



We pray that you, like us, are rested and ready for another great year of service to our great King — the Lord Jesus Christ.

2013 has gone and is just a series of memories, but 2014 is just getting going and who knows what the Lord has in store for you? That's what makes being a Christian such an incredible privilege!

Now it is time to be getting organised for another year's education, whether it be at home or school. Our book stocks are looking quite good and we trust we will not have too many holdups with back orders.

For those new to home education this is

such a big and important event and we pray with you that it will prove to be a great blessing for you and your children. For old hands at home education perhaps a new vision and enthusiasm may be needed and that of course comes directly from the Lord.

For those in Christian schools we pray that you will be able to have a truly godly input in children's lives that will shape their thinking and thus lifestyles for the future.

This Issue

Details for the CHESSE program for 2014 are now in place, with dates and flyers for each seminar available on our website.

In *Exploring Christian Education* we examine what it means to be educated — from our point of view, of course! I trust you have enjoyed *History of the World* so far and this issue concludes that series. Please remember it is composed of student bloopers, so don't set it for your children's text! Hopefully you have a well-developed sense of humour and that will bring some

chuckles to your day. Wendy Hill shares the third installment of her music series, this time on the subject of dynamics (aka volume). And in the health section we reproduce another article by George Malmkus explaining why vegetable juice is an important key to good health.

With a prayer that this issue will be a blessing as you seek to serve the Lord in education.



CHESSE

We are ready to go with another round of CHESSE seminars that prove to be wonderful times of fellowship, instruction and an opportunity to view and purchase a wide range of books.

We do need a good contact person for Brisbane as that CHESSE has languished in recent years and at this stage we do not have one planned for 2014.

We encourage you to set aside the time to come to the CHESSE seminars, get hands-on with the books, hear from the experts, meet

fellow home educators and enjoy a great day of fellowship.

Dates for 2014

Adelaide	Saturday 10 May
Melbourne	Saturday 28 June
Perth	Saturday 26 July
Sydney	Saturday 2 August

Flyers for individual CHESSE seminars can be found at the link below. If you would like extra copies of CHESSE flyers to hand out to friends please call and we will send them to you.

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

International News

Papua New Guinea

Despite the educational disaster of Outcome Based Education in PNG we are continuing to see progress with LEM Phonics.

Mark Baiai has now taken over leadership of LEM Phonics in PNG to allow Mesia Novau to pursue his interest in developing a Christian educational philosophy for his nation. Mark now has a stock of materials and is communicating with schools throughout the nation. He has also begun to build a small team of teachers who are being trained in LEM Phonics so that they can train teachers across PNG. Teacher training has been a major stumbling block for us in the past and we trust that Mark and the team will be effective and successful in their endeavours.

Peru

Peter Frogley expects to visit from mid-February 2014 for a little over two weeks. The plan is to fly into Arequipa in the south of Peru in the Andes to speak at a Christian Education conference, which will be the first LEM has conducted there for several years. This would be followed by further conferences in Chepen in the north of Peru as well as another in Chiclayo, where the Relyeas are based. Peter will then spend a weekend with churches in Lima before returning home. This will probably be the last visit whilst the Relyeas are permanently residing in Peru.

Bob worked as a high school maths and science teacher in Australia for 25 years (1972–1997) while they raised their five children.

Bob took an early retirement and in 1998 they returned to Peru to start a ministry that would address the creation/evolution issue. At the time only a couple of indigent creationists in all of Peru were attempting to counter the harmful effects of evolution which had permeated all of the Peruvian society. In addition to Creation Science their ministry also includes Christian Education, working with teachers in Christian schools and encouraging them to teach from a biblical perspective.

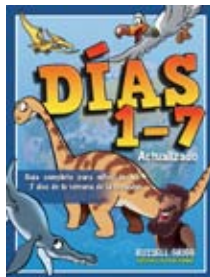
They have established and trained a team of Peruvian educators and creationists to spread the principles of a Bible centered education throughout Peru. They are part of the LEM overseas team.

Before Bob and Frances leave Peru they want to ensure they have a functioning team to carry on the work they have begun so effectively. They are asking if anyone would be interested in assisting them in producing materials, etc. in what they expect will be their last year living in Peru.

