



# DIRECTOR'S COMMENT

PETER FROGLEY

Here in Canberra we are well into our winter season and, for us, the quiet time of the year. Whilst we are quiet I trust all Christian educators are hard at the task of training the next generation of young people to be able to fill their role in the kingdom of God.

Kaye and I had a great trip to Victoria and Tasmania for CHESS seminars in June, and I have just returned from a book display in Swan Hill and the Adelaide seminar. It is always a pleasure to attend and participate in CHESS seminars. As you may know the seminars focus on new home educators and it was very good to meet many parents with very young children exploring the potential of home education.

## Projects

- We expect the *Nursery Rhyme CD*, which accompanies Workbooks 1 and 2 will be available in the ensuing months.
- We are currently working on a major rewrite of our Grade 6–7 physical geography text, *The Earth*, and expect it to be available in the fourth term.

- Volume 3 of *The Elements of Music* is in the writing stage and we would like to have it available early in 2004.

## This Issue

In *Exploring Christian Education* I consider the importance of literature in the curriculum and explain something of the excellent range of materials that are available to help you study quality Christian literature. I have taken two articles from the Christian School Builder with appreciation—*Elements of Effective Teaching* and the practical *Teaching Decimals and Fractions*. In the health section I explore the contrasting way in which symptoms are viewed by traditional medicine and natural medicine, and Evelyn reminds us of the importance of ‘following the rules’ when teaching LEM Phonics.

Keep educating for the Lord!



# EVENT CALENDAR

COMING EVENTS SEMINARS PROGRAMMES UPDATES



## Christian Home Education Seminar and Show

### 2003 SEMINARS

The CHESS season for 2003 is well underway and as usual we enjoyed some wonderful interaction with good reports on the sessions. It is disappointing that numbers attending are down this year in comparison with previous years, but the quality of the seminars and attendees has continued to be very good.

Contact us or check [www.lem.com.au](http://www.lem.com.au) for details and downloadable application forms for all CHESS seminars.

### CHESS SEMINARS FOR 2003

Perth	Saturday 6 September
Orange	Thursday 18 September
Sydney	Saturday 20 September

### CATHOLIC HOME EDUCATION SEMINAR—MELBOURNE

Organised by the Catholic Home Education group, the 2003 *Catholic Home Education Seminar* will be held on Saturday 11 October 2003 at St Patrick's Parish Hall, cnr Rogers and Warrigal Sts, Mentone.

All are welcome to attend and both LEM and Kingsley will have large book displays—contact Philip and Selina De Rose for more information on (03) 9504 1008.

## LEM Phonics

### PAPUA NEW GUINEA

The Education Department has approved a six-school trial for LEM Phonics in Port Moresby, which began in the second term. Several other private schools have begun use of LEM Phonics this year and we are quietly confident that LEM Phonics will become a great blessing to that nation.

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 educational 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](http://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 Development Application for our building has now been processed and we will soon be able to proceed to submitting our building drawings for approval.

We have been most encouraged that over \$27,000 has been given to the current fund raising project. We do appreciate each individual and family that have given to the Building Fund, but we do remind friends that we are not yet over subscribed and would warmly receive any further donations!

## 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](http://www.lem.com.au)

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If you have any questions or comments regarding our website, phone the office or email [john@lem.com.au](mailto:john@lem.com.au).

# EXPLORING CHRISTIAN EDUCATION

## 48 Making the Most of Literature

PETER FROGLEY

The study of literature has to do with reading and writing. When reading, we benefit from the labours of others, whilst writing is generally related to serving others.

Paul's advice to Timothy—'Till I come, give attendance to reading, to exhortation, to doctrine' (1 Timothy 4:13)—suggests a strong link between reading and preaching or teaching.

In studying literature through the scripture and the literary works of men we find a powerful 'civilising' influence. Whilst most recognise this effect, not many seem to know where to begin in bringing this civilising effect to their children.

### RESOURCES

Diligent Christians with a love for literacy and literature have prepared some excellent resources and we will explore some of them, that we have discovered over the years. All the material mentioned in this article is available from LEM.

### WHOLESOME READING

Reading to young children is a most important aspect of them developing and preparing to learn to read for themselves. Reading can be for entertainment, but it should, more importantly, be for information and training. There is so much nonsensical reading available today and whilst a little of such writing is perhaps acceptable it is important to read books of sound, encouraging, inspirational and informative content. There are so many good books and life is so short that we don't have a large amount of time to spend with books that are irrelevant.

