Statistics site at www.abs.gov.au/ausstats/ then ask the search facility to search for ‘Aspects of Literacy’. When that comes up, look through the results for: Aspects of Literacy: Assessed Literacy Skills (the ABS number for this document is: 4228.0).

WHAT ABOUT KINDERGARTEN?

Kindergarten is ‘a school or class for children from about four to six years old, that educates them by the use of games, exercises, toys and pleasant occupations’.

The education of our children is important to us. We desire to see them obtain the knowledge necessary to become useful in the Master’s kingdom and at the same time make a positive contribution to society. Exactly how to accomplish that raises questions about methods. This question is one of those. Yet the practice among us indicates that we do not see it needful or desirable to promote kindergarten on a regular basis.

We believe that the basic responsibility of the child’s education is placed with the parents. Deuteronomy 6:7–8 and Ephesians 6:1–4 set forth a Biblical mandate for parents to determine the course by which their posterity receives their instruction. It may be argued that this refers to spiritual instruction (which it does), but it also includes determining of when and how much academic and social knowledge is desirable. Herein then lies our reason for not having kindergarten. We believe that most of the things a preschooler is learning are best taught in a home setting by Father and Mother.

We observe that when a child starts school at five or six, his basic concepts of honesty, right and wrong, respect, submission and many personal habits are pretty well formulated. Of course, life from there on develops those qualities, but the virtues that are essential to wholesome character are basically established. Christian parents see it as not only a responsibility but also a privilege to direct the child in establishing these foundational virtues. God did not intend that these virtues be turned over to an institution for teaching and training. Educators agree that generally before age six, emotional and social immaturity make effective academic instruction difficult. Until anger upon failure, crying over disappointment and discouragement over ignorance are brought to a certain maturity level, the seedbed for academic instruction—reading, writing and arithmetic—is not very fertile. Parents seek to do their work well so that teachers can later do theirs well.

Another factor is that our churches have evaluated and determined what is the desired age to begin school. Before we encourage something else, we should be considering the importance of a unified and supportive testimony to others. We realise that children vary and that some may be as mature at five as others are at seven. But

Christian Home Educators

Are you a long time homeschooler?

Or just starting out?

Feeling stale?

Like to look at resources?

Looking for a style to suit your family?

Meet other homeschoolers from across the nation. Come listen to practical, dynamic speakers.

Be **inspired**.

Be **refreshed**.

Be **encouraged**.

Get a vision for:

THE BIG PICTURE

**Christian Home Education Conference
13-14 February 2004, Kurrajong NSW**

Speaker

Chris Davis, long time home educator, founder of 'Elijahco' book company. Bringing a fresh message for experienced home educators.

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or **ph (02) 4573 6067**

when individuals adjust to the norms of a spiritual body, all are benefited. We must constantly guard against the influences of a society that increasingly promotes an independent, self-serving mentality.

Most of our schools have a practice of having the children come to school a few days in the year previous to first grade. This does benefit the child, as it familiarises him with what to expect of school life. Collective regulation and group interaction, introduced in this way, can help stimulate his enthusiasm for school, as well as indicate whether or not he is ready for school. It may identify a need that can be helped before first grade. We should be careful not to put too much discernment on the child's academic level at this time. Six months can make quite a difference in a preschooler. It is more important to use those days to find out about things the home should have instilled in the child.

Private nursery schools and kindergartens are being started in many places, most of them by churches or other organisations that have the welfare of society at heart. One man who supervises such a school in the inner city said recently 'If we can get these children, maybe we can turn this neighbourhood around'. These schools may benefit society, but they admit that they represent a desperate action to make up for the collapse and failure of the structure of the home, where preschool children should be getting their nurture.

We should not find society's methods desirable if we stay with the Bible method to raise our children in the nurture and admonition of the Lord.

The Christian School Builder, April 2001



UNDERSTANDING GOOD HEALTH

BY PETER FROGLEY

Light Educational Ministries has been pleased and privileged to have established a relationship with the Health and Wellness Clinic in Tulsa, Oklahoma, USA.

