



As our nation continues to disintegrate in increasing chaos it becomes increasingly important that God's remnant (composed in part of Christian home educators) press on in that most important role God has prescribed for them. In other words, 'don't give up!'

This Issue

In *Exploring Christian Education* we explore the nature and implications of democracy, particularly important in our current political climate, and I could not resist reprinting part one of *History of the World*. Wendy Hill has provided an article on rhythm in music and the LEM Phonics Corner has been submitted by one of our recent course graduates. In Health George Malkmus writes on the effect of heat on food.

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

Have you noticed how much faster years go by when you're teaching children than when you were a student?

That said it is now time to get ready for the run down to the tape for 2013. I trust this has been a good year so far and that you are not too frazzled!

However efficient you are, life continues to throw up challenges which God is always aware of and has already planned a victorious way through the challenge – if we can just believe it and trust Him to run our lives.



CHESSE

We have been enjoying another season of CHESSE seminars. This year's sessions have been well received, many good conversations have ensued and many have enjoyed reviewing and purchasing materials. The CHESSE is a great opportunity to peruse and purchase from the wide range of books on offer. There is but one more CHESSE for 2013, in Sydney on Saturday 3 August.

More information and flyers are available by clicking the link below, and if you would like hard copies of CHESSE flyers to hand out to friends please call and we will send them to you.

Planning has commenced for 2014 seminars – if you are interested in hosting a CHESSE seminar or book display in your area please contact the LEM office via phone or email.

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

International News

Papua New Guinea

Whilst good progress is being made with LEM phonics throughout PNG there is still

a war in education. Whilst the government is committed to removing the AusAid-funded OBE program and installing a new program, vested interests are working feverishly to have the decision overturned. These forces do not give up easily and their task is enhanced by large amounts of money – often from long-suffering Australian taxpayers.

Mesia Novau is assembling a team and I was blessed to meet Mark Baiyai on my recent visit to Port Moresby. They are developing a multi-pronged strategy to expand LEM Phonics and Christian education throughout the nation in both Christian and state schools. They have identified a small group of teachers who are progressively being trained to train teachers and assist in implementation of the program. Please pray for them at this crucial time.

Peru

Bob and Frances Relyea continue to make good headway in Christian education in Peru. They continue to find open doors to schools, bible schools and universities as well as publishing a number of creationist books. They are working to establish a team who can continue the work in Peru after they return home to Australia. Frances has recently been experiencing some poor health which is causing them to rethink their involvement and time in Peru. They would appreciate prayer for clarity for the future.

As we have written previously Bob and Frances are at retirement age and believe

God is leading them home to be with family and friends in Australia. Their dilemma is that they have so enjoyed serving the Lord in Peru they are having difficulty setting a departure date!

Tentative plans are forming for me to visit for a round of conferences in February 2014. This would probably be the last visit whilst the Relyeas are permanently residing in Peru.

Home education survey

We have been asked to let you know of research work being conducted by Nicholas Gamble. This research work could be valuable in understanding home education in Australia and you may wish to participate. A note of caution, however, that such research is valuable not only to supporters of home education but also to detractors (such as educational authorities) and care should be taken in what is divulged by any who choose to participate.

My name is Nicholas Gamble and I am undertaking a research project into the demographic characteristics and well-being of Australian parents who home educate their children as part of my PhD research at Monash University. I am seeking parents who home educate/homeschool one or more of their children (aged 4–18 years) to complete an anonymous online questionnaire (www.homeedresearch.com) that should take approximately 45–60 minutes. I am hoping that Light Educational Ministries, through your *Light of Life* publication, can help me publicise the existence of the questionnaire. I have attached a formal request that has been approved by the Monash Ethics Committee. Additionally, there is more information about me and the project on the www.homeedresearch.com website.

If you would like any further information or have any questions please do not hesitate to contact me.

Regards,

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[Click here to participate](#)
in the home education survey

Exploring Christian Education

PETER FROGLEY



No. 89: The Nature of Governance

The idea of governance goes to the heart of the nature and character of God.

Any governance of human beings flows from their understanding of authority, because governance is the exercise of authority. As God is God, all authority must abide in Him. As Jesus declared in Matthew 28:18, ‘All authority has been given to Me in heaven and on earth.’