They plan to return to Australia to live at the end of 2014, so have set this year aside as one where they hope to be able to make major advances in the translation and printing (all with prior permission from CMI) of much needed creationist literature, especially for children.

They have targeted the following resources as ones that they hope to translate into Spanish and publish:

- One Big Family
- Noah's Ark Activity Books
- How did we get our Bible?
- Dragons of the Deep
- Exploring Geology with Mr. Hibb
- The 7Cs of Bible History for kids
- Six Day Creation – Does it really matter what you believe?
- An issue of the *Creation* magazine.



However, to accomplish the production of these materials, substantial funding is needed. We ask that you would prayerfully consider donating towards the production of these resources. Donations can be sent to the LEM office.



No. 91: What is it to be educated?

There should obviously be significant differences between Christians and non-Christians when it comes to educating their children.

In fact, there should be a vast difference, as Christians should have a totally different world view. Unfortunately, however, in general practice today there is often little difference between Christian and non-Christian education as both are working on similar world views.

To properly explore this issue of what it is to be educated in a Christian context is far beyond the scope of this article, but perhaps I can touch on some of the aspects that seem most important to me. For me there is little point exploring modern educational ideas as they are exclusively built upon faulty, humanistic premises. If you don't know that we are creations of an Almighty God, created to be His children, to serve Him for His glory in the earth, then any ideas you may have on education will be flawed.

Whilst the world in which we all live is the same, the view with which Christians see

the world is fundamentally different in that they are born again and have been made new creations in Christ. This surely means that we see the world through the eyes of our Creator and thus structure education from this foundation.

For Christians, then, education must be the vehicle that equips young people to fulfil God's call and purpose for their lives. That goal must always be before us as we seek to understand God's ways in education, otherwise we will default to our old ways! Our new life in Christ brings with it a new way to do everything in life—and that is the reason God has instructed us in scripture how we are to go about training our children.

What does the Bible tell us?

The Bible begins, 'In the beginning, God'. He is in and over everything!

All that exists is created and gifted to us by our God. He is the alpha and omega—He is the beginning and the end and all else between.

When the Westminster Shorter Catechism answers the first question 'What is the chief end of man?' it tells us that it is to 'Glorify God and enjoy Him forever'.

So simple, yet so profound and yet we could and usually do need to explore what that really means for us in practice, as our pre-Christian approach was based in man's ideas. So keeping in mind that we may need to change our ideas, let us consider some scriptures.

The Ten Commandments in relating to children says:

Honour your father and your mother, that your days may be long upon the land which the LORD your God is giving you.

Exodus 20:12

There is much that could be said about this often neglected commandment, which for our purposes clearly establishes the authority and importance of the father and mother in the family. This commandment is of vital importance in building our families and failure to heed its wise injunction is the root of many of the problems in our society today (and that is not just confined to non-Christians).

Coupled with the words of Deuteronomy:

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

These two passages bring to us an understanding of authority and the family and the basic ground rules for raising children. These passages do not just represent an opinion God may happen to have, but rather they describe and define God's ways for families. Without conformity to these

standards we can be guaranteed failure in our efforts to raise a godly family.

A most helpful comment came from the Australian Archbishop Vaughan over 130 years ago:

On Education...

There is one greater curse in the world than ignorance and that is instruction apart from moral and religious teaching. To instruct the masses in reading, writing and arithmetic and to leave out religion and morality is to arm them with instruments for committing crime – a great deal has been said in the colony about crimes that proceed from want of schools; very little about the still greater amount of crime which is produced by training the intellectual faculties whilst the will and the animal passions are allowed to run loose.

*Archbishop Vaughan in
Pastorals and Speaking on Education, 1880*

Now that we have addressed the issue of family discipline (at least in principle) we can move on to what we teach our children.

The experts tell us that knowledge is increasing exponentially, yet this increase doesn't seem to be improving our general well-being. But it does create a problem as to what knowledge is important to teach our children.