Not only can parents and teachers read books to their children, there are also cassettes and CDs available of dramatised readings of books. For example, two of the G A Henty books, *Cat of Bubastes* and *Wulf the Saxon*, are read by the award winning Jim Weiss on cassette or CD.

### READING COMPETENCE

Many would endeavour to convince us that children learn to read simply by being immersed in literature. This approach may work with a few highly intelligent children,

but unfortunately it has resulted in a significant percentage, perhaps as high as fifty percent of our young people being functionally illiterate. I believe it is important that children are taught the foundations of the language, that is, using a phonetic approach. For that reason we have developed the LEM Phonics programme. This intensive phonics method has achieved outstanding results both in Australia and overseas. Contrary to the concerns of the ‘whole language’ proponents that children taught such a ‘rigid’ method will lack linguistic creativity we have found the opposite to be true. Because they have such a sound foundation of spelling and grammatical skills children can quickly progress to creative and well-structured use of the language. As language is our key mode of communication it is obviously important that each child is taught to master it.

#### LEM PHONICS RESULTS

We find that young children will be reading well after the first twelve months of the programme—not just LEM Phonics readers, but they are able to read many other books as well. In addition to the LEM Phonics readers, which can establish children’s reading habits, there are books like Rod and Staff Publisher’s excellent graded reading series—the *Bible Nurture*

*Reader Series*. The first four years of this programme present Bible stories written with vocabulary to suit the age level. There are Reading Workbooks that accompany the readers. Many parents find these

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## There are so many good books and life is so short

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workbooks invaluable for the development of reading and comprehension skills, as well as building biblical understanding.

#### QUALITY READING

In the second year of LEM Phonics the children will be seeking books to satisfy their hunger for reading. We recommend the excellent books prepared by Christian publishers and listed in the LEM Curriculum and Library Catalogue, beginning with the Lower Primary section.

A look through the children’s book section at local bookstores, and unfortunately even Christian bookstores, will reveal a majority of what I would call ‘nonsense’ titles—books that present ‘fun’ without any apparent rhyme or reason for the story. I like to think I have as good a sense of humour as most, but many of the recently published children’s books seem to provide little more than a large overdose of foolishness. Reading should provide opportunity for our children to learn and grow, not just to be entertained.

For that reason we have carefully selected a range of books to offer your children which, we believe, will be a blessing. The Library section of the LEM catalogue classifies books in age levels—Lower Primary (5–6 years), Middle Primary (7–9 years), etc. This ensures not only that children will be able to read the books, but also that the subject matter is suitable for that age group.

In the library book list you will find novels, the vast majority presenting strong Christian values, as well as stories of Bible characters. There are also stories of famous Christians. The *Trailblazer Series*, for example, are stories of the lives of famous missionaries. To add value there are curriculum guides available for many of the titles in this series. For slightly older children there is the *Men and Women of Faith Series*, telling the stories of famous Christian missionaries. The *Sower Series* presents the lives of famous people who professed faith in Christ, with an emphasis on scientists and political leaders.

History is a most important discipline, as an understanding of the past equips children to understand the present and future. G A Henty, the great story writer of the nineteenth century, wrote literally hundreds of stories around major events in history. This excellent historical literature is particularly suited to young boys, featuring war and battles, explorers and pioneers. Preston Speed Publishers have begun reprinting his stories and there are now almost 40 titles available, including

favourites such as *Beric the Briton—the story of the Roman invasion of Britain*; *With Clive in India*; and *With Wolfe in Canada*. Many are available in a choice of three bindings—a smartly-bound hard cover, a high quality paperback and a mass paperback.

Christian Liberty Press have a growing range of history readers, such as *St Patrick* and *Spurgeon*, plus three books on the hymn writers. A Beka Book also have several series of historical literature, such as *Sons of Liberty*, *Makers of History*, *Heroes of Faith* and *Historical Fiction*.

#### TEACHER GUIDES

Several publishers are producing teaching guides for their books. Bob Jones University Press have *Booklinks*, which provide activities and exercises to go with a number of their very good readers. Christian Liberty Press have teacher keys and tests to go with several of their readers, as well as two guides (*By Pike and Dyke* and *By Right of Conquest*) prepared for the Henty books. LEM have also produced a guide for Hannah Hurnard's *Hinds Feet on High Places*.

#### CLASSICS

Over the years books have been written which are considered classics. Because of their long term popularity and ongoing large sales they are available quite economically, most titles for just \$4.95. There are two groups of these titles—children's classics, suitable from about

mid-primary age, and adult classics, which are more suited to high school age students. Whilst these are not all of a Christian perspective, they do provide quality reading.