From this logical and obvious foundation we look to God and His Word to understand how God expects His authority to be outworked in human relations, whether in family or civil government. The Foundation of American Christian Education have a foundational saying, ‘the Bible is our political text book’. By this they mean that the Bible provides the instruction we need to govern our lives, our families, our churches and our civil governments. Indeed it could well be said that governance is the essence of the Bible.

Unfortunately, many Christians have been persuaded that Christianity and politics do not mix. This mantra has been promoted by the

ungodly who do not want God to interfere in their lives, bringing guilt for their sin. This is to say they expect Christian truth to be solely for private consumption — Christians are free to ‘do their religious thing’ — but only within the four walls of their churches. This is what they believe constitutes ‘religious freedom’. It is common to hear Christians say that we have no right to impose our values on society. This sounds like high moral ground until we ask the obvious question — ‘whose values, then, should govern society?’ Did not Jesus declare that all authority belongs to Him? That being the case, His values must prevail and His values are those presented in Scriptures.

With the renaissance of Greek thought the idea of democracy as the true system of governance has become the ultimate truth in the western world. Note the way the West seems determined to inflict democracy on all nations; seeing any who oppose democracy as being tyrants who must be brought into line at any cost. Consider the cause of the conflicts the West has self-righteously blustered into in the past few decades. In almost every case we have been told nations must be delivered from ‘tyranny’ and have it replaced by ‘democracy’, introduced either through cooperation or by force.

But could it be possible that democracy is not a biblical idea? Consider the well-known quote below:

A democracy cannot exist as a permanent form of government. It can only exist until the voters discover that they can vote themselves largesse from the public treasury. From that moment

on, the majority always votes for the candidates promising the most benefits from the public treasury with the result that a democracy always collapses over loose fiscal policy, always followed by a dictatorship. The average age of the world's greatest civilizations has been 200 years. Great nations rise and fall. The people go from bondage to spiritual truth, to great courage, from courage to liberty, from liberty to abundance, from abundance to selfishness, from selfishness to complacency, from complacency to apathy, from apathy to dependence, from dependence back again to bondage.

*Possibly attributed to Alexander Tytler,
Scottish historian and professor*

Powerful quotes, such as this one, often flow down to us through many channels. In this case, there is no proof that this quote is attributable to Tytler. But whoever wrote the quote had a very good understanding of the dilemma of democracy. To begin to untie this dilemma let us explore a definition of democracy.

The word 'democracy' comes from the Greek words *demos* (the people) and *kra-tos* (rule), and therefore means 'rule of the people.' As a political form, it is commonly understood as 'majority rule'.

A democratic government is a form of government in which the ultimate power is vested in the people.

There you have it—ultimate power is vested in the people, whereas the Bible teaches that ultimate power rests with the God of the Bible. ■

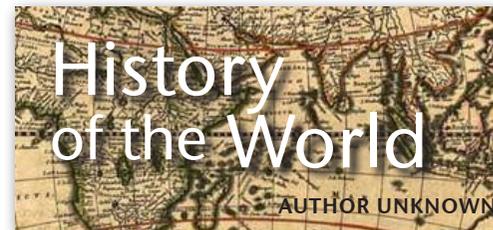
This is the reason why many biblical Christians say that democracy is the worst form of government. It puts the creature in the place of the Creator. Yet in Canberra the old Parliament House has been labelled the 'Museum of Australian Democracy'. Australia has never been a democracy and hopefully never will. Australia is a constitutional monarchy, but the point is that certain governmental authorities want to change the nature of our nation to complete the work of destruction they have so earnestly begun. Whilst our founders were not of great Christian stature in drafting our constitutional documents, it is alarming that our politicians have systematically worked to undermine all that was Christian in our nation's founding documents. The key to that destruction is the change of 'god' in the land; from the God of the Bible to the god of man and its political expression—democracy.

Christians, beware of changing:

- personal governance from the Holy Spirit to yourself
- family governance from the father to a democratic system
- church governance from the eldership/ leadership to the congregation.

Be also aware in the political arena that whilst the method of appointment to office may be democratic, the actual processes and decisions of government are not.

Is it possible that many Christians are unwittingly undermining the faith of their families and churches by embracing a democratic ideal? ■



Part One

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.

