



Is it possible that the year has almost gone? What about the New Year Resolutions, etc.? Best forget them now and begin planning for 2012.

This year has seen much turmoil with natural disasters, political instability and, of course, climate change. Man has endeavoured to rescue us from these and other disasters, but things have generally gone from bad to worse.

By contrast, we who have been called to Christian education press on in confident hope that our efforts are producing eternal

results. We don't get as much publicity, but we are able to pursue God's will, which is of far greater value.

It has been most encouraging to hear from parents planning to begin home education in 2012. They will have time to carefully and prayerfully prepare for this demanding yet most rewarding task

As the year draws to a close we are thinking and planning for 2012 CHESSE seminars. Whilst attendances could have been better we were encouraged by the quality of people attending. LEM endeavours to present a biblical rationale for education and sessions are structured accordingly. For many Christian home educators it is important to build on a biblical understanding of their call to educate their children.

2012 is shaping as a significant year for ministry overseas with opportunities in India, Nepal, PNG, Peru and East Africa being planned.

## This Issue

In *Exploring Christian Education* I examine how we can set about to repair the damage being caused to our nation through godless policies. In the health article George Malkmus presents his thinking on diabetes. Evelyn's LEM Phonics Corner addresses the issue of sight words. We also present a number of great new titles that have recently become available in the book section and don't forget the tentative arrangements for CHESSE and home education conferences for 2012.

Let us prepare for an even more effective year in our service for the Lord in 2012.



## CHESSE

Planning for the 2012 CHESSE season is underway as we write.

Proposed dates for CHESSE in 2012 are:

|           |                              |
|-----------|------------------------------|
| Adelaide  | Saturday 17 March            |
| Sydney    | Saturday 16 June             |
| Melbourne | Saturday 14 July (tentative) |

Perth                      Saturday 4 August  
Brisbane                 Saturday 18 August

## CHESSE variations

The Perth CHESSE for 2012 is planned to be conducted in partnership with St Augustine's Classical Christian College. This will feature a full day's program, more resources available for perusal and purchase and fellowship with a wider range of families.

For our Brisbane seminar for 2012 we are participating in the Brisbane Home Educator's Conference, which should provide a broader base of appeal. Peter Frogley will be a keynote speaker at the conference, which is planned for the Logan Uniting Church in Springwood.

We will have full details of these conferences in the February 2012 edition of *Light of Life*.

[Click here for more information and flyers for all confirmed CHESSE seminars.](#)

## Resources

These seminars will be a great opportunity to peruse our wide range of materials. It is difficult for many to get to Canberra (although many home educators call in while they are on holidays and spend time reviewing resources) and CHESSE provides an answer.

We bring along almost all student text books and a wide range of reading books, although we are generally unable to fit in teacher manuals, tests, and other extras.

## Book Displays

In driving to the various capital cities from Canberra we pass through many regional centres where a book display of LEM resources could provide a valuable opportunity for local home educators.

As for CHESS seminars, books will be on display and available for purchase. There is usually no entry charge.

If you would like to host such a display please contact our office (details on back page). We just need someone to book a suitable facility and be a contact person for us.

Already there are plans for a book display in Hamilton, Western Victoria on Thursday 15 March from 1pm to 3:30pm.

## International

### Nepal

The planned return visit to Kathmandu, capital of Nepal, took place in September. Rains and political instability led to the cancellation of Richard Wilson's conferences outside Kathmandu in regional areas of Nepal. Urish Sharma, the LEM Phonics representative in Nepal, did an excellent job in reorganising our time.

Richard taught a group of teachers at Ullens School (a premier private school in Nepal) whilst Peter taught a group of teachers from several schools at the Neelgiri School. All these teachers acquitted themselves very well and became quite

skilled with phonograms in the short time available in the after school time slot at 3:30pm.



*Transport, Nepal style*

In the meantime Urish was negotiating with the Principal of Ullens school, who is also the CEO of the Private Schools Association with about 1,000 member schools. Negotiations are currently underway to begin the progressive implementation of LEM Phonics throughout that school system. This process is looking quite encouraging and we hope to bring more news next issue. Urish has much work to do in facilitating this plan, which would include teacher training and resource production in Nepal.

Urish has rented an office in the city and is conducting a tutoring service in LEM Phonics and other disciplines. It has developed quite well and is beginning to provide a cash flow for operations. He has begun printing books under licence from LEM and is negotiating to work with the publishing house associated with the Private Schools Association.

Urish has established a Board to administer operations in Nepal.

As this project gains momentum we will be looking for teachers competent in LEM

Phonics to visit Nepal and act as teacher instructors.

We are presently endeavouring to firm up arrangements for conferences in LEM Phonics in the new year in the Indian states of West Bengal and Sikkim, so that we can begin planning for instructors to visit the areas in January and February 2012.

### Papua New Guinea

In late September Peter Frogley was again in PNG, this time in Port Moresby to discuss the future of LEM Phonics and Christian education in PNG with our friend Mesia Novau.

Peter and Mesia discussed developments in Port Moresby, the Highlands and Milne Bay Province, where schools have shown strong interest in LEM Phonics.

Of significant interest in the discussions was a recent announcement by the new Minister of Education in PNG that the controversial OBE program introduced by AusAid was to be discontinued. This program has been universally condemned by parents and many teachers throughout PNG.

