



By the time you read this Light of Life we will have a new government in Australia. Perhaps we should be excited about that — a new government to lead the nation into its godly heritage!

But alas, I have yet to hear of anything much that has a chance of achieving such a noble goal. What a tragic commentary our two major party leaders have presented to us — a thoroughly godless plan for the future. And this not just in so called 'moral issues' but in every area of government activity. Incidentally, Rushdoony often

wrote that every decision is a moral decision — there is a moral or ethical value at the base of every decision.

One could go on, but suffice to say that the future of godliness in Australia looks decidedly bleak. But then, God always seems to work most in an antagonistic situation. Christian homeschoolers are one of the few 'groups' in the nation who are committed to building an alternative to the degradation we see all around us. Please don't give up, don't compromise, and treasure the privilege of raising godly seed!

### This Issue

In *Exploring Christian Education* I celebrate 100 articles and a quarter of a century of exploring biblical education. In health we look at cells, life's building blocks, and Wendy Hill summarises the elements of spirit and soul in her music article. There are many new books and editions to check out, and Evelyn Garrard showcases the intermediate and advanced LEM Phonics courses.

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



We are encouraged at your responses to our endeavours to provide excellent materials to assist parents with home education. Although the number of people intentionally planning to provide their children a uniquely Christian education seems to be on the decline, it is still a joy for us to see quality materials leaving our office almost every day.

We are also encouraged at a number of Christian schools who have ordered sets of Bob Jones materials for their classrooms. LEM Phonics also continues to be popular with Queensland state schools through the training efforts of our Registered Instructor, Greg O'Keefe.

We remain concerned at the decline of the Australian dollar and the consequent increase in costs of American materials.

## International News

### Papua New Guinea

Mark Bai'ai's wife, Gloria, has left her employment to work with LEPNG in promoting LEM Phonics throughout PNG. This is a very big step for them and we expect this will bring significant progress to the work of LEM Phonics in that nation. There are many open doors for LEM Phonics, but the nature of the people and their administrative and cultural structures present a real challenge in developing a program and business based on Christian principles. Policies of free distribution of materials and programs, perpetuated by both Christian groups and governments, have developed a 'welfare mentality' which contributes to PNG (along with the rest of the developing world) remaining less developed and productive than they otherwise could be.

### India

Richard Wilson is director of IRFA (Indian Reformed Fellowship of Australia, a Mission to India) and is a great supporter of LEM Phonics, having undertaken our advanced course. Richard continues to be a valuable promoter of LEM Phonics on the sub-continent. At present there are successful programs running in Faith Academy in Delhi (over 3000 students) and smaller programs in West Bengal and Sikkim. There are also others in India enquiring about LEM Phonics and we hope to be able to provide necessary training and resources in the days ahead. ■



## No. 100: A quarter of a century

Twenty five years ago I wrote a feature article for *Light of Life* under the heading ‘Exploring Christian Education’.

We have maintained that heading ever since, as it indicates the main function of Light Educational Ministries.

This is the one hundredth article under that header. There have been a significant variety of articles, but most have had to do with the biblical Christian approach to education. That was the essence of the vision of Light Educational Ministries from the beginning in 1979 and continues to this day.

The Christian climate in our nation has changed dramatically over those twenty-five years so that today there is little interest in the biblical Christian education LEM was founded to promote. Sure, Christian education is there, but its character has changed. Perhaps the most significant factor in this decline has come through the Government funding of private school education. The established private schools

strongly pursued government funding during the 1980s, which resulted in dramatic increases in funding to the non-government sector. With the increase in funding came, predictably, government control of every aspect of school life. Today, private schools could not exist without government funding. The government is now able to apply pressure on schools to conform to their philosophy of education.

Nevertheless, I don’t believe God has changed His mind on education. He still wants to see His name glorified in and through education.

Although the present state of Christian school education in Australia is a profound disappointment to me, I am thankful that there are still a number of godly men and women in Christian schools who have a strong desire to see Christ glorified through their teaching. These teachers, rather than seeing teaching as a job, have a sense of call to teaching as their ministry for the Lord. I meet them regularly and it is always a joy to hear them speak of their work. It is a lovely testimony to the grace of God expressed in their love for God, the children they teach and the work they do. These teachers seek to make Christ the centre of all they do in their schools.