The inhabitants of ancient Egypt were called mummies. They lived in the Sarah Dessert and travelled by Camelot. The climate of the Sarah is such that the inhabitants have to live elsewhere, so certain areas of the dessert are cultivated by irritation. The Egyptians built the Pyramids in the shape of a huge triangular cube. The Pyramids are a range of mountains between Spain and France.

The Bible is full of interesting caricatures. In the first book of the Bible, Guinesses, Adam and Eve were created from an apple tree. One of their children, Cain, once asked, 'Am I my brother's son?' God asked Abraham to sacrifice Isaac on Mount Montesuma. Jacob, son of Isaac, stole his brother's birthmark. Jacob was a patriarch who brought up his twelve sons to be patriarchs, but they did not take to it. One of Jacob's sons, Joseph, gave refuse to the Israelites.

Pharaoh forced the Hebrew slaves to make bread without straw. Moses led them to the Red Sea, where they made unleavened

bread, which is bread made without any ingredients. Afterwards, Moses went up on Mount Cyanide to get the ten commandments. David was a Hebrew king skilled at playing the liar. He fought with the Philatelists, a race of people who lived in biblical times. Solomon, one of David's sons, had 500 wives and 500 porcupines, and yet was still considered to be wise.

Without the Greeks we wouldn't have history. The Greeks invented three kinds of columns—Corinthian, Doric and Ironic. They also had myths. A myth is a female moth. One myth says that the mother of Achilles dipped him in the river Stynx until he became intolerable. Achilles appears in the Iliad, by Homer. Homer also wrote the Oddity, in which Penelope was the latest hardship that Ulysees endured on his journey. Actually, Homer was not written by Homer, but by another man by that name.

Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died from an overdose of wedlock. In the Olympic Games, Greeks ran races, jumped, hurled the biscuits and threw the java. The reward to the victor was a coral wreath.

The government of Athens was democratic because the people took the law into their own hands. There were no wars in Greece, as the mountains were so high that they could not climb over to see what their neighbours were doing.

When they fought with the Persians, the Greeks were outnumbered because the

Persians had more men. Eventually, the Romans conquered the Greeks. History calls people Romans because they never stayed in one place for very long. At Roman banquets, the guests wore garlands in their hair. Julius Caesar extinguished himself on the battlefields of Gaul. The Ides of March murdered him because they thought he was going to be made king. Nero was a cruel tyrant who would torture his poor subjects by playing the fiddle to them.

Part two to follow next issue! ■



No 1: Rhythm and Beat

This is the first in a series of short music articles to help understand some basic music concepts.

Music is such an influential part of everyday life with powerful effects, subtle as well as obvious.

Many parents express concern about certain styles of music and their effects, but they lack knowledge and confidence to discuss music with their children. Each article will focus on one specific music element, giving a simple definition and a

brief description on how to discern God-honouring music.

Firstly we will jump in the deep end and look at possibly the most sensitive, controversial music elements which easily dominates music — **rhythm** and its partner, **beat**. These work together and many confuse them.

Beat

The simplest definition is ‘Beat is e-ven just like se-conds tick-ing on a clock.’ Watch a clock and say aloud one syllable with each tick of the second hand. You will feel how even and steady beat is.

Rhythm

‘Rhythm is loooooong and short sounds (take a quick breath)and silences moving through a tiiiiimeliine.’ The repeated vowels lengthen the vowel sound. The quick breath represents silence. Practise these two definitions several times and feel the difference.

Time

Beat and rhythm are both based on time. Time has a start, a middle and an end. In the big picture, God created the earthly timeline in the days of Creation (Genesis 1:1). The middle has lasted thousands of years and will come to an end (Luke 21:33). Our lives have a beginning, middle and end as do rhythm and beat in music even if it is only a few minutes long. A clock ticks (beats) silently or quietly in the background all the time and we do not notice it — just like our heartbeats. Time, rhythm

and beat are essential to our lives. Beats are used to measure the length of sounds and silences just as a ruler measures length in centimetres or a clock measures time.