## LITERATURE

Each of the curricula LEM offers contains extensive creative writing and comprehension programmes for the primary years. From Grade 7 A Beka, Bob Jones and Christian Liberty Press have comprehensive literature programmes, consisting of short stories, extracts from longer pieces and poems. The textbooks contain comprehension and writing exercises, etc. The A Beka books are very attractively presented in paperback, whilst Bob Jones' books are hard bound. For a more thought provoking selection Christian Liberty Press produce a set of books covering much the same areas, but they are smaller books printed in black and white. A major attraction is that they are about a quarter of the price.

The Foundation for American Christian Education (FACE) have an excellent literature programme, which requires significant teaching input from the teacher or parent. This should be seen as a positive rather than a negative as many parents have learnt so much as they have participated in the children's work. Titles

have been carefully chosen to follow the historical theme of the development of Christian thought and society. Their programme begins at the middle primary level with titles such as *Little House in the Big Woods* and *Heidi*, working through to *Men of Iron*, *Ivanhoe* and *Robinson Crusoe*, then further to *A Tale of Two Cities* and *The Deerslayer*.

There is so much available to enable you to teach a quality Christian literature programme. There is no longer a need to study the doubtful titles so often used in

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## There is a wealth of quality Christian literature, much of which has stood the test of time

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state schools, and even some Christian schools. There is a wealth of quality Christian literature, much of which has stood the test of time, to bring a strong civilising influence to our children.

Whilst I meet many who have begun the exciting journey of exploring literature there are many others for whom it is a daunting unknown. I trust this article will encourage some to reconsider literature and discover some of the treasures that are an integral part of our literary history.

*I have taken some of the thoughts for the first part of this article from an article in The Christian School Builder, by Kenneth Mast, entitled Capturing the Literacy Interests of Our Youth.*



# THE **LOGGER** AND HIS **LUMBER**

## A History of Maths Teaching

### *1950 style*

A logger sells a truckload of lumber for \$100. His cost of production is  $\frac{4}{5}$  of the price. What is his profit?

### *1960 style*

A logger sells a truckload of lumber for \$100. His cost of production is  $\frac{4}{5}$  of the price, or \$80. What is his profit?

### *1970 style*

A logger exchanges a set 'L' of lumber for a set 'M' of money. The cardinality of set 'M' is 100. Each element is worth one dollar. Make 100 dots representing the elements of the set 'M'. The set 'C', the cost of production, contains 20 fewer points than set 'M'. Represent the set 'C' as a subset of set 'M' and answer the following question: What is the cardinality of the set 'P' of profits?

### *1980 style*

A logger sells a truckload of lumber for \$100. His cost of production is \$80 and his profit is \$20.

*Your assignment:* Underline the number 20.

### *1990 style*

By cutting down beautiful forest trees, the logger makes \$20. What do you think of this way of making a living?

*Topic for class participation after answering the question:*  
How did the forest birds and squirrels feel as the logger cut down the trees? (There are no wrong answers.)

### *2000 style*

A logger sells a truckload of lumber for \$100. His cost of production is \$120. How does Arthur Andersen determine his profit margin is \$60?

*Courtesy CHEC News, April-June 2003*





# PREPARING FOR TERTIARY STUDIES

The Light Educational Ministries Home Education Assistance programme has been preparing students for tertiary entrance for many years now.

Many LEM Home Education Assistance students have and are being successfully enrolled at universities.

## EXAM APPROACH

The SATs (Scholastic Aptitude Tests) are American tests which are internationally recognised, being used in over 70 countries. The typical approach taken by our SAT students is to take the exams in Year 12.

The SAT I test has two components, an English test and a Maths test, which can be added together to give a 'combined score'.

## LEM RESULTS

Many of our students have taken this test and their results over the past 5 or so years are shown at the right. Because the SATs are compiled in the US, information on Australian scores is not available. However, comparing the results of LEM students to those in the US is a good indicator.

### English Test

Average LEM verbal score	<b>693.33</b>
Average LEM verbal percentile	91.58
Comparison with average US score	Top 8.42%

### Maths Test

Average LEM maths score	<b>603.33</b>
Average LEM maths percentile	79.42
Comparison with average US score	Top 12.25%

### Combined Score

Average LEM combined score	<b>1350.83</b>
Average LEM combined percentile	89.13
Comparison with average US score	Top 10.88%

LEM students on average had higher combined scores than 89.13% of US students.