Similarly, home education has also suffered through the increased governmental interference. Whilst some inspectors are helpful, the overall effect has been to make biblical Christian home education more difficult.

## The Foundation

The foundational call for Christian educators is to establish a biblical world view, to enable them to reinterpret all their disciplines. By that I mean to place Christ, as the author, at the centre of each discipline of learning. Paul encapsulates this in Colossians when he makes the powerful statement:

...and of Christ, in whom are hidden all the treasures of wisdom and knowledge. *Colossians 2:2b-3*

Ponder those words. It is *in Christ*, that is, in the revelation of Him, we will find *all* the treasures of wisdom and knowledge. Understanding what that means will lead us to begin to reinterpret all disciplines. The problem is that most of us have been trained in ungodly institutions to think in terms of the humanist faith taught in virtually all our tertiary institutions. We thus conclude that language is the creation of man, that man created mathematical knowledge, that science just happened (an evolutionary hypothesis), and that history is pointless (because without God there is no point to anything).

■ to place Christ, as the author, at the centre of each discipline of learning

When teaching from such a godless humanistic perspective, we invariably present children with hopelessness in this world, in which ultimately there is no goal to pursue and no purpose in living as we are but a small part of an elaborate accident. Is it any

wonder our governments propose spending millions of dollars in suicide prevention?

But, for the Christian, this is a world created and sustained by God for His glory. Christians believe we serve a God who gave language as a gift for our communication with Him and one another. Incidentally, that is also why He gave us ears, a tongue, a voice! He gave us maths as a language that describes the function of His creation, He created science for us to take dominion of His creation and to use it for His glory, and He gave history that we might learn of His great plan for man — and in the process have the opportunity to learn from the mistakes of the past. Developing those foundational biblical ideas would transform education and the students so powerfully that the whole process of education would glorify God. Contrast this to that which we see around us in state schools (and sadly in too many Christian schools) which gives glory to man.

We must understand that the state believes education has a single purpose — to train young people to be citizens of the state. The state is humanist and thus at odds with a Christian world view, which aims to train our young people to be effective subjects in the kingdom of God. It is thus concluded that Christian education is a threat to the unity of the nation and therefore should be inhibited, if not stopped altogether.

Paul earlier in Colossians 1 paints a beautiful picture of God’s intentions in sending His Son to the world — that He might have the priority and the authority to bring

transformation through overcoming sin. This victory presents Christians with the incredible opportunity to demonstrate His victory in establishing His kingdom here on earth as it is in heaven. Only a truly and specifically Christian education can begin to equip our children to fulfil God's plan for them and human society. The state equips children to be citizens of the state, but God intends children to be trained as subjects of the King, bringing the creation into subjection to the Almighty. I believe this is what Paul understood and what he was communicating to the Christians of Colosse so many years ago:

He is the image of the invisible God, the firstborn over all creation.

For by Him all things were created that are in heaven and that are on earth, visible and invisible, whether thrones or dominions or principalities or powers. All things were created through Him and for Him.

And He is before all things, and in Him all things consist.

*Colossians 1:15-17*

The challenge before us presents a stark challenge for Christians to be faithful to their God, as it puts us in opposition to almost everything that is happening in our world today. For some Christians this vision will be too hard to embrace, but God will put in the hearts of others a gift of faith that will propel them into acting on the Word, raising truly godly families that may well be the firstfruits of the next great Reformation. ■

## New Federal Education Initiative

We have become aware of a ministry producing resources to bring our Christian heritage to our rising generation. We encourage you to take advantage of these resources for your educational endeavours.

Former Federal Minister for Education, Mr Christopher Pyne, announced on 19 Sept 2015 in *The Australian*, 'our Christian Heritage will be taught in our schools.'

**A range of FREE resources explore our Christian heritage in areas designated by the revised Australian Curriculum. These resources are available from [www.diduno.info](http://www.diduno.info).**

The curriculum reference for each module is on the website. Each module is based around a short text.

Included with the many texts are PowerPoint presentations and activity sheets. Examples include Mother's Day, Father's Day, Rev John Flynn (\$20 note) and David Unaipon (\$50 note).

It is timely for us to offer these FREE resources to allow them to be included by the teachers in teaching/learning programs. New releases can be received each month by signing up on the website.

Graham McDonald, Executive Officer  
The DIDUNO Network  
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## Spirit and soul

Spirit and soul, like the body, are not commonly regarded as elements of music. But without them, we cannot create or express music.