Beat and the heart

Beat is repetitious and monotonous as it moves along the timeline. A short definition could be ‘Beat is boring.’ Beat is the ‘thump, thump, thump’ from the car next to you at the traffic lights. Music beat, like our heartbeat, is essential but also very stressful when extreme. Just as heart palpitations cause stress to the body, so fast beats in music overstimulate and cause stress. When the heart beat is quickened the body wants to move. Slow heartbeats mean relaxation. Music beat affects our heartbeat and can make our body move more or slow down. Our hearts try to align with the beat of the music. Excessive loud beat can be hypnotic, addictive and lead to mind control by the manipulator.

Rhythm patterns

In contrast to beat, rhythm has more variety and interest with countless different patterns of long and short sounds and silences which move around the regular even beat. The word rhythm comes from the Greek *rhythmos* meaning ‘measured movement’. Some sounds and silences might last two or three or four beats or even a half or quarter of beat. Together rhythm and beat cause movement and patterns. Hence we talk about the ‘rhythm of life’ referring to patterns and cycles.

Syncopation

Syncopation is when sounds are emphasised between the main regular beats, and therefore can be called ‘off beat’ or ‘back beat’. Syncopation can become a major issue when used in extremes. The heart naturally wants to align with the main beat, but when the offbeat is louder than the main beat, the heart gets confused, causing a physical reaction. The body moves, especially the hips. Syncopation is not always negative. Many classical and modern composers have used it sparingly and with positive results. Syncopation can be likened to spices in food. Too much spoils the taste and makes you ill. Excessive syncopation affects health.

A dangerous combination

Combining excessive beat, rhythms and syncopation with excessive loudness and speed has dramatic effects on the body, mind, emotions and spirit. Certain hormones called **opioids** are released from the brain. Sex hormones and organs are affected and a ‘high’ is experienced. Pain thresholds are raised so the volume knob is turned up for more stimulation. The cycle continues and leads to addiction just like sugar, caffeine or nicotine. Evidence for this is easily seen in the immoral behaviour of youth who listen to contemporary music styles.

Rhythm and the body

Because of the direct physical effects of rhythm and beat, we can say that rhythm represents the body, the carnal nature of man. In later articles we will learn how melody represents the spirit and harmony

the soul and also learn how to discern positive, healthy musical balance between the three elements.

Rhythm silences

An important and often neglected part of rhythm is the silences or breaths in music. These bring rest and refreshment to the rhythmic movement along the timeline. In music, silences are called **rests** and they can be likened to the Sabbath. God created the Sabbath to be holy day and for us to rest and be refreshed spiritually and gain more energy. God created the night/day pattern because He knows we need to rest. In the book of Psalms the word *Selah* means 'to pause, meditate, ponder and refresh the spirit'.

Musical rests, no matter how short (even microseconds), can be very effective in making the sounds lively and energetic and also provide a break from the sounds. So much popular music today is relentless, beat-driven and too loud with no rest at all. This drains and exhausts the body and mind. Ecclesiastes 3:7 tells us 'There is a time to be silent and a time to speak.'

The noise of war

In closing I would like to point out that the issue of rhythm and beat is not new but age old. Four thousand years ago when Moses and Joshua came down from Mount Sinai, they knew something was wrong even before they saw the Israelites worshipping the golden calf. They heard the loud, rhythmic beat, sounds not of victory but a 'noise of war in the camp' (Exodus 32:17).

The rhythm/beat issue is just so much more noticeable today because of the discovery of electricity in the 1800s. This has led to the technology and communication revolutions of the last century. New electronic instruments create new sounds. Amplifiers make the music so much louder. Instant worldwide communication spreads music at lightning speed. Music has exploded around the world even faster than the effects of an atomic bomb.

The power of music

Music has mighty power and can be used for good or bad purposes. In the hands of the powers behind the music industry it can be used for humanistic purposes, to manipulate youth away from their parents and for money making. In the hands of believers it is can be used as God intended it—for showing love to Him in worship, for His glory and for our health benefits. As JS Bach wrote in the early 1700s, 'Music is for the glory of God and the refreshment of man.'

By understanding these basic concepts of rhythm and beat we can be much more discerning in determining what styles of music are worshipful and hopefully guide our children's listening habits. As a teaching aid, the *Elements of Music* course covers rhythm and beat throughout the four volumes and shows how it was used throughout history as well as giving theoretical and practical knowledge.