We are hopeful that this change of policy will make it easier for schools to adopt the LEM Phonics program as early as 2012.

Mesia is involved with the construction of a new school at Fife Bay in Milne Bay Province (his home town), and has also been involved with the Four Square based school in the village of Hula. Both these schools

have been built around LEM Phonics and the Hula school has become something of a demonstration school for phonics tuition.

The Baptist Schools in the highland areas continue to produce very good results using LEM Phonics. Evelyn's planned trip to the area had to be cancelled following the tragic air crash that grounded the airline's flights. We are planning to follow up with training in January.



*Conference in Alotau, PNG*

## Christmas Closure 2011–2012

**Our last day of business  
for 2011 will be  
Wednesday 21 December and  
we will re-open for 2012 on  
Monday 16 January.**

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



## No. 82: Repairing the ruins

Tragically I would have to say that the godless have done a very effective job at wrecking our nation (and most others as well).

We Australians once understood that there were biblical values that undergirded and protected our nation and its people. But today perhaps a majority have no concept of the Christian faith and its absolute values. Our godless education system has achieved its authors' goal of removing the values of the Christian faith and even the knowledge of God. What they were not counting on is that it is the Christian faith that holds a nation together.

So we now find ourselves, as biblical Christians, in an assumed 'irrelevant minority'. Such is the loss of Christian values in society that Christians are beginning to be persecuted in a way we have not experienced previously in our nation.

### Our hope

And yet, in God, we are in the day of our greatest opportunity. When all we value

seems to be lost in the world around us, God always has His plan, which He has consistently outworked throughout history through His remnant. Today that remnant include His faithful servants seeking to train their children at home or through Christian schools.

### Battle lost, war just begun

The battle it seems has been well and truly lost — but the war is just beginning. Jesus Christ is still the reigning King of Australia, and every other nation for that matter. And He is calling His people to act as subjects of His great kingdom to re-establish the reality of His reign in their sphere of influence.

### The problem

Over the past century or so the Western nations have changed their world view from one that acknowledged the authority of God and the Bible to one that considers both God and the Bible to be irrelevant. In general terms we could say we have moved from a biblical world view loosely speaking, to a humanist world view definitively speaking!

Our current Australian Prime Minister seems to believe she can live in sin outside the estate of marriage. The Prime Minister, whom the Bible sees as a minister (or servant) of Jesus Christ, is responsible to live and act accordingly. Although the matter has been raised by a few brave souls there seem to be far too few even amongst Christians who are particularly bothered.

Few Christians seem to understand the

vital importance of the Word of God, and in particular, the law of God as the power that holds human society together. Nor do they realise that the Law of God is still binding, not only over their personal lives, but over the lives of every person in the nation. For those about to brand me as a legalist, the Law was never intended to be the means of salvation. It has and always will present the standard of what is right and what is wrong.

Antinomianism (anti-law, the rejection of God's law) has gripped much of the church with the idea that we now live under grace and not law. This tragic misunderstanding of the Bible results in there being no longer a standard for these Christians to determine what is right and what is wrong. Without that measure provided by God's law we must become 'tolerant' of everything and anything. So when the world says 'right is wrong and wrong is right' many Christians can only agree because they have no standard by which to judge.

### The answer

Our challenge then in reconstructing our nation is to rediscover the standards by which Western civilisation was built in the first place. I have identified the key as the word of God, the Bible, which is built upon the principles of God, generally known as the Law of God. This is to be the law of every nation — the Ten Commandments are to be the foundation for national law. The alternative is to legislate the fluctuating opinions of men.

### The key to reconstruction

Along with the national change of values (laws) our education system has also changed. What was once built upon the principles of God's Word has become a thoroughly godless, man-centred, Humanist system, which has contaminated the thinking of Christians. It is well time for us to re-establish our thinking and values in line with God's word, which will allow us to practice our faith.

A recent conversation with my friend Mesia Novau in Papua New Guinea sharpened my understanding of one aspect of what I believe has happened to us through the changes to our education system.

God has created our minds to operate according to His design. In this process children's minds are designed to be developed through biblical thinking processes. Thus the method of educating should be consistent with the developmental processes God has put in place.

Dorothy Sayers maintains in her brilliant essay *The Lost Tools of Learning* that children's minds develop in stages. She calls the stage of mental development for young children the 'poll parrot stage', because children love to repeat things, just as a parrot would. Young children love to hear the same story, song, poem, or information over and over again. They never seem to tire of this seemingly endless repetition. All parents have experienced this phenomena, often to frustration. But the children are learning through repetition, which is the

primary God-ordained method by which children in the poll parrot stage best learn.

Paul tells Timothy:

But continue in the things that you have learned and have been assured of, knowing from whom you have learned them, and that from a babe you have known the Holy Scriptures, which are able to make you wise to salvation through faith in Christ Jesus.

*2Timothy 3:14-15*

Timothy learned the Scriptures from childhood and we understand that Jewish children learned huge tracts of scripture by heart, through repetition. That method and approach was the accepted wisdom that served man well for over two thousand years. Now our modern educators tell us that this method lacked creativity. Somehow children in the past were void of understanding with no idea how to make use of this useless information they had gained through repetition. The fact is that those children had a huge volume of information with which to think. It is, however, difficult to think if we have little to think about! Deuteronomy 6, in speaking of training children, reinforces this idea of familiarity through repetition.