The previously discussed eleven music elements — rhythm/beat, melody, dynamics, harmony, tempo, tonality, form, sound-waves, timbre, touch and body — would be meaningless without a soul and spirit to initiate musical creativity and expression.

### Definitions

Firstly we need to understand more about what soul and spirit are so we can see how they directly affect music. Definitions are difficult to formulate. Some say soul and spirit are the same thing, others contend they are different. In the Bible they are sometimes used interchangeably (Mat 22:37, Ps 49:15, Ps 108:1) and other times they are separated (Heb 4:12; 1 Th 5:23). The Bible talks of the 'Holy Spirit' but not the 'Holy Soul'. However, ultimately they are mixed like the ingredients of a loaf of bread. When individual ingredients are combined and cooked, you cannot say,

'Here is the flour, there is the water, there are the yeast and salt'. All combine to form bread. Likewise, all three parts of our design — body, soul and spirit — combine to form a living human being.

When I'm explaining to children the importance of soul and spirit in music-making, I show we are two parts and three parts. We have two parts, one is visible (body) and the other is invisible. The invisible part divides into the conscious and the subconscious (spirit and soul), thus making three parts. I use two definitions which work well and children understand.

The soul is the invisible, conscious part of man. We have a will, a mind, a memory and emotions.

It is the unseen part of us which we are aware of. Students know when they make decisions and say they will do something, e.g. practice their instrument well and follow instructions. Composers are aware of their mind functioning as they think, analyse and reflect upon the music they are creating. They are conscious of memory as they recall how to play, sing and notate their music ideas. Performers are conscious of the wide range of emotions expressed as they perform and listeners are aware of their feelings as they allow music to affect them. All of these conscious processes are vital in listening, singing, playing or composing. Music would not be possible without all of this conscious brain activity.

In contrast, I describe the spirit as being in the subconscious part of our makeup.

Both soul and spirit are invisible, but one is conscious and the other subconscious.

The spirit is man's invisible creative, subconscious part that's made in God's image and is the breath of life in our heart.

Ideas just happen spontaneously. Many years ago my pre-schooler son said, 'Ideas just pop out of my brain'. Mozart described his musical ideas as coming out of the middle of his forehead. This is the frontal lobe, the seat of spiritual discernment and creativity. The Bible also uses the words 'heart' and 'spirit' interchangeably.

### God-message

Soul and spirit teach us many important things about God, all of which are directly connected with music.

1. God created man with both visible and invisible parts. He designed man in His image with body, soul and spirit. All three are essential in the creative art of music-making.
2. God designed man in His own image (Gen 1:26-27). We are a reflection of the Godhead which also has three parts — Father, Son and Holy Spirit. 2000 years ago the Son came to earth in human form with a visible, tangible body made of earthly atoms with a brain, bones, muscles and nerves and many internal organs (as defined in our earlier definition of the body). The other two parts of the Godhead are invisible to us. All three parts — body, soul and spirit — are crucial in making music.

3. God designed man differently to plants, animals and rocks. Animals have instincts to enable them to survive and exist, to rest, sleep and reproduce. Their sounds are for communication rather than artistic purposes. By contrast, man's spirit enables him to worship, have much deeper knowledge, gain wisdom, feel appreciation, show creativity, realise an eternal purpose and experience abundant life to the full. Animals cannot appreciate beauty as art, or create a musical composition, or paint a picture. Unlike animals, man forms cultures with art forms like painting, sculpture, architecture, dancing, and, of course, music.

4. God gave man a spirit which can be joined to His Holy Spirit. He gives life through His Spirit to man's spirit. The Greek word for 'soul' is *psuche*, defined in Strong's concordance as 'breath and life'. The Hebrew word for spirit is *rûah* meaning 'to blow, breathe, smell, perceive and understand'. These similar definitions allow the words 'spirit' and 'soul' to be used interchangeably in many situations. We were created to be connected and have a relationship with God, to love, worship and praise Him, to learn wisdom and have faith, belief and trust in Him. Herein lies the greatest source of musical creativity.

### Breathing

We learned in earlier articles that rhythm and beat represent the body because of the direct physical effects and the fleshy, carnal nature of man. We also learned how

harmony represents the soul because of the direct effects on the emotions. In the article on melody we discovered how melody represents the spirit because of the direct link with language and communication. When words, especially God's Word, are put to melody, they become a very powerful form of expression and communication.