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



Temperature and our food

The day after God created grasses, seeds, fruits and vegetables, He created a source of light and heat so that plant and human life could be sustained.

God hung the earth in just the exact place in the universe so that the earth could support life! To think that all this precision just happened by chance is beyond my comprehension. With this as an introduction, let's look at the effect that temperature has upon life... and death.

How temperature affects the body

Have you ever thought about the effect temperature has on our physical bodies? For instance, if a person has a fever of 40°C we get concerned.

At the temperature of 41°C we become extremely concerned because when the internal temperature of the physical body reaches 41.5°C, brain cells start to scramble and die, and by the time the internal temperature of the body reaches 42°C, that person is usually dead!

How heat affects the foods we eat

In addition to understanding what happens to the human body when it is exposed to high temperatures, of utmost importance is the effect temperature has on the life in the foods we eat.

For instance, at approximately 41.5°C, enzymes (the life force found in raw fruits and vegetables, seeds and nuts) start to break down. And by approximately 50°C, all enzymatic activity has ceased, destroyed by heat, and that food is now dead.

Around 65°C, the protein molecules within food start to break down, and by approximately 71°C degrees, the molecular structure of the protein has been totally deranged. This is demonstrated vividly when a raw egg white (which is comprised of almost 100% protein) hits a hot frying pan. Before our very eyes the clear, liquid jelly-like substance surrounding the yolk becomes firm and white.

Sadly, before most of the foods we eat today are consumed, it is placed in or on a heat source. We boil many of our vegetables in water, or steam our vegetables at 100°C.

Many of our foods are baked in ovens at even higher temperatures. A slow oven starts at about 120°C, while other foods are baked in ovens at over 200°C. Or we cook our food in a microwave.

These heat sources produce temperatures that destroy the life within the food.

The zookeeper's dilemma

Back in the 1920s, zookeepers thought they could economise by feeding the carnivorous animals the leftover cooked meats from the restaurants. But this practice was soon abandoned because the zoo animals being fed with this cooked flesh were getting sick and dying.

That's the reason that when you go to a zoo today, you will find the carnivorous zoo animals are always fed their flesh food in its uncooked, raw form. Indeed all carnivores in the wild eat flesh in its raw, uncooked form!

Pottenger's cats

One of the best-known studies of raw versus cooked foods involves a 10-year research project conducted by Dr Francis M. Pottenger in 1945, using hundreds of cats.

Pottenger fed one group of cats raw food, while the other group received exactly the same food, cooked. The results dramatically revealed the advantages of raw (living) foods over a cooked diet. The cats that were fed raw, living food produced healthy kittens year after year with no ill health or premature death.

But cats fed the same food, only cooked, developed heart disease, cancer, kidney and thyroid disease, pneumonia, paralysis, loss of teeth, arthritis, birthing difficulties, diminished sexual interest, diarrhea, irritability, liver problems, osteoporosis, and more (the same diseases common in our human cooked-food culture).

The first generations of kittens from cats fed cooked food were sick and abnormal, the second generation was often born diseased or dead, and by the third generation, the mothers were sterile.

Human 'cats'

Sadly, many of the results Dr. Pottenger obtained in his cat experiments can be observed in our human population today.

As a child growing up in the 1930s, the only people I remember having arthritis were the elderly who often needed a cane to assist them in walking. Today, arthritis is not just an affliction of the elderly, but there is an ever-increasing number of our youth being diagnosed with juvenile arthritis.

Diabetes used to be a disease of the elderly, too! But today, diabetes is afflicting more and more of our young people with what they call juvenile diabetes. Cancer used to be something experienced primarily by the elderly. But today, cancer is the number two cause of death among our youth.

What is going on? Why are our young people experiencing serious degenerative diseases at an ever-earlier age? And why are an ever-increasing number of young adults not being able to reproduce?

I heard a figure a year or so ago that greatly alarmed me: 42% of the young adults in our country are unable to conceive. Twenty years ago that figure was just 30%. Do you think that the almost 100% cooked food diet being consumed today might have a part in the decrease in the number

of young adults being able to produce a baby today?

A deadly diet of dead foods

I contend that the physical breakdowns in our bodies today have the same causes as the physical breakdowns the cats experienced in Dr. Pottenger's experiment.