And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on

your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.

*Deuteronomy 6:6-9*

We thus have children's minds which should be filled with information gleaned largely by repetition — a skill and desire which God built into their life, so that children grow in their capacity to think. Thus a key function of education is to provide information for thinking practice.

### The old modern

In rejecting God our educators have also rejected standards and absolutes. It is this that caused men such as John Dewey to seek to develop another methodology of education, which became known as 'learning by doing' or the 'discovery method'. The obvious conclusion for this method is that we do; and by doing we understand; and as we *do* we will thus *think!* But Christians understand from scripture that thoughts produce actions. Christians *think* so that they can *do*. There are two opposing methods here — one is the modern method of the world and the other the historic biblical method.

### Teaching reading

Our current experts tell us that reading is acquired simply by looking at words and reading them — immersing children in language and books. What does not seem to occur to many is that this immersive approach is actually reading by

repetition — remembering the particular shapes of words through repeatedly seeing them. What the children are remembering, however, is a picture or shape of the word, not the individual letters or phonograms of which the word is composed.

Research in brain function tells us that a different part of the brain is used to decipher pictures from that used to read letters or phonograms. It seems, unfortunately, the process used in teaching using the whole word method actually damages the brain's development and stunts its ability to think.

This helps to explain what many have wondered for some time. It has seemed our children are being 'dumbed down' and

**Christians understand that thoughts produce actions. Christians *think* so that they can *do***

are unable to perform functions that were taken for granted a generation ago. If it is true that children's brain development is being hampered by teaching methodology then we can easily understand the condition of so many of our young people today. Indeed it helps us understand the tragedy of our nations. It also helps understand the spiritual barrenness of the West. We have trained a generation to think as the eastern world — without absolutes — which causes

our young people to be attracted to various non-Christian faiths. The standards and order which undergird Christianity disappear as we change our mode of thinking and as a result the West descends into lawlessness.

### Repairing the damage

Christians tell us that Jesus is the answer to all our needs. Whilst they are right, few seem to understand the way in which Jesus manifests His answer!

A significant part of the answer is to learn LEM Phonics (or another intensive phonics program) which trains the mind to think *as God has created it to do*. This is not just a commercial for LEM Phonics — the issue is to teach children to think in the way the Bible teaches — through repetition which grows the capacity to think. That is what LEM Phonics does! As our children learn to think biblically they will be open to the claims of the Gospel as they think the way the scriptures think! This is not only recovering the 'lost tools of learning', but it will set a generation on the road to recovering our Christian heritage and to begin to build again the kingdom of God on earth. As they apply this thinking to every area of life we will enter into a new Reformation!

This is what Christian education is about. Our goal must be more than producing 'nice children', as important as that is. We must see ourselves in the light of God's great plan, understanding that each one of us has a unique role to play in the eternal purposes of our great God. ■



## Diabetes: A Natural Approach

Any thinking person would have to acknowledge that every physical problem a person experiences could not occur without a cause.

Sadly, doctors have not been primarily trained in university to seek out the *cause* of a physical problem, but rather how to treat the *symptom*!

Let me explore the common treatment for just three physical problems.

**Headache:** If a person is suffering with a headache, does the doctor seek the *cause* of the headache, eliminate that cause, and thus rid the person of current and future headaches? Or rather does the doctor prescribe a pain killer to eliminate the *symptom* of the headache while making no effort to determine the cause? As a result the headache will commonly return.

**High blood pressure:** The doctor will seldom seek the *cause* of the high blood pressure, and seek to eliminate that cause.

Rather, the doctor prescribes a high blood pressure medication which eliminates the *symptom* but does not eliminate the high blood pressure. Patients are told they will have to remain on high blood pressure medication for the rest of their life.

**Type 2 Diabetes:** If a person is suffering with elevated blood sugar levels, the doctor seldom seeks out the *cause*. Rather the doctor deals with the *symptom* of high blood sugar by prescribing a drug or insulin. This often leads to further physical breakdown as the diabetic condition continues to deteriorate the body.

### Does a symptomatic approach eliminate the problem?

Consider the war on diabetes being fought at great cost to the community.

In spite of over \$12 billion being spent annually in the USA on finding a cure for diabetes, the cost of treating diabetes continues to rise — currently approximately \$218 billion annually and counting.

Despite all the research, over 2 million new people are diagnosed with diabetes each year. Currently, approximately 30 million children and adults (over 8% of the population) have diabetes — and these numbers are rising rapidly.

The American Diabetic Association is constantly asking for donations to support diabetic research that they say will hopefully one day lead to a cure. Is it not a fair question to ask: 'After so many years of spending over \$12 billion annually in

search of a cure, why do they tell us that a cure for diabetes has not as yet been found?'

Are you aware that the cause and cure for Type 2 diabetes has already been found? It can be found right underneath the nose of every Type 2 diabetic. Diabetes is caused by placing things into the body that God never intended, along with failing to exercise.

If a cure for diabetes has already been found, and has been proven to work in thousands of diabetics, why has the medical community and the American Diabetic Association not informed the citizens of this cure? The answer is a very simple one: follow the money trail!