We cannot speak or sing without breathing. Therefore the physical aspects of breathing in spoken and sung language are all directly linked with the life-giving spiritual basics of communicating and being linked with our Creator. All parts of soul and spirit — the will, mind, memory, emotions, creativity, breathing, air and life — combine like ingredients in a loaf of bread to form a miraculous musical work. This amazing design of man is evidence of a Creator God. Man-made robots and artificial intelligence will never replicate such a creation as man so perfectly.

### The SSBM pattern

A process of four stages occurs which I call the SSBM pattern:

The **Spirit** affects the **Soul** which affects the **Body** which affects the **Music**.

It is simple cause and effect. The fourth stage, music styles, is determined by a combination of the previous stages. For example, the music we hear, sing, play or compose is determined by the body's actions — which CD our hands put into the CD player, which instrument our fingers play, which words and melodies our voice

## the music elements combine in a huge aural tapestry

boxes sing, or which style of music we want to compose. These physical actions are determined by the second stage — what our Soul decides we will hear, sing or play; what we want our mind to focus on; what we want to repeat and remember and which emotions we choose to arouse. This is determined by the first stage — the state of our spirit or heart and what our source of creativity is. The Bible tells how David was very creative, and how in his spirit David believed and trusted God. God put new songs into his heart. In his soul he decided to compose music for God's glory. David's body actions in the music he sang and played reveal this. Music from a believer in the one true God will be different to that of a non-believer.

Space does not permit me to go into details of examples in this article. However we have seen in the previous eleven articles many huge differences between music that worships, praises and brings glory to God and music for man's self-centred pleasures, money-making, mind-manipulation and glorification. We saw how music is an extremely powerful medium, affecting all parts of our being and our health for better or for worse.

### Music for life, or death?

All the music elements we have discovered combine in a huge aural tapestry.

Depending on the state of our spirit/heart, the resulting musical pictures can be a beautiful uplifting work of art founded on love, an ugly destructive one founded on hate, or a confusing mixture of both. Music can promote life or ultimately lead to death. These are extreme harsh words but are true.

Of course, this topic of music, spirit and soul is massive and I am just skimming the surface. There is so much more to say. I can only conclude with some powerful words and quotations which will hopefully touch the soul and spirit to help discern what we should be listening to, singing, playing and composing.

It is the spirit that quickeneth (gives life); the flesh profiteth nothing; the words I have spoken unto you, they are spirit and they are life. *John 6:63*

...the love of God is shed abroad in our hearts by the Holy Spirit which is given unto us. *Romans 5:5*

... out of the abundance of the heart, the mouth speaketh. *Matthew 12:34*

The God Jehovah is my strength and my song; He has become my salvation. *Isaiah 12:2*

He will joy over thee with singing. *Zephaniah 3:17*

Previous articles can be found on my website (click below). Feedback on any of the articles is greatly appreciated. ■

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



## Cells: The building blocks of life

The human body contains millions of cells that rely on healthy nutrition like proteins, vitamins and minerals.

While the body can create some of these nutrients, it also requires essential vitamins and minerals from food sources.

Every living organism depends on its cells to function normally. Often referred to as ‘the building blocks of life’, cells are the biological, structural and functional units that carry out tasks in an organism. A collection of cells working together is called a *tissue*, while a series of tissues performing organised functions are called *organs*.

The human body contains trillions of cells, all with varying tasks that help support bodily organs. These include skin cells, nerve cells, blood cells, barrier function cells (supporting the lungs and gut) and more. Cells rely on good nutrition for energy production and to prevent oxidative damage.

### The anatomy of a cell

Cells in the human body are so tiny that

they are invisible to the naked eye – cells range in size from 1 to 100 micrometres. Even the largest type, the fertilized egg, requires the use of a microscope to see. They also have differing lifespans, depending on their type and function. Some digestion-related cells live for a few days, while pancreatic cells can live up to a year.

The human body’s cells are made up of the same basic structural parts, even though they may carry out different functions all over the body. Here are the main parts of a cell:

- **Cell membrane:** The semipermeable membrane surrounding the cytoplasm of a cell. Contains receptors that identify the cell to other cells and allow some substances through while keeping others out.
- **Nucleus:** The central part of the cell that contains genetic material (DNA) and is enclosed in a membrane. Controls cell division and reproduction.
- **Cytoplasm:** The thick substances between the cell membrane and the nucleus, containing the cytosol, organelles, cytoskeleton and various particles, that consume and transform energy and perform the cell’s functions.
- **Mitochondria:** Tiny structures inside every cell that provide the cell with energy.