The humanists, in their wisdom, seem to have decided that factual knowledge is not important because there are no absolutes and thus we can define knowledge

according to our whims. They will tell us we should have a tolerant, accepting attitude to life and even to knowledge – so 'horse' can be written 'pony', because the idea conveyed is similar.

to leave out religion and morality is to arm them with instruments for committing crime

Christians are confronted with much new knowledge which can lead to discounting important knowledge in place of politically correct knowledge. For example, the Christian studies the environment to understand why God has created the world as He has and what he intends man to do with His creation. Scripture tells us that God has given man dominion over the earth:

Then God said, 'Let Us make man in Our image, according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth and over every creeping thing that creeps on the earth.'

Genesis 1:26

Thus environmental studies for the Christian is a biblically-based discipline as it is the study of the creation.

Environmental studies for the humanist assumes people are nothing more than higher-evolved animals. This, coupled with the latest politically correct 'scientific'

discoveries, brings a completely different perspective on our use of and care for the world around us.

Teaching the Tools

Whilst I have not found a biblical proof-text that says children must begin formal education by learning language and mathematics, it seems to me that those two areas of study are fundamental. Dorothy Sayers calls them 'the lost tools of learning' (those who are interested can purchase the booklet of the same name from LEM).

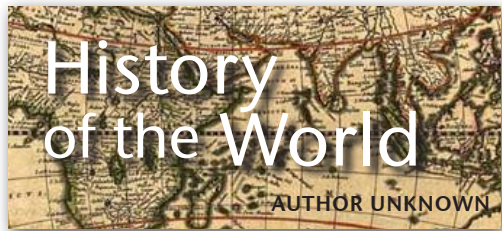
Her thesis is that mastery of language and mathematics (in their basic form) provide the tools through which all learning takes place. The main function of primary education then is a mastery of those two areas.

Our primary level education has three main components:

1. Development of obedience to God's word to build Christian character
2. Learning of basic language skills (our recommendation is to use LEM Phonics to achieve this goal) and
3. Basic mathematical (arithmetic) skills – the use and manipulation of numbers.

Undoubtedly children will learn more than this, but our basic goal should be to have children competent in the use of the tools of learning.

Next time we will continue on with this theme and consider the nature of the products of education.



Part Three

Many years ago we published this amusing version of the history of the world. This history is reputed to be a compilation of student bloopers in secondary schools in the USA. This is the final installment.

Meanwhile in Europe, the enlightenment was a reasonable time. Voltare invented electricity and also wrote a book called 'Candy'. Gravity was invented by Isaac Walton. It is chiefly noticeable when apples are falling off trees.

Bach was the most famous composer in the world, and so was Handel. Handel was half German, half Italian and half English. He was very large. Bach died in 1750 to the present. Beethoven wrote music even though he was deaf. He was so deaf he wrote loud music. He took long walks in the forest even when everyone was calling for him. Beethoven expired in 1827 and died later for this.

France was in a very serious state. The French Revolution was accomplished before it happened. The Marseillaise was the theme song of the French Revelation and it catapulted into Napoleon. During the Napoleonic Wars, the crowned heads

of Europe were trembling in their shoes. Then the Spanish gorillas came down from the hills and nipped at Napoleon's flanks. Napoleon became ill with bladder problems and was tense and unrestrained. He wanted an heir to inherit his power, but since Josephine was a baroness, she couldn't bear children.

The sun never set on the British Empire because the British Empire is in the east and the sun sets in the west. Queen Victoria was the longest Queen. She sat on the throne for sixty-three years. Her reclining years and, finally, the end of her life were exemplary of a great personality. Her death was the final event which ended her reign.

The nineteenth century was a time of many great inventions and thoughts. The invention of the steamboat caused a network of rivers to spring up. Samuel Morse invented a code of telepathy. Louis Pasteur discovered a cure for rabbis. Charles Darwin was a naturalist who wrote the 'Organ of the Species'. Madman Curie discovered Radium. And Karl Marx became one of the Marx Brothers.

The First World War, caused by assignation of the Arch-Duck by a surf, ushered in a new error in the anals of human history.



No 3: Dynamics

A quick review: In our first two articles we learned how music is full of opposites. Rhythm is basically long and short sounds. Melody is essentially high and low sounds. In this article we focus on dynamics — loud and soft sounds.

A simple definition: 'Dynamics is the power of soundwaves and how strong or soft they are.' The word 'dynamics' comes from the Greek *dunamis* meaning power and refers to energy level and forces which affect the movement of things — including soundwaves. It shares its root with the word 'dynamite'. A dynamic person has power and energy and influence over others.