In the year 2007 alone, the treatment of diabetes brought \$218 billion into the medical community coffers. One out of every 10 health care dollars in the United States and 1 out of every 4 Medicare dollars is spent on the care and treatment of people with diabetes, while multiple billions are spent on research annually.

If a cure for diabetes was acknowledged as having been found and shared with the American people, the medical community would lose that \$218 billion in income annually from the treatment of diabetes. Those in the research community would lose multiple billions in research grants and the American Diabetic Association would cease to have a purpose for its very existence. Diabetes, tragically, is big business!

## Type 2 Diabetes is preventable and almost always reversible

Obviously, the symptomatic approach to diabetes does not eliminate the cause. Drugs and insulin only temporarily deal with the high blood sugar condition without getting rid of the diabetes. This is obvious as people have to return to the doctor again and again for evaluation and treatment as the condition deteriorates.

What if there was a way to get rid of diabetes permanently and never have need of insulin ever again, or have a concern for eyesight loss or amputation?

### Diabetes is caused by placing things into the body that God never intended

The key to getting rid of the *symptom* of diabetes is to eliminate the *cause* of diabetes. Eliminating the cause is the Bible's solution in Proverbs 26:2, 'So the curse *causeless* shall not come.' The biblical key to removing physical problems is the elimination of the cause of those physical problems.

### The Cause of Type 2 Diabetes

Our physical body is comprised of some 100 trillion living cells. Each cell is surrounded by a membrane. In order to maintain health, these membranes must maintain the ability to regulate the gates and channels into and out of the cell.

A healthy cell membrane allows vital nutrients and fuel to pass into the cell while ushering toxins and waste products out of the cell. This maintains a healthy balance inside and outside the cell so that it can produce good energy and function as designed by God.

## He was off insulin and his blood sugar readings were normal within two months

In order to construct healthy cell membranes, the cells need the nutrients and omega 3 fatty acids found in plant source foods. These foods keep the insulin-glucose pathways into the cell functioning normally so that insulin can easily slip just the right amount of sugar into the cell to satisfy its energy needs.

Sadly, the Standard American Diet (SAD) does not provide the nutrients and healthy fats necessary to maintain healthy cell membranes. With an overabundance of unhealthy animal and hydrogenated fats, the SAD slowly clogs the cell membranes, blocking the nutrients from entering the cell and the wastes from exiting the cell.

As these membranes fill with unhealthy fats, the blood sugars needed by the cells are hindered from entering the cell. As a result, blood sugar levels begin to climb as sugar backs up into the blood. This also causes blood insulin levels to rise, which is

a hormonal response to the starving cell's need of sugar.

Billions of research dollars are spent annually to find a way to unclog cell membranes while multiple billions more are spent on drugs designed to force the sugar past the blockage. Is there a better solution? Absolutely!

### A plant-based diet reverses diabetes

For almost 20 years, hundreds have written to Hallelujah Acres to share (or in seminars publicly proclaim) that after they adopted The Hallelujah Diet, their Type 2 diabetes simply disappeared... in as little as 4 days or up to 4 months.

One of our Health Ministers reported that after being insulin dependent for over 50 years, he was off insulin and his blood sugar readings were normal within two months of making the diet and lifestyle change.

### How a plant-based diet reverses diabetes

The cause of Type 2 diabetes is not insufficient insulin. In fact, the average Type 2 diabetic is already producing more insulin than the non-diabetic. Nor is Type 2 diabetes caused by the consumption of sugar! Sugar aggravates an already existing diabetic problem, but sugar is not the cause of the problem.

As we said earlier, the cause of Type 2 diabetes is almost always the blocking action of unhealthy fats. These fats prevent the

insulin from reaching the insulin receptors within the cell. This causes blood sugar levels to rise, and in an attempt to lower this rise, doctors prescribe additional insulin.

This additional insulin (derived from pigs by the way) doesn't solve the blood sugar problem, but only exacerbates the problem.

Inconceivably, the diabetic is usually then placed on a high protein diet, containing lots of animal fats, which further complicate the problem by adding more blocking fat!

### The Solution

The solution is simple: stop the intake of all animal source foods, along with all products containing trans-fats, and switch to a 100% plant-based diet. In addition to the diet change, begin exercising daily.

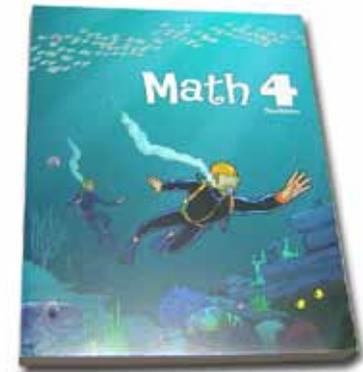
As the person stops placing all that fat into their body and starts a primarily raw, 100% plant-based diet, the fat that was blocking the insulin begins to fall off the cells. Almost like magic, within a few days to a few months, blood sugar levels for most Type 2 diabetics will begin to normalise and soon there will be no more need for additional insulin.