### Healthy vs. unhealthy cells

If you were to look at two cells—one healthy and one unhealthy—under a microscope, you might notice that the healthy cell has

## an unhealthy cell cannot cleanse itself of toxins

an intact, sharp outline of the cell membrane and its inner parts (the nucleus and cytoplasm) are clearly defined. An unhealthy cell, on the other hand, would look swollen, have a blurry outline of the cell membrane and its insides would be misshapen. A healthy cell is able to carry out its normal function by producing clean energy and efficiently ridding itself of waste, while an unhealthy cell cannot produce clean energy or cleanse itself of toxins.

Healthy cells become damaged when there is an imbalance of free radicals and antioxidants in the body. This imbalance is called *oxidative stress*. Toxins enter the body from varying factors, causing free radicals to penetrate into the cell and cause damage to all its components, including proteins, fats and DNA. The damaged cells are associated with signs of aging, affecting the brain, skin and other organs in the body.

Some factors that could contribute to oxidative stress include:

- stress (including physical, mental or emotional)
- poor diet (including processed, high fat, high glycemic foods)
- inadequate exercise
- smoking
- environmental contaminants (air and water pollutants, soil contaminants).

Cells actually have a self-destruct mechanism within a process called *apoptosis*. But when apoptosis isn't working properly, cells can become cancerous and spread to other parts of the body. Studies show that an imbalanced metabolism is a precursor for neurodegenerative diseases such as Alzheimer's and Parkinson's as well as many other neural conditions.

### The best nutrients for your cells

In order to produce energy to carry out their tasks and also protect your DNA from free radical damage, your cells need important nutrients. Let's take a look at a few nutrients and how they specifically help your cells.

#### PROTEINS

Proteins are macronutrients found around the cell, inside the cell and on the cell membrane. Outside of the cell, proteins are part of your bones and soft tissue and help maintain their structures. Inside the cell, proteins act as enzymes responsible for energy production, helping to protect the cell from DNA damage caused by oxidative stress. With fats, they constitute the structural support of the cell membrane.

Proteins that support the cell membrane are vital for the normal functioning of the whole body, helping communicate messages between cells and providing attachment sites where cells can connect with surrounding structures. For example, bone cells attach to the bone matrix via proteins on the cell membrane.

Good food sources of proteins are green peas, quinoa, pumpkin seeds, almonds, legumes and whole grains.

#### B VITAMINS

B vitamins are water-soluble nutrients that support the energy production of cells. Research shows that B vitamins (such as B1, B2, B3, B5 and B6) have specific roles in the mitochondria to support energy metabolism, that is, how your cells break down nutrients into energy your cells can use throughout the body.

Good food sources of B vitamins are whole grains, beans, potatoes and bananas.

#### OMEGA-3 FATS

Omega-3 fats build and support the cell membrane and affect the function of cell receptors, which help create hormones that help with blood clotting, contracting and relaxing of artery walls and inflammation. These fats also bind to receptors in cells that help to regulate genetic function, which may be why those with diets high in omega-3s are linked to a lower risk of heart disease and stroke, as well as increased protection against some forms of cancer.

Good food sources of omega-3s are flax seeds, walnuts, chia seeds and fish oil.

#### VITAMIN E

Vitamin E is a powerful antioxidant that protects the fat and protein components in the cell membranes from oxidative damage. Because of its ability to combat free radicals, vitamin E may help protect

against heart disease, cancer and eye disorders. Studies also show the importance of vitamin E in brain function: a healthy intake of the nutrient can prevent or slow the rate of cognitive decline as the brain ages.

Good food sources of vitamin E are sunflower seeds, almonds, spinach, avocado and extra virgin olive oil.

#### VITAMIN C

Vitamin C plays an important role in keeping the cell membrane and mitochondria healthy by recycling vitamin E back to an active form. As mentioned above, vitamin E is an extremely vital source of antioxidants that help keep cells healthy. Vitamin C is also vital to your immune system. Your white blood cells contain high levels of vitamin C to kill bacteria and disable viruses by literally eating them up (phagocytosis).