In music, dynamics refers to the amount of power transferred from a person's body to the instrument, producing varying loud and soft sounds. Singers transfer power or energy of different levels as their breath passes through the vocal cords. Dynamics

is also known as volume or amplitude. We turn up the volume knob for louder sounds.

Dynamics is measured in decibels. The chart below gives some examples.

Leaves rustling	20 db
Whispering	20–30db
Talking normally	60db
Busy street traffic	78db
Close thunder	100db
Pain threshold (damage is done to the ear)	85–100db
iPod or CD player at high volume	114–128db
Rock band	115–140+db
Chainsaw and loud car stereos	116db
Jet aircraft	140db
Immediate damage to unprotected ears	130–140db
Space shuttle launch	180db

Musicians and composers use their own power to stir the listener's feelings — to excite, manipulate, calm, soothe and relax. Soft music can have a relaxing effect, e.g. in doctor's waiting rooms or when having a massage. Louder music can be rousing, e.g. in military bands or festivals. Abusive use of dynamics occurs when the power of sound is in the extreme ranges. This is harmful because the energy of the soundwaves permanently damages the tiny hair cells in the cochlea of the ear, causing tinnitus, gradual hearing loss and deafness. Powerful dynamics may lead to addiction to loud music and a fear of silence.

Many musicians who regularly play very loud music are physically affected when they perform. In some orchestras and bands, shields are placed between the brass and string players for protection. Some string players mark loud trumpet and trombone parts on their music so they know when to bend down to avoid the blast. Many rock musicians wear earplugs for protection. Some governments have made laws to reduce noise in workplaces, concerts and opera houses. Sadly this extreme loudness is also to be found in many churches.

Permanent hearing loss depends on the time of exposure. The recommended maximum level for eight hours of work is 90db (some think this is still too high). For each increase in three decibels, halve the time of exposure:

db	Exposure	db	Exposure
90	8 hrs	117	56s
93	4hrs	120	28s
96	2hrs	123	14s
99	1hr	126	7s
102	30 min	129	3.5s
105	15 min	131	1.75s
108	7 min 30s	134	.875s
111	3 min 45s	137	.438s
114	1 min 52s	140	.219s

We can see that physical damage occurs after only 56 seconds of exposure to 115db (the lower range of the levels at a rock concert). In the more realistic upper level of 140db, damage occurs in a fifth of a second.

In night clubs disc jockeys know when to pump up the volume to excite and arouse people if the party starts getting a bit flat. One cannot imagine what is happening to young peoples' hearing as they experience such an acoustic environment for hours.

Note we are just talking about dynamics in this article. When excessive dynamics is combined with exaggerated rhythm and beat, the heart does not know which beat to assimilate with — the main beat or the off-beat. The brain is pumping out opioids and hormones to the sex organs. The body quickly begins moving in sensual and gyrating ways, becoming exhausted because of lack of rest. Added to this is the extreme use of melody — high pitched singing, shouting and screaming damage the voice box. Amplified low bass notes on bass guitar add extra stimulation at calculated times and the breathy voices close to the microphone create extra sensuality and intimacy. Addiction kicks in as the pain threshold is raised and high after high is experienced. It just doesn't bear thinking about.

Little did the scientists and inventors of the late Nineteenth century know how their ideas and work with electricity would develop in the twentieth century. The most noticeable difference between today's instruments and those of the pre-1900s is the level of dynamics. Electronic amplification has radically changed the aural experience of audiences.

It is interesting that in the 1700s John Wesley and George Whitfield could preach

to thousands of people at a time without the use of electronic equipment to amplify their voices. Why then do we need so much amplification in our churches today? Have you noticed it is all black — black 'spaghetti' wires all over the floor, black amplifiers and speaker boxes decorating the stage (yes, the altar has become a stage for performance). Black, black, black — not an uplifting colour for a church setting. Having said that and gotten it out of my system, I will now get off my hobby-horse! But it is all relevant to our topic of dynamics.

This abuse of the power of soundwaves in the element of dynamics is happening everywhere — in the concert hall, in rock concerts and night clubs, in cars and tragically in our churches. A challenge for you — ask the audio technicians in your church what the decibel levels are. I would be most interested if you would let me know too (email me at wendy@thegiftof-music.com.au).