*Caution: If a person continues to take their previous amounts of insulin, following a diet change and beginning an exercise program can cause blood sugar levels to drop too low. It is important that insulin intake be adjusted downward as blood sugar levels drop. It is always best if a diabetic pursues a diet change that is monitored by a health care professional.*

## Book Shop



### Curriculum



### Bob Jones University Press Mathematics Grade 4 (3rd Edition)

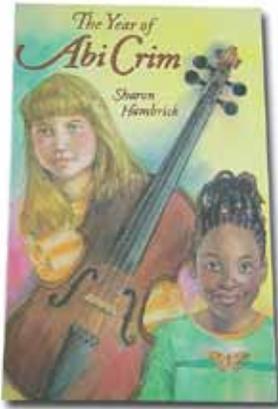
Colourful new format, develops problem solving skills. Each concept is demonstrated in clear examples. Covers multiplication, division, fractions, and geometry. Each chapter concludes with a chapter review and cumulative review to help students retain concepts.

|                              |         |
|------------------------------|---------|
| Student Text                 | \$20.95 |
| Teacher Edition              | \$65.75 |
| Student Manipulatives Packet | \$16.45 |
| Tests                        | \$15.30 |
| Answer Key to Tests          | \$9.05  |
| Reviews                      | \$19.85 |

Bob Jones Mathematics  
Click to order

## Bob Jones Library Books

### The Year of Abi Crim



Abi is certain that this year in the sixth grade will be her best school year yet. But Abi is taken aback when her teacher, Mr Doyle, has to leave because of a family

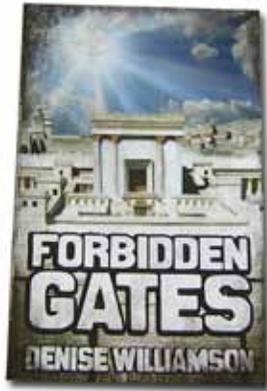
emergency, and a new girl outdoes her on the violin. Even worse, she discovers an ugly streak of racism in her classmates. Can she face these challenges in a way that will honour her Saviour?

9–12 years, 120 pages

**\$10.20**

### Forbidden Gates

Historical fiction by Denise Williamson, set in Jerusalem in the first century. Tells the story of Nathan, the son of a temple money-changer. When Dorian, a young Gentile, asks to meet with God, Nathan decides to take him into the temple, a forbidden act that



defiles the temple on the eve of the Feast of the Harvest. Nathan is caught not only in the center of a growing conflict between temple officials and the disciples of the recently crucified Jesus but also in his own struggle to find real truth.

9–12 years, 98 pages

**\$10.20**

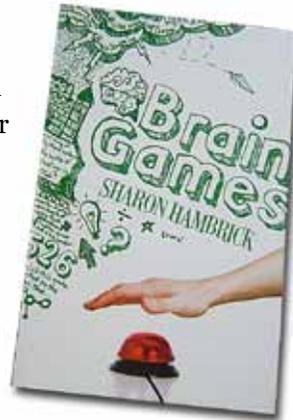
### Brain Games

Tim Barnaby can hardly believe it when he is chosen for Judson Christian School's Superbrain team. To Tim, school means giggling girls, annoying boys, and utter boredom.

Being a Superbrain is not his thing, and it requires work and lots of it. Tim is not sure he wants to be on the team, and he doesn't know why Miss Thistle picked him or any of the other unlikely team members. But it is Miss Thistle's last year of teaching and her last year to coach the Superbrains. And she has a plan that will take them to victory.

Young adult, 122 pages

**\$10.20**



Bob Jones Library Books  
Click to order

## Nordskog Library Books

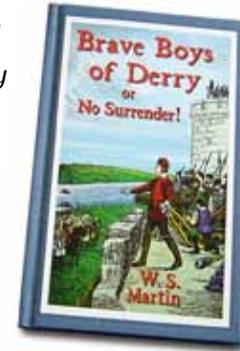
### Brave Boys of Derry or No Surrender!

by W. Stanley Martin

*Brave Boys of Derry* is a true historical narrative of young apprentices who helped save their besieged Protestant town of Londonderry in 1689.

9–12 years, hard cover, 69 pages

**\$16.95**



### West Oversea: A Norse Saga of Mystery, Adventure and Faith



Lars Walker's third novel about the Vikings set in 1001. King Olaf Trygvesson is dead, but his sister's husband, Erling Skjalgsson, carries on his dream of a Christian Norway.

Rather than do a dishonorable deed, Erling relinquishes his power and lands. He and his household board ships and sail west to find a new life with Leif Eriksson in Greenland. This voyage, though, will be longer and more dangerous than they ever imagined. Demonic forces will pursue them, but the greatest danger of all may be in a dark secret carried by Father Aillil.

Young adult, 275 pages

**\$14.70**

## Jungle Sunrise

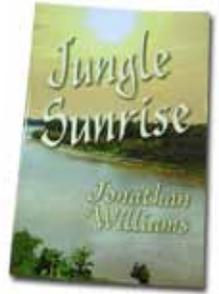
by Jonathan Williams

A unique and captivating novel by a member of the Xtreme Team, who risk their lives and endure unthinkable physical deprivation while assisting native people in the most remote areas of the world.

Williams unlocks the secret of how to begin life anew, as the book's central character moves from a depressing, directionless life to a rewarding and incomparable adventure, discovering the ultimate meaning in life through trials and tragedy.