Good food sources of vitamin C are citrus fruits, pineapple, bell peppers, berries, Brussels sprouts, broccoli, kale and other leafy greens.

Food is energy, literally. Healthy nutrition goes straight to the cells of your body to help maintain normal function and protect your body from toxins. The Hallelujah Diet is a plant-based diet that helps ensure you get the nutrients your body needs to promote overall health by accessing your own body's healing abilities. Nutrients like protein, healthy fats and antioxidants can rejuvenate your cells and give you the energy your body needs. ■



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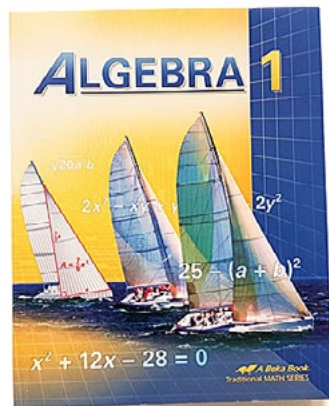
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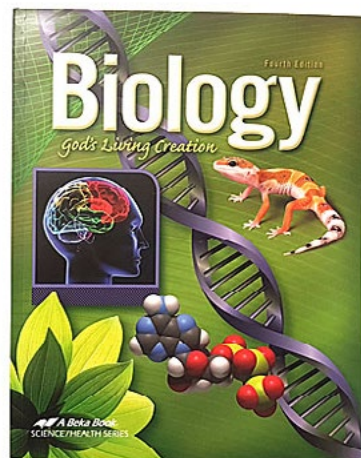
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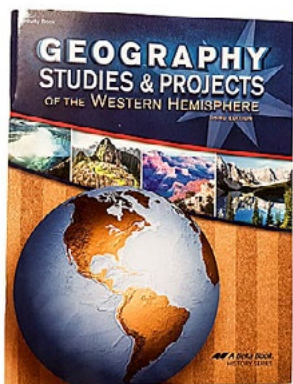
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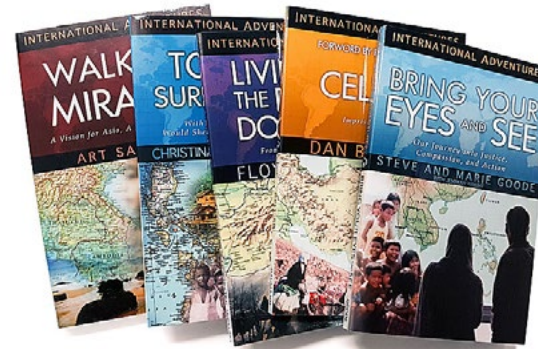


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## Becoming an instructor

It seems there is little to write, even though I have been busy conducting intermediate courses and also some advanced courses via email this year. So let me tell you about these courses.

We would love to have more candidates to do both the intermediate and advanced courses, because we need more registered instructors to train our teachers.

The qualifications to do an advanced course is firstly to complete a satisfactory introductory course with one of our instructors, and to have practice in teaching it to children either in school classrooms or to home schoolers.

Following the introductory course, we offer an intermediate course conducted via email. The candidate receives various modules of the course and must return their course work to a registered instructor. They will comment on the answers and assist the candidate in identifying

where further attention is needed. This course really helps aspiring LEM Phonics instructors to grasp more fully the concepts of a rule-based phonics programme. In my experience it also causes a greater understanding of the English language and how it works.

Indeed our language is difficult to understand because of the many different languages which contributed to it, but LEM Phonics helps students to see, bit by bit, the patterns and rules which allow them to read and spell better. Yes, there are some anomalies, but if these anomalies can become a game of first locating and then comparing the anomalies with the usual patterns, it can help students to remember words which are not governed by rules.

To receive an intermediate course qualification, a candidate must sit an exam at the end of the course, which if passed will allow them to progress to the advanced course.

We are happy to inform you that you can now do the written components of the advanced course in a similar fashion to the intermediate course, via email. However the candidate must also pass a compulsory practical part in which they must conduct at least part of an Introductory Course and be assessed whilst doing so.

If anyone who has completed an introductory or intermediate course would like to further their training with one of the higher level courses, please contact me at LEM and we will help you to get started.

I thank all those registered instructors and teachers who are still flying the banner for LEM Phonics. It is always encouraging to receive reports from teachers and parents.

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.

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

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Vol 37 No 2

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