DR JOEL ROBBINS

The Clinic was founded and is led by Dr Joel Robbins (pictured above) who has qualifications as a medical practitioner, a chiropractor and as a doctor of naturopathy. I was introduced to Dr Robbins through his taped lectures that were originally loaned by a friend. After having been in touch for several years I was able to visit the clinic in January this year and was impressed at the work the Clinic does in providing natural health from a Christian perspective.

COLLEGE OF NATURAL HEALTH

Dr Robbins has sought to educate people in good health practises and has developed a degree course in Naturopathy through the college of Natural Health. For those

interested in developing knowledge of natural health from a Christian Perspective, LEM has the course and enrolment details for the college.

CONSULTATION

I have spoken with a number of people who have wanted to consult a natural health practitioner, but have not been able to find a person with whom they felt comfortable. If you are unable to find a good Christian naturopath, Dr Robbins has a telephone consultation service available. Some folk in Australia have already availed themselves of these telephone consultations with Dr Robbins and have been quite satisfied. The consultations are reasonably priced and you can details by contacting LEM.

Training Seminars

Several of the instructional seminars presented by Dr Robbins are available in book and/or cassette tape form and are available from LEM (we are, in fact, the Australian representative for Dr Robbins).

We can well recommend these books and tapes as invaluable tools to assist you in building an understanding of health and showing how you and your family can live a healthy lifestyle. Dr Robbins does not offer a diet or a weight loss plan, but rather a biblical understanding of how God designed our bodies to work efficiently and serve us faithfully. With that understanding we can work together with God for good health and thus greater productivity for his kingdom.

HEALTH THROUGH NUTRITION

The first course offered by Dr Robbins is titled *Health Through Nutrition*, which is presented as a 58-page large format book and two cassette tapes. This overview course covers ‘innate intelligence’, the ability God has given our bodies to always work for our maximum health. This understanding alone makes the course worthwhile—God has provided each of us with a wonderful, miraculous body. It then deals with the nature of food, discussing issues such as the citric acid cycle, the cause and effect of stress and stimulation; the difference between organic and inorganic and the acid/alkaline balance.

The seminar then explores disease and responses to it, by defining what disease is and what causes it, followed by a comparison between drug therapy and

natural healing approaches. The course concludes with sections on juicing, a menu, the goals for healthy living and the political economics of medicine.

Book **\$28.00**

Tapes **\$22.95**

Dr Robbins does not offer a diet or a weight loss plan, but rather a biblical understanding of how God designed our bodies to work

EATING FOR HEALTH AND WELLNESS

This second seminar is presented as a book and three cassette tapes and as the name suggests concentrates on what to eat and what different foods do to us. It defines what real foods are and how we can identify them, and shows what constitutes ‘junk food’. The section on herbs and vitamin and mineral supplements is very helpful in understanding the ‘health industry’.

Next, Robbins explores buying, storing and preparing food along with cooking and its effects. The course concludes with helpful ideas for transitioning to more healthy eating together with some suggested menus.

Book **\$28.00**

Tapes **\$32.95**

ATTITUDES AND HEALTH

Another book and tape set which concentrates on the more philosophical aspects of health which hinge on our attitudes. Some of you reading this may be struggling with attitudes toward food that you have grown up with and which dictate our eating habits, often locking us in to ill health in our 'declining years'.

This seminar focuses on the biblical teaching on attitudes, relating them to our health.

Book **\$28.00**

Tapes **\$32.95**

PREGNANCY, CHILDBIRTH AND CHILDREN'S DIET

This is a great seminar, particularly for home educators, most of whom are concerned about the physical, mental and spiritual well-being of their children.

As the title suggests, the seminar deals with dietary considerations during pregnancy the birth, as well as infants' diets. It concludes with ideas and details of children's diets through to the teenage years.

Book **\$24.00**

Tapes **\$22.95**

JUICING FOR HEALTH

The final seminar that includes both book and tapes is on the value of juicing. The benefits and theories behind juicing are presented and the nutrient values of various juices are given. How the body is able to use juices is explained, plus the practical aspects of making juice. It also

contains many recipes for and using juices.