Young adult, 218 pages

**\$14.20**



## Close to His Heart

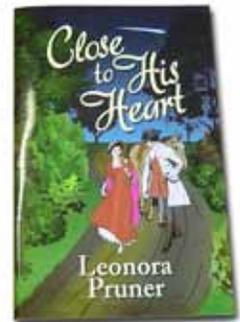
by Leonora Pruner

Superbly researched historical romance set in eighteenth century England, and a profound study of true love.

Jane Austen fans who have wondered what Kitty Bennett's life might have been like if she had had a grain of good sense and had fallen into the hands of an honourable man will love this story.

Young adult, 370 pages

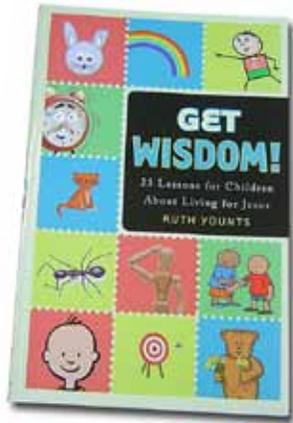
**\$15.80**



Nordskog Library Books  
Click to order

## Family Books

### Get Wisdom



Contains twenty-three lessons for children from kindergarten through fourth grade about living for Jesus. Each lesson is about qualities of wisdom and godliness, with

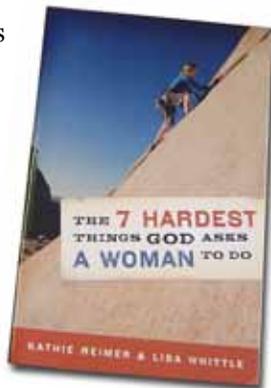
illustrations and teaching suggestions.

91 pages

**\$10.20**

### The Seven Hardest Things God Asks a Woman to Do

By mother-daughter authors Kathie Reimer and Lisa Whittle, this book is an honest and insightful look into the liberating truth about what is required of women. By dealing with these seven things women will better understand the freedom that comes with knowing responsibility and the empowerment of the Lord.

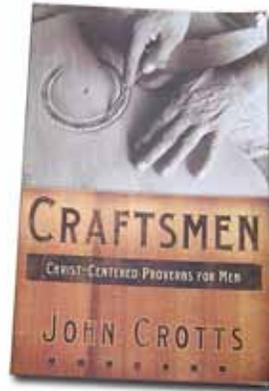


190 pages

**\$14.75**

### Craftsmen

Designed to help men understand Biblical wisdom, to see Jesus Christ as the embodiment and source of wisdom, and to apply that wisdom to the God-given role of husband and father.

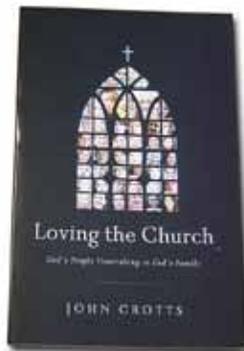


160 pages

**\$14.75**

### Loving the Church

Presents God's glorious family and our way in it. The family has experienced a revival but less value has been placed on God's family, the church. Explains the importance of God's family and the beauty and joy of being a member.



138 pages

**\$15.80**

Family Books  
Click to order

## Theological Titles

### Truth Standing on Its Head

*Insight for an Extraordinary Christian Walk from the Sermon on the Mount*

John Day's provocative study of the sermon on the mount. The exposition of the Beatitudes grabs us and demands our attention. The break with previous tradition, and with our own comfortable presuppositions, is rather merciless, and ultimately drives us to the Cross.



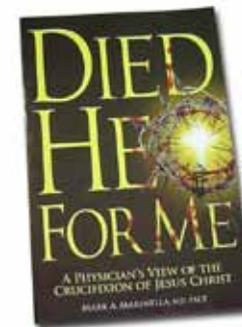
Hard cover, 167 pages

**\$21.50**

### Died He For Me

*A Physician's View of the Crucifixion of Jesus Christ*

Mark A. Marinella is a Christian physician who has not only marveled at the spiritual ramifications of Christ's death, but also the physical and physiological aspects. This book is an overview of Jesus' death from a physical and medical perspective.



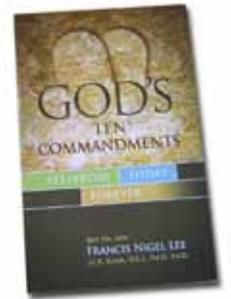
120 pages

**\$15.80**

### God's Ten Commandments: Yesterday, Today and Forever

*by Dr Francis Nigel Lee*

God gave man Ten Commandments. Every one of them is vital, in all ages. For only by observing them can man live a full life each week, maintain a happy marriage, and function well in his home, his job, and even in the world.



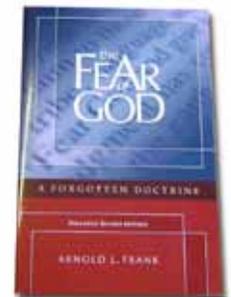
109 pages

**\$13.55**

### The Fear of God: A Forgotten Doctrine (Expanded 2nd Edition)

*by Arnold L. Frank*

Frank sets out to revitalize a doctrine that in times past — from the Biblical era to the founding of America — has empowered and emboldened Christians to lead lives that distinguished them among their peers as godly, meaningful and productive.