Music was originally designed to be for the worship of God and for our benefit and health, to be pure, sincere, uplifting and ennobling. However it has quickly become destructive noise. Do we really believe the angels in heaven worship God with this sort of loud music? Do we really believe that God wants us to damage the sensitive, perfectly and intricately designed ears He designed? Do we really believe God wants us physically moving in such carnal, sensual, irreverent ways while supposedly worshipping in His Presence?

Back in the 1800s Ellen G. White wrote:

Every uncouth thing will be demonstrated. There will be shouting, with drums, music and dancing. The senses of rational beings will become so confused that they cannot be trusted to make right decisions. And this is called the moving of the Holy Spirit. The Holy Spirit never reveals itself in such methods. A bedlam of noise shocks the senses and perverts that which, if conducted aright, might be a blessing... Those participating in supposed revival receive impressions which lead them adrift. They cannot tell what they formerly knew regarding Bible principles.

In conclusion, the essence of dynamics is power. The music element of dynamics teaches us that God is all-powerful. The ultimate power and energy source of course is God. Psalm 29:4 tells us 'The voice of the Lord is powerful.' Psalm 147:5 says, 'Great is our Lord and of great power...' He only had to speak and the universe and all that is in it came into being. When God gave man dominion over the earth and all that is in it, He also gave the responsibility that goes with it. In terms of music this means being responsible stewards of God's soundwaves and using power and energy sensibly for His purposes to worship Him and for the benefit, not harm, of man.

[Click here for more information and other music articles by Wendy Hill](#)



Vegetable Juice: The Key to Health

When God created Adam and Eve, He told them what was to be the fuel (food) they were to consume in order to maintain their physical bodies and sustain life:

And God said, 'Behold, I have given you every herb bearing seed (raw vegetable), which is upon the face of the earth, and every tree, in which is the fruit of a tree yielding seed (raw fruit): to you it shall be for meat (food).'

Genesis 1:29

It is interesting to note that even after the fall of Adam and Eve, after sin had entered the human race and they were banished from the garden, their original diet continued. On these raw fruits and vegetables that man planted and harvested, man lived to an average age of 912 years for the next 1,700 years, without a recorded instance of sickness.

When diagnosed with colon cancer I made

the diet change, including lots of raw vegetable juices. Within just a few weeks, my rectal bleeding had stopped. Within a year, my baseball sized tumor was no more. That experience took place almost 40 years ago!

Taking it to cellular level

When God created us, He gave us a digestive system designed to process raw fruits, vegetables, seeds and nuts — the foods He provided in nature — into a form that would make them useable at the cellular level of our bodies.

Consider what H. E. Kirschner, M.D., has to say about this digestive process in his book, *Live Food Juices* (pages 20–21):

Why not just eat the raw vegetables?

As we have indicated in the previous chapter, for optimum health you need far more than you could possibly eat.

The stomach just couldn't handle that much bulk. Then too, if modern research is correct, the power to break down the cellular structure of raw vegetables, and assimilate the precious elements they contain, even in the healthiest individual is only fractional — not more than 35%, and in the less healthy, down to 1%.

In the form of juice, these same individuals assimilate up to 92% of these elements. The juice of the plant, like the blood of the body, contains all the elements that build and nourish. It is a well-known fact that all foods must become liquid before they can be assimilated.

By juicing, we do much of the work of the digestive system (removing the fibre) before we put the food into our body.

What about fibre?

Fibre is merely the carrier of the nutrients and has no nutritional value. By removing the fibre, we are putting only the part of the vegetable that contains the nutrients (the liquid part) into our body.

By doing this, we get all the benefit of the nutrients without having to go through the digestive process. This means the nutrients can go almost directly to cellular level in mere minutes, raising the percentage of nutrients reaching cellular level from less than 35% (when we eat the whole food with fibre), to more than 90% when we drink the juice without the fibre.

This self-healing mechanism was placed there by God at creation, and has been passed down to each human being.

Replace toxins with nourishment

If we want to get well, or stay well, the very first thing we must do is stop putting into our bodies the toxic foods that have been causing the body harm and created the physical problems we are currently experiencing.