The standard diet is predominantly a cooked (dead) food diet, lacking the necessary life force and raw building materials required to maintain a healthy physical body.

We are consuming a diet loaded with all kinds of poisons, chemical additives, artificial flavours, artificial colours and preservatives that fail to provide our living cells with the building materials they need to sustain a vibrant, living and healthy body.

What are we eating?

I invite you to go to the grocery store and look for signs of life in the fruit and vegetable aisles. Wherever you turn, you'll see indications that the life force (enzymes) is strong within raw fruits and vegetables. You'll see bright red tomatoes, still growing on the vine. There are sweet strawberries and blueberries with their leaves still green and vital.

Now walk over to the processed food area. What do you see? Boxes. Bags. Cans. And what are on those boxes, bags, and cans? Lists of unhealthy, dead, toxic, and life-destroying ingredients that God never intended us to eat.

Think about what you see and choose what you want to use to nourish your body! ■

How to prove cooked foods are dead foods



Try this experiment to prove that cooked foods are dead foods!

1. Go to the store and buy 5 raw carrots.
2. Bring them home, cut 1cm off of the stem end of the first carrot, and place it in a shallow container of water and monitor its growth. You should start to see tiny roots emerge in a matter of days.
3. Take the other 4 carrots and place each of them in a different heat source — boil one, steam one, bake one, and microwave one.
4. Next, take each of the cooked carrots out of their heat sources, cut 1cm off of each of their stem ends and place them in a shallow basin of water and monitor their growth. No matter how long you wait, nothing will happen.

Why do the boiled, baked, and microwaved carrots fail to grow and thrive? The answer is simple: the carrots are dead; the life force has been cooked right out of them!

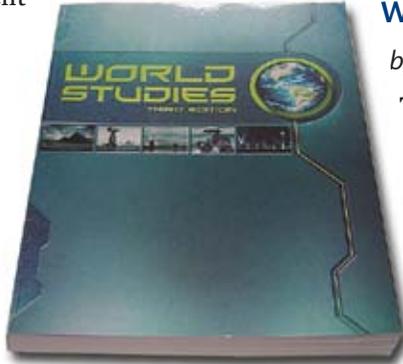
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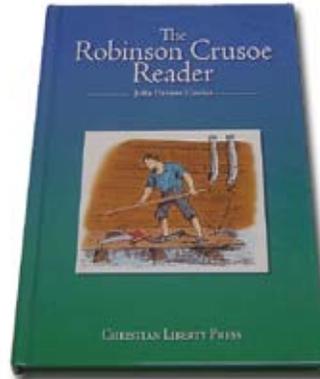
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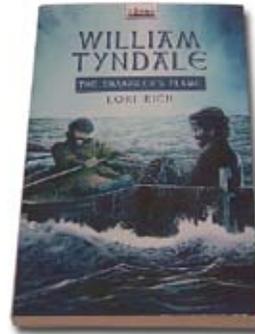
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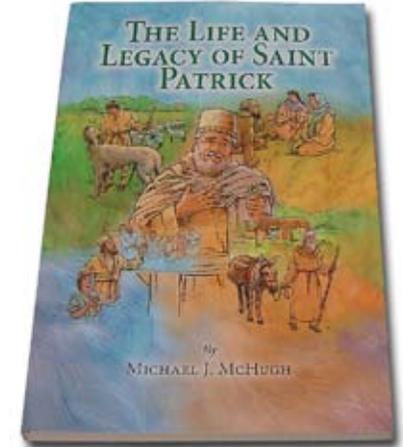
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by H Rider Haggard