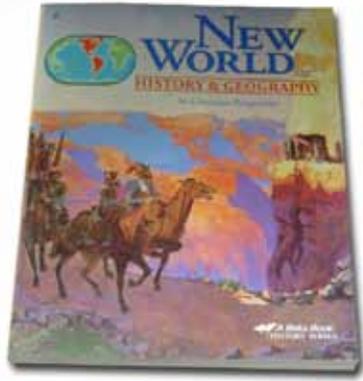
210 pages

**\$19.20**

Theological Titles  
Click to order



## Overstock Specials for a limited time

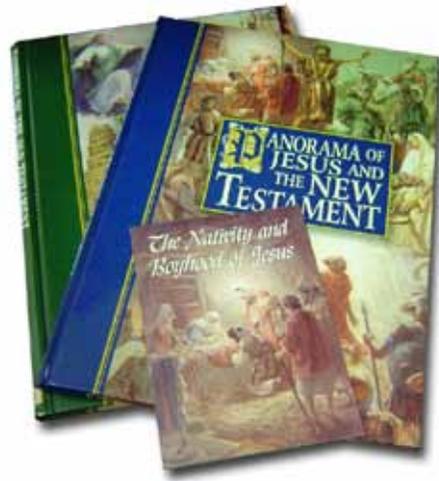


### A Beka Grade 6 New World History and Geography

We are overstocked on this excellent study of the Americas. Too often Australians have an aversion to studying North, South and Central America in their programs – to their children’s loss. This course is the second part to *Old World History and Geography* and completes a very good summary of the world.

Include this great course in your program this year at 30% off.

|                           | was     | now     |
|---------------------------|---------|---------|
| Student Text              | \$30.55 | \$21.40 |
| Answer Key to Text        | \$17.90 | \$12.50 |
| Student Maps and Reviews  | \$8.55  | \$6.00  |
| Teacher Key to Map/Review | \$15.25 | \$10.70 |
| Student Test Book         | \$8.55  | \$6.00  |
| Teacher Key to Test Book  | \$15.25 | \$10.70 |
| Student Quiz Book         | \$8.55  | \$6.00  |
| Teacher Key to Quiz Book  | \$15.25 | \$10.70 |



### The Nativity & Boyhood of Jesus

Children and adults will love this beautifully illustrated account from the scriptures.

was \$9.95 now \$3.00

### Panorama Large format Charts

These full colour charts present the great stories and personalities of the Bible. The double sided charts fold out to approximately 2.5m.

|   |                         |
|---|-------------------------|
| Panorama of the Old Testament           | was \$29.95 now \$10.00 |
| Panorama of Jesus and the New Testament | was \$29.95 now \$10.00 |

Overstock Specials  
Click to order

## LEM Phonics Corner

EVELYN GARRARD



### The Sight Word Issue

The issue of sight words keeps coming up. Even teachers of some phonics programs argue that we must teach some words by sight – and even a few teachers who have lately embarked on

### LEM Phonics agree!

Therefore I feel compelled to readdress the issue, even though it has been written about before.

I have done an exercise to compare LEM Phonics with a popular sight word list whose proponents claim that children need to learn at least 200 sight words to gain an early fluent reading ability.

The Dolch Sight Word List is based on the fact that written language in general contains 50% of a prescribed list of 100 frequently used words. They are described as ‘service words which hold ideas together and must be learned purely by sight because there are no pictures which can be

attached to them.’ Many others say they are called sight words because some of them can’t be sounded out, so must be learned by sight.

They believe that learning these words by sight (as opposed to breaking the words into their sounds) helps readers to maintain speed and fluency by ‘not getting caught up on meaning’.

LEM Phonics maintains that we should avoid learning *any* words by sight except the very few which cannot be worked out through analysis.

Why does LEM use a ‘sound’ and analytical approach, rather than teaching students to recall shapes and naming them (which is guessing, not reading)? Here are some reasons:

- English is a coded language made up of symbols which represent sounds, not a pictorial language.
- Phonemic awareness (the ability to hear and manipulate sounds in words) is a major key to optimum literacy development.
- Children who are taught systematic phonics from the outset will develop a phonetic reflex, which enables them to see the phonetic structure of a word, followed by the automatic conversion of the letters or letter patterns into sounds. This becomes a lifetime legacy.
- Directionality is important for a ‘sound’ based language. Sounding a word in its left to right sequence enables one to

easily decipher unknown words. Being trained to memorise sight words as a whole from the outset causes the eye to jump all around the word, which develops a difficult-to-correct reflex when it later becomes absolutely necessary to decipher words phonetically for the attainment of a high standard of reading and spelling.

- The left hemisphere of the brain is designed for superior language ability, responding to analytical thinking and logic.

## To mix both methods becomes even more dangerous because both hemispheres cannot work together

The sight word methodology taught early will cause the right hemisphere to become dominant for language learning, thus limiting the level which can be attained. To mix both methods becomes even more dangerous because both hemispheres cannot work together, and confusion will be the result.

LEM Phonics is adamant that we do not mix the sight method with the phonetic method! We believe that dyslexia can be educationally induced by not using phonics, or even mixing whole word methods with phonics.

## The Fallacy of Sight Word Fluency

Learning a list of 200 words or so by sight, at the beginning of schooling, without having any knowledge of the way the alphabet works, most definitely will develop a reflex to use the sight method for all future language processing — thus priming the right side of the brain to process language instead of the left.