Toxic foods include all animal source foods (meat, eggs, and dairy, especially cheese), refined sugar, refined flour, table salt, trans-fats and caffeine. These are the substances that cause most of the physical problems people experience today.

In place of the toxic foods, we start putting into our bodies (which are comprised of 100% living cells) the raw and living building materials the Lord designed our bodies to be nourished with and to use as fuel, especially in the form of concentrated raw vegetable juices.

The juice of the plant, like the blood of the body, contains all the elements that build and nourish

And don't be concerned about not obtaining enough fibre — there are plenty of fibre loads in the whole vegetables, fruits, seeds, and nuts consumed at the various meals of the day.

But Adam never had a juicer!

There were no juicers in the garden of Eden... but neither was there a need for them.

Soil nutrients had not yet been depleted and man's physical body was not racked with physical breakdown as it is today.

In the garden, even if only 35% of the nutrients made it to cellular level, the nutrient content of foods was plenty adequate to supply all of man's nutritional needs. But today, because of the low nutrient value of our foods and the extensive repair job needed by the average body, we need to get

nutrients to cellular level more efficiently and in greater quantities — juicing accomplishes this!

Extracting the best

It takes approximately one pound of raw vegetables to make a glass of vegetable juice. It would be difficult and very time consuming to eat a whole pound of raw vegetables; and even if you did, you would lose over 65% of the nutrients in digestive processing.

By drinking a 250ml glass of raw vegetable juice, you are consuming the nutrients in a whole pound of raw veggies, and over 90% of those nutrients reach cellular level. A glass of raw vegetable juice mid-morning and mid-afternoon also gives the body incredible energy as well as taking away hunger.

At the Gerson Institute in Mexico they are healing terminal cancers using 8 glasses of carrot juice per day, and 4 glasses of green juices from organically grown vegetables, along with a vegetarian diet.

There is absolutely no substitute for freshly extracted vegetable juice.

A blender is NOT a juicer

Blenders leave the fibre in the juice, defeating the very purpose of juicing!

Blenders are wonderful for making green smoothies, blended vegetable salad, etc., increasing the nutrient value three to four times versus chewing whole, raw vegetables.

there is simply no benefit to drinking store-bought bottled, canned or frozen juice

Nutrients are released from our foods only when the cell structure has been broken open by chewing or blending or juicing. Chewing vegetables and sending the food through the digestive system provides the least amount of nourishment from the foods eaten reaching cellular level. Because most of the cells are not broken open in chewing, a large percentage of the nutrients are not released.

What about the sugar and GI?

Many caution the drinking of straight carrot juice because of its high glycemic index (GI).

Our testing revealed that a slice-and-a-half of home-made whole wheat bread or a baked potato gave a significantly higher glycemic reading than a large glass of freshly extracted carrot juice.

However, we do suggest that most people would benefit from tempering the sugar content of carrot juice with as much as a 50% dilution with cucumber, celery, spinach, kale, or other vegetables in the juice.

Don't juice fruit

Drinking fruit juice is not in your best interest — the best rule of thumb is to 'eat your fruits and juice your vegetables'

because there is too much concentrated natural sugar in fruit juices and it can cause problems.

Store-bought vegetable juice doesn't count

There is simply no benefit to drinking store-bought bottled, canned, or frozen juice! All of these products must be pasteurised by law to prevent spoilage. Pasteurisation involves high heat that destroys everything in the juice that was alive — enzymes, friendly bacteria, and many nutrients. These are what make raw vegetable juice worth drinking!

Self-healing is real

A diet comprised of approximately 85% raw and 15% cooked plant-based foods is ideal. It is also important to remember that it is not the raw foods and juices themselves that do the healing! What they do is provide us with the concentrated building materials the body needs in order to heal itself.

Self-healing is built into all of us, and when we bring about conditions conducive to healing within the body, the body will almost always do what it was designed to do — heal itself.