## TERTIARY ENTRANCE

While Australian Universities do not strictly use the SAT score as an entrance requirement, many see them as a 'barometer' of a student's ability. The figures below show the SAT scores required to enter different types of US colleges.

Average US Score	1012
Difficult to enter US Colleges	1100-1250 (Top 35-15%)
Most difficult to enter US Colleges	1150-1380 (Top 25-5%)
Average LEM Score	<b>1350.83</b>

Given that the Australian requirement calls for students to be in the top 40% to be considered for University entrance, children in LEM's Home Education Assistance programme have done extremely well!

# ELEMENTS OF EFFECTIVE TEACHING

Across the continent, school doors again swing open each morning, eager students hurry in, and teachers again stand before their classes.



Each school term, thirty-some weeks are devoted to formal education. Is all the time spent in the classroom as effective as it ought to be? Many things figure into effective teaching. Here is an overview of just a few.

**To be effective, the teaching must be on the vocabulary level of the students.**

This does not mean that teachers of first grade students use ‘baby talk’ or something less than correct English. But the instruction should be given, using words the students readily understand. Even middle- and upper-grade teachers may need to evaluate their choice of words. Could it be that using a lower vocabulary level would better help the C student who can hardly keep up?

**To be effective, the instruction must tie new material to what the student already knows.**

This begins on the first day of school. To help the student tie the sound /a/ to the letter *a*, the teacher uses the symbol of the

apple, something already known. Pronouns begin to make sense to the student when he understands that they are related to the nouns of the previous chapter. This element applies to almost everything that is studied in the how-to type of classes—tie it to that which the students already know.

**Effective teaching connects the rather abstract, book-knowledge ideas to concrete, real-life, student experiences.**

When teaching the correct use of *lay* and *lie*, *those* and *them*, or *raise* and *rise*, give examples you have heard in your classroom. When teaching how to add fractions or how to count change, use illustrations from the real world, such as recipes or roadside stands. Certainly we emphasize the mechanics and rote learning. Students must memorize the English rules and the mathematics formulas, but beyond that, we must connect those book-learning experiences to where the students live. Education becomes beneficial when it finds application and expression in the child’s life.

**To be effective, teachers should focus on teaching students rather than merely teaching the lessons.**

Maybe there is little difference. But if most of the class has done poorly on an assignment, what dismays you, the low grades they received, or the fact that they did not master the concept?

And what will you do, take another day to reteach and redo the lesson, or record the grades and go on? Are you teaching lessons or teaching students? Certainly, we should have long-term goals for getting through the textbooks or completing five lessons each week. But are those goals tempered, when necessary, by the students' failure to master the material? Can the daily plan be readily adjusted when we realize that we have only taught the lesson and have not yet taught the students?

**To be effective in their teaching, teachers should be alert to errors in the students' thinking.**

Yes, we willingly reteach and re-explain. But sometimes we help ourselves the most

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what dismays you, the **low grades** they received, or the **fact that they did not master** the concept?

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by stopping and evaluating: Where, in his thinking, is the student making a wrong turn? We can then focus on correcting that misstep or misconception, and soon 'the light goes on'—it now makes sense!

God has again provided teachers to fill the needs in our classrooms. The ability is a God-given gift; the assignment is a God-given calling. The challenges teachers face in their classrooms are neither few nor small. As board members and patrons, let us support them in their work, petitioning the One who called them, to guide and to bless them. As teachers, let us give ourselves wholeheartedly to this work so that we may be effective in it.

Reprinted from *The Christian School Builder*,  
September 2002



**Humanist-proof your children  
before sending them to university.**

Our **Diploma or Certificate in Christian Education** is designed to present a biblical world view that will enable your young adults to live in a godless world without compromising their faith. This course is a most worthwhile preparation for any tertiary programme, laying foundations that will stand students in good stead to be able to apply their faith in the Lordship of Jesus to any discipline they may feel called to study.

**Call, write or email for further details.**



# TEACHING DECIMALS AND FRACTIONS

God's numbers are absolute. This is a positive thing for both teacher and pupil—a sort of inanimate friend, if you please.

A dictionary might give five pronunciations for 'resource'. Grammarians do not agree on the correctness of using 'hopefully' at the beginning of a sentence. But who can argue that 314 is the same as 3.14 or that  $\frac{2}{3}$  is more than  $\frac{3}{4}$ ? Secondly, decimals and fractions are a practical study. Pupils may stare at their algebra lessons and sigh, 'I'll never use this anyway!' But little can they use this argument against the basics of math. Rarely a day goes by but that fractions and decimals are used in some form or another. Woe to the kitchen helper who cannot triple a recipe that calls for  $\frac{2}{3}$  cup of flour and to the farmer who writes a check for \$2,270 when he really meant \$22.70! Having now identified our assets for teaching, let us move on.