One example from my own experience in tutoring a remedial child shows how the above may manifest.

The 11 year old boy was reading the lines from our programme *Pathway to Literacy*:

Down from the clouds the soft rain falls,  
Then all aglow the sunlight calls...

On reaching the word 'aglow', he paused and, not being able to come up with a suitable known word to fit the context, eventually used the word 'along'. You can see there is only one letter difference between 'aglow' and 'along', even though the sequence of letters is quite different. The only way the whole word student can attack the new word is to go back to what he knows. The word along is the nearest word he can pull from his brain to fit the context even though it sounds rather clumsy.

A systematic phonics student would have all the equipment to read the correct word, even though he may not know the meaning. And the actual ability to read the word in context will give the student greater power

to clinch the meaning. 'Sight word fluency' is a fallacy!

The tragic, nation-wide literacy problem in which tutors all over the nation are trying to (with little success) remediate reading problems from lower grades through to high school standard, bears out the truth that whole language learning has failed.

If we compare the first three years of learning 200 sight words from the Dolch list with our LEM Phonics program it works out something like this:

- Using the phonetic code, rules, and the tool of seeing relationships between words, LEM has reduced the number of real anomalies to less than 100 out of 2,447 words in the list. In the early stages (first three years) there are less than 20 words out of 1,292 which could be called an anomaly.
- LEM Phonics children will have learned all the basic tools for building and decoding words by the first six months or so under normal circumstances. This includes learning the sound (or sounds) of the single alphabet letters, as well as every combination of letters which can represent one or more sounds of the English language. Such a foundation will give them

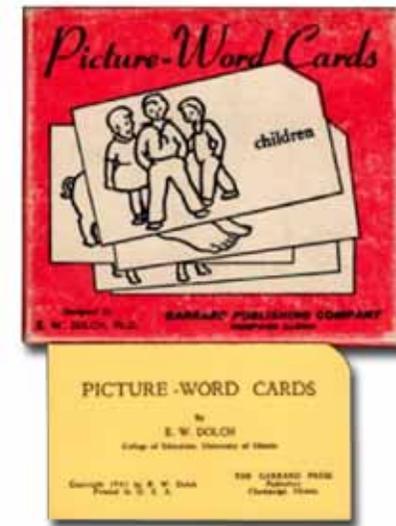
ability to already read hundreds and hundreds of simple words. Fluency will be developed as they practice decoding the simple sounds, without the added burden at this stage of being *expected* to read any text which is beyond the parameters they already know. This aspect of whole word programs frustrates students.

LEM Phonics policy is:

**Wait until students acquire what they need, before they are expected to read.**

That initial stage, which may be perceived as limiting the students, is actually preparing them to go ahead with accelerated fluency and alacrity without relying on the guessing game to read difficult or unfamiliar text. LEM readers may have to use an element of intelligent deduction with a word here and there, but the phonograms generally give them enough information

to deduce what the word is, rather than guessing. For example they will not say 'horse' for the word 'pony'!



Dolch sight word cards from 1941. It is amusing to note they were produced by the 'Garrard Publishing Company'!

After learning the tools using LEM, the children will begin to analyse words using both the tools and the rules. This is the beginning of formal spelling, which accompanies reading and increases skill in both processes.

For example, whereas different lists (even in some phonics programs) may qualify the word **was** as a sight word, LEM will teach the rule that **a** says the sound 'o' (as in **pot**), when placed after **w**. By the same token we will spell the sound 'o' using **a** if it comes after the sound 'w'. Therefore children will be able to read words like **want, watch, wallet, wand, swan** and **swap** without any trouble, and conversely be able to spell most of those words as well.

The word **two** would be perceived as a sight word by many. But if you relate it to the words **twin, twice** and **twenty**, there definitely seems to be a logical reason for **w** being there! The same could be said for **one** and **alone**.

Children are learning to hear the sounds in their mind as they read, and form the sounds in their mind as they spell. This

does away with the 'look, say, cover, write' method used in whole word spelling programs.

For anyone who is in doubt about LEM Phonics, realise that our program is based on a sound philosophy using scientific principles and an understanding of how children best learn. It has been really encouraging to receive reports that the NA-PLAN tests are showing superiority in LEM Phonics based schools which are teaching according to our philosophy.

Let us continue to pursue the quest for 100% literacy in our nation!



*Check out what Bruce Dietrich Price says about Dolch sight lists: <http://www.youtube.com/watch?v=w56H8WBcvUo> (or search for 'no more sight words' on YouTube).*



# Light of Life

**Light Educational Ministries** is a faith ministry, working in the area of Christian education.

**Our Ministry** is to spread the vision and concepts of Christian education. Light Educational Ministries staff are available to share with and assist groups interested in or involved with Christian education. Our staff prepare and distribute resources and develop curriculum and LEM training programmes.

**Light of Life** is a non-subscription newsletter, published four times a year. We do, however, encourage donations towards the cost of production and distribution.

Editor: Peter Frogley

Design and layout: John Garrard

## Contact Us

200 Florey Drive

Charnwood ACT 2615

Phone (02) 6259 3944

Fax (02) 6259 3945

email: [asklem@lem.com.au](mailto:asklem@lem.com.au)

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

Vol 32 No 4