The use of nutrients to enhance our God-given capability of self-healing has proven to be an extremely effective means of helping our body to prevent or heal a wide variety of ailments. Once we understand the theory and experience the reality of using nutrition to help our body maximise

its own self-healing capabilities, we will see this is the exact opposite approach of drugs. And if we opt for promoting self-healing through nutrition, experience will show that drinking the freshly-extracted juice of raw vegetables is the most efficient way to obtain this nutrition. Fresh vegetable juice should be a vital part of the diet of anyone who is serious about using natural foods to build an immune system capable of preventing or eliminating disease. ■



Purchasing a juicer

The more common 'spinning basket' juicer is certainly better than nothing if that is all one can afford, but the rapidly spinning basket flings the juice through the air, causing oxidation of the juice. A slow turning juicer is the ideal and these are much cheaper than they were a few years ago. Please contact us to discuss the various models of juicers available.

Book Shop



Rod and Staff Publishers

Arithmetic Grade 3

There are new worksheets available with Rod and Staff's Grade 3 maths course.

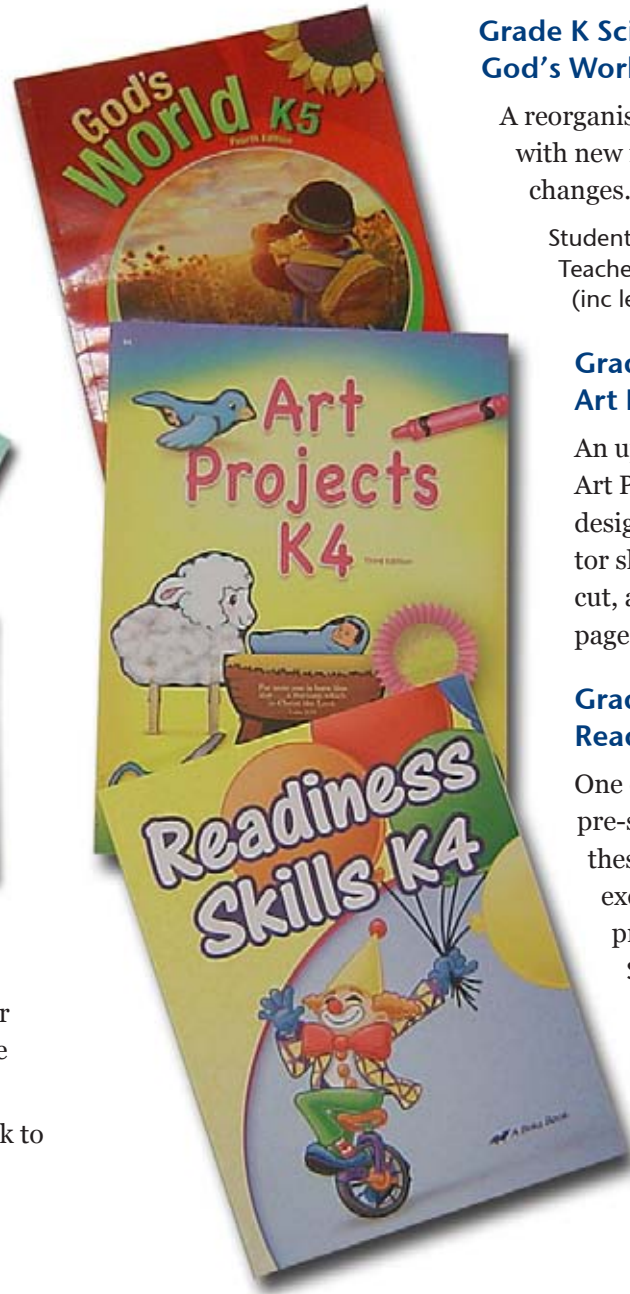
The Grade 3 student text now includes the worksheets book, a 150 page write-in book.

Extra copies of the worksheet book (for additional children) are available for **\$6.25**.

The Teacher Manual also now includes the answer key to the worksheets book, and it is also available separately for **\$5.55**.

These worksheets provide valuable extension work to an already excellent mathematics curriculum.

Rod and Staff
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Student text	\$17.00
Teacher's Edition (inc lesson plans)	\$36.00

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An updated edition of Abeka's Art Projects for preschoolers, designed to help develop the motor skills needed to draw, color, cut, and glue. 36 projects in 113 pages. **\$19.95**

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The Elements of Music

VOLUMES 1 AND 2

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The second edition of Wendy Hill's music program is about to be released so we are clearing the first edition stock at half price.