Since decimals and fractions are so foundational, teaching them should begin early. Even a first grader can learn that  $\frac{1}{2}$  is less than 1. Not only should introductions be early—they should also be *thorough*. Fifth and sixth grade teachers

need to be willing to drill, practice, and review fractions and decimals until their pupils can handle them with ease. A sixth grader who moves on to upper grades while struggling with these concepts is like the hunter who needs to make new arrows every day. He can get the job done, but it takes him much longer than necessary.

Pupils need to understand that decimals and fractions are closely related and often interchangeable. Three-fourths is the same value as 0.75, is the same value as 75%, is the same value as  $\frac{3}{4}$ , is the same value as 75%, is the same value as 0.75... Are you starting to get the point? Put illustrations of this on the chalkboard and have the students do the same.

Chalkboard demonstrations—use them profusely. Cut rhubarb pies for Sunday dinner, fill and empty oil barrels, sell lawn mowers at a given commission, and figure sales tax on an item bought in California, all within the bounds of your own classroom.

Teach the potency of the decimal point. It is a multiplier and a divider as well as a value-establishing character. Help students to know exactly where to place the decimal point in a quotient or product; you cannot afford to have them guessing at this. Do not

give credit for answers with a misplaced or missing decimal point.

Help pupils to learn shortcuts. Are they quick to use cancellation when multiplying fractions? Can they find  $\frac{1}{10}$  of any given number mentally by moving the decimal point? Shortcuts are not to stimulate laziness; they are to save time and avoid frustration. To go home, we usually take the shortest route, not the long way around.

Young mathematicians must learn to recognize unreasonable answers. Having \$33.75 as the price for a box of cereal just does not make sense. If a candy bar weighs 2 ounces,  $\frac{1}{3}$  of the bar cannot weigh 6 ounces. Here is a helpful hint for understanding fractions: Teach that the bar between the numerator and the denominator always means ‘divided by’ as one reads from the top down. For example,  $\frac{3}{4}$  really means 3 divided by 4;  $\frac{9}{4}$  means 9 divided by 4. Basically stated, ‘Always divide the top by the bottom’. This is especially helpful in changing improper fractions to mixed numbers.

Finally, be inexhaustibly patient. Remember that while you, the teacher, may be working with a concept for the thousandth time in your life, your pupil may be facing it for the first time ever in his life. Most times you

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## Woe to the kitchen helper who cannot triple a recipe that calls for $\frac{2}{3}$ cup of flour

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young charges will catch on eventually. What teacher has not heard remarks from students such as ‘I can’t see why this seemed so hard last year when it seems so easy this year!’ Let criticism be your pepper—a few flakes are plenty. Let praise be your salt—too much is repugnant, but a little adds wonderful flavour.

May you and your class be delighted by God’s numbers.

Reprinted from *The Christian School Builder*,  
September 2002

**The Bible, and it alone, with nothing added to it nor taken away from it by man, is the sole and sufficient guide for each individual, at all times and in all circumstances. Faith in the Divinity and work of Christ is the gift of God and the evidence of this faith is obedience to the commandments of Christ.**

— Michael Faraday, scientist, discoverer of electro-magnetic induction,  
and inventor of the electric generator



# BIBLICAL EDUCATION

BY DAVID H. CHILTON

Jesus Christ must be acknowledged as Lord in every area of life. With us that is no idle phrase.

It means that a Christian school is much more than a very expensive way to make sure our children have morning devotions, or are protected from drugs, violence and sexual perversion. A Christian education must seek to instill in the hearts and minds of the students the practical, day-to-day recognition of God as Creator and Lord of the world. The child must be trained to see every fact as a *created fact*, already interpreted by God's word. Everything in life—history, science, art, music, government, mathematics, family, labor, love and war—is under the absolute authority of God. Man's duty is not to seek knowledge apart from the standards imposed by Scripture, but to consistently think God's thoughts after Him. Nothing can be known truly unless it is known in terms of the Bible, the ultimate standard of truth. All learning must be fully integrated in the light of God's revelation. Any knowledge which departs from this standard is apostate knowledge, an attempt to 'know good and evil' in autonomy from God.