Book **\$24.00**

Tapes **\$10.95**

Tapes

In addition to the above seminars we have a range of taped lectures on some very important and interesting topics that will expand your understanding and answer many of your questions.

Female Problems

Allergies

Candida

Protein Hangups

Nutrition and its Relation to Health

Enzymes: Digestive and Metabolic

Fasting (2 tapes)

Positive Mental Attitude (2 tapes)

Cholesterol

Overcoming Addictions

God's Nutritional Design for Health

Herbal Therapy

Immunisations

Attitudes/Marriage

Good Health

Diets, weight loss and fitness are big topics today, but in themselves they do not provide the answers for which we as Christians should be looking. Good health flows from God's revelation to us in the Bible and we believe Dr Robbins brings a biblical model for good health.

Light Educational Ministries

LEM PHONICS RULES CHARTS

We have taken the major rules of LEM Phonics and arranged wall charts to assist children in their remembrance of them. These twelve A3 size, full colour, laminated charts are a must for the classroom and great for the home study room.

\$59.95 a set



LEM HANDWRITING PRACTICE BOOK

This new book replaces the Handwriting Practice Sheets and is a far superior, more practical tool. The book has space for practising the letter shapes and a double page for each single phonogram. An indispensable aid for beginning students. **\$3.45**



HEARTS OF HOPE—CLICKETY CLACK

A new CD of the nursery rhymes from the Single and Multiple Phonogram workbooks. This professionally produced CD has 48 nursery rhymes, delightfully rendered by *Hearts of Hope*. Children will be able to sing along with their favourite nursery rhymes as part of their phonics programme. Comes with full colour 8-page booklet containing all the words. A great Christmas present. **\$19.95**



Bob Jones University Press

READERS

These readers have been revised and presented in attractive new covers. The readers cover Grades 1–6 and each year has student reader(s), a Teacher Edition, a Student Worktext and a Teacher Worktext. Grades 1–3 have two readers each year, whilst 4–6 have one larger, hard cover reader. The readers are beautifully illustrated in full colour and provide a comprehensive reading and comprehension programme.

Grades 4–6

- Student **\$69.25**
- Teacher Edition **\$111.65**
- Student Worktext **\$35.75**
- Teacher Worktext **\$41.30**



BOB JONES MATHS

Revised texts for senior math are now available.

- Year 10 Geometry
- Year 11 Algebra 2
- Year 12 Pre-Calculus

Each set comes with Student Text, Teacher Edition, Tests and Answer Key.



Dating and Courtship

A new updated and revised edition of Paul Jehle's book, this is probably the best book available on developing relationships with the opposite sex. Much has been written in recent years, but this book is highly recommended because of its focus on sound biblical standards without going to extremes. **\$19.95**



History

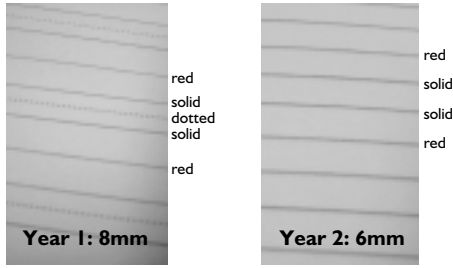
WHATEVER HAPPENED TO THE TWELVE APOSTLES?

This excellent book by South Australian Elva Schroeder provides little known and inspiring insights into the lives and times of the twelve apostles. They really did go into all the world with the gospel! For junior secondary up. An important resource for libraries, home educators and parents who want to further their understanding of the early church. **\$15.95**



Exercise Books

We now have stocks of the 'Queensland' exercise books for Year 1 and 2. The Year 1 book is ideal for K level LEM Phonics, whilst the Year 2 book is suited to Grade 1 LEM Phonics. These smaller than A4 format books are 48 pages. **\$0.70 each**



Little House

THE ROSE YEARS

This series of books continues the story of Rose Wilder, the youngest daughter of Laura Ingalls Wilder. Written by Roger Lea McBride, the books follow Rose's journey from Rocky Ridge farm to the Ozark Mountains and back.