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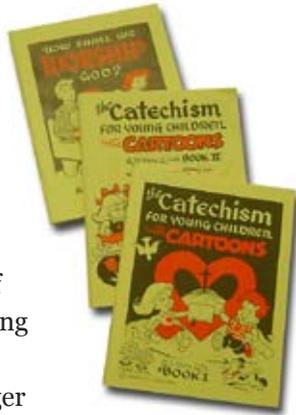
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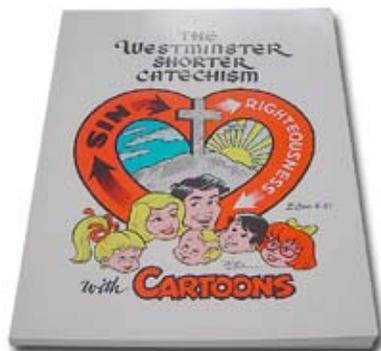
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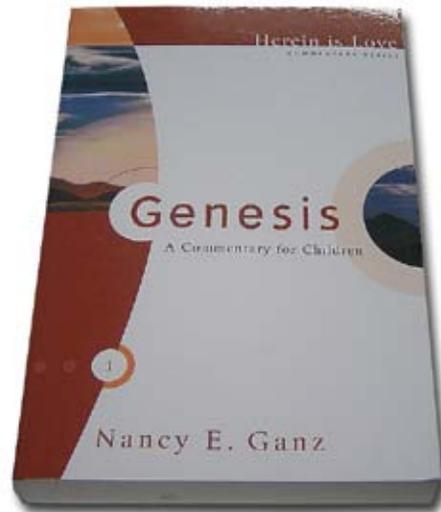
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LEM Phonics Corner

EVELYN GARRARD



After coming home from India and Nepal I have had a few 'glitches'.

I had a heart attack, my car had an accident (fortunately I wasn't in it and no one was hurt), and a trip to SA by car for my brother's funeral, because I was not able to fly so soon after a heart attack.

I am getting on track again now but would appreciate your prayers to be able to continue the work with the same energy I have enjoyed for a long time before this happened.

In this Phonics Corner I want to say a few words about our Intermediate Course which we now offer via email. This course can be taken after successfully completing the Introductory Course and then using it to teach LEM Phonics in a school or home-schooling setting. The aim is for teachers to understand the concepts on a deeper level and (where desired) to prepare for the final 'Advanced Course' which allows a teacher to become a trainer of teachers. I am working to also get the theory part of this course available via email.

I really enjoy working with the Intermediate students. Earlier it was done by post,

but via email the course goes faster and it is very easy to give feedback by email or by phone. I have also been able to continue the courses when overseas.

The best way to promote this course, I think, is to let one of our students talk, so here is a brief appraisal from Samantha, who has just recently finished her 15 Modules and excelled in her exam with 93%.

LEM Phonics... I love it. I see it work from the very early stages, when the students are just becoming aware of sounds, then being able to put these sounds together to make words, and then be able to read these words.

I am a Teacher Aide at Torquay State School in Qld and have been working in the Preschool/Prep area for almost 30 years. I have just completed the Intermediate LEM Phonics course and have loved it (well... maybe not the exam.) It has been both challenging and rewarding. Thanks must go to Evelyn for her assistance and guidance. It certainly has expanded my understanding of the program and how it works, for the individual student, and for the teacher and the students in the classroom. There are many aspects of this course that would benefit every teacher in the classroom.

The proof is in the pudding! Every day, I see little success stories in our Prep classes. Like when a student was trying to sound out the word **want** but it just didn't sound right. Then we put a

5 above the **a** and the student began counting on his fingers to find the fifth sound. When he re-sounded the word... success!

Recently, after explaining briefly the job of 'silent servant e', I asked a student, 'Did Mum ask you last night why we have this arch over the word **came**?' His reply was, 'No, I just told her!' That is the joy of this program! Children can grasp these concepts early, which then builds their confidence and their desire to keep learning.

We have just set up some challenges within the higher grades. These are creating some excitement around the school. We are getting the teachers to go back over all the sounds of the phonograms, beginning with all the single and multiple phonograms that only make a single sound. These are being tested each fortnight and a prize given to the class with the highest percentage. Teachers have commented on the improvement in their own students when they review and test every day, with the majority of their classes getting only one or two wrong on the final test.

We also had a mini challenge between the Year 4 classes with the 'sounds of **a**'. Each class was given five different pieces of coloured paper (one for each sound), and had to write as many words as possible for each of the five sounds. As a follow up lesson, the students then had

to look at each sheet to try to find the rule associated to that sound. This was a great way to get the students identifying the rules.

I am excited and honoured to be working with LEM Phonics within our school.

One little light can shine a long way.

Samantha

Please give us a call or email at the office if you are interested in furthering your LEM Phonics training.

Blessings,



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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