Every Christian educator would agree with these statements—at least in theory. In practice, however, we are immediately confronted with several problems. In the first place, the lack of really excellent, consistently Christian textbooks is appalling and a major hurdle to be overcome. Many schools are using secular textbooks, and teachers on occasion must spend more time refuting the humanistic perspectives contained in them than they spend in positive presentation of the truth—and, meanwhile, praying fervently that their young, impressionable charges will not be seduced by the literature provided by the school.

An even more disastrous problem is related to the predicament of the teachers themselves. Most Christian teachers have received their education in public schools. While they are sincerely striving for educational reformation, they often find themselves fighting the Lord's battles with remnants of Saul's armor. Trained by secularists to perpetuate the humanist faith, they are overwhelmed by the task of implanting the Biblical worldview in their students. The daily grind of teaching, disciplining, grading, planning—and looking bright and fresh!—affords little time for extensive reading in the necessary

literature. Let's face it—Christian reconstruction is tough. It's easy to succumb to the temptation to let things slide along, to do things the way they've always been done, reassuring ourselves that 'anything's better than public schools'. Certainly, God doesn't want public schools — but He doesn't want just anything, either.

Simply put, our schools, teachers, parents and children need help. There are many scholarly, Biblical works available for the various disciplines (see, for example, the bibliography in Ruth Haycock's *Bible Truth for School Subjects*). But something more could be added, right now, that would help fill the gaps in the teachers' knowledge and the student's materials.

Allow me a slight digression at this point. One of the most powerful tools of statist indoctrination is *The Weekly Reader*, with its secondary-school counterparts, *Junior Scholastic*, *Senior Scholastic*, and *Scholastic Search*. These periodicals are filled with humanism and worship of the state on a level that is almost incredible. One recent issue of *Search* was devoted to the praise of all the following: the ERA, Henry Barnard (the father of educational bureaucrats, who made it his personal mission to destroy Christian schools), the new US Department of Education, revolution, and punk rock. And those are only the more obvious ones. Others are more subtle, such as the

'Wordsearch' puzzle which has the kids looking for words such as: Department, Education, Federal, Health, Public, State, and Welfare. (I don't *think* I'm being paranoid for seeing a pattern here.) And for

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this year, the editors have held out the bright promise of a monthly series on 'values.' My comments on *that* are available to any interested bureaucrats who send in a stamped, self-addressed plain brown wrapper.

*This article was written in 1980 by the late David Chilton. It called for support for a monthly circular which would provide Christian schools and parents with a biblical analysis of important issues, written on the students' level.*

*Sadly, such a publication never came to fruition. However, the principles in this article stand firm in the quagmire of today's humanistic thinking. Let us continually strive to apply Christian principles to today's problems—always remembering the words of Ephesians 4:6, 'One God and Father of all, who is above all, and through all, and in you all'.*

# TREATING THE SYMPTOM?

PETER FROGLEY



We all understand that when we feel that slight soreness in the throat it is a symptom that something worse is on the way—a cold or the flu is about to strike and we are in for a week or two of misery.

To endeavour to avoid the inevitable we hurry to the doctor or the chemist who assesses our symptoms and prescribes something to alleviate them.

Perhaps this could be seen as being akin to the fireman who rushed into the burning building, smashed the fire alarm with his trusty axe and believed he had solved the problem. You may well say, 'what sort of fireman is he? He was supposed to put the fire out'. The fireman was treating the *symptom* of the fire by simply silencing the fire alarm, while the fire continued to burn unchecked.

## A Change in the Wind?

I believe there is a parallel in the way traditional medicines treat symptoms of

illness in our bodies. Yet I find there are some very encouraging signs of a shift in thinking in the traditional medical profession. Rather than ridiculing all alternative treatments, I am hearing of doctors saying, 'Whatever you are doing, keep doing it, because it is working.' I even heard of a specialist doctor who told a patient that they don't know what is causing certain types of cancer, but after eliminating all the possibilities he was growing in the thought that cancer must be connected to the hormones commonly added to animal and chicken feed. Such thinking has in the past been quite unusual, but there does seem to be a change taking place in the thinking of many medical professionals today. The gap that has existed between western, traditional medicine and what we would term 'natural healing' seems to be narrowing.

## Comparisons

One basis for the divergence of views between traditional medicine and natural healing is in the way symptoms are viewed.



Both recognise a symptom as an indication of a disease or illness, but the response to the symptom differs significantly.

### TRADITIONAL MEDICINE

- Sees symptoms as entities or processes that are attacking parts of the body, but that are separate and independent from the body.
- Believes destroying the symptom rids the body of the disease and the person is healed.
- Gives the symptom or group of symptoms a name, and this becomes the identity of the disease or illness.