Little Farm in the Ozarks **\$12.00**
Little Town in the Ozarks **\$11.90**
New Dawn on Rocky Ridge **\$11.90**



LEM PHONICS CORNER



Last time we discussed how we can most effectively teach the phonograms. This time we will look at doing the same with the Word List.

WHAT THE CHILD NEEDS TO KNOW BEFORE HE CAN BEGIN THE WORDLIST

1. Know the phonograms which are vowels (and know that the others are called consonants)
2. Know how to read a simple word by sounding out the phonograms (no rules as yet)—this should have been learnt in the phonogram stage
3. Be able to hear a simple word and break the word into its sounds
4. Be able to hear how many syllables are in a word when the teacher says the word slowly and clearly.

WHAT THE TEACHER NEEDS TO KNOW BEFORE TEACHING THE WORD LIST

1. Know how to use the fingers to show the phonograms in a word (page 57 of the LEM Phonics Manual)
2. Have a basic understanding of the rules which will be taught in Word List K

(these can be found at the back of Word List Book K, page 43)

3. Be thoroughly familiar with the notes about the Word List and for teaching it as found in the Manual pages 53–59.

The best way to become familiar with the words and the rules is to work through Word List K yourself, before teaching it to your student. Carefully consider the rules and markings. You could try teaching it to your teddy, using fingers and explanations. It may be hard to get the answers to your questions from your teddy, but think of questions you can ask to stimulate your student's thinking.

HOW TO TEACH THE WORD LIST

Say the word to be dictated and use your fingers to represent each phonogram—a single finger for a single phonogram; fingers touching to represent the number of letters in a multiple phonogram sound.

Have the student sound the word as he looks at your fingers and then have him realise how many sounds the word has.

Have the student work out which phonogram to use according to what your fingers are 'saying'.

If there are two possible phonograms which can be used and fingers don't distinguish, tell the student which phonogram to use.

Follow the notes in the Word List K Teacher's Manual to teach any new rules. Discuss any known rules as a review and application of known concepts.

Tell the student to write the word, linking in his mind your finger clues and his former knowledge of phonograms and rules.

You then write it on the board as the student sounds it to you. If there may be alternate phonograms used (e.g. **ee** or **ea**) ask him which one you should use. In this way the student thinks his way through a word instead of copying, and this process helps the memory and develops understanding of the principles in the brain. Using the principles and being able to transfer them to other situations instead of just learning something by memory alone, gives a person the ability to understand and achieve so much more.

TEACHING THE RULES

Some people have suggested that the rules are unnecessary. The rules challenge the student to think. This challenge is one of the greatest strengths of the LEM Phonics

programme. Without them you are not teaching LEM Phonics and cannot expect the programme to work for you.

transferring principles to **other**
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to **understand and achieve**
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If a word contains a rule which has already been covered, question the student about it. If it is a new rule, teach it. You can give some more examples of words containing the rule. For example **e**, **i** and **y** make **c** say **ċ**. See if the student can read the words **cir-cus** or **ex-cel-lent**.

Don't worry if the student does not thoroughly understand the rule the first time. More words will come up which contain the same rule. As the student becomes more familiar with the rule ask him to state it to you. Help him to eventually be able to express it completely, precisely and clearly. This does not mean that he should learn to say it 'off by heart'. This way he may not understand what the rule means. Rather ask questions about why a phonogram can be used in a certain place to say a certain sound. Then he will be learning how to say the rule through his own understanding of what the rule means.

This type of teaching develops the power to think analytically. Such thinking develops the left side of the brain which is necessary for higher language skills and the ability to use logic.

THE MARKINGS

There are those who don't use the markings. This will be to the student's detriment. Markings are used as a memory tool to help students use the correct phonogram where others may be phonetically possible. Where to mark and where not to mark also poses an analytical challenge to the student.

If a word has a second or subsequent sound of a phonogram but also has a rule to say why it says that sound, the word need not be marked. For example, in the word **la-dy**, **a** says **ă** but **a** need not be marked with 2 above, because a rule says that **a** usually says **ă** at the end of a syllable. Question the student whether a word must be marked or not. *Always* ask for the reason. As we do this we are training the student to think logically.