This is a great opportunity to purchase this music appreciation course, which contains enough piano content to take students through to Grade 3 AMEB Level. In *The Elements of Music*, Wendy breaks music down into its component parts (elements) and students explore the physical, emotional and spiritual sides of each element. Music theory, history and composers are all covered in excellent detail. The Teacher's Resource Kits come with flash cards, charts and games to use in conjunction with the aural exercises on CD.

A brilliant and cheaper alternative to music tuition, at this price *The Elements of Music* represents even greater value. Be quick as stocks are limited!

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Volume Two		
Student Workbook	\$38.95	\$19.50
Teacher's Resource Kit	\$105.00	\$52.50
Keyboard Arrangements	\$21.95	\$11.00
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LEM Phonics Corner

EVELYN GARRARD



Here we are back at school again.

I hope all of you teachers, in schools or at home, are enjoying your work and seeing your children progressing in the literacy area as you teach them LEM Phonics. When I receive feedback from people who tell me how much LEM Phonics has helped their child or children, my heart overflows with thankfulness for what God has done. But my desire is to see many more schools and teachers earnestly taking on the program.

The end of last year found me working in PNG for a month. First I worked in Port Moresby, training five ladies who had previously had a lot of tuition with Mesia Nova and his wife (who came to Australia to learn LEM Phonics), as well as with Peter Frogley. The eventual aim is to have their own national LEM Phonics Registered Instructors in PNG. It was a great to see the enthusiasm with which these ladies have embraced the program. Working with me under the supervision of Mark Baiai, who now conducts the business side of the work in that country, I felt that this time was very valuable. I cannot wait until we can present the first national accredited

Registered Instructors for LEM Phonics in Papua New Guinea. I was able to give the the full Introductory Course certificate and launch them onto the Intermediate course which I will oversee as they send their modules back via email.

I went on to Mt Hagen, where I have worked before, and introduced the first LEM Phonics Course in two Baptist Union locations, Mt Hagen itself and in Telefomin, which can only be accessed by plane because of the mountainous terrain. Very little pollution, lots of chance for exercising the legs! We did have hot water for showers most of the time, even though the electricity depended on the rainfall!

I had a lady accompany me for all the Baptist Union courses, who has also has reached the Intermediate Course level. She did segments of teaching for me at times and it was rewarding to see how well she handled all aspects of it. At this course we also had testimonies from several teachers about the worth of LEM Phonics.

Interest in LEM Phonics is definitely heightening in PNG as word gets around about what is happening, and it certainly seems that we will have to give more courses and train locals to reach the standard of Registered Instructor. The climate seems ripe for LEM Phonics now that OBE (Outcome Based Education) is on the way out because of parents and teachers seeing that it hasn't worked. It also seems expedient that the newly elected Government favours phonics as a teaching method.



Students in Telefomin have been inspired by a teacher from Tekin Primary School, Simon Nimyon, who has testified regarding his students' improvement in reading, pronunciation, vocabulary and spelling since implementing LEM Phonics. Others who have observed Simon's students both in and out of school have also commented on the children's ability to speak English better than expected. Simon credits this improvement to LEM Phonics.

The Telefomin District Inservice Training Officer, Enoch Ahang, attended the 'graduation' ceremony. He talked personally with me about his desire to have LEM Phonics used in all the schools in the Telefomin district, requesting me or another trainer to come again in the near future to train more teachers in the first course. He reported that Tekin and Tomianap schools scored the highest grades in written English expression in grade 8 across the province, which is also believed to be the result of LEM Phonics.

Enoch is very interested in LEM Phonics and gave credit in his speech at the graduation ceremony to the Baptist Union for forward changes in education across the nation. The Baptist Union is definitely having a great influence in the field of education.

One teacher from the Milne Bay district came

to Port Moresby on the last day I was there, expressing the hope that trainers could come to his area to train teachers. Another lady testified to the results of LEM Phonics at a conference where Jolly Phonics and LEM Phonics were presented together with other programmes. Apparently the cry was, 'We want LEM. Jolly Phonics hasn't got any rules!'

We covet your prayers for the ongoing work in PNG, and if there are LEM Phonics trained people who would like to be involved in this venture, please contact us.

God bless you all,



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.

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