### NATURAL HEALING

Natural healing sees the symptom quite differently.

- A symptom is the body's signal that something is wrong. It is only the outward alarm or manifestation of deeper problems.
- The parts of the body that provide the symptom are just a manifestation, which may well be the 'tip of the iceberg' in working to discover the cause.
- The symptom is not the cause of the disease, but a portion of the effect. It is the body's reaction to the cause.
- The symptom is the body's effort to eliminate toxins in attempting to return it to a state of health.

- A symptom is the body's effort to stay alive and restore health while coping with detrimental effects.

## Health Care

Like most things in life, health care is driven by philosophy. As can be seen from the above comparison, it is what one chooses to believe that determines one's practice. For many years our doctors have been trained in traditional, western medicine which has become the standard in our societies. This medical world view is driven by a philosophy and it is difficult for health professionals to think outside the

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**the fireman rushed into the burning building, smashed the fire alarm, and believed he had solved the problem**

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framework their philosophy dictates. The traditional view is that disease is overcome by one or more of the following methods:

1. Prescribing a drug, or battery of drugs, designed to remove or mask the symptom.
2. Removing the diseased part of the body by surgery.
3. Burning the diseased part out of the body through radiation, etc.

Beyond these methods traditional medicine seldom ventures, as other methods have been considered to be quackery. This means that anyone thinking and believing differently is likely to be defined as an enemy. This drawing of the line in the sand has created significant tension between well meaning parties. Traditional medicine serves us well—after all, which accident victim is not pleased to see a nurse or doctor come onto the scene?

To turn to natural health, then, is not to reject all that traditional medicine offers, but to be open to another way of thinking about our health. Practising natural health is not ‘waving a magic wand’ as some tend to think, but it will keep us generally healthier and thus better able to go about the Lord’s work. Natural health may also provide significant protection from diseases that can reduce our lifespans and limit our effectiveness in service for the Lord.

## **Wonderful Bodies**

These brilliant bodies that the Lord has given us function remarkably well and often only succumb to disease because we have caused them stress.

It is of major concern today to see the number of people falling victim to diseases, notably those known as degenerative diseases. The aspect that concerns many

people is that traditional medicine seems to have few effective treatments or cures for many of them. As options are running out, experts are beginning to recognise that diet plays a significant role in maintaining health.

## **Natural Healing**

As we discovered in the last article ‘Defending the Temple’, God has provided our bodies with remarkable restorative and healing powers—the powers of natural healing. We Christians should be the first to understand and appreciate these, but we don’t seem to have understood the nature of natural healing—Christians seem to be just as sick as the rest of the population!

Our bodies have been programmed by the Maker to maintain health and they will do all in their power to do so. Our bodies are empowered to do their natural health work when we provide them with nutritious food. If we insist on feeding our bodies ‘food’ which they cannot recognise as food we create problems for them. If we persist in this habit for many years our body’s ability to maintain health becomes depleted and we become diseased. At this stage treating the symptom may prolong our lives, but it will seldom bring health.

*The principles presented in this article have been taken from notes by Dr Joel Robbins.*

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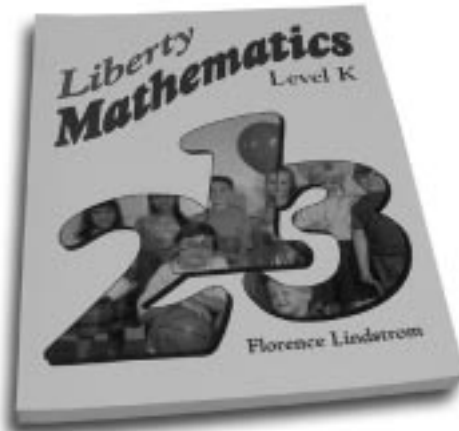
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# LEM PHONICS CORNER



## Hullo again from China!

Some reports have been coming my way that for some people the Phonics programme has not been working effectively. We have met the same situation before but in most cases, upon closer looking, we have found that the problem lies in the way the programme is being taught. We have found that if teachers do not follow the basic structural principles of the programme which relate closely with the philosophy, we cannot expect good success.

Incidentally, we strike this same problem over and over again in China, but usually retraining of the teachers in the method and philosophy make a big difference. One school has written up our philosophy on a great big board and placed it where every teacher can see it (both in Chinese and English) and if the teachers have any problems they meet together and say, 'Let's look at the philosophy again!'

So in the next several issues I want us to relook at the foundational principles and how the phonics must be taught for the optimum success. We will start with the phonograms.

*The Phonograms are the foundation.* They are the main tools for reading and spelling.