EXERCISES USING THE RULES

These exercises are on the facing page of the Word List in the Teacher's Word List Book. They include the Workbook pages to be done as well as other exercises. To get good results, do these. If you want to make up some more related exercises go ahead, but don't forget that those which are

already there are specifically designed to help the student understand concepts

Remember that children are not all the same

better or give practice in the various skills being acquired. Use this same principle if you design some of your own.

By the way, if you do this you could send a few to me. Perhaps we can use your idea for new material we may develop.

THE BIG PICTURE

Words and rules, of course, are not an end in themselves. They are a tool to help students learn to read and write and we need to always hold the bigger picture in our minds as we do each of the separate elements.

The words must be used in the context of reading and writing to be of any value. That is why we use the Workbooks.

The Workbooks are important because they link closely with the words learnt in the list and in the beginning stages this is important for the majority of children, so they don't become overwhelmed with too difficult print too early.

Usually young students who have completed Section B of the Word List are able to cope with reading simple books

with a little help. If a child is becoming frustrated and overwhelmed, put on the brakes and give him more of the foundational work—sounding and building words which contain only the phonograms, not rules, and when he is competent add words with the first rule, then the second and so on.

If your child is forging ahead competently, by all means provide him with more reading material. Remember that children are not all the same. Some need more time with foundational principles but have a solid understanding once clinched. At the same time these children are learning the important life attitudes of applying effort, patience, and positivity.

Others can pick up things without any effort, but they also need extra challenge so they can be trained in the above.

THE LIST OF NO NO'S

What we shouldn't do is usually as important as what we should do so take careful note of the following.

- Do not expect students to spell words before beginning the Word List.

- Do not encourage 'learn by heart' spelling. Students should work out words by applying their knowledge of phonograms and rules. Of course some parts of some words will need to be memorized.
- Do not show the student a word before he has tried to sound and write the word himself.
- Do not neglect to teach the rules.
- Do not neglect to use markings.
- Do not go through the Workbooks without linking them to the rest of the programme as shown in the Teachers Word List Book.
- Do not expect students to read something before they have learnt the rules which are needed to decipher most of the words in the reading passage.

God bless you as you continue to advance literacy in the children of our nation.

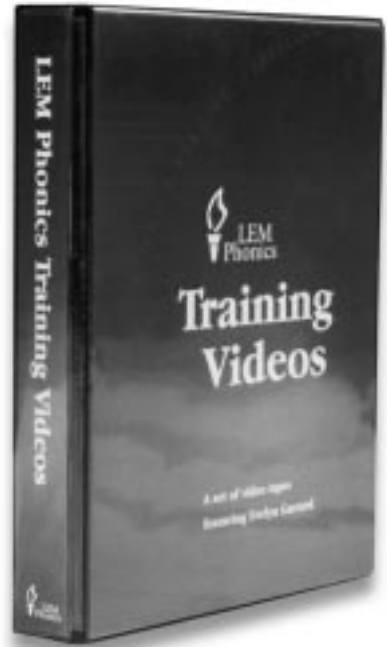
A handwritten signature in cursive script, appearing to read "Evelyn", written over a horizontal line.

Ever tried to rewind a teacher?

With the LEM Phonics Training Videos, learning the Introductory Course is as easy as pushing buttons on the remote control.

The set of 4 videos gives **schools** the opportunity to train many teachers simultaneously with incredible cost savings when compared to sending individuals to seminars.

Home schooling parents will benefit as they can review sections for greater clarity and move through the course at their own pace.



Training Videos (School use) **\$1095**
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LEM Phonics Complete Kit
(includes videos) **\$599***

LEM Phonics Complete Kit

Includes the LEM Phonics Manual, Phonogram Cards, all 10 Workbooks, Word List books K-3, laminated Circle Letter Grid, Spelling Scale, Readers for Word List K and 1, two halfsize exercise books and the complete set of LEM Phonics Training Videos.

Total Value \$805.75 for only **\$599***



* Individual customers only. Not available for schools.