1. They must be taught first.
2. They must *not* be mixed with reading and spelling beyond the scope of the phonograms.
3. They must be taught as quickly as the children can learn them.
4. They must be tested frequently, both orally and in written form.
5. The sounding principle must be taught *with* the phonograms.
6. The principles of the philosophy must be used as you teach.

Now let's see how we can put all of these things into practice.

The phonograms are the basic tools. Students shouldn't be asked to read material which doesn't fall into the scope of the phonograms they have learnt. They use the phonogram stage to BUILD for the future, by learning to sound and say just words. You should do a lot of sounding practice. This could begin with younger children by just playing sound games before you begin teaching the phonograms. For example, say 'What word am I thinking of? It is l-igh-t'. After much practice like this the child will develop what we call phonemic awareness.

Likewise, don't expect spelling at this stage. Of course as the student learns to sound he will be able to spell lots of words without even knowing it, but if we confuse him by bringing in words which have difficulties which he hasn't come across (e.g. silent 'e' words), it only leads to confusion and will actually block the learning of the phonograms.

Just tell them if they notice words which don't quite match up, that they will soon be learning rules to help them with those type of words, if they apply themselves well to learning the phonograms.

We have found that a lot of teachers have found a difference in their success rate when they have remembered to give frequent written tests. This test is of *salient* importance, because the students are practising so much during this test. They must *listen*, *convert* the oral to the written symbol, *discriminate* between the different phonograms and *feel* the form of the phonogram as they write it. Then they must say the sounds of the phonogram they have written to the teacher.

Now let's just link all this up with some pertinent aspects of the philosophy.

### MULTISENSORY

This point tells us to use every sense possible. The written testing mentioned

above is a perfect example of using all the possible senses.

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## Not letting the child work out all he can for himself deprives him of challenge

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### CHALLENGE TO THINK ANALYTICALLY

We must let the child sound and say the word. Not letting the child work out all he can for himself deprives him of challenge and the opportunity to use the knowledge learnt to create something new. Don't ever tell the child what picture and word must go together. Let him work it out for himself.

### RELATE LEARNING TO THE KNOWN AREAS OF INTEREST

If you are at the beach, for example, you could write the word 'sand' in the sand and let the child sound it (if he knows those phonograms).

The same principle can be carried out with everyday things in the classroom and home.

### REVIEW AND TESTING

Gear this for success. Give enough phonograms in the test which you know the child will get right, so even if he gets a few wrong you can still praise him.



Go through the test, explaining where the children have made mistakes, and let them correct them.

Review the things which you have taught in a slightly different way so that even though it is review it is still a challenge and something new to the child.

For example, you could say, 'You know how to read many 'little' words, but look how we can put little parts together to make much longer words'. 'cam-el' is cam+el, or use words like 'but-ter-fly' or 'hel-i-cop-ter' if they are in the multiple phonogram stage. They are using what

they know and seeing that it can help them much more than they ever realized.

Keep to the rules of the road and I'm sure you'll stay out of trouble.

I'll talk about the Word List next time, but just remember, no Word List until the phonograms are taught!

Blessings,



**'Fathers' involvement [with their children] seems to be linked to improved verbal and problem-solving skills and higher academic achievement. Several studies found that the presence of the father is one of the determinants of girls' proficiency in mathematics. And one pioneering study showed that along with paternal strictness, the amount of time fathers spent reading with them was a strong predictor of their daughters' verbal ability. For sons the results have been equally striking. Studies uncovered a strong relationship between fathers' involvement and the mathematical abilities of their sons. Other studies found a relationship between paternal nurturing and boys' verbal intelligence.'**

—David Popenoe, *The Federalist*

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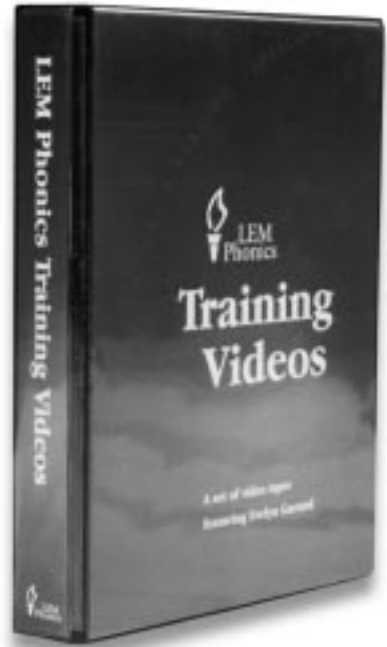
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